A framework for the improvement of the professional working conditions of teachers in South African secondary schools

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Student number: 25540106
DECLARATION

I, Emekako Raymond Usilefe, declare that this study titled, “a framework for the improvement of the professional working conditions of teachers in South African secondary schools” is my work. This thesis has never been submitted for any degree at any other university. All sources in this study have been indicated and acknowledged by means of direct and indirect references.

_______________________

Signed

_______________________

Date
DEDICATION

I dedicate this piece of work to God Almighty, Who gave me the grace, strength and will to finish this study.
ACKNOWLEDGEMENTS

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ABSTRACT

A FRAMEWORK FOR THE IMPROVEMENT OF THE PROFESSIONAL WORKING CONDITIONS OF TEACHERS IN SOUTH AFRICAN SECONDARY SCHOOLS

Teachers’ working conditions encompass the quality of infrastructural facilities, the value of school leadership and the opportunities offered for teacher development in schools. Teaching and learning are affected by the state of the work environment and the conditions under which teachers must work. Research scholars have raised concerns about the working conditions of teachers but very little research has been done on this topic in South Africa. This problem is highlighted in national policy plans as being critical for development, thereby leaving a huge vacuum in the teaching profession. Across 34 countries and five continents, the Organisation for Economic Cooperation and Development has been investigating this problem since 2008 through an ongoing Teaching and Learning International Survey, but Africa has never been included. This survey has focused on five thematic areas, namely the value of school leadership, appraisal and feedback of teachers, professional development, teaching opportunities for improvement, and school climate and job satisfaction. No such study has been reported in Africa or South Africa in particular. To close this gap, the current study measures the extent of the challenges of teachers in their professional environment using a similar thematic approach to the survey mentioned above, with the intent to develop an improved Professional Working Conditions of Teachers Framework for public secondary school teachers, to encourage improved educational practice.

The explanatory sequential design was employed in a mixed methods approach taking two empirical phases for conducting the study. Krejcie and Morgan’s sampling technique was used to determine a sample of 384 teachers from the study population of teachers working in secondary schools. Teachers in International Standard Classification of Education (ISCED) levels 2 and 3 were selected as respondents using different layers of sampling techniques to cater for generalising of the sample to South Africa for the first phase. As a follow-up to the quantitative research of the first phase, principals and district officials were interviewed. Data was analysed using the Statistical Package for Social Science and Atlas-Ti software. The former was used in computing descriptive statistics and multivariate analysis, which included cluster analysis and analysis of variance. The latter was used to conduct a thematic analysis
using open and axial coding to generate codes and categories. Validity, reliability, trustworthiness, and ethical procedures were duly ensured through approved procedures.

The main findings of the study show that despite the fact that self-managed schools support participatory management styles, the South African education system still retains traces of authoritative management styles reminiscent of apartheid education. Also, apart from dealing with demanding administrative functions, many school principals are obliged to teach in the classroom owing to low supply of teachers to schools. The Integrated Quality Management System (a central tool to improve teaching by using appraisal and feedback to teachers) is a failure; school management teams currently use internal appraisal and feedback mechanisms. However, school management does not implement all the options of appraisal available to them. The South African Council of Educators has failed with the implementation of a professional development management system. Area offices are currently organising professional development activities for teachers, concentrating only on specific subjects and content, leaving out other aspects of teaching practice. In addition, teachers would rather be mentees than mentors to newly appointed teachers. Challenges regarding learner motivation, classroom management skills, an emphasis on learners’ rights, class size and minimal formative assessment seem to affect learning in the South African classroom. Teachers are not generally happy with the teaching profession but are satisfied with their individual performance; however, a culture that builds collaboration, participation, team relationships and communication needs to be installed to improve on the self-efficacy and satisfaction of teachers.

This study recommends a holistic framework to consider all avenues for improved working conditions in a typical school environment. In addition, a monitoring and evaluation component specific to the work environment of the teacher should be set up, apart from the accountability systems currently used by the Department of Education.

**KEYWORDS**

School Leadership; Appraisal and Feedback; Continuing Professional Teacher Development; Teaching; Teaching and Learning International Survey; Framework; Professional Working Conditions; South Africa.
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<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>ACE</td>
<td>Advanced Certificate in Education</td>
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<tr>
<td>ANOVA</td>
<td>Analysis of variance</td>
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<tr>
<td>CPTD</td>
<td>Continuing Professional Teacher Development</td>
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<tr>
<td>DoE</td>
<td>Department of Education</td>
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<tr>
<td>ELRC</td>
<td>Education Labour Relations Council</td>
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<tr>
<td>FET</td>
<td>Further Education and Training</td>
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<tr>
<td>HoD</td>
<td>Head of Department</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IQMS</td>
<td>Integrated Quality Management System</td>
</tr>
<tr>
<td>ISCED</td>
<td>International Standard Classification of Education</td>
</tr>
<tr>
<td>MMR</td>
<td>Mixed Methods Research</td>
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<td>NDP</td>
<td>National Development Plan</td>
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<td>NECT</td>
<td>National Education Collaboration Trust</td>
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<td>NEPA</td>
<td>National Education Policy Act</td>
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<td>NPC</td>
<td>National Policy Commission</td>
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<tr>
<td>NPFTED</td>
<td>National Policy Framework for Teacher Education and Development</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Cooperation and Development</td>
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<tr>
<td>PD</td>
<td>Professional Development</td>
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<tr>
<td>PWCT</td>
<td>Professional Working Conditions of Teachers</td>
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<td>SA</td>
<td>South Africa</td>
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<td>SACE</td>
<td>South African Council of Educators</td>
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<td>SAQA</td>
<td>South African Qualifications Authority</td>
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<td>SASA</td>
<td>South African Schools Act</td>
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<tr>
<td>SBM</td>
<td>School-based management</td>
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<td>SGBs</td>
<td>School Governing Bodies</td>
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<td>SMTs</td>
<td>School Management Teams</td>
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<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<td>TALIS</td>
<td>Teaching and Learning International Survey</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational and Cultural Organisation</td>
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<td>WCED</td>
<td>Western Cape Education Department</td>
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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE PROBLEM

The working conditions of a school teacher are largely influenced by the quality of the work environment and the satisfaction a teacher derives from the job (Ladd, 2011:235). Analysis of working conditions can be approached in two ways: either according to demographic attributes of students in a school which can be measured using organisational records, or by studying the state and quality of infrastructural facilities, the value of school leadership and the opportunities available for teacher development (Ladd, 2011:235). This study takes the latter approach.

The central purpose of this study is to determine work-related challenges that stand in the way of developing systems for improving the working conditions faced by secondary school teachers in South Africa, and to offer improvement mechanisms which have been tested empirically. These challenges relate to the Teaching and Learning International Survey (TALIS), which is explained below. For this study, the specific working conditions of South African teachers are investigated in terms of the Continuing Professional Teacher Development (CPTD) system, teachers’ appraisal and feedback system, teachers’ job satisfaction, self-efficacy, teaching in target classes and school leadership. These aspects of working conditions are also covered by the TALIS 2013 study (Organisation for Economic Cooperation and Development [OECD], 2013:3).

A brief overview of TALIS is essential for a healthy understanding of this investigation. TALIS was commissioned by the OECD (2013:1) and is presently the largest international survey of the teaching workforce in the world, which can be used to establish the working conditions of teachers in schools. On the international front, the first phase of TALIS commenced in 2008 with 24 participating countries. This was increased to 34 countries by 2013 and it is expected to increase to 40 countries by 2018 (OECD, 2013:4). This continued expansion suggests the relevance of the survey on both a national and an international scale; however, South Africa has never participated in this survey.

The International Standard Classification of Education (ISCED-97) was created to help policymakers statistically compare education systems across the world (United Nations
On a global scale, the challenges to working conditions of teachers have only been measured in terms of the upper level (level 3) of ISCED-97. In the current study, the researcher addresses all teachers in South African secondary schools; therefore, the inquiry into teachers’ working conditions is obtained from both lower and upper levels of secondary schools. For South Africa, ISCED-97 level 2 corresponds with Grades 7–9 while ISCED-97 level 3 corresponds with Grades 10–12.

The anticipated readership for this study comprises teachers, education leaders at district, provincial and national levels of education departments, and policymakers in education. The researcher, in his current position (affiliated with research professors and government education departments), keeps these stakeholders in mind throughout the study, especially in relation to legal aspects of the study’s background, research instrumentation, ethical issues, research findings, and suggested framework for the professional improvement of teachers’ working conditions. This is to ensure that the study stays relevant and focused, making the assumption that if professional working conditions are improved and properly managed, then the quality of teaching and learning will improve, which is consonant with the general aim of education.

The following paragraphs present background information on issues relating to the professional working conditions of teachers and to the relevant legal structures in place.

1.1.1 Issues of teachers’ working conditions

Scholarly research indicates a global concern for the quality of formal education in the focus on education for all, especially in developing countries across the world (UNESCO, 2009:3). To this effect, the former Minister of Education, Naledi Pandor, at a provincial conference in 2010 confirmed the lack of quality education in South African schools (Mncube & Harber, 2010:614).

According to the National Development Plan (NDP) 2030, a study on educational reforms that was conducted in 2010 across 20 education systems around the world which offered new directions for policy review, indicated that issues in education, especially problems with the working conditions of teachers in South Africa, needed urgent attention. These conditions are shaped and influenced by the support given to teachers for their CPTD (National Planning Commission [NPC], 2012:49). The point of departure for this study’s problem is the issues
around the professional working conditions of teachers. As already noted, the areas of focus on the working conditions of teachers in this study are: CPTD, teachers’ appraisal and feedback system, teacher job satisfaction and self-efficacy, and school leadership. The problems in these focus areas are discussed.

Teacher professional development refers to activities which improve a teacher’s skill, knowledge and expertise (OECD, 2013a:9). This is synonymous with CPTD which may be seen as a programme which provides opportunities for teachers to strengthen their existing knowledge and current roles, or even help in the actualisation of new specialisation and, in general, improve teachers’ capacity to engage and support other educators, learners and parents (South Africa [SA], 2015:33).

In a review of the international literature, Villegas-Reimers, as quoted by Ono and Ferreira (2010:60) contends that continual teacher development is key to the educational reforms of any education system. The author emphasises that:

Currently, in the world, most societies are engaged in some reform … Regardless of the scope of reform, the relationship between education reform and teachers’ professional development is a two-way or reciprocal relationship … educational reforms that do not include teachers and their professional development have not been successful. Professional development initiatives that have not been embedded in some form of structures and policies have not been successful either (Villegas-Reimers in Ono & Ferreira, 2010:60).

In South Africa, a typical example of such a gap between education reform and CPTD would be the implementation of Outcomes-Based Education and Curriculum 2005. The training on the implementation of these initiatives was far from adequate (Ono & Ferreira, 2010; Jansen & Taylor, 2003; Fiske & Ladd, 2004). Over the years, the CPTD has been through workshops, seminars, conferences and courses (Schewille & Dembélé, 2007:52). These training procedures have been criticised by many researchers as inadequate, fragmented and isolated from real classroom experiences (Ball & Cohen, 1999; OECD, 2005; Villegas-Reimers, 2003). This shows that there is no formal structure for the control and organisation of CPTD. The problem highlight here are lack of adequate in-service training programmes for effecting change made in education through PD activities. At this stage, I cannot infer report robustness and efficiency of the formal structures of the programmes provided by the DoE.
In South Africa, to help with the establishment of proper implementation of government plans, initiatives and the general promotion of quality teaching and learning, the South African Council of Educators (SACE) in partnership with the Department of Basic Education, the nine provincial education departments and relevant stakeholders, set up the CPTD management system (SA, 2013:5). This process started with principals and deputy principals in 2014 and progressed to heads of departments (HoDs) in 2015. In 2016, it included post-level-1 teachers in the country (Edutel, 2013:1). The main aim is for teachers to earn professional development (PD) points and get certified in the categories of gold, silver and bronze. The CPTD system ensures that all teachers sign up through SACE. Their PD can happen in three ways (SA, 2013:6):

- By teachers’ own individual efforts to improve on knowledge and skills;
- By school-based PD activities;
- By external providers, duly approved by SACE (an example is Edutel).

According to section 7 of SACE’s code of conduct, every teacher has an obligation to stay up-to-date with educational development and trends (SA, 2000). The grace period for every teacher to begin this process is set from 2014 to 2019. After 2019, sanctions will apply to non-compliant teachers (SA, 2013:7, 8).

An appraisal and feedback system is basically used to monitor teacher and school progress and its accountability may be examined internally or externally (De Clercq, 2008:10; Bisschoff & Mathye, 2009:394). Internal appraisals may be conducted by the school management, while external appraisal can take the form of supervision by the district subject specialist or advisor. Past research shows that the monitoring by appraisers is often useless as a way to improve teachers’ practices in their professional working environment; there is seldom any form of follow-up with teachers being appraised (Marshall, 2005:730; De Clercq, 2008:11; Bisschoff & Mathye, 2009:394). A new system framework is already adopted in South Africa with the use of the Integrated Quality Management System (IQMS) (Education Labour Relations Council [ELRC], 2003:34; De Clercq, 2008:8). This system appraises in three ways: in terms of development, performance, and whole school evaluation (Department of Education [DoE], 2014:4). The IQMS appraisal and feedback system is particularly important to this study because it can help discover the developmental needs of teachers and thereby support and improve
teacher accountability, the performance of teachers and the overall working conditions of teachers (DoE, 2014:5).

The development of school management’s capacity to act as leaders is vital. In the nation’s Presidential NDP 2030, teacher and leadership development are mentioned as key aspects in the improvement of the quality of education in South Africa (NPC, 2012:50). The NDP outlines problems of lack of competence and capacity of schools leaders (also referred to as School Management Team [SMT] members) such as principals, deputy principals, HoDs and teachers. Some aspects to be addressed in this study are hiring of teachers, school budget allocations, remuneration for teachers, incentives for teachers, admission policies, disciplinary policies (educators and learners), and management of Learning Teaching Support Material.

Job satisfaction and self-efficacy of a teacher are also crucial factors that must be considered in teacher development. For teaching and learning to be successful, teacher self-efficacy and job satisfaction are important (Moè, Pazzaglia & Ronconi, 2010:1145). In its most basic meaning, job satisfaction may be referred to as an evaluative judgment given to a job (Moè et al, 2010:1156), and is particularly important because a demotivated teacher may demotivate learners. Self-efficacy, on the other hand, influences job satisfaction since it deals with the behavioural state or thinking of a teacher (Viel-Ruma, Houchins, Jolivette & Benson, 2010:2). Bandura, as cited in Viel-Ruma et al. (2010:2), defines self-efficacy as the ability to achieve desired outcomes. This is one of the most important requirements for teachers – to influence learning positively. Research indicates that the ability to love teaching (job satisfaction) and to have the right attitude towards teaching helps achieve the goals of education (Moè et al., 2010:1151). It can be argued that there is a relationship between self-efficacy, job satisfaction, and CPTD in the country. It is argued in this study that if these aspects of a teacher’s work condition are all attended to diligently, improved teaching and learning will follow. While investigating the general working conditions of South African teachers, the study only focuses on aspects covered in the TALIS 2013 instrument.

1.1.2 Education policy and legal framework

Since 1994, education authorities, major national stakeholders and educational institutions have aggressively tackled issues relating to teachers’ working conditions in education through the
establishment of a new legal framework and policies (Pretorius, 2011:122). The legal framework and policies that relate to teachers’ working conditions in South Africa, as applied in this study, are the following:

- National Education Policy Act (NEPA) No. 27 of 1996 (SA, 1996b), which provides for the determination of the national policy on education generally which includes quality assurance.
- The South African Schools Act (SASA) No. 84 of 1996, (SA, 1996), which forms the legal foundation for schools in South Africa by promoting access, quality and a sense of democracy in the schooling system. SASA also recognises the need for a new national system for schools to redress past injustices, support the rights of learners, educators and parents; the Act outlines the duties and responsibilities of the State.
- The Employment of Educators Act No. 76 of 1998 (SA, 1998b), which regulates the professional, ethical and moral responsibilities and competencies of educators.
- The South African Council of Educators (SACE) Act No. 31 of 2000 (SA, 2000), an organisation which promotes professional development, ethical and professional standards of educators in the South Africa.
- The National Policy Framework for Teacher Education and Development in South Africa (NPFTED) (SA, 2006:1) that functions through an all-encompassing strategy on the recruitment, retention and the professional development of teachers.
- Policy on the minimum requirement for teacher education qualification (SA, 2015) which explains the guidelines and procedures for the CPTD learning programmes in South Africa.

The policies and legal framework of the unified national schooling system are managed under three bands, namely: General Education and Training (GET), Further Education and Training (FET) and Higher Education (Lemmer, 2004:5). This study focuses on the teachers working in the GET and FET bands. It should be noted that the senior/FET phase excludes learners in the FET colleges; Grades 7–12 (DoE, 2015a:7). For GET and FET, the national level is administered by the Minister of Education who determines all national policies as guided by NEPA No. 27 of
1996 (SA, 1996b). At the provincial level, the Member of the Executive Council who is the political head has the highest authority and performs the general administration and management of educational institutions in accordance with the national norms set by the Minister of Education. This means that provincial legislation is authorised provided that there is no conflict with the Constitution, NEPA, and any other national Acts (Lemmer, 2004:5). Furthermore, educational support is offered by different levels of education department offices: head offices, district offices, area offices, and circuit offices (Lemmer, 2004:5).

It is assumed that if the aforementioned legal documents are applied diligently, the problems associated with teachers’ working conditions can be less threatening and more manageable. This study critically applies a suitable methodology to understand the extent to which the education leaders comprehend this legal framework.

1.2 RATIONALE

The motivation for this study is of a threefold nature. First, it is a known fact that a myriad of work-related challenges exist among South African teachers which are identified within and outside the classroom (ELRC, 2005:5). The Department of Basic Education has identified the need to properly manage teaching and learning by investigating teachers’ working conditions in order to improve their performance (ELRC, 2005:1). This was pre-NDP 2030. This study, just like the TALIS, is specifically aimed at addressing issues, namely:

- Teacher professional development, known as CPTD in South Africa;
- Teacher appraisal and feedback;
- School leadership;
- Teachers’ and principals’ job satisfaction and self-efficacy.

Second, a number of initiatives such as the Presidential NDP: 2030 (NPC, 2012), the Action Plan to 2019 (DoE, 2015) and the 2011 School Monitoring Survey (DoE, 2013) have been commissioned in South Africa during the last few years to address a number of work-related issues among which are CPTD programmes, remuneration and incentives for teachers, and capacity-building for school leaders. In broad terms, the current investigation also deals with improvement in the teaching sector by investigating the conditions of teachers in their
professional working environment, clarifying identified problems and offering solutions in terms of these national plans mentioned.

In the third instance, the researcher was strongly motivated to undertake this investigation after participating in a project through the Research Office of the Faculty of Education and Training, North-West University in Mafikeng that deals with improving teaching and learning called “The Teaching and Learning Improvement Project for Grades 10–12” in the Ngaka Modiri-Molema District. This project aimed at improving learners’ performance in schools by selecting the best-performing teachers in different schools in the district modelling their teaching styles in learner progressive spring camps. The project links with this study because the teachers were selected through an effective appraisal and feedback system in their respective schools. This study also addresses teachers’ feedback based on their classroom teaching.

1.3 PROBLEM STATEMENT AND RESEARCH AIM

Problems with the working conditions of teachers in South Africa is a national concern (NPC, 2012:49) and this problem invariably affects the quality of education in the country (UNESCO, 2009:3; Mncube & Harber, 2010:614). Up until now, research scholars have raised concerns about the work conditions of teachers (Mncube & Harber, 2010; Bush, Joubert, Kiggundu & van Rooyen, 2010; Skaalvik & Skaalvik, 2010; Viel-Ruma et al., 2010; Moè et al., 2010; NPC, 2012; Ladd, 2011; DoE, 2013).

The problem addressed comprises of conditions of service and conditions that affect the work of teachers (Macdonald, 1999:839). These conditions addressed in this study has been defined in section 1.1 are evident in the South African education system. According to Macdonald (1999:839), most developing countries are reported to have poor conditions in their schooling system, which invariably causes high level of teacher discontent. Most of these countries have suffered from political crises, which has direct impact on the education system of the country. Emekako (2015) pointed that the apartheid system of government in South Africa brought about uncertainty to the education system in South Africa. From an observational perspective, many teachers are employed from other professions provided they enrol for the Postgraduate Certificate in Education (PGCE) that runs in Higher Institutions of Learning (HEIs). There are no guarantee at this point of completion of diploma. This is supported by the report presented by
the national Department of Education admitting that they currently have 5,139 teachers that are unqualified and under-qualified in their payroll in South Africa (Savides, 2017). Other factors such as, classrooms lacking necessary facilities, poor sanitary conditions, overcrowded classrooms, increased level of student indiscipline and violence, students with enormous needs are evident in South African classrooms especially in rural areas and these factors affect the conditions of work of a teacher (Ladd, 2011:238). To support further, poor working conditions reported in a policy brief. These were linked with poor academic outcome of learners, inability to raise the standard of teaching due to lack of a formal system of teacher professional development programmes, high attrition rate of teachers and lastly, the lack of basic resources in schools despite the large allocation given to education in national budgets (Modisaotsile, 2012:1).

One of the eminent qualitative researchers on the working conditions of teachers, Susan Moore Johnson, admits that the working conditions of teachers have been largely ignored and this has left a big vacuum in the teaching profession (Ladd, 2011:235–236,239). This gap is noticeable in research publications because very little has been written on the subject of investigation in the manner TALIS combined the themes on the working conditions of teachers. However, internationally, TALIS investigated on a wide scale the working conditions of teachers in 34 countries in Europe, America (South and North), and in Asia. The African continent was not included. The main gap which this study addresses is assessment of the working conditions of teachers (using the same components as TALIS) in South Africa. Furthermore, this study uses a more vigorous research design which offers the best solution to the problem by applying a pluralistic research approach (see Chapter 5 for more information). Most research publications on the subject of the investigation have not applied a mixed methods approach.

Findings possible solutions to these problems in South Africa is a positive step in line with the national goals of education in the country as found in the President’s NDP 2030 and the Action Plan to 2019 by the DoE (2015:2). Although previous and current research projects have investigated the components of the working conditions of teachers in various ways, the main research aim of this study is guided by and focuses on TALIS, which is to investigate the professional working conditions of teachers in South African secondary schools.

The secondary aims of this research are to:
i. Determine the perceptions of teachers on teaching and learning generally and in their school in particular.

ii. Determine how efficiently the appraisal and feedback system promotes good teaching and supports continual teachers’ development needs in secondary schools.

iii. Establish how the continual professional teacher development programmes and activities have impact on teaching generally.

iv. Investigate whether school climate and job packages are encouraging enough to improve good teaching in secondary schools.

v. Discover the perceptions of education leaders of the legal policies guiding the working of teachers in secondary schools.

vi. Establish which guidelines on school leadership and management can be promoted to improve the achievements of students and schools.

These secondary aims will be addressed by a review of literature together with empirical research using a mixed methods approach.

1.4 RESEARCH QUESTIONS

The main question is: What are the professional working conditions of teachers in South African secondary schools?

The main research question can be subdivided into secondary questions that can be formulated as the following research questions:

- What are the perceptions of teachers on teaching and learning generally and in your school in particular?
- How efficiently does the appraisal and feedback system promote good teaching and support teachers’ continual developmental needs in secondary schools?
- How has the continual professional teacher development programme and activities impacted on teaching generally as provided at the school level and by the department of education in general?
- How are the school climate and job packages encouraging improving good teaching in secondary schools?
• What are the perceptions of education leaders on the legal policies guiding the working of teachers in secondary schools?
• What guidelines on school leadership can be promoted to improve students’ achievements and schools?

1.5 PHILOSOPHICAL UNDERPINNING, DESIGN AND METHODOLOGY OF THE STUDY

1.5.1 Philosophical underpinning

This section represents a summary of Chapter 3, giving a brief overview of the study design and methodology. A researcher’s philosophical orientation may be hidden in research but always informs and influences the actual practice of research (Creswell, 2014:6). This is referred to as a paradigm, which is a basic set of beliefs that guide a researcher’s action to a study (Creswell, 2014:6). The paradigm can also be influenced by the inclination of a researchers’ mentors, the nature of problem studied and the environment. This study was investigated within the confines of the pragmatic paradigm. The pragmatic paradigm selects what works best for the problem – in this case, challenges associated with the working conditions of teachers in South African secondary schools – thereby opening doors to multiple means of collecting data (pluralistic approach).

1.5.2 Design

The explanatory sequential strategy was used as the mixed methods design for this study. This strategy/design follows two phases of data collection and analysis (Creswell, 2014:15, 224). Quantitative and qualitative data are collected sequentially and involve the integration of data at one or more stages in the process of the research (Gray, 2014:194). The approaches are complementary to each other since qualitative findings usually inform and support the richness of the quantitative results (Smit, 2011:33).

This design chosen involves two distinguishable phases in which the researcher collects quantitative data and analyses them in the first phase. The results of this phase are then built on in the second phase through qualitative research (Creswell, 2014:224). The first phase then helps determine the purposeful selection of participants for the second phase and sometimes also helps
the process of selecting the appropriate type of questions to ask. The researcher has selected this design because it enables the researcher to use the qualitative data to explain in more detail and to give more meaning to the quantitative results (Creswell, 2014:231). This allowed for in-depth understanding of the secondary research questions posed in this study (see section 1.3). This in-depth understanding led to the development of the improved Professional Working Conditions of Teachers (PWCT) framework that can be used for improving the working conditions of South African teachers (only applicable to the working environment of teachers in public secondary schools in South Africa). In addition to that, this design also helped achieve triangulation through employing a pluralistic approach in which one method compensates and complements for the weaknesses of the other by operating sequentially (Gray, 2014:197). This design adopts the use of questionnaires (quantitative) in the first phase and one-on-one interviews (qualitative) to explain the quantitative responses at a deeper level.

1.5.3 Methodology

The methodology for this study is a literature review that covers the secondary research questions, and an empirical investigation. Based on the selection of the mixed methods design, the empirical research follows the prescribed outline by the Faculty of Education, North-West University, Mafikeng campus. The detailed methodology is described in Chapter 3 (see 3.6.1–3.6.2), but an overview is presented here.

1.5.3.1 Empirical research (QUANTITATIVE)

Population and sampling

The population for the first phase of the study was all secondary school teachers in South Africa, based on the theme of this investigation. The total number of teachers in South Africa was 425,090 (DoE, 2016) at the time of this study. The target population was only public secondary school teachers teaching at ISCED-97 levels 2 and 3. Obtained from the National Master List (NML), 2016, they numbered 139,336 (DoE, 2016) and were all categorised as ex-Model C, ex-DET Township and Rural schools. Referring to Krejcie and Morgan’s work on sample size determination (1970), the sample size for the study becomes 384.
Since this study adopted the mixed methods research (MMR) approach, varying sampling techniques were used such as stratified and simple random sampling. The study population was stratified into strata as characterised by schools and teachers of ex-Model C, and ex-DET Township and Rural Black schools. What makes this selection generalizable to the entire population, as pointed out by Relmer and Van Ryzin (2011), is that similar characteristics can be found in other provinces such as teacher-related variables (gender, age, employment status, years of working or teaching experience) which are vital to drawing inferences for the purpose of the study. Classifying these strata according to the proportions of schooling in South Africa as obtained from the NML, 14% were ex-Model C, and 86% were ex-DET Township and Rural schools (DoE, 2016a). The researcher consulted with the Statistics Consultation Services of North-West University on generalizing strata to South Africa and thereafter distributed the questionnaires (n=384) using the percentages established in the NML. Questionnaires were distributed to 54 teachers (14%) of the ex-Model C schools and similarly, to 330 teachers (86%) of the ex-DET Township and ex-DET Rural Black schools.

To attain the above stratification, the researcher selected three provinces for equal distribution of the 384 questionnaires. The criteria used were based on the graded performance of provinces, categorised as best-performing (Gauteng), middle-performing (North-West) and low-performing (Limpopo). In this study, the sampling of teachers required a two-stage approach; a sample of schools was drawn, from which a sample of teachers was subsequently drawn. Probability sampling, also known as simple random sampling, was applied to the strata to select schools and teachers.

**Measuring instrument**

The measuring instrument used for this phase was based on the TALIS 2013 instrument which has been tested successfully in five continents and accepted by scholars in teaching and learning. It was adapted to fit the South African schooling system and teachers of public secondary schools. This instrument is a questionnaire that is made up of ordered and unordered closed-ended questions.

The questionnaire was solely designed for obtaining facts and opinions about the phenomenon under study: working conditions of teachers in South Africa. The questionnaire was divided into
different sections. Section A focuses on background and demographical information of respondents, thereby helping the researcher identify the independent variables for the study. The remainder of the sections focus on the secondary research questions of this study, namely the CPTD programme, teacher appraisal and feedback, school leadership and management, teacher self-efficacy and job satisfaction, thereby addressing the dependent variables (working conditions of teacher-related variables) through the predicting variables.

Data collection procedures

The data collection in this phase involved two stages: the pilot study stage and the main study stage. A pilot study is used as a field test in order to establish the content validity of the instrument and to improve questions, formats, and scales (Creswell, 2014). The questionnaire was then finalised and used for the main study stage – which is the entire sample of the quantitative phase. After respondents had been consulted, the questionnaires were distributed to teachers. Completed questionnaires were collected in the same manner in which they were distributed, to cater for a high response rate.

Data analysis and statistical techniques

Data has no meaning unless interpreted and analysed. Data was analysed with the computer software known as Statistical Package for Social Sciences (SPSS). The closed-ended questions were assigned numbers according to the Likert scale and captured in the statistical computer program. Descriptive statistics and multivariate analysis were used to present and interpret data.

1.5.3.2 Empirical research (QUALITATIVE)

This was a follow-up on the quantitative phase.

Site and participant selection

The selected sites for the qualitative phase were 10 public secondary schools which cater for the ISCED-97 levels 2 and 3 from the North-West (NW) and the Gauteng (GP) provinces. Ten principals were selected from the NW and GP provinces, as well as two district directors, giving a total of 12 participants selected for the second phase.
Data collection strategy

The researcher conducted one-on-one semi-structured interviews with the principals and district directors, in order to elaborate on the quantitative data of views and thoughts regarding the working conditions of teachers in South Africa. However, the interview guide for the district directors differed from the principals’ guide, to give more focus to how directors prepare school leaders, monitor schools’ reports on teachers’ feedback, improve capacity-building for principals and teachers, and to the leadership styles used to provide support generally to schools. During interview sessions, an audio-tape recorder was used as this aided the researcher in transcribing and coding data during data analysis. The researcher asked permission of the respondents before using the recording device.

Data analysis

Only interviews that allowed for the use of a tape recorder were used for analysis. The Atlas-Ti statistical software was used for analysing transcribed interviews using an a priori method of determining themes. The outputs (quotations and codes) and network diagram were used in delivering the research report.

1.5.4 Validity, reliability, trustworthiness and ethical approaches

Validity, reliability and trustworthiness were ensured (see Chapter 3, section 3.7 for the detailed report). Ethics for conducting the study are detailed under section 3.8.

1.6 ENVISAGED CONTRIBUTION OF THE STUDY

It is anticipated that this investigation could be a positive step towards improving the working conditions of teachers in the country. When problems associated with teachers’ working conditions are viewed together with the intentions of UNESCO (2015:9), the complexity of the current study becomes clear. It is evident that this investigation touches on both global and national issues by suggesting solutions using the TALIS 2013 instrument to measure the extent of these challenges in South Africa. In this way, the study can help to achieve the aims of the NDP 2030 that relate to achieving quality education for all.
In terms of making a scientific academic contribution, the findings of this study will lead to a framework that can be applied by policymakers and stakeholders of education to improve and sustain secondary school teachers’ working conditions in the country. A benchmark for the evaluation of the proposed framework appears in Chapter 6 (section 6.5), with a benchmark of the evaluation model initially presented in Chapter 3 (section 3.9).

1.7 DEFINITION OF KEY CONCEPTS

In this study, the researcher offers definitions of key concepts as an aid to understanding the key elements in the research topic.

1.7.1 Teaching and Learning International Survey (TALIS)

TALIS is a project commissioned by the OECD. It is currently the largest international survey of the teaching workforce and the conditions of teaching in the world (OECD, 2016:2). It serves mainly to help countries develop policies for improving all aspects of a teacher’s work conditions (OECD, 2013:5).

1.7.2 Teacher

According to the DoE report, “a teacher is a person who teaches, educated or trains other persons or who provides professional education service” (DoE, 2015a:42). In addition, the definition of a teacher according to the OECD Indicators of Education Systems project, is “a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated to student enrolled in an educational programme” (OECD, 2013:19). The italicised words are further defined below:

- Activity: This involves all activities by teachers in their core job responsibility area.
- Profession: This includes all people who teach voluntarily or occasionally in educational institutions.
- Educational programme: This includes the curriculum and teacher’s pedagogical skills and excludes all people who provide services other than formal instructions to students. An example is a supervisor.
1.7.3 Full-time and part-time teachers

In the context of this study, full-time and part-time teachers are defined according to their working hours. A full-time teacher is considered to have worked for a minimum of 90% of normal working hours over a period of a complete school year of employment, while a part-time teacher works less than 90% of the normal working hours over a period of the complete school year of employment (OECD, 2013:21). This provides clarity in the questionnaire design.

1.7.4 Continual Professional Teacher Development (CPTD)

CPTD entails programmes that help the improvement of the teaching. It ranges from different programmes offered to teachers as in-service support training during employment, through to seminars, workshops and even course enrolment.

1.7.5 Professional working conditions

Working conditions include components such as the quality of school leadership, opportunities for development and the quality of facilities. In general terms, working conditions are “the physical features of the workplace, the organisational structure, and the sociological, political, psychological, and educational features of the work environment” (Johnson, 2006; Johnson et al., 2005). In this study, important aspects of the professional working conditions are teachers’ feedback and appraisal system, CPTD, school leadership and management, and a teacher’s self-efficacy and job satisfaction.

1.7.6 Framework

According to Mudzanani (2013:24) and Mayor (2009:692), “a framework refers to the ideas or a structure according to which something is developed”. The study’s improved PWCT framework generates new ways for the DoE to build healthy working conditions for teachers in South African secondary schools.

1.8 DELIMITATION OF THE STUDY

Delimitation of a study is characterised by the scope that defines the boundaries of the study; this means that the researcher is in total control of the study delimitations (Simon and Goes, 2010:24).
This research was delimited in six ways. First, it was delimited to public secondary schools in South Africa. The researcher was interested in developing a framework that applies only to schools controlled by the government. Second, it was delimited to ISCED levels 2 and 3, which represent lower and higher secondary schools (known as Grades 7–12 in South Africa). It was not possible to select all teachers in the system, so ISCED levels 0 and 1 (pre-primary and primary schools) were avoided. Third, this study did not include teachers at schools for students with special needs, teachers who are only trained for adult education, those who are substitute or emergency teachers, or teachers on long-term leave. Fourth, the study only focused on leadership literature pertaining to how leaders offer support for teachers’ development, excluding other theories applicable to the school environment and school leadership. This delimitation was necessary because the study asks questions that relate only to the value of school leadership for improved teaching and learning. Fifth, the study was delimited to only themes investigated by TALIS 2013, which was commissioned by the OECD. This study was birthed from the TALIS study, and the researcher used this benchmark to measure challenges faced by teachers in South Africa in order to develop a framework for the management of working conditions of teachers. Finally, while the underperformance of teachers is recognised as it arises, the study does not explore reasons for non-dismissal of underperforming teachers, as this would take the researcher away from the focus of the study.

1.9 THESIS CONCEPTUAL MAP

The thesis map outlines the study diagrammatically in a recursive format. Depending on the progress and results obtained, the stages as shown in Figure 1.1, may be re-adjusted and/or re-conducted in order to achieve desirable results (Mavetera, 2011:77–78). This framework helps to organise the study’s structure of chapters.
Figure 1.1: Thesis conceptual framework

Nature and acknowledgment of problem: Working conditions of teachers

Selection of substantial research problem area

Derivation of an acknowledged problem statement: evidence-based

Literature review:
Conceptual framework & Theoretical framework

Study/Topic guide on geographical focus area

Research design: Explanatory sequential

Methodology: Mixed methods approach

Literature review

Empirical research: QUAN-qual

Analysis and discussion of findings of quantitative & qualitative results

Formulation of study/thesis framework

Evaluate researchers understanding of the problem

Refine the ideas generated which are not part of the topic

Literature study

Constructive approach

Research design & methodology

Proposed Teachers’ working conditions framework

Thesis report and publication

Source: Adapted from Mavetera, 2011:78
1.10 STRUCTURE OF THE THESIS

Chapter 1: General orientation of the study

This chapter provides a general overview of the study, including introduction, the background of the study, rationale, problem statement and research questions, aims of the study, the research design and methodology through which the research is conducted, ethical aspects of research, proposed contribution of study, definition of key terms, thesis map and delimitation of the study.

Chapter 2: Teacher working conditions in their professional environment

This chapter commences by offering theoretical viewpoints on the South African education system, examining the pre-1994 points of departure on the state of education management leadership. This is followed by a discussion of the foundations of the School-Based system in South Africa, and the role of school managers in School-Based Management (SBM). A theoretical framework is developed from the praxis of teaching, teacher professional knowledge and CPTD. A conceptual and analytical (where applicable) framework is then built on following areas:

- CPTD programmes and activities, entailing in-service programmes for teachers.
- Teachers’ practices, retention and teachers’ self-efficacy and job satisfaction.
- School leadership: characteristics, and theories of leadership and management relevant to this study.
- Teachers’ appraisal and feedback system.

National plans and policies that support a teacher’s work conditions, development and improvement are also covered.

Chapter 3: Research design and methodology

This chapter focuses on epistemology, paradigm, research design, research approach and methodology (quantitative and qualitative phases). Ethical considerations, validity, reliability, trustworthiness and benchmark for thesis evaluation criteria are also discussed.
Chapter 4: Data analysis of empirical research: presentation and discussion of quantitative results

This chapter presents empirical results obtained from questionnaires. Descriptive and multivariate data analysis was used to present and analyse the quantitative data. The SPSS version 24 was used for the purpose of analysis in this chapter.

Chapter 5: Data analysis of empirical research: presentation and discussion of qualitative findings

This chapter presents empirical findings from interview data, together with follow-up results on the quantitative phase. The Atlas-Ti programme was used for the purpose of analysis in this chapter.

Chapter 6: Conclusions and recommendations

Conclusions are drawn from the findings of Chapters 4 and 5 regarding each of the secondary research questions. Recommendations are made based on the conclusions. Furthermore, the findings are used to develop the proposed framework that can be applied to improving and sustaining the working conditions of teachers in South Africa. Limitations of the current study are discussed, and recommendations for further research are offered.

1.11 CONCLUSION

This chapter presented the nature and characteristics of the problem under study. This problem prompted questions which need empirical investigation in order to provide solutions to the problem. A suitable research design and methodology were outlined to offer a clear path towards finding these answers. Other considerations discussed were the ethical aspects of the study and the contribution of the study to the existing body of knowledge. Chapters 3–6 will expand on the design and methodology, analysis and presentation of the data, followed by conclusions and recommendations. This chapter has succinctly described the problem and the topic generated, and has offered a clear overview of the entire study.
CHAPTER 2

TEACHERS’ WORKING CONDITIONS IN THEIR PROFESSIONAL ENVIRONMENT

2.1 INTRODUCTION

Chapter 1 dealt with the study background and orientation, focusing on background issues affecting South African teachers’ working conditions and the legal policies guiding education managers. The chapter explained the study rationale, problem statement and questions. The research aim, design and methodology, and delimitation of the study was outlined, followed by ethical aspects and contribution of the study.

In this chapter, focus is on the review of literature supporting the theoretical, conceptual and policy implications surrounding the working conditions of teachers in South Africa. As a basic definition, a literature review is simply a study of what other writers, authors or researchers have examined on the study area of a topic either through observation or another form of empirical investigation (Leedy & Ormrod, 2014:51). For this study, the researcher consulted literature in order to sharpen the focus of the research questions so as to recognise factors that have contributed to the development of the problem over time, but most importantly, to help the researcher to discover the best approach in finding answers to the study problem (O’Leary, 2010:73; Repko, 2012:168). Following this approach, this chapter presents literature relating to the research questions, which invariably helped to determine new ways of approaching problems on teachers’ working conditions in their professional environment. This way of thinking led to the use of mixed methods research which has many advantages over the quantitative research approach used to investigate the same problem by the OECD in Europe, Asia, America (North and South) and Australia in 2008 and 2013 (OECD, 2013:22). It is believed that the choice of this research approach assists in discovering a sound framework for education stakeholders and policymakers regarding the determination of the working conditions of teachers in their professional environment in South Africa.

TALIS forms the main impetus of this study therefore; a synthesis of the problem, aim and relevance is invaluable to the course of this present study especially on the link of the original purpose of TALIS and then that of the current study. This synthesis is obtained from the official TALIS document on the OECD website (OECD, 2008, 2013, 2018).
The mission of OECD is to promote policies that will improve the economic and social well-being of people around the world. As far as educational practices are concerned, the OECD helps with the following:

- Provides a forum in which governments can work together to share experiences and seek solutions to common problems
- Analyse and compare data to predict future trends, investigates issues that directly affect everyone’s daily life, compare how different countries’ school systems are readying their young people for modern life and in conclusion
- Draws on facts and real-life experience and recommend policies designed to improve the quality of people's lives.

Effective teaching and teachers are key to producing high-performing students. TALIS, a project commissioned by the OECD was to help countries (different economies) prepare teachers to face the diverse challenges in today’s schools through the investigation of their working conditions and the learning environments. It covered important themes such as initial teacher education and professional development; what sort of appraisal and feedback teachers get; the school climate; school leadership; and teachers’ instructional beliefs and pedagogical practices. In addition, TALIS provided a cross-country analysis, which helped countries identify others facing similar challenges and learn about and from their policies.

TALIS started in 2008 with 24 countries and survey happened in the lower secondary school whereas in 2013, 34 countries were sampled and were allowed to sample both junior and senior secondary. Participation of these countries were solely in the discretion of the education department and not the OECD. It is projected that TALIS will continue in 2018 with the projection of about 40 countries. This continue to show immense relevance of the study. The OECD database show that no African country has participated. Teachers and leaders of mainstream school were selected for participation in study.

Until now, TALIS has helped inform the development of policy and initiatives intended to improve the quality of teaching. It was found that the first cycle of TALIS has had an important impact in the development of such policies in participating countries. To this extent, some representatives have made comments on the usefulness of the international survey in 2008. To
mention one, Anne-Berit Kavli from Norway, who is Chair of the TALIS Board of Participating countries, says:

Norway participated in TALIS 2008. The results were well received and have helped us to focus on teachers’ professional development, appraisal and feedback systems, teacher’s role in the classroom, teacher-student relationship and school leadership in general. TALIS results have also been important in the planning of further professional development for teachers and principals. They have helped us to identify the strengths and weaknesses in Norwegian schools. Key to the success of TALIS has been cooperation with teacher unions and representatives for school authorities. When the opportunity came to join the second round of TALIS, Norway was ready (OECD, 2008:18).

To link the relevance of TALIS to the South African context, it was mentioned in Chapter 1 that teachers face many challenges in their work environment. Most of these challenges are contextual within the education sector of South Africa, which has a direct impact on the number of teachers leaving and entering the system (Lemmer & Van Wyk, 2011:261). Over the years, most of these contextual factors have been researched in various manners but none has investigated combining the themes used in TALIS in a single study. The present study addresses only teachers’ challenges in their professional environment, as TALIS has done (OECD, 2016:1). Therefore, the review of literature – structuring stems from conceptual frame of the TALIS 2013 instrument, which has a successful record of accomplishment. The review of literature – conditions of teachers is based on these theme areas or categories:

- School leadership;
- Teacher training, including CPTD and Initial Professional Education of Teachers;
- Appraisal of and feedback to teachers;
- Teachers’ pedagogical beliefs, attitudes, teaching practices and learning environment;
- Teachers’ feelings of self-efficacy and job satisfaction, and the climate in the schools and classrooms in which they work.

The chapter is divided into different sections. A theoretical framework, conceptual framework and the policy implications on teacher professionalism in South Africa are fused where appropriate. These aspects form a critical part of the theoretical framework, which supports the
working concept of the whole study, namely teachers’ working conditions in their professional environment.

The main theoretical points of departure are drawn from the task team report on Changing Management to Manage Change in Education (DoE, 1996). In addition, the theory of teacher professionalism is consulted on how it supports classroom teaching–learning dynamism (Sockett, 1993; Verloop, Van Driel and Meijer, 2001; Oduaran and Mokoena, 2015). The approach to the conceptual framework is similar to that developed by subject-matter experts, the International Research Consortium, and by the OECD secretariat on teachers’ working conditions and the learning environment (OECD, 2016:30). The specific conceptual framework is drawn from the TALIS 2013 instrument and it is guided by the themes listed above. Policy implications are further drawn from South African legislation and the Constitution that apply to teacher professionalism (DoE, 1996; SA, 1996, 1996a, 1996b, 2000, 2008, 2013, 2015 & 2016).

Educational theories are used where appropriate in different sections of this chapter, explaining and qualifying different authors’ views regarding teachers’ working conditions. A review is made of the policy documents that relate to the working conditions of teachers in South Africa, specifically the NDP, NEPA, SASA, the SACE Act, Policy on minimum requirements for teacher education qualification and the NPFTED (National Education Collaboration Trust [NECT], 2017). Primary and secondary sources were used to find relevant information. The TALIS 2013 instrument has had a successful track record in five continents and is now modelled to suit the South African education context. This instrument caters for a literature gap in South Africa, as such a study has never been conducted in Africa, let alone in South Africa.

2.2 THEORETICAL FRAMEWORK

Theories of educational practice have often been applied in a conventional way to school management school problems (Bush, 1995:18; Emekako, 2015:23). Although theory and practice in school management may appear to be two sides of the same coin, Bush (1995:18) explains that in education management, theory and practice are separate. He describes the context of education management as difficult and sometimes unrealistic owing to the complexities of human behaviour in an organisation setting – this is the setting which the current study refers to as the school environment. In reality, theory is only appreciated if it informs the practice of
teachers and education managers by suggesting new inventive ways in which events and situations, such as teachers’ working conditions in their professional environment, can be understood. A way in which to bridge the theory/practice divide is to select a multiplicity of educational theories which can be tested for their application to practice through past literature and empirical research (Bush, 1995:17).

A pluralistic theoretical approach was used in this study (see 2.2.1 and 2.2.2 below). Multiple theories were selected because there is no single all-embracing theory applicable to problems in the education system of South Africa or to educational management in particular (Bush, 1995:17, 2003:22). In the same vein, Ribbens (1985:223) declares that

students of educational management who turn to organisational theory for guidance in their attempt to understand and manage educational institutions will not find a single, universally applicable theory but a multiplicity of theoretical approaches, each jealously guarded by a particular epistemic community.

This means that there is usually no single theory applicable to the study problem of any research study in this area.

2.2.1 Theoretical viewpoints on the South African education school system

As noted, the main theoretical points of departure of this study are drawn from the task team report on Changing Management to Manage Change in Education (DoE, 1996). This theoretical viewpoint out how leadership in schools is conducted. This aligns with one of the secondary aims of the study, which is to establish guidelines on school leadership and management to improve the achievements of schools and students. Therefore, explicating theories/styles of leadership and management such as transformational and instructional leadership is not sufficient or practical, as this study is only interested in the practicality of how school leadership can influence individual learner achievement and overall school performance. Theories of leadership are, however, used where applicable in the rest of this chapter to highlight specific aspects of the study.

In 1996, the Minister of Education appointed a task team on education management development to devise a new approach to manage change in education. The main task was to transform
education for improved learning and teaching according to the value of school leadership (DoE, 1996:10). The theoretical viewpoints supporting the new approach are discussed below.

2.2.1.1 Pre-1994 points of departure on the state of education management leadership in South Africa

The apartheid system of education is said to have left the education system of South Africa in a state of uncertainty. This can be attributed to a system of disintegration, a state of vast inequalities in provisioning, and a poor and eroding state of the culture of learning, especially a system that resists positive change (DoE, 1996:10).

According to the task team report (DoE, 1996:10), the South African education system of that time had three working approaches to managing education in school at all levels. The first approach was largely influenced by procedures of work in the public administration sector of the previous three decades, by focusing on administrative functions such as planning, organising, guiding and controlling. This approach defines structure and permeates the current thinking of education managers in South Africa. The second approach drifted away from the administrative process in school and placed emphasis on leadership functions of education managers (even at school level) such as installing systems that focus on staff enhancement and education delivery. People development was essential to this approach, especially development of skills needed for such transformation. According to the task report (DoE, 2010:15), “it would develop leadership and technical management skills so as to ensure effective delivery within education institutions”.

The third approach to education management devolved around developing individual and team aptitudes through governance, relationship-building and decision-making process (DoE, 1996:15–16).

Despite the existence of these approaches in the educational system, the apartheid system of governance was known for regional, racial and ideological misrepresentations in teaching and learning. White schools had more resources than black schools, and this can be traced to a poor supply of black teachers who had low qualifications, creating apathy in many school communities. This backlog was characteristic of the lack of acceptability and correctness of the education system. Furthermore, school principals and teachers co-existed in a top-down structure.
of management that had become a challenge in which to create a new culture and practice of teaching and learning suitable for education in the 21st century (DoE, 1996:18,19).

A shift in the old approaches described is indeed the need for change. A new approach to follow is one which is free of the demise of the old approaches and is apt for all levels of management in the education system, catering for individual development coupled with organisational development. Accordingly, if soundly adopted, schools will have the capacity to manage change effectively (DoE, 1996:32). Nevertheless, school managers may not have the adequate skills to accept, implement and fully understand new changes (DoE, 1996:32). According to the task team report, resistance to change is the main factor to consider during any anticipated change (DoE, 1996:32). Resistance to change can be prevented by establishing a clear communication channel, increased participation and involvement of stakeholders in decision-making and a culture that promotes support, negotiation, and agreement (DoE, 1996:32).

Owing to the bureaucratic and authoritarian management system common before 1994, there was a considerable difference of opinion between inspectors from circuit/area offices and schools, concerning responsibilities and functioning of inspectors (DoE, 2010:20). The DoE was thus formed from an unclear and complex administrative setup essentially driven by authoritarian, non-consultative and non-participatory mechanisms focused on improving the skills of top management so they could carry out line functions more effectively (DoE, 1996:33). The best strategy for change would then be a principle that applies a multiplicity of theories such as transformational, participatory and contingent leadership theories (Bush, Bisschoff, Glover, Heystek, Joubert & Moloi, 2006:54; Bush, 2007:394). Leaders must, therefore, assess the situation in the school environment professionally and wisely – but, more importantly, they must get acquainted with a wide range of theories of leadership and management. However, in recent times where decentralisation of the school system is part of the new approach, it is important to shift focus away from only improving the skills of certain individuals, and also to shift from a rigid management system to a more democratic form of school management.

2.2.1.2 The foundations of the school-based system (SBM) in democratic South Africa

As explained in the previous paragraph, education was centralised prior to 1994. During this time, different educational policies were in use (Mohapi, 2014:276). Change towards self-
management came to light after independence through the enactment of SASA (Act no. 84 of 1996) where devolution of power was given to school governing bodies (SGBs) and school management teams (SMTs) (Mohapi, 2014:276). This has created flexibility in the application of varieties of school management and leadership styles (Huber in Bush, 2007:393).

In the late 1990s, SBM started to occupy the policy agenda in democratic education (Lindberg & Vanyushyn, 2013:40). SBM had been implemented in a growing number of countries and the pattern of implementation is closely related to the emphasis placed on aspects such as instructional leadership, participatory decision-making and transformational leadership. The participatory leadership model helps with building collaboration in the school (Bush, 2007:398) while transformational leadership influences school personnel in accepting and promoting organisational goals (Bush, 2014:34). The participatory or democratic model is consonant with South African schools which are based on the SBM system through the introduction of and autonomy given to the SGBs and the greater tasks assigned to the SMTs (Bush, 2007:398). The figure below depicts how SBM has been running in South African schools.

**Figure 2. 1: School-Based Management in South Africa**
Figure 2.1 above is a chart that describes the operation of SBM in South Africa. Powers are transferred to the SMT (principal, deputy principal and the head of department) and the SGB (principal as ex-official, parents and learners). These stakeholders do not have full autonomy over every aspect of the school and leadership models operational in South African schools shape decision-making. The paragraphs that explains deeper SBM in South Africa.

The new educational policy framework sets an overall vision for South Africa towards democratic governance. According to Bush and Heystek (2003:47) and Bush (2007:58), a good strong working relationship between the principal and the SGB should bring about effective self-management. This model of leadership is operational in self-managed schools with the principal appointed as head of the school by the district head of department (Bush, 2007:397). This appointment can be conceptualised in various ways but in its simplest form, it refers to a transfer of decision-making authority and responsibility at the level of the local school (Khatttri, Ling & Jha, 2010:3). According to Mohapi (2014:275), decision-making is the process of opting for a logical and rational choice.

Decision-making is based on the premise that SMTs and SGBs are provided with the task of making strategic decisions for the progress of the school. The classical tension between control and uniformity, held from a central perspective, is challenged by SBM. SBM promotes freedom, differentiation and responsiveness (Lindberg & Vanyushyn, 2013:40). SBM can also be thought of as an instrument for the decentralisation of levels of authority to the school level. Responsibility for and decision-making over school operations are transferred to principals, teachers, parents, sometimes students, and other school community members (DoE, 1996:14). The school-level actors, however, have to conform to or operate within a set of centrally determined policies (World Bank Group, 2014).

According to the Ministerial Committee’s Review of School Governance (2004:85), SMTs and SGBs in South Africa still experience issues that relate to decision-making and its implementation, especially in terms of their co-existence and functioning. SGBs experience difficulties with SMTs such as lack of proper communication, failure to implement decisions taken at SGB meetings and failure to prioritise expenses. SMTs also experience difficulties with SGB members’ availability, commitment and with making a clear distinction between the roles of the SMT and SGB (Joubert, 2014:104). The ministerial review committee’s report
recommends that a precise point still needs to be reached for ideal and successful participation of members in the decision-making process, since there is still a major problem in South African schools regarding participatory fairness and consensus (Joubert, 2014:104; Ministerial Committee’s Review of School Governance, 2004:85).

SBM systems take many different forms. While some systems transfer authority to principals or teachers only, others encourage or mandate parental and community participation in the school. SBM systems transfer authority over one or more of the following activities: budget allocation, hiring and firing of teachers and other school staff, curriculum development, textbook and other educational material procurement, infrastructure improvement, setting the school calendar to better meet the specific needs of the local community, and monitoring and evaluation of teacher performance and student learning outcomes. However, full autonomy is not given to SMTs and SGBs. The Department of Basic Education still controls certain aspects of education centrally such as, setting up of matric examinations for Grade 12, payment of salaries (exempting SGB employed teachers), hiring and curriculum development. Therefore, school principals are held responsible for low learners’ outcomes through accountability systems set up by the department as this is one of the very reasons why education is transferred – to improve learning.

SBM can also be associated closely with school development plans and school grants (World Bank Group, 2014). These functions are similar to the functions of the principal as stipulated in the policy of South African Standards for Principals (SA, 2016).

SBM is based on the assumption that independence and decentralisation will enable decision-makers to better meet the varied expectations of stakeholders (Lindberg & Vanyushyn, 2013:41). While the direction of all SBM reforms is the same – towards decentralisation – their degree and emphasis can vary (DoE, 1996:14; Moos, 2008:231). There are a wide variety of SBM strategies, varying from full autonomy and authority over all educational matters, to financial and personnel matters only, thereby allowing schools to exercise full control over particular matters such as discipline, activities and books (Lindberg & Vanyushyn, 2013:41). However, the role of SBM has shifted from a traditionally administrative focus with activities like scheduling or discipline to managerial functions (Graczewski, Knudson, & Holtzman, 2009:76). Based on this change in functions, Lindberg and Vanyushyn, (2013:41) comment that school principals are no longer
relying on conventional management styles when they deal with different situations, but rather rely more on their own personal judgment in dealing with school managerial tasks. It could even happen that a school principal has to adopt both the contingent and strategic leadership models to address a practical problem.

All discussion thus far concerns the decentralisation of authority and responsibility to the SBG and SMT to make decisions solely based on achieving school goals. Advocates of SBM assert that self-managed schools should improve educational outcomes for a number of reasons. First, they improve accountability of principals and teachers to students, parents and teachers. Accountability mechanisms that put people at the centre of service provision can go a long way in making services work and improving outcomes by facilitating participation in service delivery. Second, self-managed schools allow local decision-makers to determine the appropriate mix of inputs and education policies adapted to local realities and needs (World Bank Group, 2014). In other words, the main function of management in schools is to provide good support to the working conditions under which teachers teach and learners learn. Notwithstanding, principals as the head of the school are responsible for any poor decision made even though others make decisions through delegation. It is therefore essential that this study reports empirically the process of delegation of authority and the criteria for allowing others make decision on behalf of the principal. The roles of the principal, teacher and the SGB are presented below.

2.2.1.2.1 The role and responsibilities of different Stakeholders in SBM

The Principal

At school level, the principal is perceived as the key figure in fostering power regarding decentralisation. The principal has an enormous responsibility of exercising leadership that promotes participation by all stakeholders in order to promote democracy, which is one of the goals of education in South Africa (DoE, 2007).

 Principals also have to deal with competing demands for both human management and governance of schools. Principals have to manage schools in a process of shared, collaborative educational thinking and leadership (Grogan & Andrews 2002:246) in order for staff members to feel valued, respected and empowered (Hammersley-Fletcher and Brundrett 2005:60). This
implies changing from the past autocratic tendency of unilateral decision-making to more democratic tendencies, which are encouraged by active participation.

**Teachers**

Schools need to have competent teachers in order to assist them to implement SBM systems successfully. Some aspects of school culture, such as shared vision and values, strong collaboration and teamwork, and student-centered style are, according to Li (2010:11), are necessary for the effective implementation of SBM.

Teacher-teams have emerged as a popular school improvement strategy for developed states (Scribner, Sawyer, Watson and Myers, 2007:72). This practice of collaboration for making educational decisions embraces the realignment of roles and relationships of school community. Scribner et al. (2007:73) further argue that where teachers work in self-managing teams to develop goals, curricular, instructional strategies, budgets and staff development programmes, learners often achieve at higher levels. Advocates of distributed leadership which is in line with SBM suggest that many instances of collaboration have become structural mechanisms of control through which the efforts of teachers are more tightly coupled to standardised performance expectations. The role of an SBM teacher has changed from a narrow perspective of managing the classroom to a wider and a broader outside-the-classroom involvement in assisting to work with other colleagues and external stakeholders towards the attainment of the school’s vision and mission. Through the implementation of SBM, teachers are asked to assume leadership roles in staff development, mentoring and curriculum development, and to become key partners in school and staff supervision including evaluation.

**School Governing Body (SGB)**

According to Sayed (2002: 40), the increasing demand for democratic transformation in education and in the society at large coupled with the demands of SBM prescripts through the functions of the SGB have further envisaged a key role for parents in the schooling activities of their children.

Through the introduction of SBM the role of parental involvement has been receiving greater interest in schools (Li, 2010:3). Mncube (2009:84) argues that parental involvement has been
associated with a variety of positive academic outcomes including higher grade points averages, lower dropout rates, less retention, special education placements and an increased achievement in reading. Parents are now participating in school matters more than in the past because they want their children to have access to quality education.

The culture existing within the SBM School in this context is further explained as including the participation of all members of an educational institution. Furthermore, the post-1994 approach towards education management development preaches a vision and mission owned by stakeholders of the school, driven by managing through participation, collaboration and most importantly developing the school as a learning organisation (DoE, 1996:27, 29; Bush, 2007:36; SA, 2016:3–6). Thurlow in Bush (2007:401) notes that having training and development programmes for teachers and principals is perhaps the solution for the restoration of a sound culture that can make a school into an effective learning organisation.

Conclusively, participatory leadership and decision-making will only be effective in a self-managed school. The participatory leadership model helps in staff collaboration by implementing a form of shared roles with other important stakeholders in the school (Bush, 2007:398). Using transformational leadership is how leaders exert their influence on followers – which is mostly how they inspire followers or colleagues to increase followers’ commitment to organisational goals (Bush, 2014; Leithwood, et al., 1999). In this regard, this model of leadership is operational in self-managed schools (Bush, 2007:397). It promotes freedom, differentiation and responsiveness (Lindberg & Vanyushyn, 2013:40).

2.2.2 A theoretical framework: praxis on teaching, teacher professional knowledge and Continuing Professional Teacher Development (CPTD)

Understanding the theoretical foundations of teacher professionalism and its relationship with and influence on the actual work of teachers in their profession is vital to this discourse. For many years now, there has been vexed discussion between scholars regarding what teacher professionalism really is (Gamble, 2010:3). This study investigates working conditions, which includes the teaching of teachers, based on their initial teacher training programme and especially in-service training (CPTD) and the appraisal and feedback system. The theoretical foreground is provided to understand implications for improvement in performance by exploring
the professional knowledge and teaching in the 21st century, especially drawing attention to the education system of South Africa.

The rapid advancement of several school subjects and the complexities of culture and new technologies for classroom teaching show that teacher preparation is a rather complex phenomenon (Oduaran & Mokoena, 2015:25). Teacher preparation refers to how a student teacher passed through their initial teacher programmes at institution of higher learning. It may be categorised of comprising of knowledge acquired in the subject content they are to teach as real teacher, knowledge of the pedagogy of the subjects they will teach and skills acquired on the abilities needed for proper classroom management. A test of such knowledge is through the Work Integrated Learning (WIL), also called, teaching practice or practicum (Oduaran & Mokoena, 2015:25).

This means that teachers are required to constantly update their knowledge on general teaching and their subject content by enrolling in CPTD. In South Africa, teachers must build up professional development (PD) points as mandated by the SACE, as a way of ensuring that teachers continually update their skills in teaching (SA, 2013:5).

With the consideration that teachers are working under varying situations and circumstances, a basic understanding of teacher knowledge is expected to help teachers perform their daily professional tasks in their professional environment (Oduaran and Mokoena, 2015:26). Instead of promoting higher learner achievement, according to Oduaran and Mokoena (2015:26), teacher professional training centres should rather focus attention on training teachers with the right attitude for increased learner improvement. Unfortunately, research on CPTD is too fragmented and neglected to be able to determine its success (Verloop & Wubbles, as cited in Oduaran & Mokoena, 2015:27).

The professional knowledge of a teacher can be influenced by the provision of quality CPTD programmes, which can also affect the actual teaching of the teacher. The researcher then aims to define teacher professionalism from the vantage point of practice. In this vein, Sockett (1993:9) defines professionalism “by the quality of practice … within an occupation, how members integrate their obligations with their knowledge and skills in a context of collegiality and of contractual and ethical relations with clients”. It is inferred from this definition that the
knowledge of a teacher, in a positive work climate or environment, leads to improved performance.

The complexities and realities of teaching in the 21st century lead to the curriculum for teacher education and development being comprised of what is termed “knowledge for teachers” (Oduaran & Mokoena, 2015:28). This is the way in which a proper understanding can be reached of what is expected from teachers in their professional environment. Teacher knowledge is seen as the total knowledge a teacher possesses and to be used at his or her disposal, which also dictates his or her action (Verloop, Van Driel & Meijer, 2001:443). Total knowledge will mean knowledge acquired during initial teacher training, CPTD (as used in South Africa) and day-to-day practical experiences. In other words, teacher cognition and actions are very important considerations in the development of the professional competence of a teacher (Oduaran & Mokoena, 2015:29). To simplify further, teacher knowledge as used in this context, is all forms of knowledge that guide the professional performance and specific truths of the content teachers teach. Apart from teachers’ understanding of their subject content, teacher knowledge also involves salient functions, for example, classroom management.

Based on the above, it is clear theoretically that a teacher’s knowledge base, as used in this study, depends on initial teacher training, CPTD and practical experience, and is directly proportional to the characteristics of an effective and practical teacher, teacher’s techniques, learning comprehension, purpose of enrolling, and instructional techniques (Patrick & Pintrich, 2001; Oduaran & Mokoena, 2015:29). The researcher therefore infers at this level that the curriculum in CPTD programmes (which can also be informed through appraisal system for teachers) can give opportunities for improved professional teaching, thereby increasing learner performance and overall school achievement.

Problems in educational practice cannot be dealt with using only one theory, so a multiplicity of educational theories has been applied to the study problem, to enable teachers, school managers and policymakers to develop interventions from different theories (Bush, 1995; Bush, 2003; Maag, 2004). This study develops a framework that can be used to improve teachers’ working conditions by empirically investigating teachers’ working environments. To achieve this, different thematic areas are explored (see 2.1). The theoretical framework explains the state of South Africa in education management development by looking at the past approach located in
the education systems, and the present state of self-managed schools, especially how they have empowered principals to create a good working environment for teachers. Finally, the praxis explaining the interconnection between teaching, teacher professional knowledge and continual teacher development – helps to show that in practice, if CPTD is well-organised, there will be improved teachers with adequate content and pedagogical knowledge and in the long run, an improved school performance.

2.3 CONCEPTUAL FRAMEWORK

Over the years, teaching has been perceived in various ways. Some describe it as working independently in classrooms behind closed doors with very large number of learners, while others describe it as a job without a real career because of its low pay – which can be attributed to the fact that teachers have extensive holidays (OECD, 2014:19). This study asks teachers, principals and district officials about the working condition that promote a positive learning environment in schools, by theoretically and empirically validating truths and dismissing myths surrounding today's teachers and schools (OECD, 2014:19).

The conceptual framework is developed by exploring South African and international literature concerning the extent to which CPTD needs are met, teachers’ teaching attitudes and pedagogical practices in classrooms, roles in and the value of school leadership to teachers in fostering better and improved learning, and factors that may relate to teachers’ feelings of job satisfaction and self-efficacy. The researcher also draws attention to South African policies relevant to these themes (see 2.1). Each theme is now discussed in turn.

2.3.1 The importance of school leadership [Theme 1]

The principal occupies one of the most important stakeholder positions in any education school system in the world. In recent times, the principal stands as a central connection for learners, teachers, parents or guardians, the community and the education system (OECD, 2014:56). The principal has the task of meeting a constant demand for school teachers and learners on one hand, and satisfying the requirements of the system (government) on the other, coupled with the expectations of the local communities. These can be described as tedious and challenging responsibilities. In addition, the notion of self-based school management which is now very common, makes the day-to-day managerial task even more complex. Some notable issues are
inclusive education, where special learners have to be catered for on equal level without special training, retention of students until graduation, social multiplicity, and equipping learners with important tools to be able to compete in a snowballing and puzzling economy (OECD, 2014:56). Thus, the autonomy given to school principals requires them to manage both human and material sources, make sound and evident decisions, communicate with both school personnel and external stakeholders and provide instructional and curriculum leadership in order to help the school succeed.

Based on the above, many countries have prioritised the importance of school leadership in improving overall learner performance (Pont, Nushe & Moorman, 2008; Robinson, Hohepa & Lloyd, 2009), especially when schools are underperforming generally or in some specific subject (OECD, 2014:56; Branch, Hanushek & Rivkin, 2013). However, according to Rodd and Gray (2006), empirically, it has been difficult to establish a direct link between a principal’s managerial tasks and achievement. The principal’s influence is therefore seen as indirect, which may make it very difficult to assess how the leadership style of a principal or decision might positively or negatively affect learner performance. Research studies show that the principal plays a mediating role by impacting greatly on teacher’s work, school climate and social relationship with the outside environment. Therefore, the principal influences overall school performance indirectly by influencing school climate, organisation of school, staff and the condition under which the staff (especially teachers) work (Aydin, Sarier & Uysal, 2013; Lucas et al., 2012; Chin, 2007; Bell, Bolam & Cullibo, 2003; & Hallinger, Bickman & Davis, 1996).

This study looks into principal’s roles and how their leadership influences school improvement and promotes good working conditions. This is done by exploring policy implication for school principals in South Africa.

It appears that many papers have been published on the various roles of a principal, especially in curriculum and instructional leadership (SA, 2016:3). This section is based on the core purposes of the principal as detailed in the policy on the South African Standards for Principals (SA, 2016). These core purposes are sometimes referred to as “standard” roles, which are in line with the functions and responsibilities of the principal as set out in sections 16 and 16A of SASA. The standards for principalship clearly describe the roles and what is required of school principals. According to the Standards policy (SA, 2016:4), “effective leadership and management,
supported by a well-conceived, needs-driven development of leadership and management, is critical to achieving transformational goals of education”. This will depend largely on the professionalism of school leaders and the quality or value of school leadership they provide. So far, the DBE has identified four elements to cater for the development and professionalism of principals, which are: enhancing skills and competence of principals, improving recruitment processes of principals, induction and mentoring of new principals, and the professional preparation of principals (SA, 2016:3). The policy framework details the skills and competencies of principals by explaining the core purpose of standards for principals.

2.3.1.1 The core purpose of principals in South Africa

The core purpose or standards of principalship apply to all South African principals and the values are grounded in the Constitution of South Africa. This new policy is now the vehicle that drives the curriculum design of training programmes for professional leadership and management (for CPTD) in South Africa (SA, 2016:6). The policy contains eight interdependent key important abilities that a principal must possess in order to be able to address the needs of the South African schooling system (SA, 2016:7). These are:

1. The school principal should be able to lead teaching and learning in the school with mastery of five main kinds of leadership: strategic initiative leadership, executive leadership, instructional leadership, cultural leadership and organisational leadership (SA, 2016:12).

2. The principal should be able to work with the school management, governing body and the community to shape the direction and development of the school by executing a common vision, mission and strategic arrangement to inspire and motivate all who work in and with the school and to give direction to the school's ongoing development (Collingridge, 2013:1). In addition, the principal must build and maintain effective quality assurance and strategies in the school, and is accountable to an extensive variety of stakeholders – national and provincial departments of education, learners, staff, parents/guardians, school governing bodies and the community at large (SA, 2016:12).

3. The principal as a leader of instructional leadership must ensure the quality of teaching and learning in school. The school principal must also set up internal appraisal mechanisms for the sake of improved teaching and learning (SA, 2016:16).
4. Through the arrangement of opportunities for shared leadership and administration, collaboration and participation and decision-making, the principal must strengthen those working in the school, thus empowering effective and important CPTD opportunities for school personnel (Mohapi, 2014:275; SA, 2016:18).

5. The principal must be able to manage the school as an organisation by continuously opting for approaches that enhance organisational structures and functions (SA, 2016:15). The principal is in charge of guaranteeing that the school and all the people, resources and assets of the school, are organised and managed to provide for an effective, efficient, safe working environment (Theron, 2013:117; Van der Westhuizen & Mentz, 2013:52).

6. The principal must have the ability to work with and for the community. As enriched in the theory of transformational and participatory leadership, school principals, alongside the SMT and SGB, ought to construct collaborative relationships and partnerships inside and outside the school community for their common benefit (Hord & Hirsh, 2009:22-23).

7. Managing of human resources (staff) in the school is the central obligation of the principal. According to the DoE, every principal determines the direction of school improvement for identified work-related issues (SA, 2016:17). This helps the principal’s initiative in guaranteeing that all present legislation, departmental policies and collective agreements are complied with.

8. The principal, in leading the school, needs to ensure that extramural activities for learners are offered and managed effectively. Emekako (2015:38) and Serame (2011:52) report that without extra-curricular activities, students become bored in the classroom.

Clearly, much is required of the principal. However, the principal is not alone, as the DoE has a similarly fundamental part to play in ensuring that the functions of principals are realistic and within the grasp of the people concerned. This is effected by offering the necessary preparation and guidelines to principals, in terms of their self-improvement or personal development.

At this point, the researcher argues that if principals in South Africa are well equipped, as stated in policy documents, then they will be more than capable of sustaining and promoting a good working condition in the professional environment of teachers, thereby rocketing South African schools to the peak of academic excellence, as stated in the Presidential NDP 2030.
2.3.2 Developing and supporting teachers [Theme 2]

This study investigates the professional environment of teachers. One of the main components under investigation is the continual professional development rendered to teachers as an in-service training to improve their working conditions. Education systems organise training opportunities for teachers to develop and extend their skills as a way of attaining or sustaining a high level of teaching and more importantly, maintaining a high quality workforce for the nation (Avalos, 2011:12; OECD, 2016:86). According to the European Commission (2012:12), knowledge about teaching and learning has changed tremendously, taking into consideration the time the experienced teacher now takes to acquire initial teacher training. In-service professional development (CPTD) is a mechanism which the DoE uses to update the skills of teachers in the country. CPTD programmes are offered using formal approaches (courses and workshops) and informal approaches (with other teachers or by participation in extra-curricular activities) (OECD, 2013:86). Research indicates that increased participation in CPTD programmes is directly proportional to increased learner achievement (Jackson & Bruegmann, 2009:110; OECD, 2013:69). The elements of CPTD examined by TALIS, and similarly in this study, are presented in Figure 2.1 below.

Figure 2.2: Elements of continuing professional teacher development (CPTD) examined in the study

Source: Adapted from Organisation for Economic Cooperation and Development (OECD) (2013:87)

Following the figure above, the theme of developing and supporting teachers looks at induction, mentorship and professional development needs, participation and barriers of teachers in South African secondary schools.
2.3.2.1 Teacher education and its relation to the role of induction in teachers’ professional development

On a general note, Carrel et al. (in Digwamaje, 2011:8–9) and Silver, Lochmiller, Copland and Tripps (2009: 217), are of the opinion that induction is frequently ignored in human resource management systems, with consequences. For example, if new employees are not legitimately set and inducted, this may have a genuinely negative effect on the morale of such employees and on their desire to keep working for the organisation; it likewise impacts adversely on the efficiency of such organisation and in the end prompts the organisation's powerlessness to have an upper hand (Nel et al., 2008:261). This study suggests that induction ought not to be seen as the initial few days in a new employment but as an expansive setting of an organisation's attempts to make a permanent and dependable impact on the new employee. This study looks into the induction, mentoring and professional development provided to teachers in South Africa.

Induction goes past simply tending to the concerns and vulnerabilities, which are a characteristic element of a new teacher. Doidge et al. (in Digwamaje, 2011:9) have identified the following as important viewpoints constituting the significance of induction:

- Induction helps as the very first phase of a career path with a long professional development.
- Induction diminishes time taken for an employer to become effective.
- It enhances inspiration and the individual's commitment to the organisation.
- It gives an ideal situation for management to have the opportunity to clarify the organisation's mission and aims. In that case, the new teacher could have a feeling of where his or her job role fits into the school.
- Induction creates and improves working associations/relationships with colleagues.

Teacher education occurs in two distinctive phases: initial teacher education and continuing teacher education programmes (Zeru, 2013:14). Therefore, teacher education is an unending quest, better described as lifelong learning. Other authors describe it as a continuum of three stages: initial teacher training, teacher induction, and CPTD (Brock & Grady, 2006; European Commission, 2010; Ingersoll & Strong, 2011). Zeru (2013:15) affirms that competent teachers are produced only if there is successful implementation and integration of all stages.
Within these stages, the induction phase could play an essential role by allowing for the possibility of connecting the initial teacher programme and the upcoming CPTD (Carver & Feiman-Nemser, 2009; European Commission, 2010). Hoy and Spero (2005:348) explain that the circumstances of the beginning years of teaching tend to affect the extent of success which the teacher reaches and maintains over the years. In support of these views, Howey and Zimpher (1999:54) present an argument that there is no place in the teacher development continuum that more influence on linking the worlds of schools and training colleges/universities in a real mutual relationship, than the induction phase. The induction programme could be a tool that informs teacher training institutes with regard to the quality and competencies of their programmes (Zeru, 2013:16). According to Zimpher and Rieger (in Zeru, 2013:16), schools and colleges/universities should collaborate on how teachers should teach in a real context.

In the South African context, the DoE in its recent publication, “New teacher induction guideline for the orientation programme” (DoE, 2016:1), states that the transition from pre-service preparation to in-service CPTD should take an induction period of one year. However, the first few weeks are very crucial to a beginner teacher, so intense support and assistance must be given to empower him or her to adapt to the new working environment (DoE, 2016:1). Implementation of these guidelines lies in the hands of the school leaders and district offices in the form of an orientation programme which must happen within the first two weeks of employment. However, school leaders must provide continual support in the years beyond orientation and induction. This helps reduce chances of frustration, burnout and underperformance (DoE, 2016:2). For clarity, the DoE states that period after orientation – called the induction and mentoring programme for newly employed teachers – is still being developed and will only be introduced into the education system on completion (DoE, 2016:2). Currently, mentoring is largely dependent on school leadership and CPTD is mainly provided by the district offices (DoE, 2016:12). During the orientation programmes for new teachers (and even principals), 20 national and provincial legislation and policy instruments must be taught which deal with teachers, teaching and school management, and leadership (see DoE, 2016:2–3).

2.3.2.2 The professional development of new teachers

During TALIS 2008, it was discovered that beginner teachers across different continents experience various work-related challenges. Only 24 countries participated at the time (OECD,
2008:6). Based on the outcome of this phase, TALIS 2013 covered 34 countries from five continents (except for Africa and Antarctica), still focused on measuring such challenges as classroom discipline, motivating learners’ interest, relationship with parents, organisation of classwork, supplies of support material, value of school leadership, and workloads causing shortage of preparation time (OECD, 2013; 2013a). Although these problems areas are associated with teachers in general and not just new teachers, special attention and support should be given to the beginning teachers (Zeru, 2013:18).

A study by Kagan (1992:129) presents a framework used to understand the problems of newly appointed teachers (Zeru, 2013:19). The five elements contained in the framework are explained as follows:

- **Element 1:** Enhancement in metacognition means that newly appointed teachers are naturally more conscious of what they know about learners, subject knowledge (content) and the classroom, but these beliefs changes with time.
- **Element 2:** At this stage, the learned knowledge about learners is corrected based on identifying wrong beliefs. This new knowledge becomes the reality of the new teacher.
- **Element 3:** Attention is focused on developing an instruction plan for learners’ learning using the shaped image of the learners.
- **Element 4:** The new teacher at this stage builds standard procedures in terms of instruction and classroom management, which eventually become a standard routine.
- **Element 5:** Based on the elements above, the beginning teacher must have observed the diversification and varying contextual factors in the classroom. It is now time to develop an improved problem-solving ability by developing alternatives that can be used to cater for any form of classroom problem.

In terms of the five elements described above, the professional growth of a teacher could be described as having conceptual and behavioural dimensions (Zeru, 2013:19). The framework explains the possible changes a newly appointed teacher may face at work, and it provides helpful insight that can be related to understanding the South African context of an induction programme. Most of these changes are observed in the first year of work. A beginning teacher needs a proper induction into the career of teaching to avoid an unsure situation of trial and error.
which not only puts teachers at disadvantage but also learners, schools and the education system at large.

2.3.2.3 The induction of beginner teachers

For the sake of this study, the induction of new teachers is defined in three ways. First, it is a beginning stage of teacher professional development (Gardner, 2011; Ingersoll & Strong, 2011). This beginning stage is a bridge between initial teacher training and CPTD (Ingersoll & Strong, 2011). The induction programme provides insights into academic training institutions, school managers and even the government departments in terms of practical knowledge and skills. Second, induction can be explained as a formal and organised programme which comes with elements such as organised structures, staff, clients, funding, curriculum and evaluation (Gardner, 2011). Third, it is a tool for teacher socialisation, providing an enabling environment for the new teacher to become acquainted with colleagues, school rules and expectations, and with the community where the school is located as well as with the education system (Ingersoll & Strong, 2011; Zeru, 2013:32).

Using the above conceptualisation, this study examines the availability of a formal and informal induction programme and its progression into CPTD activities in South Africa.

2.3.2.4 The induction process

“Teacher induction” and “CPTD” are used interchangeably in this study because, according to teacher orientation guidelines, induction should happen within the first two years on the job (DoE, 2016:2). The researcher measures CPTD activities during the first 12 months of employment. Therefore, to understand South African induction practices in the analysis stage of the study, literature on globally accepted practices of induction and/or CPTD activities is reviewed.

2.3.2.4.1 Orientation and on-the-job training

Novice teachers leave the teaching profession at alarming rates, with 40–50% leaving within the first seven years, and half of that figure within the first four years on the job (Fantilli & McDougall, 2009:816). This is an indication that the orientation programme for new teachers is important because novice teachers are required to perform similar functions to experienced
teachers as soon as they are on the job (Bickmore & Bickmore, 2010:1008). With this in mind, in 2016 the DoE published guidelines detailing how district offices and school principals are to conduct orientation programmes for teachers. The goals of teacher orientation are to properly incorporate new teachers into their new schools and the teaching profession in general, to reduce friction at school between teachers’ roles and responsibilities in the shortest time possible, to build confidence in newly appointed teachers, and to ensure learning and teaching effectiveness and productivity (DoE, 2016:2). Orientation programmes can provide novice teachers with a platform to speak out on areas of concern in their new job in order to immediately clear confusion and misconceptions about how they should start their new career (Ingersoll, 2011:202; Ingersoll, 2012:48–50).

In a practical sense, orientation extends to CPTD (Zeru, 2013:35). The CPTD programme is supposed to support teachers by providing them with skills needed on the job, for example, classroom management, pedagogical knowledge and content knowledge (McNally, 2016:476). From a South African standpoint, while currently having guidelines for teacher orientation, the DoE is still in the process of creating something similar for the period beyond the orientation-induction and mentoring programme (DoE, 2016:2–3).

2.3.3.4.2 Mentoring

From a historical perspective, mentoring of novice teachers can be traced to the 1980s. In the United Kingdom, a movement of school-based initial teacher training contributed to the popular use of the term “mentoring” to mean selecting knowledgeable and experienced teachers to supervise student teachers during their teaching practice in schools (Lai, 2010:444). Also in the United States, mentoring can be traced back to when teachers faced problems especially in their first years of teaching, which caused high teacher attrition rates (Serpell, in Lai, 2010:444). Generally, in most education systems in the world (Australia, China, Japan, the United Kingdom, the United States), the mentoring component is a very important support structure of the teacher induction programme (Athanases et al., 2008:756; Lai, 2010:445).

Although wide research on mentoring has concentrated on the context of pre-service teacher education, little has been done on in-service teacher education. A review of the mentoring literature for the past two decades in the field of teacher education also shows that there is no
agreed conceptualisation of mentoring among teacher educators and educational researchers (for example, see Merriam, 1983; Galvez-Hjornevik, 1986; Anderson & Shannon, 1988; Gehrke, 1988; Healy & Welchert, 1990; Little, 1990; Walker, 1992; Feiman-Nemser, 1996; Roberts, 2000; Wojnowski et al., 2003; Lai, 2010; Ingersoll, 2012; McNally, 2016). Many researchers have examined its relational, developmental and contextual dimensions, but with differing degrees of emphasis given to each of the three dimensions (Lai, 2010:448). And according to the European Commission (2010:25), the role of mentors is not clear; it is uncertain whether they should assist mentees (newly appointed teachers) or extend their roles to include the supervision of teachers.

This study is expected to add to the existing knowledge on mentoring activities received by newly appointed teachers in South African secondary schools, which is of practical importance to the working conditions of teachers. Also, the study will contribute to a better understanding of the learning needs of in-service teachers, which can inform the development of mentoring programmes in the context of in-service teacher education. It is assumed that the novice teacher acquires all needed knowledge, skill and behavioural characteristics that are needed to survive and flourish in the teaching profession (Digwamaje, 2011:32).

2.3.3.4.3 Classroom observation

CPTD during the induction phase usually includes a host of activities that involve teachers in actively learning from their classroom teaching experiences (McNally, 2016:475).

In a recent study by Luft, Dubois, Nixon and Campbell (2015:18), 104 articles of research on induction activities were reviewed, and the findings were organised into the following six standards: content and curricular knowledge, learners and learning, professional practice and learning environments, equity, assessment, and professionalism. According to McNally (2016:474), the most important of these standards are content and curricular knowledge, and learners and learning.

Glazerman et al. (2010:48) recommend instructional practice, noting that a suitable means of providing teachers with instructional practice is through classroom observation. Nonetheless, there is much disparity in research literature concerning the purposes, types of feedback, and outcomes of observing new teachers’ practice (see Borko, Jacobs, Eiteljorg & Pittman, 2006;
Bunton, Stimpson & Lopez-Real, 2002; Hiebert, Morris, Berk & Jansen, 2007; Santagata, Zannoni, & Stigler, 2007; Soares & Lock, 2007). Although some recent research (Kloser, 2014; Windschitl, Thompson, Braaten & Stroupe, 2012) recommends using the science of teaching practices as an initial step into supporting new teachers in their development in instructional practice, there may be other strategies for achieving improved pedagogy. In this regard, the research by Luft et al. (2015:28) indicate that teachers can learn through their teaching, but the processes are not still clear.

Nevertheless, observation is one important step towards building a robust induction programme. A justification for including observational support in an induction programme is that a beginner teacher often lacks the practical knowledge and experience of teaching (Langdon, Alexander, Dinsmore & Ryde, 2012:400). They need the opportunity to learn practical aspects of teaching from their experienced colleagues (McNally, 2016:479). According to Zeru (2013:40), the best way to fill this gap is to “set opportunities for beginning teachers to host classroom observations, to observe experienced teachers’ classrooms, to participate in lesson preparation, model teaching, reflection, and evaluation of students’ work”.

2.3.3.4.4 Reflective practice in teachers’ professional growth

Over the past decades, reflection in teaching has gained recognition and importance in teacher education (Ritcher, Kunter, Lüdtke, Klusmann, Anders & Baumkert, 2011:168). Accordingly, reflective teaching has gained ground in promoting teacher development programmes (Golby & Viant, 2007:245). Consequently, critical reflection and participatory inquisition are more useful for the improvement of the beginning teachers’ effectiveness, inspiration, teaching morale and satisfaction (Ritcher et al., 2011:170). It is therefore imperative that beginning teachers are conscious of the practices of teaching and even of their in-service training and engage in critical self-study to improve their work and profession.

2.3.3.4.5 Learning portfolio

Keeping records of beginning teachers during their professional growth process of orientation to induction and subsequently CPTD could be very informative for reflection. This keeps a record that teacher learning has actually occurred. According to Zeru (2013:41), a beginning teacher’s portfolio that was put together using a systematic process can provide evidence for the success of
skills gained and performance accomplished, enabling other teachers and school leaders to come to a conclusion on the professional learning that has been achieved. As specified earlier, self-reflection plays a significant role in building the teacher’s portfolio.

However, Dinham and Scott (in Zeru, 2013:41) argue that the objective of keeping the teacher’s portfolio can affect its form and substance. Therefore, teachers should have the opportunity to determine the scope of their portfolio in a way that still favours the organisational goal in respect of teacher induction and professional development. In other words, providing portfolio models of best practices of teachers is usually not advised because of the fear that it may lead to copying instead of allowing for each teacher’s creativity.

2.3.3.4.6 Networking

Apart from teachers learning through collaborative reflection with other teachers in networking, they are also able to develop their problem-solving skills and innovation by working in diverse groups (Zeru, 2013:44). The researcher believes that networking is a helpful tool in promoting value-added growth to beginning teachers. In addition, the European Commission (2010:11) report on the importance of the peer system in beginning teacher orientation and induction/CPTD. The peer system allows new teachers to associate and collaborate, and gives them an opportunity to form an intraschool and interschool network. In the peer system, various kinds of support – social, emotional and professional – are available to teachers, mainly by the group and for the group. Indications are that a networking system makes it possible to establish a secure and comfortable environment in which member teachers who are in the same position can appreciate that their challenges are similar to those of fellow beginning teachers.

Currently, it is not clear to what extent networking occurs during the orientation and induction phase of South African teachers since the policy that will guide teacher induction is still in a draft stage (DoE, 2016:4). However, networking occurs during content training of CPTD activities for teachers, which is usually organised at the district level. The present study will measure the extent to which collaboration occurs.
2.3.2.5 Constraints on teacher induction/mentoring/CPTD

It is important to briefly discuss the constraints on mentoring, induction and CPTD. The first constraint is in the way it is perceived and practised. Induction has been conceived of in a small context to only offer support to novice teachers in the teaching profession in the form of material, ideas and acquaintance with the teaching and learning environment (McNally, 2016:480). If the sole aim of induction is not geared towards good teaching practices and improved students’ learning, then the wider aim of induction and CPTD practices will be lost, being limited to only solving immediate teacher problems and not contributing to teacher development.

Another constraint is the ability for most beginner teacher to disguise their limitations and troubles. One could ascribe this to teachers having attributes and behaviours that hinder their professional growth as teachers (Ingersoll, 2012:50). In other words, teachers tend to pretend that all is well in the new job.

In reality, the “learning to teach” role of new teachers during the induction period is not acknowledged (Lai, 2010:443). Usually, beginning teachers are tasked with two major roles which are to teach learners, and to learn to teach (Lai, 2010:443–444). Achieving both jobs efficiently demands adequate time, endeavour and resources and the latter is quickly forgotten as the former is often given more official recognition – to teach learners. Schools expect teachers to do the teaching, but they forget the other role of beginning teachers which is learning to teach.

The workload of teachers is another limiting factor. Teachers are often overloaded owing to insufficient teaching workforce and the high attrition rate; therefore, there is not enough time for collaboration and collegial interaction (Ingersoll, 2012:50). Many of the conditions with which newly appointed teachers are required to work – the learners, curriculum, community, school policies and regulations – are unfamiliar to them. Nonetheless, they are required to function like their more experienced counterparts and are expected to be equally successful. The question is: are they equipped with all needed skills to perform at the same level as an experienced teacher?

In addition to the new context of the working environment, the complications of the job itself pose a challenge to the novice teachers who may doubt their capacity to be successful on the job (Kloser, 2014:1189). Considering the actual situations and prospects that beginning teachers
face, it is expected that most feel pessimistic and uneasy about their efficiency and ability to handle work responsibilities (Windschitl, Thompson, Braaten & Stroupe, 2012:892).

As teacher induction is still a fairly new phenomenon in South Africa, very few experiences have been researched or documented. The researcher acknowledges this knowledge gap in the literature; it is hoped that the current research will shed light on teachers’ working conditions and help to explain procedures of implementation of orientation/induction and CPTD activities.

2.3.2.6 The current state of CPTD in South Africa

Just as in any other profession, teachers need to develop their knowledge and skills throughout their teaching careers as complex skills need to be continually adapted to new circumstances in their professional work environment. This section is based on the CPTD management system handbook by the DoE published in 2013 (SA, 2013). SACE is a recognised body responsible for upholding the teaching profession by registering all professional teachers and ensuring that they conduct themselves professionally. Another primary function as it concerns this study is that SACE is responsible for promoting the CPTD of teachers in South Africa, in particular, the CPTD management system (SA, 2013:1). SACE is in partnership with the Department of Basic Education, the nine provincial department of education and even education stakeholders. The CPTD system includes all teachers in South Africa (inclusive of those employed by the SGBs and independent schools).

Every teacher will have an individual professional development portfolio created by SACE rules. This portfolio will give counsel and support on professional development, and will be an individual record of a teacher's PD journey. SACE will apportion PD points to teachers' PD exercises only affirmed by SACE. Every teacher will sign with SACE by completing a profile. SACE will make an individual profile record and a personal PD points account for each teacher on the PD exercise.

Each teacher will have a PD file and attain points for their involvement in PD activities which will be reported to SACE and added to their PD account. Each teacher will be expected to achieve a minimum of 150 PD points on their account for every three-year cycle and a certificate of achievement will be issued as follows:
• 150 points: Certificate of Achievement (bronze)
• 151–300 points: Certificate of Achievement (silver)
• 300+ points: Certificate of Achievement (gold)

The PD points are not carried over to the next three-year cycle. At the end of each teacher’s three-year cycle, their PD account is reset to zero.

The system helps recognise the effort of teachers, whether by themselves, through their school or external providers (higher education institutions, teacher unions and non-governmental organisations), which means such activities are only managed but not financed by SACE. In clearer terms, the CPTD management system will encourage and recognise:

what teachers do on their own to develop themselves and improve learning; what teachers do as part of the school collective to develop themselves and improve teaching, learning, assessment and service to the community; and what teachers do to develop themselves and improve teaching, learning, assessment and service to the community by taking advantage of good quality services provided by employers, unions, professional associations and others (SA, 2013:7).

At this point, it is important to note that attendance is compulsory for teachers with no exemption. This is in line with section 7 of the SACE code that all educators must “keep abreast of educational trends and developments” and “promote the ongoing development of teachers as a profession” (SA, 2000:6). Apart from the fact that teachers and even principals are expected to take part in PD activities as part of their conditions of service, the principal, deputy principals and HoDs must help realise this aim (SA, 2016:7). So, PD is an all-teacher and all-school affair.

In terms of monitoring and penalties, SACE monitors teacher participation by sending representatives to schools to acquire information of PD activities and successes. SACE also measures trends of CPTD yearly from the information system. From 2014–2019, SACE will not take any action regarding teachers who do not achieve or comply with the minimum 150 PD points. However, educators who knowingly avoid getting involved in PD activities will be dealt with using section 7 of the SACE Code of Professional Ethics (SA, 2000). In 2019, a decision will be reached on sanctions for non-compliance and one of the options SACE may consider is retaining the teaching registration of such teachers (SA, 2016:8).
Developing and supporting teachers is an important component of the teaching profession. Teacher orientation, induction and follow-up with CPTD is the way to achieve this goal although there is currently no published guideline on induction in South Africa and the CPTD management programme seems not to be operating at full scale. However, to achieve proper teacher development, there is a need for teacher cooperation and collaboration. This requires school leaders to fully apply transformational and participatory leadership in assisting in this endeavour. The latter part of this study will report on the state of PD activities for secondary school teachers for 2016 – the past 12 calendar month.

2.3.3 Improving teaching using appraisal and feedback [Theme 3]

Research indicates that a well-performing education system put systems in place for learners to profit from good teaching practices (Barber & Mourshed, 2007:34). Teacher appraisal and feedback can inform PD and improve teachers’ understanding of teaching methods, practices and student learning (OECD, 2013:120). It may be statistically difficult to establish a direct correlation between teacher appraisal and student feedback (OECD, 2013b:78), but the continual supply of feedback to teachers always creates opportunities for improvement in teaching practices, which invariably impacts on student learning and outcome (Gates Foundation, 2010:56). In addition, the connection between performance assessment and professional learning is needed for feedback to affect teaching practices (OECD, 2013:120).

An effective appraisal system consequently informs a teacher’s performance (Jensen & Reichl, 2011:22). In other words, appraisal and feedback of teachers can result in good teaching but also opens up challenges areas for teachers to face in pedagogical practices (Santiago & Benavides, 2009:12). TALIS data from 2008 and 2013 also shows that teacher appraisal and feedback are related to teachers’ job satisfaction and self-efficacy (OECD, 2013:120). There is much to consider in teacher appraisal, such as how it can help beginning teachers to get better on the job by addressing problems and developing their teaching, which requires collaboration with teachers and between schools (Vieluf, Kaplan, Klieme & Bayer, 2012:88). Exchange of ideas and coordinated practices is directly proportional to high levels of job satisfaction and self-efficacy, and increased teacher–student relationships (Vieluf et al., 2012:89).
The idea behind appraisal is that it can bring about a shift towards better teaching (Sargent & Hannum, 2009:261). The interaction between teaching and learning is a subset of appraisal and feedback (Jensen, 2012:9) and such interactions may be provided by people within or outside the school, through classroom observation, feedback from students and assessment of teachers’ performance and student learning (Gates Foundation, 2013:22). Figure 2.2 below shows the elements of teacher appraisal examined by TALIS and similarly examined in this study.

**Figure 2.3: Elements of teacher appraisal examined in the study**

Source: Adapted from OECD (2013:122)

Figure 2.3 above show a description of the element of teacher appraisal to be addressed from section 2.3.3.1-5 in this literature and subsequently in the empirical phase of the research. The figure further show the advocacy of the IQMS from the procedural stage to the outcomes addressed in section 2.3.3.4.

2.3.3.1 Defining teacher appraisal and feedback

These definitions come from the International Perspectives for Teaching and Learning by the OECD (2013:122):

*Formal teacher appraisal:* This is a review of the teacher’s work by the SMT, the teacher’s own colleagues or even external inspectors such as subject specialists. It is usually part of the formal management system from central authority which follows specified procedures and criteria, as opposed to the informal methods which are usually conducted through informal teacher discussions. In this study, information about appraisal is mainly provided by the district directors and the school principal.
Teacher feedback: These are responses teachers receive about their teaching for the purpose of improvement. This feedback may be part of a formal arrangement or informal discussion. In this study, teachers are asked through closed-ended questions how they receive feedback in their school.

2.3.3.2 The practice of teacher appraisal in South Africa

A formal appraisal structure in any education system usually flows from government policy instrument or a central administrative body. For South Africa, the Integrated Quality Management System (IQMS) is used for the purpose of appraising and giving feedback to teachers. It should be noted that not all education systems in the world employ a central regulated framework for teacher evaluation (OECD, 2012:123). This study explains the practice of teacher appraisal which includes the main content and procedures. These processes imply that teacher appraisal facilitates PD of teachers (Zhang & Ng, 2011:571). The practice of appraisal and feedback is informed by the Department of Basic Education IQMS framework. The formal structure of appraisal is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998 (SA, 1998) to help determine how teacher performance is to be evaluated.

2.3.3.2.1 Appraisal content

The aims of the IQMS in general, as specified by the ELRC (2003:2) are:

- To measure a teacher’s performance;
- To recognise support and development needs by identifying specific needs of educators and schools;
- To provide support for continued growth of teachers in the form of CPTD;
- To promote accountability and constantly monitor a school’s total efficiency.

The IQMS is divided into three programmes to ensure and monitor a teacher’s performance in the education system. They are: development appraisal (an individual appraisal and feedback with the aim of determining strengths and weakness in order to develop PD activities for teachers), performance measurement (an individual assessment of teachers for salary and grade progression and rewards and incentives), and whole school evaluation (an overall school
evaluation that measures school effectiveness in terms of teaching and learning) (ELRC, 2003:3). All programmes are integrated for overall effectiveness.

2.3.3.2.2 Appraisal procedures

The appraisal procedures are synthesised from the IQMS framework (ELRC, 2003). The appraisal system starts with the principal advocating in a staff meeting the purpose and benefits of the IQMS for teachers, learners, the schools and the education system. The next stage is teacher self-evaluation by completing forms (instruments) for the development appraisal and PM programmes. These forms enable teachers to become acquainted with the minimum performance standards which are the criteria set by the DoE. Following that, the teachers who are appointed a development support group will have a pre-evaluation discussion. At this stage, the group helps the teacher to understand the entirety of the IQMS evaluation process. The next stage is a classroom observation by the members of the development support group. The group then discusses the teacher’s performance score in each area, examining the strengths, but more importantly, the weaknesses, to shed light on areas in need of further PD. Other evaluation criteria are taken in the form of students’ scores and inspection of teacher’s daily work schedules and any other relevant documents. Feedback and discussion of feedback takes place among members of the committee, which is followed by monitoring – an ongoing process by department officials, SMTs and development support groups. Moderation is usually through internal channels (SMTs and/or the principal) but can also include district officials.

2.3.3.3 Methods of providing teacher feedback

According to Jacob and Lefgren (2008:109), a comprehensive and well-structured appraisal system has the greatest positive impact on school teaching and learning. Although this study cannot disclose the rigour of the appraisal that takes place in schools, the study measures the methods put in place to provide feedback to teachers.

Classroom observation-based feedback according to Goldstein (2007:481), is a quality-assurance mechanism as it helps keep consistency in the quality of teaching. Also, it has a positive impact on students’ learning. Despite the fact that many teachers perceive it as uncomfortable and confrontational, many researchers report its usefulness for improved teaching and collegiality (Goldstein, 2007:58).
Another method is the use of student scores to provide feedback to teachers. Barber and Mourshed (2007) reveal that there is a high positive impact from data-based feedback on school performance and evaluation systems.

Data from TALIS countries shows that about 55% of teachers receive feedback through an assessment of their content knowledge (OECD, 2013:130). However, teachers’ content knowledge is not boldly addressed in appraisal but in other aspects of teacher training and development (OECD, 2013:130). Using student surveys in measuring aspects of teachers’ teaching, teaching methods and strategies are a crucial means of receiving feedback (Jansen & Reichl, 2011:26). This method of feedback has been used in many education systems in Europe, America and Africa (OECD, 2013:130).

Feedback can also come from parents and colleagues. Peer feedback has proven to be very useful as it increases collaboration, cooperation and student learning (Jansen & Reichl, 2011:27). It also allows for the exchange of teaching approaches and allows teachers to observe each other’s teaching, thereby improving teachers’ learning (OECD, 2013:131).

2.3.3.4 Outcomes of teacher appraisal and feedback

It is important that the appraisal and feedback of teachers’ work impacts positively on the teaching and learning process and the teaching profession. Research indicates that appraisal and feedback improves teachers’ ability on the job (Hattie, 2009:29). From a cross-continental study, findings are that feedback plays a crucial part in the recognition of the work of teachers and also increases their job satisfaction and motivation (OECD, 2013:134). Not only is it capable of increasing job confidence, but it also feeds into PD, school development and creates a link between appraisal and career-development decisions (OECD, 2013b:56).

Putting the thoughts in the information in the paragraph above from a South African base, the question is: what relationship exists between the policy instrument IQMS and the CPTD management system of SACE? According to Habib (2014:3), both the IQMS and CPTD systems share basic elements as far as the development viewpoint is concerned. IQMS evaluates singular teachers with a view to deciding areas of quality and shortcoming, and to draw up programmes for individual improvement/development (Habib, 2014:3). The CPTD system furnishes teachers with a database of SACE-affirmed providers and a menu of SACE-approved PD activities to
address the necessities recognised in the IQMS procedure (SA, 2013:4). Teachers will to a great extent utilise the SACE-endorsed Type 1 PD Activities (Teacher-initiated) to address the requirements of their PD plans. SMTs will, for the most part, utilise the SACE-endorsed Type 2 PD Activities (School-initiated) to address the requirements of the school improvement plan. The districts and provinces will, by and large, utilise the SACE-endorsed Type 3 PD Activities to address the requirements of their improvement plan (SA, 2013:7; Habib, 2014:4). Teachers procure PD points from the SACE PD exercises they take part in. SACE likewise deals with teachers’ participation in the CPTD system and their PD uptake through PD portfolios and the CPTD information system.

Taking a closer look at the outcome of teacher appraisal in the South African context. Generally, teacher appraisal is all about performance improvement on the part of teachers that ultimately increases learning outcomes (Makau & Coombe, as cited in Bisschoff & Mathye, 2009:393). Although, literature suggest that this has a negative implication in South Africa. Teachers rather see the inspection system as punitive and inefficient (Bisschoff & Mathye, 2009:394). Teacher performance measurement has been somewhat difficult by the government to handle because there has been a lot of trajectory on policy enacted for such purpose since 1994. The first was the Development Appraisal System (DAS). The second was Whole School Development System (WSD). The third was Whole School Evaluation System (WSE), which was later developed into the Performance Management System (PM). They all functioned different and were all faced out due to the manner of advocacy and implementation to School-Based Teachers (Daniels, 2007:5. See also De Clerq, 2008, on the implementation readiness of the majority of schools). The DoE established the IQMS to sort out all the shortcomings of the previous accountability mechanisms. The advocacy procedures have been already covered in Section 2.3.3.1 adequately.

According to Bisschoff & Mathye (2009:402-403), improving remuneration of conditions of teachers are mere too simplistic in realising the outcomes of the IQMS. Rather, attention should be on motivation and development should be dealt with on an individual basis. In addition, managing performance is a holistic process that should be advocated effectively and implemented as a part of managing teachers to enhance learning in the school. If leaders in education have the courage to do this and customise best practices in the world for local conditions they could well be providing a model of lifelong learning for teachers and in that way
sustain improvement in the delivery of the organisational goal of education systems. Therefore, the outcomes have not been fully successful due to implementation and contextual factors in South Africa.

2.3.3.5 School autonomy and teacher appraisal

It has been proven in different scholarly papers that a standard appraisal system can lead to improved teaching (OECD, 2010, 2013, 2013b). Research also indicates that increased autonomy in schools leads to increased learner performance (Caldwell & Spinks, 2013:44). Moreover, reports from the OECD Programme for International Student Assessment showed a positive relationship between student performance and student autonomy (OECD, 2010, 2013). It is difficult to establish how all aspects of school autonomy bring about changes in the school, but the present study analyses the relationship between schools with increased autonomy and teacher appraisal and feedback. According to the international perspective on teaching and learning from TALIS 2013, in theory, the school having greater opportunities to make decisions on teacher performance management should have a higher tendency to develop their own system of teacher appraisal and feedback (OECD, 2013:133). The arguments below are in favour of autonomy.

School principals and even SGBs have more knowledge about their school than government authorities do; this places them in a position to make a more informed decision (Woessmann et al., 2009:16). Central authorities usually design policy documents, but this policy is usually not the best fit for all schools (Angus & Olney, 2011:11–12) so school leaders must adopt strategic, collegial, transformational and contingent leadership to develop school-based policies which are in line with provincial and national policies. The freedom of autonomy allows experimentation with what best works for the school by arriving at solutions and programmes (Greene et al., 2010:6).

A review of scholarly literature under this theme reveals that active appraisal and feedback systems – whether through local authority instruments, autonomy-geared procedures or even informal means – are invaluable rudiments in improving and developing individual teachers, and therefore improving student learning and the school teaching and learning in general. From all indications, with proper motivation, this automatically improves teachers’ professional learning (OECD, 2013:143). Other advantages are advancing teachers’ careers by allowing them to
rediscover career paths, leading them to take new responsibilities in their schools (OECD, 2013:143).

2.3.4 Examining teacher practices and the classroom environment [Theme 4]

According to Seidel and Shavelson (2007:459), teaching only has quality if teachers have the ability to deploy different teaching practices to increase the motivation of learners and to increase learning. However, teachers’ teaching practices are largely influenced by teacher-related variables or attributes, for example, gender, level of highest qualification attained, CPTD training, classroom climate and school climate (Speer, 2008:218; OECD, 2009:32). Figure 2.3 below shows a framework for the analysis of teachers’ teaching practices and beliefs.

**Figure 2. 4: Framework for the analysis of teaching practices and beliefs**

Source: OECD (2013:151)

The Figure above is an analytic framework used by TALIS and used to inform the development of South African literature on teaching practices and pedagogies. The current study does not cover all aspects of the framework above; however, referrals will be made to the framework as
the review of literature continues and subsequently in the empirical stage of the study. This framework is useful as it shows a relationship between teaching practices, teacher views, school and classroom environments and the impact on learners’ learning and teachers’ job-related attitudes. Based on this framework, the study themes concentrate on teaching methods/strategies, assessment and classroom management.

2.3.4.1 Teaching methods

Just as an architect is in need of a building plan, so the teacher needs to be acquainted with teaching methods in order to have direction during teaching. A clear definition of teaching method is a style of teaching which is in line with a plan (Jacobs, 2011:156). In other words, it is a science of determining the best methods to explain facts and phenomena to learners. This section covers the teacher-centred and learner-centred methods. The Figure below shows a continuum of teaching methods.

**Figure 2. 5: Continuum of teaching methods**

![Continuum of teaching methods](image)

Source: Jacobs (2011:156)

In the figure above, the most teacher-directed method is the telling method while on the other side, the most learner-centred methods involve experimentation. The closer a method comes to
the centre, the more balanced it is in the continuum. Currently, in the South African schooling system, teachers are expected to balance their teacher-directed methods with a good amount of learner-centred teaching (Jacobs, 2011:156).

At this point, a teacher’s communication skills are an important component of teaching lessons. Teachers ought to be able to keep the attention of learners for the entire time they are in the classroom. Accordingly, teachers who can keep effective communication going are able to achieve higher learner concentration, impressive knowledge dissemination, and good retention skills in learners (Jacobs, 2011:157). They can communicate through verbal skills (such as volume, tone, emphasis, pitch and timing) and non-verbal skills (such as eye contact, facial expression, gestures and movement, and appearance (Cowley, 2009:12–13,147).

2.3.4.1.1 Teacher-directed methods

*The telling method*

The telling method of teaching is by far the oldest and most common of teaching methods (O’Grady, 2008:4). In literature, it is often referred to as “lecturing” in post-secondary education and “explanation method” in secondary schools (Gultig & Stielau, 2009:195). The telling method has similarities to Bloom’s taxonomy in that it also aims to help students remember what they have been taught, or to simply understand the application, analyse and evaluate a concept (Jacobs, 2011:163). Based on this, one can infer that the telling method is not only simple to use, but is also useful for multiple solutions as it teaches both understanding and the usability of what is taught. The telling methods utilises mainly oral presentation; teachers should endeavour to use audio-visuals to make the lesson more interesting.

*The scaffolding method*

This method can be attributed to Vygotsky in 1978 when he used scaffolding to explain the teaching and learning process. His social-constructivist theory is applicable to South African schools as a suitable method for teaching learners content with skills (Jacobs, 2011:169). When a teacher introduces a new concept to the learner, the teacher must offer direct help and information to the learner. As lesson progresses, and the learner begins to understand the concept, the teacher may gradually reduce the amount of help being rendered until learners are...
capable of handling the concept on their own (Vygotsky, 1978). In other words, teachers are expected to switch to learner-centred or directed methods without rendering any form of assistance to the learners (Jacobs, 2011:169).

The demonstration method

This method is very practically orientated through a visual presentation by the teacher to the learner. The two most important elements of this method are verbal inputs and repetition (Jacobs, 2011:172). Therefore, teachers are expected to talk continuously as they demonstrate and perhaps repeat the procedures for the learners and also allow learners to do the same.

The questioning method

The questioning method is found to be very effective in the teaching and learning process. It can be used for different purposes as it suits the teacher (Jacobs, 2011:173). Before starting a new lesson, learners come to class with an existing knowledge; the questioning method can be used as a link between previous knowledge and new knowledge. Also, as the lesson progresses, teachers can use questions to arouse or keep the concentration of learners. Finally, this method can be used at the beginning of a lesson to showcase what will be covered, and subsequently used to close a lesson (Jacobs, 2011:173–180).

Nonetheless, this method can be exhausting from both teachers and learners and can be time-consuming (Jacobs, 2011:174). Teachers should carefully write up lesson plans in a systematic way that allows the introduction of questions step by step (lower to higher order). Learners should be given the chance to engage with one another before the teacher rounds up. According to Perrott, Watson and Heap (in Jacobs, 2011:183), “an effective questioning style is a combination of seven questioning techniques, namely redirection, prompting, pausing, dealing with incorrect responses, calling on non-volunteers, seeking clarification and refocusing”.

2.3.4.1.2 Learner-centred methods

Discussion

Discussion as a teaching method occurs when two or more learners come together to actualise a particular purpose which increases their self-understanding about a common phenomenon, with
the exclusion of arguments (Jaques & Salmon, 2007:6). Teachers need to carefully plan that the discussion allows interaction between teacher and learners, and between learners themselves, creating an environment where any learner can express his or her views (Gawe, Jacobs & Vakalisa, 2011:186). In this way, learners are able to acquire knowledge by sharing what they already know and this improves their communication skills. According to Gawe et al. (2011:187), the discussion is not limited to the classroom and school environment, as it can take place anywhere and could form a larger part of the learner’s life.

According to Hyman (in Gawe et al., 2011:187–188), there are five types of discussion that are applicable in any form of classroom teaching, depending on the nature of learning content and lesson objectives. They are:

- The *policy discussion* when both the teacher and learners discuss a point of departure on a particular subject;
- The *problem-solving discussion* which is the act of engaging in discussion to solve a common problem;
- The *explaining discussion*, common in classroom activities where participants are allowed to share cause-and-effect relationships on a particular phenomenon;
- The *predicting discussion* when a discussion process allows learners to predict a future occurrence;
- The *debriefing discussion* that allows participants to infer and deduce from joint participation in a former activity.

**Cooperative learning**

Cooperative learning in its basic form proposes that all learners must be carried along until the learning content is properly absorbed. Learner interaction, collaboration, cooperation, team work and interdependence are the essential elements of this method (Johnson & Johnson in Gawe et al., 2011:197). This shows that learners are solely responsible for working together and reaching a common goal.

The guidelines to cooperative learning as detailed by Johnson and Johnson (in Gawe et al., 2011:198) are as follows:
The classroom arrangement must support clustering of group members and access to learning aids;

- Learning objectives must be set in terms of the group and not individual learners;
- Learners are taught the science of learning through cooperation, collaboration and sharing of resources;
- Monitoring and evaluation of group work.

The main benefits of using cooperative learning are increased learner performance and social consciousness, improved self-esteem, positive interdependence and sharing (Gawe et al., 2011: 202–203).

**The project method**

According to Coombs (1995:57), “projects can be described as out-of-class learner-centred activities that extend learning beyond the classroom and place it in the real world”. Learning through projects allows for more independence from the teacher, more collaboration with learning peers, personally developing skills and especially gaining insight in-depth on a particular learning field or phenomenon (Gawe et al., 2011:204). The project method is a learner-centred teaching strategy guided by constructivist ideology to allow learners to work independently or sometimes collectively on a particular topic for presentation.

After the introduction of the National Curriculum Statement, more concentration was placed on outcomes, and learners were required to finish many projects on every subject (Gawe et al., 2011:205). This had serious shortcomings and teachers were experiencing time issues with teaching subject content. In response, the DoE and the Minister of Education, appointed a task team to review the implementation of the National Curriculum Statement in 2009. After the review, Grades 4–12 were required to do only one project per subject yearly (DoE, 2009:5).

**The role-play method**

This method uses three techniques: dramatisation, simulation games, and sociodrama. This method is very common in Grade R classrooms and is beyond the scope of this study.
Experimentation

Experimentation is mostly used in the teaching of science subjects such as Physical Sciences and Life Science because it allows the learners to discover answers through scientific experimentation (Gawe et al., 2011:210). It is essential that teachers show learners how to interpret results generated from an experiment.

2.3.4.2 Assessment

Assessment of learning is important to both learners and teachers. It helps learners to know the level of their learning and determine their progress, while for teachers, it helps them to know learners’ knowledge, what is still to be acquired and how to acquire it (DoE, 2003; Assessment Reform Group, 2002). Assessment of learners is a continuous process; see Figure 2.5 below.

Figure 2.6: The assessment process


The figure above indicates that during the assessment process, teachers need to use the aim of the assessment to select the type of assessment to use (such as summative, formative, diagnostic, baseline/evaluative assessment), method (describes the assessor who can be the teacher, individual or group learner or even the parent), and tool (instrument used to measure such as observation checklist or rubric) (Nieuwoudt & Reyneke, 2011:275).
2.3.4.2.1 The purpose of assessment

The purpose of learner assessment is largely determined by the type of assessment used. The two major types used to assess learners are summative and formative. The summative assessment is used to grade learners at the end of an academic term or at the end of the Grade 12 examinations. It helps teachers, the school and the education system to measure the knowledge of learners on a particular subject in order to know if they are ready to progress to the next level or whether they must repeat the grade (Nieuwoudt & Reyneke, 2011:304).

The formative assessment is valuable to both learners and teachers. When using the formative assessment, the teacher keeps track of learners’ knowledge usually at the end of a learning cycle, At the same time it gives the teacher an opportunity for reflection and to further improve his or her teaching strategies. Learners are given the opportunities to review their progress on subject content from simple to difficult (Popham 2006:82). The purpose of formative assessment is to analyse problems encountered in subjects, to motivate and to help learners realise positive increases in their academic performance (Nieuwoudt & Reyneke, 2011:304). The South Africa education system recognises the usefulness of formative assessment and has included it as a vital part of lessons (DoE, 2003). According to the OECD (2005:25), its inclusion into teaching and learning can raise the standard of the education system and turn around low-performing schools. Formative assessment is assessment for learning which uses constructive criticism to strengthen learners’ weaknesses (Nieuwoudt & Reyneke, 2011:284).

2.3.4.3 Classroom management

The job of teachers is not only to teach but also to create and maintain a conducive learning environment free of disruptions (Di Gulio in Vakalisa, 2011a:337). This statement suggests that learner ill-discipline can be a serious problem to the success of teaching and learning (Emekako, 2016a,b). The Geborgenheit theory formulated in 2009 by Oosthuizen offers a solution to creating a well-secured school that is free of disruption. The Geborgenheit theory (as referred to by Manyau, 2014:153), is particularly concerned with good organisational skills practised by educators in schools to enhance learner discipline. The theory is that all participants in the school (learners, educators, parents/guardians and even the state) enhance and apply Geborgenheit (a secure place with a feeling of overall well-being and protection) (Oosthuizen, 2015:4,5).
However, discipline, education management and law are used as suitable tools for achieving a well-regulated environment of Geborgenheit (Oosthuizen, 2015:8). These fields in education promote rights and obligations of participants in order to achieve a quiet, peaceful and safe learning environment.

Developing skills in classroom management is essential if successful learning is to take place. According to Mabea (2013:4), classroom management is defined as “the way in which educators keeps order daily and adhere to published rules while conducting lessons”. For purposes of clarity and synthesis, the important strategic principles to be followed by teachers as seen in the Western Cape Education Department [WCED] (2007:29–32) are:

- Know your learners by name and build up an important association with the learner;
- Be steady in your utilisation of discipline tools;
- Be prompt for lessons; this advances discipline;
- Set sensible and achievable goals for your learners;
- Create positive learning encounters for your learners by introducing all-around well-prepared and interesting lessons. As an educator, you should arrive at class first, although this largely depends on school arrangements. Ensure you utilise your instruction time to the full and always begin a lesson with a positive and uplifting attitude;
- Handle a problematic learner in class immediately;
- When concluding a lesson, ensure that learners understand your requirements with, for example, homework, evaluation undertakings and regarding inadequate work;
- It is of vital significance to know every child's personal background. For instance, issues at home may influence a learner in school;
- Learners do not handle conflict well as they often blame others for their issues, so try to listen and adopt the use of positive reinforcement. Your professional conduct as an educator really counts at this stage;
- Always be clear with your directions for learners as ambiguity might confuse them;
- Your classroom discipline must be in accordance with the set of accepted rules for learners in the school. This encourages security among learners;
- Some disciplinary issues of learners require a “long haul technique” to eradicate. In such circumstances, you can depend on the support system;
• Behaviour does not exist in a vacuum. As a teacher, attempt to understand why a learner behaves in a particular way;
• Set a decent example for your learners;
• Only work within acknowledged administrative structures of rules and rights.

An educator should make good use of the classroom code of conduct for learners in the classroom as it helps to maintain good behaviour during teaching and improves the classroom climate. A classroom code of conduct describes the responsibilities and rights of each learner in the class. It helps in the management of sound discipline and behaviour in the classroom. (WCED, 2007:33). It further encourages the act of taking responsibility for learners, improves classroom environment, enhances learner participation, improves the relationship between educator and learner, and promotes effective learning.

When a teacher is drafting a classroom code of conduct, the rules should be clear and comprehensive; it should be created with the possibility of change and improvement; it should follow the “must” style rather than the “must not” approach, and it should make provision for rewards for observable positive attitudes and punishment for offenders. A classroom code of conduct or even a school’s code of conduct is not complete until it consistently applies punishment for offending learners (WCED, 2007:33–34).

During the drafting of classroom rules, educators must organise a form of discussion with learners during a teaching period. The learners and educators must together determine the content for successful classroom learning. The rules must be phrased in a positive manner. Rewards and punishment should also be discussed. This final draft should be given to learners for final approval, after which it can be placed on classroom walls. Copies should also be given to learners to put in their lockers (WCED, 2007:34).

In conclusion, this theme examined teacher practices and their classroom environment. It covered teaching methods, methods of assessing learners and classroom management. Figure 2.3 details how a teacher’s teaching beliefs, classroom practice and professional activities largely determine the success of students’ learning and outcomes, keeping in mind that the state of the classroom and school climate and discipline are determiners in achieving school goals and objectives. During the analysis of this theme in Chapter 4, the researcher will discuss teacher
practices and their classroom environment in relation to professional development, professional collaborative practices and school leadership.

2.3.5 Teacher self-efficacy and job satisfaction: Why they matter [Theme 5]

Teachers’ self-efficacy is defined as the level of certainty teachers have in their capabilities, while teachers’ job satisfaction refers to the feeling of satisfaction and delight that teachers get from working (OECD, 2013:181). In his social cognitive theory, Bandura identifies self-efficacy as the perception an individual has about his or her ability to achieve a particular plan of action (Bandura, 1986). Evidence from research shows that a teacher’s self-efficacy (confidence in content and instruction and classroom management) can have a positive influence on the academic performance of learners, and also improve their job satisfaction and vice-versa (Skaalvik & Skaalvik, 2007; Klassen & Chiu, 2010). In this study, job satisfaction includes being happy with the teaching profession and the current work environment. Research also reveals that teachers might be happy with their teaching work but are unhappy with other important aspects associated with the performance of their job such as general working conditions, public relations and salary (OECD, 2013:182).

The analytical model of Figure 2.6 below shows the relationship between teachers’ self-efficacy, job satisfaction and other themes already discussed in this chapter, namely school leadership, CPTD, teacher appraisal and feedback.
The Figure above is an analytic framework used by TALIS and used to inform the development of South African literature on self-efficacy and job satisfaction of teachers. The figure further depicts that teacher background and attributes and their experience in the school has a resultant effect on teachers’ self-efficacy and the job satisfaction of teachers. In the figure above, the concepts in grey are not within the scope of this study.

2.3.5.1 Self-efficacy and job satisfaction

A teacher’s self-efficacy can be measured in terms of a teacher’s capability to achieve or do something; therefore, according to Bandura (2006:308), self-efficacy should be ascribed to “can do and not will do. Can is a judgment of capability; will is a statement of intention”. In addition, self-efficacy should measure specific rather than the general. Therefore, “How can you describe your confidence in achieving a particular task?” should be asked, rather than “How confident are you in your Mathematics teaching?” Research shows that the self-efficacy of any human can influence achievement in any setting, such as education, agriculture, sports and even medicine.
Teacher self-efficacy can be explained according to social cognitive theory in that individuals have the tendencies to determine their own action (Bandura, 1986). This explains how teachers believe that they can influence the attitudes and learning of their students (Gibson & Dembo in Viel-Ruma, Houchins, Jolivette, & Benson, 2010:226). Teachers who exhibit high levels of confidence believe that they will bring about increased learner performance and possibly overcome negative environmental influences (Viel-Ruma et al., 2010:226).

Taking into account studies that have been conducted over past decades on teachers’ teaching experiences and teachers’ self-efficacy, the findings have been varied. For example, Ross, Cousins and Gadalla (1996) discovered mixed support while Ghaith and Yaghi (1997) discovered negative correlations between years of experience and teacher self-efficacy. However, these studies were conducted with modest-sized samples and generalising with such samples may not be overly-scientific (Klassen & Chiu, 2010:742). In mid-2000, a longitudinal study was conducted which collected data twice (during the teacher education training programme and at the end of the first year of in-service teaching). The results showed that self-efficacy was high and declined towards the end of the in-service teaching – but the sample was also a modest size (n=29) (Hoy & Spero, 2005). A more recent study conducted using a large sample of teachers (n=1024) investigated a similar relationship and it was discovered that “the relationship between teachers’ self-efficacy and experience may not be linear. For example, it was found that teachers’ self-efficacy initially rose and then fell over three data collection points at the beginning of teachers’ careers” (Klassen & Chiu, 2010:742). Bandura (1997) offers a possible explanation that veteran teachers may, at a mid to late stage in their career, have changes in interests that can affect their self-efficacy – but this is not an accepted universal principle.

For teachers, a blend of effective past experience, spoken support from principals, learners, colleagues, guardians/parents as well as being open to teaching observation can positively build self-efficacy (Moè, Pazzaglia & Ronconi, 2010:1148). However, self-efficacy may change over time, with verbal influence and environmental contextual factors assuming a more essential role for newly appointed teachers than for their veteran counterparts (Tschannen-Moran & Woolfolk Hoy, 2007:948; Moè, et al., 2010:1145). Self-efficacy in the work environment is not stagnant and reflects a lifetime process of development that runs according to personal attributes and

Job satisfaction can be perceived when teachers feel fulfilled from their work activities; good job satisfaction is always associated with a high level of job performance (Klassen & Chiu, 2010:742). In other words, job satisfaction influences motivation and performance of teachers whereas, self-efficacy contributes to job satisfaction. Furthermore, teachers who feel dissatisfied are more likely to leave the teaching profession (Moè, *et al.*, 2010:1149). Liu and Ramsey (2008:1176) found that poor working conditions, poor planning and preparation and high teaching workloads are strong predictors of reduced teacher satisfaction. The teaching profession is considered stressful (Schwarzer & Hallum, 2008:155) and factors such as ill-disciplined learners, excess workload and lack of appreciation for work accomplishments are likely to lead to teacher absenteeism and eventually to a permanent exit from the teaching profession (Klassen & Chiu, 2010:749).

It is clear from the discussion so far on this theme that job satisfaction and self-efficacy of a teacher are important not just to schools but to the entire education system. Scholarly research reviewed shows positive associations between student performance, self-efficacy, job satisfaction and student behaviour and high workload.

### 2.4 POLICY AND NATIONAL PLANS FOR TEACHERS, THEIR IMPROVEMENT AND DEVELOPMENT

It is a fact that the education system in South Africa after independence was unequal and disjointed with social, economic and racial differences (Chisholm, 2012:84). Despite efforts by the new dispensation, these inequalities remained embedded; this warrants a policy shift to help with the various components of the education system (Barolsky, 2013:22). The focus here is on teachers, and policies that relate to their professional practices in their working environment (Chisholm, 2012:85). The following section discusses in brief both policies and national plans that relate to teachers and to their improvement and development.

The Constitution of South Africa forms the bedrock of all policy instruments and upholds that all citizens must be afforded the right to basic education (SA, 1996a). This vision operationalises the
purpose of sustaining a well-balanced education system. The following paragraphs focus explicitly on essentials that reveal the location of and provision for teachers within policy.

2.4.1 The National Development Plan (NDP)

The NDP is a national tool towards eliminating poverty and inequality in all aspect of life and argues that with education, social and economic problems and equality differences can advance towards a positive change (NPC, 2012:24). Thus, the NDP recognises in one of its education themes the need to develop an education system filled with professional teachers who are competent and committed to teaching (NPC, 2012:263). The two core elements are producing professional teachers and generating knowledge that is capable of fostering continual development and improvement (NPC, 2012:295). Teachers are needed as key players to realise this purpose; therefore, the education system must have teachers who are happy, motivated, qualified and knowledgeable in their area of specialisation (NPC, 2012:305). Undeniably, the NDP 2030 recognises that weak teachers and weak school leaders are part of the current shortcomings in the education system. However, teachers are not identified as indicators of improvement in the education system towards 2030; this role is taken by school positioning and learner performance (NPC, 2012:295).

The NDP proposes standard criteria as entry requirements into the teaching posts plus appropriate CPTD activities for teachers in the system, although subjecting teachers to a system that allows teacher autonomy and continuous assessment still creates controversies (Sayed, Kanjee & Nkomo, 2013:56). Sayed et al. (2013:56) hold that teacher improvement and development should be the prime focus, not locating problems of teacher competence and professionalism in the education system. Also, the NDP places emphasis on consensus-building from teachers and in return, the government is to continuously improve the working conditions of teachers and the management of the education system in general. Nonetheless, government’s supposed reciprocal actions are not well-described (NPC, 2012:327). Finally, the NDP proposes a compensation model (reward) that can help improve the salary gradient of teachers based on the assessment of their curriculum knowledge on the area of specialisation. This is with the aim of sustaining the teachers who enter and remain in the profession.
The NDP is a political tool which enforces and empowers the implementation of policy instruments that are set for 2030 by the South African government. However, challenges through the NDP are recognised in existing policies and teachers are located in the NDP as essential in shaping these shortcomings.

2.4.2 The National Education Policy Act (NEPA)

NEPA (SA, 1996b) was promulgated with the purpose of adopting “legislation to facilitate the democratic transformation of the national system of education into one which serves the needs and interests of all the people of South Africa and upholds their fundamental rights” (SA, 1996a:1). This Act guides the Minister in the promulgation of all other educational policies, including the professional education and accreditation of teachers, and the determination of policies regarding teacher career development and remuneration (SA, 1996a:4).

2.4.3 The South African Schools Act (SASA)

Owing to the level of racial inequality in the education system which was inherited from the apartheid system of education, SASA was drilled down to schools to set uniform norms and standards for education of learners at schools and for the organisation, governance and funding of schools throughout South Africa (SA, 1996:1). The Act is divided into components that address aspects of learners’ rights, parental responsibilities, management and funding of schools. Section 16 of SASA empowers the SGB to govern the school in terms of the rights stated in the Act (SA, 1996:23). The SGB comprises the principal, parents, teachers, support staff, and learners. Sections 20 and 21 prescribe the functions of the governing body: finance management and fundraising, admission and language policy, discipline, teacher and non-teacher recruitment, management of school resources and infrastructures (SA, 1996:27–29). However, there have been many oversights regarding the functioning of the SGB by not establishing protocols at district and provincial education department levels.

A significant change to SASA was made in 2004 as published in the government gazette (SA, 2004). Sections 1 to 10 of the Act deal with how teachers should receive remuneration as benefits (SA, 2004). The measures in this policy are to help redress aspects of inequalities found within the teaching profession on teacher incentives and benefits. The amendments in 2004 also
allow the SGB to hold provincial education departments responsible for due consideration of rewards to particular teachers.

Implications for equity and equality in SASA as it affects teachers, learners and schools, are uneven in terms of race and class (Woolman & Fleisch, 2009:169). Some governing bodies are led by well-qualified principals and professional teachers, but other schools in South Africa suffer from the uneven capacity and have difficulty in attracting qualified teachers and support staff (Sayed, Badroodein, Salmon & McDonald, 2016:56). Self-managed schools tend to be better off; ex-Model C and historically white schools usually are able to raise more money and attract better teachers on a wide range of subject contents (Sayed et al., 2016:59). According to Woolman and Fleisch (2009:171), the democratic orientation introduced in this new indulgence on school governance by SASA has promoted inequalities in schools by allowing the setting of fees.

The final issue deals with teacher appointments. Schools are not the sole employers of teachers, but they can make additions to the establishment of the Members of the Executive Council as described in the Educators Law Amendment Act No 31 of 2007 (SA, 2007). Research indicates misuse of policy, especially with the tension existing between the cultural and local identity of the school (Beckmann & Prinsloo, 2009:173).

2.4.4 The South African Council of Educators (SACE) Act

This Act repealed Chapter 6 of the Employment of Educators Act (No. 76 of 1998) (SA, 1998) and was promulgated in August 2000 (SA, 2000). The Act caters for the professionalism of the educator. The purpose of SACE is to provide and control the registration of qualified teachers, promote their PD and maintain and protect the professional standards of the teaching profession (Oosthuizen, 2015:249). Focusing on the promotion of PD of teachers in South African schools, in terms of section 5(b) of the SACE Act (SA, 2000), SACE:

- Must promote, develop and maintain a professional image;
- Must advise the Minister on matters relating to the education and training of educators, including but not limited to
  i. the minimum requirements for entry to all levels of the profession;
  ii. the standards of programmes of pre-service and in-service educator education;
iii. the requirements for promotion within the education system;
iv. educator professionalism;

- Must research and develop a professional development policy;
- Must promote in-service training of all educators;
- May develop resource materials to initiate and run, in consultation with an employer, training programmes, workshops, seminars and short courses that are designed to enhance the profession;
- May compile, print and distribute a professional journal and other publications;
- May establish a professional assistance facility for educators.

SACE is composed of a council and various committees. The committees are: the council, the executive committee, the registration committee, the PD committee, and other committees that may act as steering committees to assist in the performance of its functions (Oosthuizen, 2015:266). Section 16 of the Act highlights the composition of the PD committee; this committee manages the PD activities through the mandate in section 5(b) stated above.

A later chapter in this study provides information on the state of PD activities as mandated by the SACE Act and on teachers’ perceptions in the education system.

2.4.5 Policy on minimum requirements for teacher education qualification

The policy on the minimum requirement for teacher education qualifications was revised based on section (2)(c) of the National Qualifications Framework Act, No. 67 of 2008 (SA, 2008) and it repealed the policy on the minimum requirements for teacher education qualifications, as published in the Government Gazette of 15 July 2011 (SA, 2015).

As teachers grow in the profession, they are expected to make a significant contribution to their respective schools. Section 13 discusses qualifications and programmes for continuing professional development (SA, 2015). This development can take place in qualifications and non-qualifications after initial teacher education, and the current study examines both. However, the policy focuses only on formal qualifications in education.

The common formal qualifications for teachers and managers in South Africa are the Advance Certificate in Education by the DoE, the Postgraduate Certificate in Education, Honours, Masters
and doctoral programmes. These programmes have entry requirements, purpose and progression (SA, 2015:34–46). These programmes are usually attached to higher education institutions.

2.4.6 The National Policy Framework for Teacher Education and Development in South Africa (NPFTED)

This policy was the result of a thorough study, collaboration and consultation by the Ministerial Committee on Teacher Education which was appointed in 2003 by the Minister. During this process, key stakeholders such as the South African Qualifications Authority, national teachers' unions, SACE, the Education, Training and Development Practices Sector Education and Training Authority, the Higher Education South Africa Education Deans' Forum, and non-governmental organisations working in teacher education were consulted (SA, 2006:1).

According to NPFTED (SA, 2006:1), the policy provides an inclusive plan for the successful employment, retaining and PD of teachers. More precisely, it aims to ensure that:

- Teachers are properly equipped to undertake their essential and demanding tasks;
- Teachers are able to continually enhance their professional competence and performance; appropriately qualified teachers fill all vacancies in all schools, and that there is a dynamic balance between demand and supply of teachers;
- There is a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct;
- Teachers are deservedly held in high regard by the people of South Africa.

In order to meet the changing demands of the new education dispensation, the policy elucidates the multifaceted nature of teacher education activities, from their initial teacher training and recruitment to preparation for continual development in schools. For reasons of analysis, the policy considers teacher training/education as including two integral sub-frameworks: Initial Professional Education of Teachers and CPTD. This study deliberates on the latter.
2.4.6.1 Continuing Professional Teacher Development (CPTD)

The policy places great value on the need for teachers to develop their skills (not necessarily qualification-driven) in conceptual, content and pedagogical knowledge. Particularly, they should develop in special skills area such as classroom management, HIV and AIDS support, physical and health education (SA, 2006:16). Statistics from the Trends in International Mathematics and Science Study show that SA teachers are indeed open to these developments but that there has been very little impact (SA, 2006:16). The National Professional Diploma in Education and Advanced Certificate in Education were national strategies to help skills improvement, but their quality was questioned and they have been phased out in the SA education system.

Based on these shortfalls in teacher PD, a new CPTD system was proposed. According to NPFTED (SA, 2006:17), the new system will:

- Ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of the quality of teaching;
- Emphasise and reinforce the status of teaching;
- Provide teachers with clear guidance about which professional development activities will contribute to their growth;
- Protect teachers with fraudulent providers;
- Expand the range of activities that contributes to the professional development of teachers.

SACE are responsible for the management and implementation of the CPTD system (see section 2.3.2.6 for more information) (SA, 2000; 2013; 2016). Accordingly, teachers are responsible for their PD and employers are to mandate attendance (SA, 2006:18). In some cases, the skills development levy will be a funding vehicle for such training for teachers in the public sector. The risk is that teachers should not ignore or avoid their professional duties while earning of PD points; workload must be fairly considered, and poor PD providers must be screened out. Finally, teachers who participate successfully in these activities should be rewarded with competition for promotion and recognition (SA, 2006:20).
According to the DoE, as detailed in Government Gazette vol. 415 no. 20844 (4 February 2000:13–14), there are seven roles which the teachers must possess. A teacher must be a mediator, leader and manager, interpreter and designer of learning resources, life-long learner, assessor, subject specialist and play a pastoral role. This implies that a teacher must be a well-rounded person who needs to guide the learner. Therefore, in such a challenged profession as the teaching profession, teachers should be duly aware and informed of the legal guidelines to ensure correct professional procedures to be well positioned in managing and promoting equity and equality in schools (Oosthuizen, 2015:269).

2.5 CONCLUSION

This chapter reviewed literature relevant to this study which aims to develop a framework for improving the working conditions of secondary school teachers by investigating their professional environment. The chapter was divided into three parts: a theoretical section, a conceptual framework and policy, and finally national plans relating to teacher working conditions and development. A pluralistic theoretical approach was used to cater for various aspects of teachers’ working conditions (see 2.2). The conceptual framework was developed around the components, themes and areas of teachers’ working conditions (see 2.1) which was based on the study research question (see Chapter 1), as discussed in section 2.3. Policy and national plans pertaining to teacher education and development, that supports the working conditions of teachers in their professional environment, were discussed in section 2.4.6.

The theoretical framework differed from just reviewing existing theories in educational practices, which are conventional. A more thorough analysis was done which comprised of practical approaches followed by South African principals in leading their school. The Task Team report and the new policy on principalship was used to evaluate such functions. Furthermore, a praxis was developed to show the interconnection between teaching, teacher professionalism and CPTD. These all formed backbone in the themes of these investigation. It is resolved that principals are still overwhelmed with duties apportioned to them and may need more PD to cater for their daily activities putting into consideration other personal and contextual factors that may be found in different schools. The conceptual framework are developed from the research questions in section 1.3. literature were reviewed to mainly cater for South African literature since the researcher’s intent was to measure extent of working conditions challenges in South
African schools. Most of these sections contained an analytical framework used by TALIS to further help in the empirical phase of the research. 2.3.1 was on the importance of school leadership for effective schooling. 2.3.2 was on developing and supporting teachers. 2.3.3 was on improving teaching using appraisal and feedback; IQMS. 2.3.4 was on examining teacher practices and classroom environment and 2.3.5 was on teacher self-efficacy and job satisfaction. One of the research question aimed to measure extent of knowledge of principal on the policy informing teaching and teacher development; working conditions, therefore, policy and national plans were also duly covered.

Existing literature shows that none of the approaches existing in the education system of school management or recommended by the appointed task team in 1996 were able to successfully turn around schools in South Africa. In 2016 the DoE published a new policy to guide the proper functioning of principals, especially in the forms of management styles they are to apply and in terms of skills needed to run schools. The IQMS is the tool used by the Department to monitor, appraise and give feedback to teachers, while SACE is responsible for managing the PD of teachers through accredited service providers.

The processes of the appraisal system and PD of teachers are reported in empirical terms in Chapters 4 and 5 of this study. Several policies are available for the management of teacher development and improvement and recently, NECT and the Department of Basic Education reviewed these policies for blind spots and to offer improvement mechanisms (NECT, 2017:3).

The next chapter deals with the philosophical underpinnings of study, research design and methodology, ethical considerations and benchmark criteria for evaluating a thesis framework.
CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed relevant literature as it concerns the theme of this investigation – the working conditions of teachers. TALIS, the survey commissioned by the OECD, was the first to focus on the working conditions of teachers in order to hear the voices of teachers themselves on the challenges of their working environments around the world. In the current study, the researcher departs from TALIS to the extent that challenges of the working conditions of teachers in South Africa are investigated with the intention to develop a framework for the management thereof. The themes of CPTD, teacher appraisal and feedback system, school climate, job satisfaction and school leadership form the basis on which this chapter is built.

As noted in Chapter 1, one of the eminent researchers in professional working conditions of teachers, Susan Moore Johnson (Ladd, 2011:235–236), admits that this study area has been largely ignored. This has left a huge vacuum in the teaching profession generally. Drawing closer to South Africa, issues of teacher’s working conditions are identified as a national concern which is pointed out clearly in the NDP 2030 (NPC, 2012:41). Education scholars have raised concerns that having one or more weak components in an education system can affect the quality of education in the country (UNESCO, 2009:3; Mncube & Harber, 2010; Bush, Joubert, Kiggundu & van Rooyen, 2010; Skaalvik & Skaalvik, 2010; Viel-Ruma et al., 2010; Moè et al., 2010; NPC, 2012, Ladd, 2011; DoE, 2013). The main task of this study is to investigate work-related challenges in a professional working environment that inhibit an education system from improving working conditions of secondary school teachers in South Africa. This chapter discusses the “how” aspect of addressing the challenges.

A systematic review and understanding of the science of inquiry is required for this purpose. There are different ways to actually know, either by agreement and believing or through personal experience and discovery (Babbie, 2007:3; Babbie, 2010:7). The “agree and believe” method is very similar to the traditional way in which most societies are structured. It can be described as an act of believing without questioning, contrasted with the “discovery” method which allows for direct experience through scientific observation (Babbie, 2007:4). The aspect of knowing
through personal experience and discovery is the way the researcher intends to find answers to the research questions asked in Chapter 1 of this study. The details of the results will be presented per research question in Chapter 4 and 5. In the next section, the contents of this chapter is presented in the form of a document map.

3.2 DESIGN AND METHODOLOGY CONTENTS MAP

According to Emekako (2015:65) and Chukwuere (2016:109), a document map is a representation of the relationships or topics under construction that inform the chapter topic. It is usually represented in a diagrammatic format. The document map helps the blueprint of a chapter to be seen and also to understand and showcase concept and structure (Novak & Cañas, 2008:38). In other words, it can be seen as a structural graphical representation of the flow of the content covered in a document. It is a directive that links one area of knowledge to another comprehensively.

Figure 3.1 below is a document map of the design and methodology adopted by the researcher. It shows the flow from the philosophical underpinnings to the benchmark of thesis evaluation. This chapter map is drawn based on the conceptual framework in Figure 1.1 of Chapter 1.
Figure 3.1: The design and methodology contents map

Source: Adapted from Babbie (2007:108)
3.3 PHILOSOPHICAL FOUNDATION OF THE STUDY

The study aims is to understand the problems associated with teachers’ working conditions and to offer solutions for improved teaching and learning. To do this, a logical and systematic explanation of the philosophical concepts of epistemology and paradigm/worldview is required.

3.3.1 Epistemology

Some writers have referred to epistemology as the theory of knowing (Marsh & Furlong, 2002:18–19). Epistemology helps to determine how one really knows or confirms what is true and especially how this truth can be validated according to different disciplines (Sturgeon, Martin & Grayling, 1995:9). Each discipline can hold a different reality which uses different epistemologies as the research domains may differ (Elliot, 2002:85). This study focuses on epistemology that searches for or validates truths in the social sciences. However, the social sciences hold a particular outlook in terms of ethical, metaphysical, and ideological viewpoints (Repko, 2012:111).

Every discipline has established norms regarding how researchers should obtain data, validate and present data and even judge theories. In the words of science philosopher, Jane Maienschein:

> It is epistemic convictions that dictate what will count as an acceptable practice and how theory and practice should work together to yield legitimate scientific knowledge (Maienschein, 2000:123).

According to Repko (2012:112), over the years, a researcher’s epistemological position is revealed in what is studied and how it is studied. These epistemological viewpoints are positivist, interpretivist, transformativist and the pragmatist worldviews (Creswell, 2014:6). This study focuses on the pragmatic worldview, discussed in detail in the next section. The study uses epistemological pluralism which may be described as the act of using diverse approaches to know and describe reality (Repko, 2012:112). To narrow further, the epistemology applicable in the human and social sciences as opposed to that of the natural sciences tends to embrace more than one epistemology. This is confirmed by Calhoun (2002:373) who states:

> “Reflecting on the growing postmodernist criticism of positivism’s empiricism and value neutrality, most social scientists now agree that knowledge in their disciplines is generated by the continual interplay of personal experience, values,
theories, hypothesis and logical models, as well as empirical evidence generated by a variety of methodological approaches”. This reflects that using one approach to finding solutions to a problem is no longer the most suitable procedure in research endeavours in the social science.

The next section focuses on the theory behind the school of thought – pragmatism – used in this study which is referred to as the paradigm that guides the methods of the study inquiry.

3.3.2 Research paradigm

The most important components of the approach to a research study are the philosophical assumptions, design and the methods chosen (Creswell, 2014:5). This section deals with the assumptions which shaped the design and methods of this study. Figure 3.2 below is a framework for research showing the interconnection of worldview/paradigm, design, research methods and approaches.

**Figure 3.2: A framework for research – the interconnection of worldviews, designs and methods**

Source: Adapted from Creswell (2014:5)

The paradigm often looks hidden in a research study, but it largely influences the direction of the research. A research study as noted by Creswell (2014:6) should address:
- The philosophical paradigm or worldview proposed to be used in the study.
- An explanation of the ideas of the paradigm chosen.
- How the worldview helps in shaping the approach of the study.

Creswell (2014:6) explains the concept of paradigm as a general philosophical orientation about the world and the nature of research that the researcher adopts in a study. According to Maree (2010:47), a paradigm is a set of assumptions about basic aspects of reality which give rise to a worldview. The worldview or paradigm usually shows the relationship between the knower and the known (epistemology). The paradigm may arise from students’ mentors’ preference, past research experiences or even discipline orientation (social science).

The type of belief brought into the study determines the approach to follow. In this study, the researcher followed the pragmatic paradigm which is typically seen as an approach to mixed methods research (Creswell, 2014:5) (see Figure 3.2). It draws its strength from the advantages of the post-positivism and constructivism paradigms shown in Figure 3.3 below:

**Figure 3.3: Interconnections between post-positivism, social constructivism and pragmatic paradigms**

<table>
<thead>
<tr>
<th>POSTPOSITIVISM</th>
<th>CONSTRUCTIVISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>. Determination</td>
<td>. Understanding</td>
</tr>
<tr>
<td>. Reductionism</td>
<td>. Multiple participants’ meaning</td>
</tr>
<tr>
<td>. Empirical observation and measurement</td>
<td>. Social and historical construction</td>
</tr>
<tr>
<td>. Theory verification</td>
<td>. Theory generation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRAGMATISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>. Consequences of actions</td>
</tr>
<tr>
<td>. Problem-centred</td>
</tr>
<tr>
<td>. Pluralistic</td>
</tr>
<tr>
<td>. Real-world practise oriented</td>
</tr>
</tbody>
</table>

Source: Adapted from Creswell (2014:5–8)

The post-positivists measure reality through careful observation of the objective reality in the world using numeric measures of observations, whereas the social constructivist measures reality
by understanding the subjective realities of individuals in the world in which they live and work. The researcher opted for the pragmatic worldview which is a combination of the strength found in the post-positivist and social constructivist paradigms (Creswell, 2014:6–8). The pragmatic paradigm arises out of actions, situations and consequences as it focuses on what exactly works for a problem (Patton in Creswell, 2014:10). It is problem-centred and it solves the problem using a pluralistic approach.

The pragmatic paradigm helped shape this study in the following ways:

- It is not committed to one system of philosophy, so the researcher drew data from both quantitative and qualitative assumptions (mixed methods) to arrive at a better solution to the problem of this study.
- It allows the researcher to determine the methods, techniques and procedures that best meet the needs and purposes of this study. The explanatory sequential design was chosen which offered the use of different methods for addressing the research question posed in Chapter 1 (see 3.6 for more details).

The choice of the mixed approach to conducting research by this paradigm opens the door to multiple methods [quantitative and qualitative], different worldviews [post-positivism and social constructivism] as well as different forms of data collection [questionnaires and interviews] and analysis [statistical software and coding of interview data] (Creswell, 2014:11). The pragmatic paradigm is the best because it explores all possible ways of conducting research and it is problem-centred.

3.4 RESEARCH APPROACH

The idea behind the choice of the mixed methods pragmatic paradigm is that it helps in gaining an in-depth understanding of trends and patterns, generating and testing theories, evolving new measuring instruments, learning about different perspectives and even understanding variables through a quantitative and qualitative study (Maree, 2010:263).

3.4.1 Defining the mixed methods research (MMR) for the study

According to Creswell (2014:4), MMR can be defined as an approach to the inquiry (in search for truth) which usually involves collecting information regarding a problem through quantitative
and qualitative forms of data and using a specific design that may involve philosophical assumptions and theoretical frameworks. Another way to define MMR is that it is the act of collecting, analysing and mixing both quantitative and qualitative data at particular stages during the process of research in order to a study problem more comprehensively (Creswell, 2008:36).

MMR involves the following processes (as guided by Johnson, Onwuegbuzie & Turner, 2007):

- Collecting both qualitative (usually open-ended) data [only interviews for this study] and quantitative (usually closed-ended) data [only questionnaires for this study] with regard to a study’s research question or hypothesis (see 1.3).
- Analysis of both forms of data at particular stages in the research process depending on the associated research design (see 3.6.1.5 and 3.6.2.4).
- Rigorous stages of data collection and analysis, for example, an adequate description of sampling procedures and data analysis steps.
- Mixing of information at the discussion stage either through merging, connecting or embedding data (see Chapters 4 and 5).
- Procedures for conducting this approach incorporated into an established design which clearly outlines the timing of data collection which may be done sequentially or concurrently (see 3.5).
- Conducting research in this approach informed by a philosophical worldview theory (see 3.3.2).

3.4.2 Addressing the challenges incurred in using a mixed methods approach

One challenge of the MMR was that it took a long time since it involved two phases. The researcher therefore developed a fieldwork timetable in accordance with the availability of research subjects (principals and teachers) and engaged a research assistant to assist with data collection. The challenges of expense and difficulties with choice of methods, design interpretation are discussed under the next section.

3.5 RESEARCH DESIGN

It is important to understand the nature or purposes of research. Social research can serve many purposes, some of which are exploratory, descriptive and explanatory. A single study can have more than one of these purposes – most do (Babbie, 2007:87). Because the research problem had
already been established and widely investigated in Europe, Asia and America (OECD, 2013:7) with established tested variables, the researcher followed the nature of research that combined describing and explaining questions of what and how in this study. Details of the design chosen to carry out this research follow below. Based on the values behind this design, a framework for managing teachers’ working conditions was established, as detailed in Chapter 6.

3.5.1 Design

The explanatory sequential MMR design was chosen for this study. It is represented by the notation “QUAN–qual” (Morse, as cited in Creswell, 2014:229). This indicates a sequential form of data collection in which one phase (e.g. quantitative data) connects with the other (e.g. qualitative data). This design involved two separate phases. The researcher collected data/information using surveys in the first phase and then proceeded with the second phase using interviews in order to explain and clarify the results of the first phase (Creswell, 2014:224). See Figure 3.4 below.

Figure 3.4: Explanatory sequential design

Source: Adapted from Creswell (2014:229)

An important point to note is that the sample of the second (qual) phase was drawn from the first (QUAN) phase. The design is explained further under the following subheadings.

3.5.1.1 Reason for using an explanatory sequential design

As previously noted, the researcher selected this design because it uses the qualitative data to explain in more detail the quantitative results (Creswell, 2014:231). This enabled the researcher to have a more in-depth understanding of the research questions. This design also helped achieve triangulation by adopting a pluralistic approach in which one method compensates for the weaknesses of the other and operates side by side or sequentially (Gray, 2014:197).
3.5.1.2 Challenges of using an explanatory sequential design

The challenges the researcher encountered using this design were as follows:

- Very difficult to select the quantitative results to follow up in the second phase.
- Challenging to know the best participants to select for the second phase.
- Very time-consuming.
- Required expertise in both quantitative and qualitative research.
- Expensive as data collection was sequential.
- Difficult to not merge data during interpretation.

3.5.1.3 Addressing the challenges incurred using an explanatory sequential design

In order to handle the challenges using this design:

- The researcher opted to interview personnel in charge of management in schools and those responsible for resource and quality assurance from the DoE offices. This allowed for a clearer understanding of the study problem in one-on-one interviews.
- As data collection and analysis was very time-consuming, the researcher came up with a timetable for the distribution of questionnaires that enabled him to cover a considerable sample. Ethical matters were duly considered during this process. All respondents were informed through their principals of the distribution of the questionnaire before the school visits took place.
- The researcher is experienced in MMR, as he used the mixed methods approach for his Masters degree and has published three articles in international journals using MMR in 2016.
- Funding was made available by the North-West University, Mafikeng Campus and the National Research Foundation (NRF) to cater for the expensive nature of the design.
- The researcher analysed each phase separately in order not to merge data as in a convergent mixed methods design.
3.6 RESEARCH METHODOLOGY

The schematic methodological process in Figure 3.5 below describes from start to finish the empirical process for the study. This figure was adapted from Babbie (2007:108) and was remodelled to fit the focus of this study.

Figure 3.5: Methodological process of study
The empirical research begins with the quantitative method followed by the qualitative method. As mentioned in Chapter 1, a literature study is part of the methodological approach used for the inquiry which was elaborated on in Chapter 2.

3.6.1 Empirical research (quantitative – phase 1)

3.6.1.1 Population and sampling

*Population*

The population of a research study is defined as a large group of individuals that a researcher infers his or her conclusion from (Bickman & Rog, 2009:77; McMillian & Schumacher, 2010:56). However, the entire population in most cases is not studied but only part of it. Best and Kahn (2003:12) state that the population of a study usually possesses similar characteristics and the researcher only selects from this population the characteristics which are useful for the study using accepted sampling techniques. This study investigates the professional working conditions of teachers in South African secondary schools, therefore the characteristics essential for selection were variables related to teachers’ working environment (see 3.6.1.2) in South Africa. The population for the first phase of the study is public secondary school teachers in South Africa.

As explained in Chapter 1, secondary schools for this study are limited to the ISCED-97 levels 2 and 3 which are equivalent to lower and upper secondary schools in South Africa (UN Institute for Statistics, 2014:1; UNESCO, 2006:3). The total number of schools and teachers in the ISCED-97 levels 0–3 in South Africa at the time of the study were 25,741 and 425,090 respectively (DoE, 2016:2). These include all categories of schools in the country (independent schools, early childhood development sites, special schools and public schools) and are regarded as the entire study population. The table below shows a distribution of the entire population of the study.
Table 3.1: Distribution of schools and educators in South Africa

<table>
<thead>
<tr>
<th>Type of school</th>
<th>No. of schools</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>14,927</td>
<td>201,673</td>
</tr>
<tr>
<td>Secondary school</td>
<td>6,068</td>
<td>143,990</td>
</tr>
<tr>
<td>Combined and intermediate</td>
<td>4,746</td>
<td>79,427</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25,741</strong></td>
<td><strong>425,090</strong></td>
</tr>
</tbody>
</table>

Source: DoE Education Statistics (2014)

Because the researcher was concerned with the total number of teachers in public secondary schools, this number was regarded as the target population. With the help of the NML 2016 from the National Department of Basic Education and the latest released education statistics, the researcher established that there were 5,810 public secondary schools (ISCED-97 levels 2 & 3) in South Africa at the time of the study. These include parallel medium, dual medium, section 20 and 21 schools, those situated in rural and urban areas, and schools of quintile 1–5 (all categorised as ex-Model C, ex-DET Township and Rural schools) (DoE, 2016:17–22). Ex-Model C, ex-DET Township and Rural schools is a way of categorising all schools in South Africa from the time of the apartheid education system to post-apartheid. The ex-Model were predominantly white schools provided with better curriculum and career option and better facilities and opposed to the rural and township black schools. This provides for a multitude of different backgrounds. The total number of teachers currently teaching in these public secondary schools in South Africa per education statistics in March 2016 was 139,336 (see Table 3.2 below). This is the target population for the study.
Table 3.2: Study population showing the number of secondary school educators and schools in South Africa in 2014

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of employed teachers</th>
<th>No. of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape (EC)</td>
<td>16,062</td>
<td>868</td>
</tr>
<tr>
<td>Western Cape (WC)</td>
<td>11,062</td>
<td>336</td>
</tr>
<tr>
<td>Northern Cape (NC)</td>
<td>2,597</td>
<td>108</td>
</tr>
<tr>
<td>Free state (FS)</td>
<td>7,388</td>
<td>240</td>
</tr>
<tr>
<td>Gauteng (GP)</td>
<td>25,209</td>
<td>614</td>
</tr>
<tr>
<td>Mpumalanga (MP)</td>
<td>11,264</td>
<td>423</td>
</tr>
<tr>
<td>North-West (NW)</td>
<td>2,597</td>
<td>302</td>
</tr>
<tr>
<td>KwaZulu Natal (KZN)</td>
<td>34,059</td>
<td>1,565</td>
</tr>
<tr>
<td>Limpopo (LP)</td>
<td>24,376</td>
<td>1,354</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>139,336</strong></td>
<td><strong>5,810</strong></td>
</tr>
</tbody>
</table>


**Sampling technique**

According to O’Leary (2010:162), sampling is the process of choosing elements of a population for addition in a research study. In most cases, it is almost impossible to use an entire population, especially in mixed methods research. Therefore, for this phase, a sample was drawn from the study population (Table 3.2) to infer and arrive at a conclusion.

This study is based on the TALIS 2013 study and will allow for further research to be conducted to compare the findings on the working conditions of teachers in South Africa against one or more countries where the TALIS instrument has already been used. However, for this study, the work of Krejcie and Morgan (1970) on sample size determination was used to determine a
representative sample of teachers for the first phase. Referring to Krejcie and Morgan (1970:607–610), the study adopts the relation:

\[ n = \frac{p(1-p)N \chi^2 \alpha(1)}{d^2(N-1) + p(1-p)\chi^2(1)} \]

Where \( n \) = sample size,

Probability \( p = 0.50 \) (for maximisation),

\( N \) = Total population,

\( d \) = Error margin (Degree of accuracy) = 5\% = 0.05,

\[ \chi^2 \alpha(1) = \chi^2_{0.05}(1) = 3.841 \] and p=5\%=0.05.

Using the total population, \( N \), of 139,336 the estimated total minimum sample size is given by:

\[ n = \frac{0.5(1-0.5)(139,336)(3.841)}{0.05^2(139,336-1) + 0.5(1-0.5)(3.841)} = \frac{133,797.10}{349.30} = 383.04 \]

A sample size of teachers as determined by the relation above was 383 (rounded to a whole number) (see Annexure D for a generic table). However, \( n = 384 \) was used in order to have an even distribution of questionnaires. This means that 384 questionnaires were distributed to teachers in public secondary schools as established in the sampling frame below.

Since this study adopted the MMR, varying sampling techniques were used such as the stratified and simple random sampling. The theory of sampling procedures is as follows: a population (South Africa) can be divided into homogeneous and non-overlapping groups called strata which could be the nine provinces of the country, or based on subgroups with similar attributes (e.g. job levels of teachers – referred to as teacher-related variables) (Maree, 2010:175). In each stratum, the independent sampling techniques were used (Maree, 2010:175). Simple random sampling is an example of the independent sampling technique used in the study. The researcher drew \( n \) sample from \( N \) population of different strata (see Table 3.3) using ‘equal’ allocation from the selected provinces (Maree, 2010:175).

The study population was stratified according to schools and teachers of ex-Model C, ex-DET Township and Rural Black schools. What makes this selection generalisable (Relmer & Van
Ryzin, 2011:170) to the entire population is that similar characteristics can be found in other provinces such as teacher-related variables (gender, age, employment status, years of working or teaching experience) which are vital to drawing inferences for the purpose of the study. Classifying these strata according to the proportion of schooling in South Africa as obtained from the NML, the ex-Model C stratum is 14%, and the ex-DET Township and Rural schools stratum is 86% (DoE, 2016a). The researcher distributed the 384 questionnaires according to the NML statistics, to 54 teachers (14%) of the ex-Model C schools and to 330 teachers of the ex-DET Township and ex-DET Rural Black schools (86%).

The researcher selected three provinces for the distribution of the 384 questionnaires, based on performance of provinces in National Senior Certificate examinations in 2015. The researcher selected provinces that belonged to best-performing, middle-performing and low-performing according to results published by the Minister of Basic Education – Angie Motshekga (DoE, 2016b:4). It was assumed that these performances could define the quality in the education provided in those provinces. It is argued by the researcher that the decentralisation of the education system at provincial level could cause differentiation in the working conditions of teachers, which is evident from the performance of various provinces. It is anticipated that this study will measure these variations in performance. Thus, the researcher selected one province representing each performance grade: Gauteng (one of the best performing), North-West (one of the middle performing, excluding schools in Mafikeng which contains no ex-DET schools), and Limpopo (one of the low performing). The table below shows a detailed description of the sampling of teachers using the stratified sampling of ex-Model C and ex-DET schools.
Table 3.3: Sampling frame of the first phase

<table>
<thead>
<tr>
<th>Percentage distribution by equal allocation</th>
<th>Ex-Model C [54 teachers][14%]</th>
<th>Ex-DET Township &amp; Rural Black schools [330 teachers][86%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauteng 33.33%</td>
<td>33.33% of 54 = 18</td>
<td>33.33% of 330 = 110</td>
</tr>
<tr>
<td>North-West 33.33%</td>
<td>33.33% of 54 = 18</td>
<td>33.33% of 330 = 110</td>
</tr>
<tr>
<td>Limpopo 33.33%</td>
<td>33.33% of 54 = 18</td>
<td>33.33% of 330 = 110</td>
</tr>
</tbody>
</table>

\[ n = 54 + 330 = \underline{384} \text{ [total sample size]} \]

In this study, the sampling of teachers required a two-stage approach: drawing a sample of schools from which a sample of teachers was drawn. Probability sampling, also known as simple random sampling, was applied. According to Maree (2010:173), simple random sampling can be defined as a process whereby elements of a population are numbered sequentially for identification and these elements are drawn based on the generation of a predetermined number. The elements matching these numbers automatically become the sample. The Table below shows how the researcher approached the 384 teachers.

Table 3.4: Selection procedure on sample size

<table>
<thead>
<tr>
<th>Stratification</th>
<th>Strata</th>
<th>No. of schools selected</th>
<th>No. of teachers per school</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex-model C (54 teachers)</td>
<td>Gauteng</td>
<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>North-West</td>
<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Limpopo</td>
<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Ex-DET Township &amp; Rural Black schools (330 teachers)</td>
<td>Gauteng</td>
<td>11</td>
<td>10</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>North-West</td>
<td>11</td>
<td>10</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Limpopo</td>
<td>11</td>
<td>10</td>
<td>110</td>
</tr>
</tbody>
</table>

\[ n = \underline{384} \]
Excluded from this sample were schools with students with special needs, teachers specifically trained for adult education in regular schools, substitute or emergency teachers, and teachers on long-term leave.

3.6.1.2 Variables

Relmer and van Ryzin (2011:31) define a variable as something that assumes different characteristics at a particular time and is often used to check variations between two components. These are referred to as the dependent and independent variables of a research study. At this stage, the researcher identified the dependent variables and the independent variables so as to maintain consistency throughout the study (Greenfield, 2012:156; Jackson, 2015:72).

The independent variables for this study are teacher-related variables: teacher’s biographical information (age, gender, employment status and years of teaching experience). These were all found in the background information of Section A of the questionnaire. The dependent variables are various aspects of teachers’ experiences such as job satisfaction, teacher development, school leadership and school climate. Operationally, the dependent variables are measured while the independent variables are manipulated.

3.6.1.3 Measuring instruments

Surveys are frequently used in social sciences, especially in wide studies such as this one. A questionnaire was used for collecting data in this phase, as it is appropriate for data analysis and is used primarily in survey research (Babbie, 2007:246). The measuring instrument was the TALIS questionnaire which is discussed below.

The TALIS questionnaire, as previously noted, was developed for an international survey organised by the OECD. This research project started in 2008 with only 24 participating countries. This number increased to 34 countries in 2013 when the survey was re-conducted. Its main purpose was to offer an opportunity to teachers to share their views about their working environments in terms of learning environment, appraisal and feedback, teaching practices and classroom environment, development and support, school leadership, self-efficacy and job satisfaction (OECD, 2016:1). These views are representative of more than five million teachers from the 34 countries surveyed. The TALIS 2013 questionnaire measured teachers’ working-
condition-related variables such as teacher PD, teacher feedback, teaching in general and in a target class in particular, school climate, job satisfaction, and teacher mobility.

This questionnaire is made up of ordered and unordered closed-ended questions. According to Lazar et al. (2010:112), an ordered question refers to possible answers to a question being in a logical order, such as “strongly agree” to “strongly disagree”. An example of an unordered response to the question of gender would be “male” or “female”. Focusing more on the closed-ended questions, the researcher asked respondents to select from an available list. This provided the researcher with uniform responses which were easily processed using the coding process (see Chapter 4). As mentioned, the TALIS instrument was checked and modified to cater for the South African context.

The instrument began with general information about the survey and directions for the respondent to follow. Each section carried a heading, and contact information was provided should there be any questions from the respondent. The use of abbreviations was minimised and respondents were directed in how to answer “contingent questions” (questions that led to a set of additional questions). Other considerations by the researcher were to avoid negative or biased questions, and to ensure that questions asked were relevant to the purpose of the study.

The questionnaire was divided into different sections. Section A (see Annexure A) focused on the background and demographical information of respondents to allow the researcher to identify the independent variables for the study (see 3.6.1.2). The remainder of the sections concerned the secondary research questions of this study, namely CPTD programme, teacher appraisal and feedback, teacher self-efficacy and job satisfaction (see 1.4), which address the dependent variables (professional working condition of teachers per 3.6.1.2) through the predicting variables. Questions on school leadership and management were reserved for the qualitative phase of the study (interviews). Some examples of questions in the questionnaire (see Annexure B) are:

- In your first regular employment as a teacher, did you take part in an induction programme?
- Are you currently involved in any mentoring activities?
- In this school, who uses the methods to provide feedback to you?
• What is the composition of the class you teach? Please estimate the broad percentage of the students who have the following characteristics.

3.6.1.4 Data collection procedures

This section discusses the procedures used in distributing and collecting questionnaires. The data collection in this phase involved two stages, the pilot study stage, also known as pretesting the questionnaire (Babbie, 2007:257) and the main study stage. According to Creswell (2014:161), a pilot study can be defined as the means of administering sets of questionnaires in order to establish the content validity of the instrument to improve questions, formats, and scales. No matter how carefully a researcher designs a questionnaire, there are bound to be errors such as unclear questions and questions that cannot be answered (Babbie, 2007:257). The pretest of the questionnaire was conducted in the North-West province where the researcher lives, by distributing questionnaires to only 20 of the selected teachers at schools in the province. Based on the new inputs made after the pretesting stage, the researcher adjusted the coding of the questionnaire. A section is dedicated to the coding process of the questionnaire in Chapter 4 of this thesis. The questionnaire was then finalised and used for the entire study sample of the quantitative phase (now 364 participants).

As previously mentioned, a two-staged approach was used to draw a sample of schools from which a sample of teachers was drawn. After prior identification of schools, direct questionnaire delivery and mailing was used. The principal as the head help researcher identify and mostly in the distribution of questionnaire within the school and no incentives was given for participation. The researcher rather explained the national importance and relevance of research to principal and need for high response rate. However, the researcher made clear the situation on the length of the survey instrument.

After respondents had been consulted – with permission from the gatekeepers in districts, areas and circuit offices – the distribution of questionnaires followed a slightly different procedure to that described in Chapter 1. In most cases, the self-administered system was used where respondents were asked to complete questionnaires distributed by the researcher and colleagues. Mail delivery was also employed, to which the researcher added a letter of explanation and a self-addressed, stamped envelope for return of the questionnaire.
Response rates are very important for analysis. To ensure high response rates, the researcher sent another questionnaire with a follow-up letter after three weeks to the mailed respondents who had not returned their questionnaires. The researcher and colleague also personally visited teachers to collect completed questionnaires. According to Babbie (2007:262), a review of published works on social literature suggests that a 50% return rate is suitable for analysis, while 60% and 70% are said to be “good” and “very good” return rates. In Chapter 4, the study response rate is calculated.

3.6.1.5 Statistical analysis

Data has no meaning unless interpreted and analysed. However, it is important to pre-process data before analysing it. Data collected for this study had some inconsistencies in the participants’ responses which needed to be rectified. These inconsistencies were filtered and corrected in the dataset coding in the software. Finally, the researcher discovered that there was a need for a specific statistical software that required data to be organised into a predefined layout for easy processing (Delwiche & Slaughter, 2008:34).

Once data had been collected through the use of questionnaires, MS-Excel and the Statistical Package for Social Sciences (SPSS) software was used to capture, analyse and interpret the data. Before analysing, the researcher cleaned, coded and organised data. Cleaning data before analysis saves time in social research (Lazar et al., 2010:70). For this study, data validation was used in MS-Excel to stop wrong and double entry. In the coding process, the age of educators, for example, was not coded as researcher only required mean ages, whereas the highest degree was coded so that the statistical software could be used in analysis. The researcher made sure that coding was consistent in order not to affect the validity of the analysis of results. The closed-ended questions were ascribed numbers according to the Likert scale and were used to generate descriptive and inferential statistics. Organising data is further dealt with in the analysis where details of inferential statistics are explained. Measures of frequency and central tendency (mean) was used to describe data obtained from the questionnaires. For the inferential statistics, conclusions were derived from the use of correlation and analysis of variance (ANOVA). Details are reported in chapter 4.
3.6.2 Empirical research (qualitative – phase 2)

The design used in this study allows for a follow-up process for deeper understanding of the quantitative results obtained using questionnaires in the first phase. Methodology used for phase 2 is discussed in terms of site and participant selection, data collection strategy, data analysis and the researcher’s role. Motivation for the site selection is presented in the next section.

3.6.2.1 Site

The selected sites for the qualitative phase of the study were the NW and GP provinces. In doing this, emic/etic perspectives was considered to clarify forms of disorderliness in research. This was based on the nature of sampling techniques of the first phase established through stratification that made sure all teacher-related variables are similar across district and provinces in South Africa – considering the convenience reasons also stated in section 3.6.2.2. The reasons for the site selection are explained below.

GP was categorised as a well-performing province by the DoE, whereas NW province was regarded as a mid-performing province. As reported in IOL news, the NW province is greatly affected by a shortage of teachers following a massive resignation of about 1,500 teachers in 2015 (Montsho, 2015:3). Report indicated a poor working environment, low remuneration and job satisfaction, and poor in-service development. The attributes ascribed to the shortage of teachers in the NW province can be seen in Table 3.2 (see 3.6.1.1). The researcher purposefully selected these sites as they suited the research question being asked in Chapter 1, for better understanding of the survey collected in the first phase of the study. Second, the researcher wished to give interested stakeholders in the research the opportunity to compare challenges existing in the working conditions of teachers in different provinces in future research.

Basic information about the selected sites follows (SA, 2015a:1–2). NW is popularly called the “platinum province” because of the abundance of metal it has underground. It is surrounded by Botswana, Kalahari Desert, Gauteng and the Free State province. The capital of the NW province is Mafikeng and its only major cities are Potchefstroom and Klerksdorp. Its only major attractions are Sun City; Pilanesberg National Park; Madikwe Game Research and the Rustenburg Nature Reserve. Two-thirds of the population speaks Setswana, a language which originated from Botswana, with the rest of the population speaking Afrikaans and isiXhosa.
Economic activities are mainly in Potchefstroom and Klerksdorp. Most of the population engage in mining and agricultural activities. The country’s gold, diamond, platinum, granite, marble mainly comes from the NW province. The province also supplies South Africa with the best cattle, maize and sunflowers. The geographical map of the NW province is shown in the figure below:

**Figure 3.6: Map of the North-West province**

![Map of the North-West province](image)

Source: Adapted from SA Places (2015)

The GP is the smallest province (1.4% of SA land area) but contributes around 34% of national income and 7% of the gross domestic product of Africa as a continent. Its capital is Johannesburg, the biggest city in South Africa with the largest population. The city holds the most important health and educational centres in the country, while most research centres (educational and industrial) are situated in the province. It is the heart of financial and business services, logistics, mining and agriculture. All these factors contribute to its standing as one of the high-performing education provinces as reported by the Department of Basic Education. Below is the geographical map of the province:
A different sampling strategy from that of the first phase was used on these sites. The researcher obtained clearance from the School Director (School of Educational and Leadership Development) at the North-West University, Mafikeng campus and all required gatekeepers. Principals and district officials were visited in their natural settings/work environment in which they experience the problems associated with the working condition of teachers. The sites included 10 public secondary schools which catered for the ISCED-97 levels 2 and 3 from the NW and GP strata for selecting school principals. Limpopo province was omitted even if it was pointed out as one of the low performing provinces because the main priority was to select participants having similar variables as those that responded in the first phase. Furthermore, participants were asked follow-up questions from the data already analysed from the first phase for clearer meaning and understanding.

This phase was smaller than the quantitative phase, so fewer participants were selected and the procedures of collecting and analysing data were entirely different from the first phase.
3.6.2.2 Participant selection

Convenience non-probability sampling was undertaken by researcher to select schools in each province, using proximity to the major roads as a criterion. Easy navigation and cost were important factors to be considered. According to Maree (2010:177), convenience sampling can be defined as a situation whereby a researcher chooses elements based on ease of availability, accessibility and cost.

The researcher then used purposive sampling, sometimes called judgmental sampling (Babbie, 2007:184), for selecting participants from the schools and government offices. This sampling is in accordance with qualitative studies (Creswell, 2014:187), when a researcher chooses subjects that are most suitable for providing the best answers to research questions, which makes it a non-probability sampling (Babbie, 2007:184). The researcher requires a good knowledge of the population and its elements. Purposeful sampling not only considers the selection of participants but also involves the settings, incidents, events and activities for data collection (Maree, 2010:178). The researcher selected participants with particular characteristics based on the criterion that participants were managers in their schools or were higher management (district official who oversee what happens in the selected schools). These principals were expected to have long-term working experience in their position (a maximum of three years), while the district director had to be from the district in which the schools were selected a similar experience on the job as principals (see Table 5.1). This criterion supersedes that of easy access to roads.

Five principals were selected from five secondary schools in each of the GP and NW provinces. One district official who is a top education manager of these schools was also selected from each of these provinces, making a total of 10 principals and two district officials for the qualitative phase. Therefore, a total of 12 participants were selected for the second phase. The sampling procedure used is presented below.
3.6.2.3 Data collection strategy

The research design directs that data collection starts with rigorous quantitative research in the first phase and is followed by purposive sampling in this phase which utilises the qualitative approach (Creswell, 2014:224). This section reports on the type of data collected, its advantages and limitations and data recoding procedures followed.

The researcher conducted face-to-face semi-structured interviews with the principals and district directors in order to elaborate on the quantitative data (questionnaires) on views regarding the working conditions of secondary school teachers in South Africa. The interview guide for district directors differed from the principals’ guide in that it focused more on how directors prepare school leaders, monitor schools’ reports on teachers’ feedback, improve capacity-building for principals and teachers, and on leadership styles used to provide support generally to schools. Face-to-face interviews promote cooperation and bonding (Maree, 2010:92), which helps to generate more meaningful data. The researcher used the interview format because:
• It was not possible for the researcher to observe the selected participants.
• Participants were able to provide historical information needed for the study on open-ended questions asked on the working conditions of teachers in the country.
• Interviews allowed the researcher control over the line of questioning.

The limitations experienced by researcher in using interviews in this study were the following:

• Unnecessary information from the participants affected the focus of study. The researcher tried to guide participants towards the study objectives. Transcribed data were cleaned for focus.
• All participants were not equally coherent or insightful.
• The researcher employed the services of another coder for more clarity, validity, reliability and credibility of findings.

Before the interviews with selected participants, the researcher asked permission to use the audiotape recorder. However, written notes were also used to supplement recordings. Clearance and consent was obtained from participants before audiotaping them. The interview protocol outlined by Creswell (2014:194) was applied (see Annexure E). It contained:

• A short consent form explaining the study objectives and why participants should get involved in study.
• Ethical considerations followed by researcher.
• Details of the date, place, interviewer and the interviewee.
• Basic instructions for the researcher which gave consistency to all interviews conducted.
• Questions designed according to the research questions, and some probing questions were added.
• A final acknowledgement and thank you statement appreciating the time the interviewee spent in being part of the study.

3.6.2.4 Data analysis

Data analysis was guided by the research design. The researcher followed an analytical process suggested by Creswell (2014:197) involving six steps. The figure below shows the analysis process followed by researcher.
The steps followed are now explained:

Step 1: Organising and preparing data for analysis

Interviews with principals and district officials were used to gather information on the subject of investigation. The researcher transcribed audio information by typing word for word from the audio file into a word document format. These transcripts were then sorted per school and province.

Step 2: Reading through all transcripts
The researcher read through all interview transcripts as many times as possible for better understanding.

Step 3: The coding process

This stage is defined as the process of separating texts into meaningful segments to represent a category of meaning. According to Rossman and Rallis (as cited in Creswell, 2014:198):

   It involves taking text data or pictures gathered during data collection, segmenting sentences … into categories, and labelling those categories with a term, often a term based in the actual language of the participant.

The researcher followed the steps described by Tesch (as cited in Creswell, 2014:198) in coding the transcripts for this study. During coding, the researcher coded based on emerging information. Codes were assigned to categories of text that seemed similar in meaning to each other. These codes were labelled and segmented text was arranged according to their codes.

Step 4: Generate themes and description

According to Creswell (2014:199), about five to seven themes are used in a research study. This study uses the a priori method to arrive at the themes of the study. The themes are suggested in Figure 3.9, which outlined the relationship between methods and research objections and questions. An example of a theme used is CPTD, while a description is a detailed rendering of information about people, places, or events in a setting (Creswell, 2014:199). The segmented texts that related to the codes in step 3 are the descriptions. All related codes were re-grouped under the themes.

Step 5: Presentation pattern of the description

The researcher recalled the results of the quantitative phase and the findings obtained from the interviews. This was done in narrative and an exact description of the events in the transcripts was given (see Chapter 4).

Step 6: Data interpretation or making meaning of the data

This is the final step in the analysis of data. At this stage, from the results and findings obtained from both phases, the researcher inferred the “lessons learned” with a focus on the study’s main
aim which was to derive a framework for the improvement of the working conditions of teachers. For this study, the researcher interpreted per theme or research question posed earlier in the study. The lessons learned resulted in the study’s framework, which is presented in the last chapter of this thesis.

3.6.2.5 Researcher’s role

During the data collection stage, the researcher observed and listened carefully by creating a form of connection and collaborative partnership with the participants (Maree, 2010:41). In this second phase, the researcher developed the interview guide, the transcription of audio recordings, the coding of transcripts using the Atlas-Ti, and the interpretation and discussion of the themes and categories while abiding by all ethical procedures outlined for this study.

3.7 TRUSTWORTHINESS, VALIDITY AND RELIABILITY

This section describes the methods used to ensure trustworthiness of both empirical phases. Establishing trustworthiness is essential in the science of instrumentation. Trustworthiness in quantitative research can be realised through internal validity, external validity, reliability, and objectivity of the research (Susanne, 2012:1). Precision and accuracy are also important criteria to measure the quality of a research (Babbie, 2007:143).

3.7.1 Quantitative Phase

3.7.1.1 Validity

Validity in quantitative research refers to the intent of an instrument (Jackson, 2015:87). It is the true and accurate representation of information obtained about a phenomenon and this may be referred to as the construct validity (Jackson, 2015:87). Validity can also be described as a measure that accurately reflects the concept it is intended to measure (Babbie, 2007:146).

Internal validity is the ability to draw conclusions about causal relationships from the data collected. An example from this study is to measure if there exist relationships between variables or statements on the CPTD of teachers in South African schools. The researcher maintained internal validity by ensuring that changes in the dependent variables (working-condition-related variables) occurred from only the independent variable (teacher-related variables), and not from other confounding variables. It is important for quantitative researchers to remember possible
threats to internal validity from instrumentation and statistical regression (Susanne, 2012:1). The researcher further controlled threats to internal validity by careful cultural and national adaptation of the questionnaire.

External validity is used to generalise from the research sample to other or larger populations and settings (Susanne, 2012:1). To achieve this, the researcher carefully selected sampling techniques that were most suitable to establish a truly representative sample of the study population. Factors such as subjects (respondents), situation, time, intervention, and measures that could affect external validity and generalisability were duly considered. The researcher managed these factors by contacting respondents through appropriate means before visiting, to ensure a comfortable time for conducting interviews and distributing questionnaires.

Conclusion validity is the ability to draw conclusions that are based upon the data analysed (Susanne, 2012:1). To attain conclusion validity, the researcher employed the service of a recognised statistician to confirm the processes of data analysis. Supervisors and promoters of this research study also ensured that conclusions reached were only based on the reports of data analysis.

The researcher also observed validity of measures such as face, content, and convergent validity. For face validity, the researcher checked if the content of the questionnaire could be judged to measure what it intended to measure, and for content validity, the researcher ensured that questions covered in detail all areas of the teachers’ working conditions as seen in literature. Finally, to achieve convergent validity of measure, the researcher ensured that variables or statements in the questionnaire had the same or similar constructs.

3.7.1.2 Reliability

Reliability in social research helps measure the consistency of results obtained by repeatedly using the same instruments with the same subjects (respondents). According to Babbie (2007:143) it is the quality of a measurement technique that would suggest that similar data would have been reported each time an observation is made on the same phenomenon. However, there were challenges faced by the researcher when ensuring that the data collected for analysis was sufficiently reliable to come to a reasonable and acceptable conclusion. The researcher had challenges on the qualitative phase since the researcher was the only person who conducted the
interviews coupled with coding and interpretation. The question is: How was it ensured that the researcher was not subjectively biased about the opinions of the participants? (See section 3.7.2) Reliability for the first phase is presented below:

Reliability is important to quantitative researchers because it is a basis for validity, and measures whether or not a study obtains the same results each time (Susanne, 2012:2). The test-retest methods and split-half methods were applied to help ensure reliability. Reliability in quantitative research is also known as repeatability and internal consistency (Smit, 2010:35). The researcher employed a pilot study as a source of retest (see 3.7.1.4). During the pilot phase, the researcher measured reliability with Cronbach’s alpha as a coefficient of reliability using the SPSS statistical software. Cronbach’s alpha is used to measure the internal consistency of a questionnaire and a reliability of 0.7 or higher is required for pilot phase before using the instrument for the entire research study (Lazar et al., 2010:69). Cronbach’s alpha was also measured on the returned questionnaires. These results were compared to see if reliability was good to check if questions had similar constructs.

3.7.1.3 Objectivity

Objectivity is used in the methodology of measurements, data collection, and data analysis through which reliability and validity are established (Susanne, 2012:2). Objectivity was attained in the quantitative phase by creating an appropriate distance between the researcher and respondents in order to reduce bias. The objective researcher in this study is distant in order not to influence the study.

3.7.2 Qualitative Phase

According to Maree (2010:113), without trustworthiness, a researcher has no acid test for the findings and conclusion of a research study. When ensuring trustworthiness in this phase, the researcher followed carefully tested procedures:

- The researcher relied on multiple data sources. Literatures and interviews were used to check if sources resulted in similar conclusions on face validity.
- On completion of interview transcriptions, the researcher sent transcripts to the interviewees concerned to check for any factual errors. This helped ensured validity and internal consistency.
• During coding, the researcher employed an experienced coder to code transcripts into categories. The categories generated from these codes were compared to and merged with the researcher’s own categories to ensure more reliable data.

• As mentioned in Chapter 1 (see 1.1), the researcher maintained a focus on the stakeholders, especially policymakers and education administrators in government offices. Some of these stakeholders were selected for interviews, and were asked to read the research discoveries to ensure greater credibility.

• The researcher ensured trustworthiness in this phase by avoiding generalisation and rather seeking to understand participants’ perspectives, maintaining confidentiality and anonymity, and stating the limitations of the MMR and the explanatory sequential design used for this study.

Trustworthiness as described for the qualitative phase was guided by Nieuwenhius (Nieuwenhius, 2010:113–115).

Although it is clear that a research study must be valid and reliable, the researcher infers that there exists a tension between the two concepts. For example, the study measured CPTD. The use of questionnaires over time is consistently able to measure the same result for issues such as how many times CPTD programmes are provided and how many teachers have attended. This is not the same when more than one researcher conducts an interview to ask similar questions, but discovers that participants can explain more deeply, thereby providing better understanding which shows more validity and credibility. Based on this, the researcher concludes that nomothetic, quantitative study tends to be more reliable while the idiographic, qualitative methods are more valid than reliable. To balance such tension, the researcher clearly described all concepts with all possible meanings and measured all concepts in all possible theoretical ways. Most importantly, the researcher measured all concepts in ways to better understand teacher working conditions in South Africa.

3.8 ETHICAL CONSIDERATIONS

According to O’Leary (2010:41), ethics refers to rules of behaviour that help to dictate what is acceptable within a profession. Observation of ethical rules is vital in research, especially when a researcher has interaction with participants. Creswell (2014:92) points out that research involves
collecting data from people; therefore, ethical issues must be addressed in a research study. Ethical principles differ in professions but there are general standard guidelines. It is important to report on all anticipated ethical issues that may arise during a research study.

In this study, ethical issues were identified as they related to the different phases of enquiry (stages in the research process). They are discussed under the following headings.

3.8.1 Ethical research phase 1 (prior to beginning the field study)

- The researcher followed the code of professional ethics by SACE (SA, 2000) and the Human Sciences Research Council code of research ethics (HSRC, 2016). The North-West University subscribes to the ethical conduct of the HSRC.
- Regarding permissions, the researcher began by approaching the TALIS principals by email for approval to use the TALIS 2013 instrument. Afterwards, the researcher submitted a study proposal and instruments to the Research Ethics Committee in the Department of Educational and Leadership Development, headed by the School Director, North-West University, Mafikeng Campus. During this process, the researcher completed an application form and waited for a clearance certificate before proceeding with human interaction. The form included identification of the researcher, identification of the purpose of study, identification of the benefits of participating, an indication of the level of participant involvement and involved risk, guarantee of anonymity, confidentiality and assurance of rights to withdraw at any time.
- The researcher also obtained permission from gatekeepers (education district offices and area offices) before visiting research sites.
- The study is likely to be published, so the researcher discussed all ethical issues regarding authorship of publication with the promoters.

3.8.2 Ethical research phase 2 (beginning the field study)

- The researcher explained to participants the main purpose of the study. Issues regarding sponsorship were also revealed in surveys and during interviews.
- The researcher handed consent forms to research subjects. These consent forms had clear instructions on what was expected and the researcher only accepted involvement in the study based on voluntary participation.
3.8.3 Ethical research phase 3 (collecting the data)

- The researcher consulted with principals and district official before entering into the research sites. The data collection process was conducted at the appointed times that did not disrupt normal work flow.
- The researcher promised to share the final research report with participants. The researcher deems it unethical to collect data and leave the research sites without rewarding participants.

3.8.4 Ethical research phase 4 (analysing the data)

- During analysis, the researcher was truthful in supporting and embracing the views of participants in the study. The researcher disclosed information as it was (negative or positive) and no information was removed.
- The researcher protected the privacy (anonymity) of participants in the entire study. Aliases were used for individuals and schools used in the study.

3.8.5 Ethical research phase 5 (reporting, sharing and storing data)

- In this study, the research avoided falsifying authorship of consulted books and journal articles, evidence in collected data, findings and conclusions. According to Neuman (2009:2), such practices are regarded as misconduct in the scientific field.
- The researcher shared details of the research and the research design with interested educationists and stakeholders. This helped to increase the credibility and relevance of the study for the teaching profession.
- The researcher completed an acknowledgement form regarding plagiarism by declaring that no duplications of text were made and all texts used were duly referenced and reported on in the references section of this thesis.

3.9 BENCHMARK FOR EVALUATION CRITERIA OF THESIS

Evaluation has become an important process in any institution. Many institutions of learning and organisations now use a criteria mechanism to measure the quality of a research study (Mavetera, 2011:103; Chukwuere, 2016:130). It is expected that a doctoral thesis produces new additions to existing knowledge. For this reason, the researcher used evaluation criteria as a benchmark in the final chapter of this thesis, to measure the relevance of the entire study.
In establishing these criteria, according to Mavetera (2011:103) and Chukwuere, 2016:131–133), the following are required:

1. Integration and logic: A thesis is a research report which is conducted through a systematic process from start to finish. A research report should be coherent and interconnected in terms of the topic, problem statement, literature and design (Mavetera, 2011; Klein & Myers, 1999). For this to happen, the thesis has to be arranged into chapters which discuss all the stages of the research process. The writing of the thesis must also comply with the standard academic writing pattern.

2. Extent of existing literature: Extensive reading on a research area by a researcher allows for knowledge of the study area (Chukwuere, 2016:131). A research study is based on the knowledge of a problem worth investigation. However, according to Mavetera (2011:103), some study areas have limited literature, which allows researchers to identify gaps in existing knowledge. Most importantly, a thesis should stand on a clear theoretical and conceptual framework.

3. Research problem statement: Any research endeavour must have a written statement of the problem which clearly discusses how researchers have researched publications and identifies gaps for further research. According to Mavetera (2011:104) and Gasson (2003:46), the statement of a problem may be:
   - To advise a new idea, theory or framework on the subject of investigation;
   - To implement an existing theory or framework that has been widely accepted;
   - To merely convert the problem to research questions, or hypothesis, or both.

4. Appropriate approach and design: The search for the truth about a phenomenon can be as a result of the preference of students or mentors, past research experiences or even discipline orientation (Creswell, 2014:5). The type of belief brought into the study determines the approach to follow, which automatically determines the design which shapes the methods section of the thesis. Every thesis must have a sound, well-written research approach and design to showcase how the research questions will be answered.

5. Data analysis: Data analysis should be carried out according to the design chosen. A full description should be provided of how information obtained from research subjects is manipulated and analysed. Data analysis also observes ethical issues since researchers deal with humans during the course of obtaining information.
6. Generated ideas: Ideas from existing literature and new findings should be connected and/or diverge through the course of the discussion.

7. New framework: The new framework which is drawn from the lessons learned from the empirical study should provide new ideas to inform a better understanding of the existing problem.

8. Framework unique technique: The new framework should present a unique and unusual technique, which means the researcher must be creative and innovative in scientific research.

9. Heuristic attributes: A thesis should be heuristic in nature, thereby having characteristics of being investigative, experiential, experimental, empirical and exploratory, with the capacity of solving the current study problem and generating further study areas to be investigated.

10. Knowledge contribution: Any thesis that is publishable is assumed to be contributing to existing knowledge (Mavetera, as cited in Chukwuere, 2016:132). Published articles are required to pass through a blind peer-reviewed process by experts in the field. It is expected that this thesis will contribute to the improvement of the working conditions of teachers in South Africa.

As mentioned, this section only explains the benchmark criteria to be used to measure the quality of the entire thesis, which will be done in the last chapter of this thesis. Other researchers who have used these evaluation criteria in the branch of social science are Chukwuere (2016); Mavetera (2011); Gasson (2003); Klein and Myers (1999).

3.10 CONCLUSION

This chapter focused on the research design and methodology used to effectively answer the “how” question of this study. The chapter began with a research map which gave a graphical representation of the entire chapter (Chukwuere, 2016:89). This was followed by the philosophical underpinnings of the study (see 3.3) which discussed oncology, the science of inquiry (epistemology), and paradigm. This shaped the entire direction of the research approach and design. Based on the establishment of the paradigm, the MMR and the explanatory sequential design were then explained in detail (see 3.5 and 3.6). The methodology for this study was an empirical investigation which took two phases – quantitative and qualitative. The
quantitative phase was presented with subtopics of population and sampling, variables, measuring instruments, data collection procedures, data analysis and statistical techniques, while in the qualitative phase, the subtopics of site, participant selection, data collection strategy, data analysis and the researcher’s role (see 3.7) were discussed. The trustworthiness, validity and reliability of the study as well as the ethical considerations were explored. This chapter concluded with the evaluation criteria to be used in measuring the quality of the overall thesis.
CHAPTER 4

DATA ANALYSIS OF EMPIRICAL RESEARCH: PRESENTATION AND DISCUSSION OF QUANTITATIVE RESULTS

4.1 INTRODUCTION

Chapter 3 described the “how” aspect of the study, which was to determine ways of investigating the working conditions of secondary school teachers in their professional environment. It focused on the philosophical underpinning of the study, research design and methodology, ethical considerations and the evaluation criteria to be used to judge the overall quality of the study. The chosen paradigm determined the selection of the design and the methodology, procedures used for collecting data, and analysis. The researcher used an explanatory sequential design using quantitative and then qualitative research.

This chapter reports on statistics and analysis derived from the quantitative survey responses of teachers in secondary schools (equivalent to ISCED-97 levels 2 and 3). The chapter begins with an explanation of question formulation, questionnaire arrangement of sections, variables for computation, and how data was managed according to the creation of missing values in the SPSS statistical package. The analysis of data in different stages is discussed. The profile of teachers is described based on measurements using descriptive statistics. A second layer of analysis using cluster analysis and ANOVA allows for more rigour in the interpretation of results. The findings of this chapter provide answers to the main research question (see 1.3).

In accordance with Saldana, Leavy and Beretva (2011:32, 33), the chapter map in Figure 1.1 guides the flow of research. The flow was not permanent but evolved as the research proceeded and as new insights were gained. The table below presents the research questions measured in the quantitative phase, as well as the research instruments and type of analysis used.

<table>
<thead>
<tr>
<th>Research questions (RQ)</th>
<th>Instruments</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are your perceptions as a teacher on teaching and learning generally and in your school in particular?</td>
<td>* Literature review RQ1 – par. 2.3.4 * Questionnaire RQ1: Section D, questions TQ</td>
<td>* Descriptive statistics: measures of frequencies, central tendency (mean) and simple percentages</td>
</tr>
<tr>
<td>RQ</td>
<td>Table/Section/Question</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1.</td>
<td>Tables 4.15-4.22 and Figures 4.19-4.21</td>
<td>* Multivariate analysis using cluster analysis and one-way ANOVA</td>
</tr>
<tr>
<td>2.</td>
<td>Figures 4.22-4.27 and Table 4.24</td>
<td>* Descriptive statistics: measures of frequencies, central tendency (mean) and simple percentages</td>
</tr>
<tr>
<td>3.</td>
<td>Figures 4.28-4.33 and Table 4.25</td>
<td>* Descriptive statistics: measures of frequencies, central tendency (mean) and simple percentages</td>
</tr>
<tr>
<td>4.</td>
<td>Figures 4.34-4.38 and Table 4.26</td>
<td>* Descriptive statistics: measures of frequencies, central tendency (mean) and simple percentages</td>
</tr>
</tbody>
</table>

The total number of variables shown in the table excludes variables in the background information (Section A) of the teacher questionnaire. The results presented were analysed using version 24 of the SPSS.
4.2 QUESTIONNAIRE MANAGEMENT

This section deals with the management of data, the format of the questionnaire and variable creation, to show how the questions were managed from the pilot stage to the statistics computation stage of the main study.

4.2.1 Data management

The essence of data management is to ensure data quality and consistency. Data management was ensured for both the pilot study and the main study. MS-Excel software was used to detect data entry error (such as double entry and data range) by setting the data validation criteria, minimum and maximum values to ensure that the researcher only assigned the prescribed scale to the variables in the questionnaire into the Excel spreadsheet. Whole numbers and text length were used, and missing values were set in the variable view of SPSS for data accuracy. Similar codes were used to those of the TALIS 2013 study (OECD, 2014:121). The four missing codes used for invalid data are highlighted below:

- Omitted/invalid (9): Respondents had the opportunity to respond but omitted a response or entered invalid responses.
- Not administered (8): Respondents returned the questionnaire blank.
- Not reached (7): This code differed from an omitted responses in that a respondent did not reach the end of the questionnaire.
- Logically not applicable (6): The preceding question/s were not applicable to the respondent.

4.2.2 Format of questionnaire

The questionnaire was divided into the following sections:

Section A: Background information of teachers.
Section B: Continuing Professional Teacher Development (CPTD).
Section C: Teacher appraisal and feedback.
Section D: Perception of teaching and learning.
Section E: School climate and job satisfaction.

4.2.3 Variable creation

As illustrated above, analysis of the quantitative data was arranged according to the secondary questions in predetermined categories to analyse the different sections (B, C, D, and E) of the questionnaire (see Annexure B).

**Figure 4.1: Variable creation**

<table>
<thead>
<tr>
<th>Variable designation</th>
<th>Assigned scale</th>
<th>Response/Attributes</th>
<th>Variable name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A: Background Information</td>
<td>These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Are you female or male?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TQ01</td>
<td>□1</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>□2</td>
<td>Male</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from teacher questionnaire

Citing an example from the teacher questionnaire, the first variable “Background/Are you female or male?” with designation number TQ01 is derived from the question, “Are you female or male?” All variables had responses or attributes and scales; 314 variables (with the exception of the moderation variables created from 2-step clusters for the analysis of variance) were created from the questionnaire. (See Annexure F for the codebook of the quantitative first phase.)

4.2.4 Response rate

In all, 384 questionnaires were distributed among educators in the selected provinces in South Africa based on stratification (see 3.6.1.1). Of these, 291 questionnaires were returned for analysis, representing a 76% return rate.
Table 4.2: Educators’ response rates

<table>
<thead>
<tr>
<th>Sampled respondents</th>
<th>Number of questionnaires sent out</th>
<th>Number of questionnaires received</th>
<th>Percentage questionnaires received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators</td>
<td>384</td>
<td>291</td>
<td>76%</td>
</tr>
</tbody>
</table>

As noted in the previous chapter, according to Babbie (2007:262), a 60% to 70% return rate is said to be “good” to “very good”, so reliable conclusions may be drawn from this study.

4.3 DESCRIPTIVE STATISTICS

Descriptive statistics use percentages and graphs where applicable to describe the variables identified in the questionnaires.

4.3.1 Section A: Background information of teachers

This section presents the teacher-related variables or background information of teachers. These variables helped in understanding the general characteristics of the teachers that participated in the study and are presented in graphs and tables.

Figure 4.2: Gender of respondents
From Figure 4.2, it can be seen that 62.5% of participants were female teachers, while 37.1% were male. The remaining teachers (0.4%) who participated did not disclose their gender. This indicates that more female teachers are employed at ISCED levels 2 and 3 in South Africa than men. Most countries in Africa tend to have more men in secondary education teaching than women, with the exception of South Africa, Namibia and Swaziland (Commonwealth, 2011:2). On an international front however, TALIS findings confirm that most teachers in Europe, America, Asia and Australia are women, with Japan standing as an exception (OECD, 2013:19).

Table 4.3: Age

<table>
<thead>
<tr>
<th>Background/ How old are you? [TQ02]</th>
<th>N</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>286</td>
<td>45</td>
<td>20</td>
<td>65</td>
<td>39.24</td>
</tr>
</tbody>
</table>

Table 4.4: Age profile of respondents

<table>
<thead>
<tr>
<th>Age group</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–29</td>
<td>18.2</td>
</tr>
<tr>
<td>30–39</td>
<td>34.6</td>
</tr>
<tr>
<td>40–49</td>
<td>30.4</td>
</tr>
<tr>
<td>50–59</td>
<td>13.0</td>
</tr>
<tr>
<td>60–65</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 above depicts the age of teachers. Of the total (291) who participated, five teachers did not disclose their age. The oldest and youngest teacher participating were 65 and 20 respectively. The mean value in Table 4.3 and the age distribution of teachers reflects an ageing profession. This also holds true for education systems in Asia, Australia, America and Europe. TALIS data projected that most education systems will experience teacher shortages with data showing an average of 43 years across all participating countries (OECD, 2013:19).
Figure 4.3: Current employment status as a teacher

These graphs (Figures 4.3 and 4.4) illustrate that most teachers employed in the government stream work full-time. However, a full 50% of part-time teachers with the DoE, took what was available to them.
Table 4.5: Work experience distribution

<table>
<thead>
<tr>
<th>Work experience distribution</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background/ How many years of work experience do you have?/ Year(s) working as a teacher at this school [TQ05A]</td>
<td>1</td>
<td>36</td>
<td>9.84</td>
</tr>
<tr>
<td>Background/ How many years of work experience do you have?/ Year(s) working as a teacher in total [TQ05B]</td>
<td>1</td>
<td>40</td>
<td>12.63</td>
</tr>
<tr>
<td>Background/ How many years of work experience do you have?/ Year(s) working in other education roles[TQ05C]</td>
<td>0</td>
<td>16</td>
<td>1.20</td>
</tr>
<tr>
<td>Background/ How many years of work experience do you have?/ Year(s) working in other jobs [TQ05D]</td>
<td>0</td>
<td>27</td>
<td>2.23</td>
</tr>
</tbody>
</table>

Table 4.6: Frequency distribution of the respondents’ professional experience as teachers

<table>
<thead>
<tr>
<th>Years of experience as teacher</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10 years</td>
<td>52.4</td>
</tr>
<tr>
<td>11 to 20 years</td>
<td>30.9</td>
</tr>
<tr>
<td>21 to 30 years</td>
<td>9.3</td>
</tr>
<tr>
<td>More than 30 years</td>
<td>7.4</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

In general, 10 years was the mean for the number of years teachers had worked in their current placements, and about 13 years for the overall time spent as teachers in South Africa. In Table 4.6, apart from what the age profiles suggest above, the teachers appear not to have worked very long in the profession. To confirm this apparent divergence, a Pearson correlation coefficient was calculated between respondents’ ages and years of experience as teachers. This coefficient was found to be 0.664. This high correlation suggests that many teachers enter the profession
later than in their very early twenties, and/or that many have interrupted their careers as teachers for work outside the education sector. This is confirmed in Table 4.5, which shows that teachers have worked for an average of three years in other professions.

**Figure 4.5: Employment status as a teacher at your school**

![Employment Status Chart](image)

Figure 4.5 above further confirms the employment status of teachers. This figure shows employment status of teachers in their current school, 86.6% of whom responded that they are permanently employed teachers.
The figure above shows that a considerable number of learners in secondary schools in South Africa are special needs students. Special needs students are those for whom special learning needs have been identified owing to mental, physical and emotional issues. On an international front, many education systems around the world currently face the situation where special needs students share classrooms with learners in mainstream schools (OECD, 2013:19). In section 3.6.1.1, researcher pointed out that school with special needs students are excluded from sample. However, some mainstreams schools (some of which were selected for study) are inclusive in South Africa.
Figure 4.7: Highest level of formal education completed

![Bar chart showing the distribution of the highest level of formal education completed by teachers.](chart.png)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1.4</td>
</tr>
<tr>
<td>PGCE/Hons/Masters</td>
<td>37.7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>41.3</td>
</tr>
<tr>
<td>Dip/Certificate</td>
<td>19.6</td>
</tr>
</tbody>
</table>

Table 4.7: Did you complete a teacher education or training programme?

<table>
<thead>
<tr>
<th>Did you complete a teacher education or training programme? [TQ11]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>89.8</td>
</tr>
<tr>
<td>No</td>
<td>10.2</td>
</tr>
</tbody>
</table>

In Figure 4.7 above, 41.3% of teachers have a bachelor’s degree, while 37.7% have a postgraduate certificate in education (PGCE), an honors or a masters degree; 19.6% have a diploma or certificate in education, and only 1.4% have a doctorate. The data further indicates that the majority (89.8%) of these teachers are well educated, having passed through the teacher training programmes, many of which are offered at South African universities.
Figure 4.8: Elements included in formal education or training

- **Classroom practice**: 1.7% Not at all, 11.8% Somewhat, 53% Well
- **Pedagogy of the subject(s) I teach**: 0.1% Not at all, 14.7% Somewhat, 60.1% Well
- **Contents of the subject(s) I teach**: 2.4% Not at all, 10.8% Somewhat, 53.7% Well
Respondents were asked about elements of their teacher education training, and the extent to which their initial teacher education had prepared them for each of the following: the content of the subjects they are teaching, the pedagogy of the subjects they are teaching, and the classroom practice of the subjects they are teaching. A four-point Likert scale indicating the degrees “not at all”, “somewhat”, “well”, and “very well” was used. The results in Figures 4.8 and 4.9 show that most respondents seemed content with their initial teacher training in terms of classroom practice, the pedagogy and the content of the subjects they teach. A test of such knowledge acquired during initial teacher training has been through the use of the WILS programme also known as teaching practice or practicum (Oduaran & Mokoena, 2015:25).
Figure 4.10: Subjects included in formal education and training

<table>
<thead>
<tr>
<th>Subject</th>
<th>In ISCED level 4 or 5B</th>
<th>In ISCED 5A or above</th>
<th>In core subject</th>
<th>At in-service/CPTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life orientation</td>
<td>8.6</td>
<td>8.2</td>
<td>13.7</td>
<td>11.3</td>
</tr>
<tr>
<td>Interdisciplinary subjects</td>
<td>6.5</td>
<td>7.2</td>
<td>8.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Practical and vocational skills</td>
<td>14.1</td>
<td>5.5</td>
<td>15.1</td>
<td>6.2</td>
</tr>
<tr>
<td>Religion and/or ethics</td>
<td>22</td>
<td>5.5</td>
<td>12.4</td>
<td>6.2</td>
</tr>
<tr>
<td>Physical education</td>
<td>21.3</td>
<td>5.5</td>
<td>21.3</td>
<td>8.6</td>
</tr>
<tr>
<td>Arts</td>
<td>21.6</td>
<td>7.9</td>
<td>17.5</td>
<td>9.6</td>
</tr>
<tr>
<td>Technology</td>
<td>7.2</td>
<td>5.2</td>
<td>10</td>
<td>10.3</td>
</tr>
<tr>
<td>Greek/Latin/Dutch/Chinese</td>
<td>10.3</td>
<td>3.8</td>
<td>4.8</td>
<td>4.1</td>
</tr>
<tr>
<td>Modern foreign language</td>
<td>10</td>
<td>4.5</td>
<td>11.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Social studies</td>
<td>23</td>
<td>9.6</td>
<td>16.5</td>
<td>4.8</td>
</tr>
<tr>
<td>Science</td>
<td>17.2</td>
<td>4.8</td>
<td>25.1</td>
<td>13.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25.8</td>
<td>8.9</td>
<td>25.8</td>
<td>9.3</td>
</tr>
<tr>
<td>Reading, writing &amp; literature</td>
<td>24.4</td>
<td>10.7</td>
<td>35.7</td>
<td>11.7</td>
</tr>
</tbody>
</table>

The results above show the subjects included in respondents’ formal education and training which was measured on a four-point Likert scale of “in ISCED level 4 or 5B”, “in ISCED 5A or above”, “in core subject”, and “in-service/CPTD”. The results indicate that curriculum-wise, most emphasis was placed on the ISCED level 4 or 5B and on the core subject levels in their training programmes. It is also clear that during postgraduate studies, little emphasis is placed on subject content. For example, in South Africa, most postgraduate studies at universities offer research-based academic degrees, as opposed to the option of course work seen in other countries. This also shows that little is done to include subject content in teacher PD after they...
have been employed as teachers. A later section will explore whether CPTD trainings are available in many different areas of specialisation or in only a few areas.

It should be noted that the percentages in Figure 4.10 do not add up to 100%, because respondents were expected to select only subjects pertaining to their study programme during their initial teacher training.

**Figure 4.11: Subjects taught in current school year to ISCED level 2 (Grades 7–9) & level 3 (Grades 10–12) / aged 13–18 years**

The content of the subject categories showing in Figure 4.11 are:

- Reading, writing and literature: in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives), language studies, public speaking, literature;
- Mathematics: with statistics, geometry, algebra, advanced mathematics;

The content of the subject categories showing in Figure 4.11 are:
- Science: physical science, life sciences, environmental science, agriculture/horticulture/forestry;
- Social studies: economics, geography and history;
- Modern foreign languages: languages different from the language of instruction – Ancient Greek and/or Latin/French/Dutch/Chinese.

This taxonomy of subject categories is suitable for international comparison according to the TALIS 2013 study and is usable in the South African context.

Respondents were asked the subject they currently teach in secondary schools, to give an idea of the distribution of teachers’ subject expertise. According to the data analysed, teachers who teach reading, writing and literature occupy the largest stream of employed teachers with 64.4% followed by mathematics (55.8%) and general science (45.5%). The subjects in the lower categories are the internationally recognised foreign languages (8%), modern foreign languages (21.5%) and social studies (30.6%).

4.3.2 Section B: Continuing Professional Teacher Development (CPTD)

In this section, CPTD refers to activities that aim to develop a teacher’s skills, knowledge, expertise and other characteristics as a teacher. This study only considers CPTD taken after initial teacher training at colleges of education and universities of higher learning. The following tables and graphs define the responses of teachers.
In Figure 4.12 above, it can be seen that 69% of the respondents took part in an induction programme and 67.3% were also part of an informal school induction programme. At this stage, it cannot be seen whether this percentage can have a resultant effect on work-environment-related variables in this study. On an international scale, teachers in Asia seem to have the highest participation in induction programmes followed by education systems in Europe and America. TALIS results averaged 49% induction programme participation overall.

**Figure 4.13: Teachers’ current involvement in mentoring activities**
Figure 4.13 shows that 50.3% of teachers receive mentoring support, while fewer teachers (35.4%) actually serve as mentors. This contrasts with recent results from the TALIS 2013 study which shows that more teachers are assigned as mentors than have been mentored. The South African education system is not solely reliant on its teachers to serve as mentors to novice teachers in the system (OECD, 2013:22). Literature finds that teachers who participate in induction programmes are more likely to act as mentors and participate in CPTD activities. It is expected that the findings of this study will reflect that relationship in South African schools.

Table 4.8: Involvement and duration of professional development (PD) activities by teachers in the last 12 months

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables</th>
<th>Participation [%]</th>
<th>Duration in days [mean]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ21A1-A2</td>
<td>Courses and workshops</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>TQ21B1-B2</td>
<td>Education conferences and seminars</td>
<td>37.2</td>
<td>62.8</td>
</tr>
<tr>
<td>TQ21C1-C2</td>
<td>Observation visits to other schools</td>
<td>25.1</td>
<td>74.1</td>
</tr>
<tr>
<td>TQ21D1-D2</td>
<td>Observation visits to business or organisations</td>
<td>19.1</td>
<td>80.9</td>
</tr>
<tr>
<td>TQ21E1-E2</td>
<td>In-service training at business premises</td>
<td>23.4</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Results show that teachers have been involved in a variety of CPTD activities. The most common types are courses and workshops with a 70% response. However, education conferences, seminars and observation visits to other schools were slightly above 25%, while observation visits to business or organisations and in-service training at business premises were below the quarter margin. In addition, courses, workshops, and observation visits to other schools take an average of four days. TALIS results are in line with this study, showing that 88% of teachers attend CPTD activities (OECD, 2013:22). However, most of the countries outside Africa have courses lasting for an average of eight days. This reflects limited time given to skills improvement in South Africa. In all, participating in CPTD programmes is a common feature in any education system in the world (OECD, 2009:42).
Table 4.9 and Figure 4.14 that follow indicate participation of teachers in PD activities. The difference between the previous results (Table 4.8) and these is that the former refers to the forms of CPTD activities organised by the DoE or by schools, while the latter describes the actual mode of CPTD activities taking place. A larger proportion of the respondents do not participate in the activities shown in Table 4.9. The line graph in Figure 4.14 reflects this shortfall with the “no” line rising well above the “yes” line. This means that most employed teachers in secondary schools did not attend CPTD activities in the mode they had been offered or organised. It appears that South African teachers are compelled to attend CPTD activities, but most are faced with other challenges, which will be reported later in both phases of this study.

Table 4.9: Participation in PD activities by teachers in the last 12 months

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables</th>
<th>Participation [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>TQ21F</td>
<td>Qualification programme (e.g. degree)</td>
<td>34.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>TQ21G</td>
<td>Participation in a network of teachers</td>
<td>52.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>TQ21H</td>
<td>Individual or collaborative research</td>
<td>39.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>TQ21I</td>
<td>Mentoring and coaching</td>
<td>42.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

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Figure 4.14: Participation in PD activities by teachers in the last 12 months

![Participation in PD activities](image)

Table 4.10: Topics covered in the CPTD activities attended in the past 12 months and their relative impact on respondents' teaching

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables</th>
<th>Topics covered (A)</th>
<th>Positive impact (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22A1-A2</td>
<td>Knowledge and understanding of my subject field(s)</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>TQ22B1-B2</td>
<td>Pedagogical competencies in teaching my subject field(s)</td>
<td>78.1</td>
<td>21.9</td>
</tr>
<tr>
<td>TQ22C1-C2</td>
<td>Knowledge of the curriculum</td>
<td>63.2</td>
<td>36.8</td>
</tr>
<tr>
<td>TQ22D1-D2</td>
<td>Student evaluation and assessment practices</td>
<td>68.4</td>
<td>31.6</td>
</tr>
<tr>
<td>TQ22E1-E2</td>
<td>Information and Communication Technology skills</td>
<td>59.5</td>
<td>40.5</td>
</tr>
<tr>
<td>TQ22F1-F2</td>
<td>Student behaviour and classroom management</td>
<td>76.0</td>
<td>24.0</td>
</tr>
</tbody>
</table>
Table 4.10 above is a result obtained from asking respondents about the topics covered in their CPTD activities in the past 12 months, and whether these had a positive impact on their teaching. The impact level was measured using a four-point Likert scale of “no”, “small”, “moderate” and “large”. According to the results, knowledge and understanding of my subject (80%), pedagogical competencies in my subject (78.1%), and student behaviour and classroom management (76%) were the highest-scoring topics. Topics scoring slightly above average were knowledge of the curriculum, student evaluation and assessment practices, ICT skills, individualised learning, and students with special needs. Topics falling below the average were school management and administration, and teaching in a multicultural setting.

Most of these topics (or modules for CPTD) had a high impact on respondents’ teaching, with some topics being given priority over others.
The figure above shows possible financial involvement of teachers in CPTD activities. Results show that 77.4% of the respondents paid for PD activities themselves, 18.5% paid for some of the activities attended, and 4.1% did not pay for any CPTD activities attended. This suggests that financial commitment may be an obstacle to teachers attending PD.

**Table 4.11: Type of support received for PD activities attended in the last 12 months**

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ24A</td>
<td>I received scheduled time for activities during working hours at this school</td>
<td>82.1</td>
<td>17.9</td>
</tr>
<tr>
<td>TQ24B</td>
<td>I received a salary supplement for activities outside working hours</td>
<td>39.1</td>
<td>60.9</td>
</tr>
<tr>
<td>TQ24C</td>
<td>I received non-monetary support for activities outside working hours</td>
<td>39.9</td>
<td>59.6</td>
</tr>
</tbody>
</table>

Financial implications of PD activities are shown in Table 4.11 with a range of 39–40% of respondents indicating that they received incentives for involvement outside working hours. Forty per cent responded that they receive non-monetary supplements such as scheduled time for activities outside working hours, while 82.1% of respondents receive scheduled time for CPTD.
activities during working hours in their schools. Findings from 34 education systems around the world are similar, in that workload and lack of financial support are the main challenges faced by teachers. This study also reveals other challenges such as receiving the type of PD modules that are really needed by teachers in the country.

Table 4.12: Included strategies in PD activities by teachers in the last 12 months

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables</th>
<th>Included activities/strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not in many activities</td>
</tr>
<tr>
<td>TQ25A</td>
<td>A group of colleagues from my school or subject group</td>
<td>10.5</td>
</tr>
<tr>
<td>TQ25B</td>
<td>Opportunities for active learning methods</td>
<td>10.6</td>
</tr>
<tr>
<td>TQ25C</td>
<td>Collaborative learning activities or research with other teachers</td>
<td>21.7</td>
</tr>
<tr>
<td>TQ25D</td>
<td>Over an extended period</td>
<td>33.9</td>
</tr>
</tbody>
</table>

Respondents were asked about strategies in the CPTD activities and to what extent these strategies were included in their own activities. Table 4.12 above uses the normal four-point Likert scale to indicate levels of inclusion from “not in many activities” to “yes, in all activities”. Table 4.12 shows that the majority responded with “yes, in some activities”. This suggests that variables TQ25A-D (a group of colleagues from my school or subject group, opportunities for active learning methods, collaborative learning activities or research with other teachers, and over an extended period) are rarely used as strategies in PD activities.
<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Areas of need</th>
<th>Degree of need of PD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No need at present</td>
</tr>
<tr>
<td>TQ26A</td>
<td>Knowledge and understanding of my subject field(s)</td>
<td>13.0</td>
</tr>
<tr>
<td>TQ26B</td>
<td>Pedagogical competencies in teaching my subject fields</td>
<td>11.5</td>
</tr>
<tr>
<td>TQ26C</td>
<td>Knowledge of the curriculum</td>
<td>18.7</td>
</tr>
<tr>
<td>TQ26D</td>
<td>Student evaluation and assessment practice</td>
<td>14.8</td>
</tr>
<tr>
<td>TQ26E</td>
<td>ICT skills for teaching</td>
<td>6.9</td>
</tr>
<tr>
<td>TQ26F</td>
<td>Student behaviour and classroom management</td>
<td>11.4</td>
</tr>
<tr>
<td>TQ26G</td>
<td>School management and administration</td>
<td>29.3</td>
</tr>
<tr>
<td>TQ26H</td>
<td>Approaches to individualised learning</td>
<td>21.0</td>
</tr>
<tr>
<td>TQ26I</td>
<td>Teaching students with special needs</td>
<td>5.1</td>
</tr>
<tr>
<td>TQ26J</td>
<td>Teaching in a multicultural or multilingual setting</td>
<td>19.5</td>
</tr>
<tr>
<td>TQ26K</td>
<td>Teaching cross-curricular skills</td>
<td>15.1</td>
</tr>
<tr>
<td>TQ26L</td>
<td>Approaching to developing cross-occupational competencies for future work or studies</td>
<td>18.8</td>
</tr>
<tr>
<td>TQ26M</td>
<td>New technologies in the work place</td>
<td>12.5</td>
</tr>
<tr>
<td>TQ26N</td>
<td>Student career guidance and counselling</td>
<td>30.1</td>
</tr>
</tbody>
</table>

Teachers were asked if PD covered certain areas of need, and if covered, to what extent. A four-point Likert scale from “no need at present” to “high level of need” was used. In categorising no need and low levels of need against moderate to high levels of need, the variance in percentages between most of the variables was small; therefore it can be said that the need for PD activities is at an average level; neither very high nor very low.
However, teachers’ responses suggest that little is needed in ICT teaching skills, or for teaching in a multicultural or multilingual setting. A possible explanation might be that even though teachers regard these as important skills, they feel other skills are more important in the South African cultural setting. The qualitative phase will explain how teaching and learning takes place in South African classrooms. Even though there is an approved language of instruction, South Africa has nine official languages which are still used in the classroom, which may explain why teachers do not feel the need for more PD in such areas. This result is in contrast to the perception of many teachers in other continents. International results show that teachers are in need of ICT skills for teaching and for development of skills in coping with new technologies in the workplace (OECD, 2013:109).

Table 4.14: Barriers to participation in PD as a teacher

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Barriers to participating in PD</th>
<th>How strongly do you agree or disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ27A</td>
<td>I do not have the prerequisite e.g. qualifications</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38.9</td>
</tr>
<tr>
<td>TQ27B</td>
<td>PD is too expensive/unaffordable</td>
<td>19.3</td>
</tr>
<tr>
<td>TQ27C</td>
<td>There is lack of employer support</td>
<td>19.0</td>
</tr>
<tr>
<td>TQ27D</td>
<td>PD conflicts with my work schedule</td>
<td>22.3</td>
</tr>
<tr>
<td>TQ27E</td>
<td>I do not have time because of family responsibilities</td>
<td>31.3</td>
</tr>
<tr>
<td>TQ27F</td>
<td>There is no relevant PD offered</td>
<td>23.2</td>
</tr>
<tr>
<td>TQ27G</td>
<td>There are no incentives in participating in such activities</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Teachers were asked to respond concerning their barriers to participating in PD activities. By combining the lower Likert-scale options (“strongly disagree” and “disagree”) against the higher options (“agree” and “strongly agree”), the researcher found that most teachers are of the opinion that qualifications, experience and seniority are not barriers that prevent them from attending CPTD programmes. Respondents on average agree (55%) that lack of incentives and support from employers could be a barrier, but that family responsibilities and CPTD conflicting with normal work schedules are not barriers to attending CPTD activities. This is in line with
teachers’ views internationally that incentives and conflict with school timing are indeed a threat to attending CPTD activities (OECD, 2013:112). However, an important result is seen in variable TQ27F, which shows that teachers are not keen to attend CPTD activities because of the perceived lack of relevance of such activities. This is supported by the results shown in Table 4.13 (variables TQ26A-N) that most of the activities are of just average importance to teachers.

4.3.3 Section C: Teacher appraisal and feedback

In this study, appraisal and feedback is defined as including any communication a teacher receives about his or her teaching, based on some form of assessment of the work of a teacher (e.g. observing teachers teaching learners in the classroom, or discussing curriculum or students’ results). This can be an informal discussion or part of a structured arrangement. The following graphs define the responses of teachers.

**Figure 4.16: Distribution of mechanisms/methods used for teacher feedback**

<table>
<thead>
<tr>
<th>Method</th>
<th>External individuals</th>
<th>School principal</th>
<th>Members of school management</th>
<th>Assigned mentors</th>
<th>Other teachers</th>
<th>Never in this school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback following surveys or discussions</td>
<td>3.1</td>
<td>33.3</td>
<td>16.8</td>
<td>10.3</td>
<td>9.3</td>
<td>26.5</td>
</tr>
<tr>
<td>Teachers’ self-assessments</td>
<td>3.8</td>
<td>29.2</td>
<td>15.8</td>
<td>19.9</td>
<td>8.6</td>
<td>22.7</td>
</tr>
<tr>
<td>Analysis of students’ test scores</td>
<td>4.1</td>
<td>21.6</td>
<td>29.2</td>
<td>10.7</td>
<td>15.8</td>
<td>16.8</td>
</tr>
<tr>
<td>Assessment of teachers’ content knowledge</td>
<td>4.8</td>
<td>23</td>
<td>20.3</td>
<td>17.2</td>
<td>7.9</td>
<td>25.8</td>
</tr>
<tr>
<td>Feedback from Student surveys</td>
<td>2.1</td>
<td>23.4</td>
<td>17.2</td>
<td>19.2</td>
<td>11.3</td>
<td>25.4</td>
</tr>
<tr>
<td>Direct observation of teaching</td>
<td>6.2</td>
<td>34</td>
<td>15.1</td>
<td>16.8</td>
<td>16.8</td>
<td>15.1</td>
</tr>
</tbody>
</table>
Respondents were asked how feedback about their teaching is provided. The percentages shown in Figure 4.16 do not necessarily add up to 100% as respondents were asked to tick as many choices as were appropriate. The choices were: from external individuals (area or district official – mostly subject specialist), school principal, SGB, assigned mentors, other teachers from other SGBs, and never in this school. The feedback areas investigated were: following surveys or discussions with parents or guardians, assessment of teachers’ content knowledge, analysis of students’ scores, teachers’ self-assessment, feedback from student surveys, and direct observation of teaching.

The results are surprising, with the lowest feedback mechanism being from the area or district offices of the provincial education department. Subject specialists are located in these departments and are expected to be first-line guides to teachers in their respective subjects. The most feedback which respondents received was from school principals, and members of the SGB and mentors also provide feedback to teachers. An important finding shown in Figure 4.16 is that a good many teachers do not receive any feedback on their teaching. The qualitative phase of this study will ask questions to clarify the effectiveness of the feedback system used in South African schools.
Figure 4.17: Emphasis placed on various areas of feedback for teachers

Figure 4.17 shows the responses to question 29 on the teacher questionnaire, and is a follow-up to question 26. A four-point Likert scale was used, for options ranging from “not considered at all” to “considered with high importance”.

![Diagram showing emphasis on various areas of feedback for teachers]
Figure 4.17 shows results of responses from question 30 on the teacher questionnaire. It is a follow-up to questions 26 and 29 and was designed to measure the extent to which feedback received by teachers has influenced a positive change in the school. The possible areas for positive change in the school are shown on the Y-axis of the figure and a clustered bar chart is used in which each scale colour-coded. A four-point Likert scale was used to indicate levels from “no positive change” to “a large change”. The results show that feedback received by teachers has had a relatively moderate positive impact on the school. However, no positive change has been reflected in terms of salary or financial bonus to the respondents. The most positive impact (51.5%) has been on classroom management practices.
Figure 4.19: Treatment of teacher appraisal and feedback by respondents’ schools

- **A mentor is appointed to help the teacher improve his/her teaching**
  - Strongly agree: 14.1%
  - Agree: 17%
  - Disagree: 17.4%
  - Strongly disagree: 51.5%

- **Measures to remedy any weaknesses in teaching are discussed with the teacher**
  - Strongly agree: 13.2%
  - Agree: 11%
  - Disagree: 18%
  - Strongly disagree: 57.7%

- **If a teacher is consistently under-performing, he/she would be dismissed**
  - Strongly agree: 9.3%
  - Agree: 23%
  - Disagree: 33.3%
  - Strongly disagree: 34.4%

- **Feedback is provided to teachers based on a thorough assessment of their teaching**
  - Strongly agree: 12.4%
  - Agree: 15.3%
  - Disagree: 32.1%
  - Strongly disagree: 40.1%

- **A development or training plan is established for teachers to improve their work**
  - Strongly agree: 12.5%
  - Agree: 11.4%
  - Disagree: 22.1%
  - Strongly disagree: 54%

- **Teacher appraisal and feedback are largely done to fulfil administrative requirements**
  - Strongly agree: 9.9%
  - Agree: 10.3%
  - Disagree: 29.8%
  - Strongly disagree: 50%

- **Teacher appraisal and feedback has little impact upon the way teachers teach**
  - Strongly agree: 13.7%
  - Agree: 10%
  - Disagree: 38.9%
  - Strongly disagree: 37.4%

- **The best performing teachers in this school receive the greatest recognition**
  - Strongly agree: 3.7%
  - Agree: 26%
  - Disagree: 28.6%
  - Strongly disagree: 41.8%
Respondents were asked in more general terms about the way in which teacher appraisal and feedback is conducted in their respective schools, by selecting from choices on a four-point Likert scale from “strongly agree” to “strongly disagree”. The results were interpreted by combining the percentages for the agreement options versus the non-agreement options. According to the results, respondents largely agree with the statements, except in two cases. The statement with the highest agreement score was that teachers are assigned mentors to help them improve their teaching. Respondents disagreed with the statements: “If a teacher is consistently underperforming, he/she will be dismissed” and “The best-performing teachers in this school receive the greatest recognition”.

The following conclusions are drawn, based on the results presented thus far in section 4.3.3:

- External feedback from the district offices is poor.
- Principals and sometimes HoDs give feedback to teachers.
- In the internal appraisal and feedback systems, more emphasis is placed on pedagogical competencies in teachers’ subjects than on other areas.
- Appraisal and feedback has had no significant effect on salaries or financial bonuses, but has had an effect on classroom management.
- Appraisal has led to assigning of mentors.
- Underperforming teachers are never dismissed, neither is credit given to those who are considered best-performing teachers.

Teachers around the world as reported in TALIS results, agree that appraisal and feedback has improved the way they deal with classroom management, pedagogical competencies and assessing of learners (OCD, 2013:20). The similarity between South African and TALIS teachers is that emphasis is placed on classroom management and pedagogical competencies. However, South African teachers do not seem to receive feedback from government offices. In addition, more than half of teachers around the world are of the view that appraisal is merely done to fulfil administrative duties and for annual increments received by teachers. This means that the essence of appraisal and feedback is defeated. In Chapter 5, more emphasis is placed on government policy instruments used for appraisal and feedback, to explore their process and effectiveness.
4.3.4 Section D: Teachers’ perceptions of teaching and learning

This section investigates teachers’ beliefs about how teaching should be conducted in general and how participating teachers conduct their teaching. It is divided into two sections: teaching in general, and teaching in a target class. The following tables and graphs define the responses of teachers.

4.3.4.1 Teaching in general

Table 4.15: Personal beliefs about teaching and learning

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Personal beliefs about teaching and learning</th>
<th>How strongly do you agree or disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>TQ32A</td>
<td>My role as a teacher is to facilitate students’ own inquiry</td>
<td>2.2</td>
</tr>
<tr>
<td>TQ32B</td>
<td>Students learn best by finding solutions to problems on their own</td>
<td>1.8</td>
</tr>
<tr>
<td>TQ32C</td>
<td>Students should be allowed to think of solutions themselves</td>
<td>1.1</td>
</tr>
<tr>
<td>TQ32D</td>
<td>Thinking and reasoning processes are more important</td>
<td>0.7</td>
</tr>
</tbody>
</table>

In Table 4.15 above, most respondents agree and strongly agree on the role of teachers being to support teaching methods that allow for the participation of learners. Nothing seems unexpected in these results.
Figure 4.20: Assessment of teaching attitudes according to frequency of behaviours

In Figure 4.20, respondents were rated on their teaching attitudes according to frequency of particular behaviours on an average basis in different areas using a six-point Likert scale for the frequencies “once a week”, “1–3 times a month”, “2–4 times a year”, “5–10 times a year”, “once a year” and “never”. This question aimed to see an overall distribution of occurrence in schools;
however, accuracy cannot be established through this descriptive means, as some events of occurrence may be contradictory.

Looking at the highest occurrences, the results show that teachers take part in collaborative professional learning between two and four times a year; teachers attend team conferences once a week or more; they work with teachers in the school to ensure consistent evaluation procedures about five to ten times a year, and they teach jointly as a team in the same class once a week or more. In addition, data shows that observation of teachers’ teaching and providing feedback happens between once a week or more, to five to ten times a year. In contrast, teachers responded that they seldom engaged in discussions about the learning development of specific learners or exchanged material with other teachers.

**Table 4.16: Extent of actions indicating attitudes to teaching**

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Teaching attitudes</th>
<th>Extent to which you do the following</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>TQ34A</td>
<td>Get students to believe they can do well in school work</td>
<td>0</td>
</tr>
<tr>
<td>TQ34B</td>
<td>Help my students value learning</td>
<td>0</td>
</tr>
<tr>
<td>TQ34C</td>
<td>Craft good questions for my students</td>
<td>0.7</td>
</tr>
<tr>
<td>TQ34D</td>
<td>Control disruptive behaviour in the classroom</td>
<td>0.4</td>
</tr>
<tr>
<td>TQ34E</td>
<td>Motivate students who show low interest in school work</td>
<td>1.1</td>
</tr>
<tr>
<td>TQ34F</td>
<td>Make my expectations about student behaviour clear</td>
<td>0.7</td>
</tr>
<tr>
<td>TQ34G</td>
<td>Help students think critically</td>
<td>0</td>
</tr>
<tr>
<td>TQ34H</td>
<td>Get students to follow classroom rules</td>
<td>0.4</td>
</tr>
<tr>
<td>TQ34I</td>
<td>Calm a student who is disruptive or noisy</td>
<td>1.4</td>
</tr>
<tr>
<td>TQ34J</td>
<td>Use a variety of assessment strategies</td>
<td>0.7</td>
</tr>
<tr>
<td>TQ34K</td>
<td>Provide an alternative explanation</td>
<td>10.8</td>
</tr>
<tr>
<td>TQ34L</td>
<td>Implement alternative instructional strategies</td>
<td>16.2</td>
</tr>
</tbody>
</table>
There was a fair distribution of responses in this table between “to some extent” and “a lot”, with the latter having the highest percentages. Exceptions were TQ34K and TQ34L, which indicates that teachers do not regularly provide alternative explanations for difficult concepts or implement alternative instructional strategies.

4.3.4.2 Teaching target classes/regular classes

In this section, the researcher looked for more detail concerning respondents’ normal teaching practices. The “target class” refers to a regular class, as discussed in the teacher questionnaire. This class would be equivalent to the ISCED level 2 or 3.

Table 4.17: Composition of the target class: characteristics/attributes/makeup of learners

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Characteristics of learners in the target class</th>
<th>Percentage intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ35A</td>
<td>Students whose [first language] is different from language of instruction</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.8</td>
</tr>
<tr>
<td>TQ35B</td>
<td>Low academic achievers</td>
<td>4</td>
</tr>
<tr>
<td>TQ35C</td>
<td>Students with special needs</td>
<td>16.6</td>
</tr>
<tr>
<td>TQ35D</td>
<td>Students with behavioural problems</td>
<td>9.7</td>
</tr>
<tr>
<td>TQ35E</td>
<td>Students from socioeconomically disadvantaged homes</td>
<td>11.9</td>
</tr>
<tr>
<td>TQ35F</td>
<td>Academically gifted students</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 4.17 shows the makeup of students in a normal target class which ask teachers their perception on the background of students. From Table 4.17 above, students could belong to multiple categories. Some of the data conflicts such as variable TQ35D & 35F. However, data report that there is a sizeable amount of students in South African classrooms who are special needs students, coming from poor socioeconomic backgrounds and speak a different language as first language (which could be any South African official languages excluding English and Afrikaans) other than the language of instruction.
Teachers were asked about the subject categories taught in their target classes. Results show that most respondents taught reading, writing and literature, followed by mathematics and science. The lowest subject categories were vocational subjects, religion studies and life orientation.

Table 4.18: Number of students enrolled in a target class

<table>
<thead>
<tr>
<th>Variable designation</th>
<th>Number of learners</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10–25</td>
<td>58.8</td>
<td></td>
</tr>
<tr>
<td>26–40</td>
<td>21.6</td>
<td></td>
</tr>
<tr>
<td>41–60</td>
<td>19.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
In the table above, the majority of classes contain between 10 and 25 students, judging from the 58.8% response.

<table>
<thead>
<tr>
<th>Variable designation</th>
<th>Variable</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ39A</td>
<td>Percentage of &lt;class&gt; time typically spent on administrative tasks</td>
<td>11.66</td>
</tr>
<tr>
<td>TQ39B</td>
<td>Percentage of &lt;class&gt; time typically spent on keeping order in the classroom</td>
<td>18.19</td>
</tr>
<tr>
<td>TQ39C</td>
<td>Percentage of &lt;class&gt; time typically spent on actual teaching and learning</td>
<td>69.63</td>
</tr>
</tbody>
</table>

Teachers were asked to indicate their time distribution on administrative tasks, classroom order and actual teaching and learning. The results show that significantly more time is spent on teaching than on classroom management or performing administrative tasks.

Figure 4.22: Representativeness of the target class

The figure shows that the target class is representative; students with varying socio-economic backgrounds, first language and special needs. This could be seen in Table 4.17, with a class having learners speaking possibly different languages, different special needs levels, different socioeconomically backgrounds, and gender differences. Therefore, classrooms in South Africa
are characterised by diversity. The impact of a diverse classroom is beyond the scope of this study, however, this could help measure level of difficulty in teaching in such classrooms

Table 4.20: Learner attributes in the target class

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Learner attributes in the target class</th>
<th>To what extent do you agree with these statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>TQ41A</td>
<td>When the lesson begins, I wait quite a long time for students to quiet down</td>
<td>11.4</td>
</tr>
<tr>
<td>TQ41B</td>
<td>Students in this class take care to create a pleasant learning atmosphere</td>
<td>4.7</td>
</tr>
<tr>
<td>TQ41C</td>
<td>I lose quite a lot of time because of students interrupting the lesson</td>
<td>8.5</td>
</tr>
<tr>
<td>TQ41D</td>
<td>There is much disruptive noise in this classroom</td>
<td>11.8</td>
</tr>
</tbody>
</table>

Teachers were asked to agree or disagree with statements regarding the behavioural attributes of learners in the target class. From Table 4.20, results show that learners are respectful of the teaching and learning process by ensuring that they are seated before the start of a lesson and that do not cause disruptive noise.

Table 4.21: Teaching methods/strategies

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Occurrences of activities</th>
<th>Occurrence level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Never or almost never</td>
</tr>
<tr>
<td>TQ42A</td>
<td>I present a summary of recently learned content</td>
<td>2.4</td>
</tr>
<tr>
<td>TQ42B</td>
<td>Students work in small groups to come up with a joint solution to a problem</td>
<td>3.4</td>
</tr>
<tr>
<td>TQ42C</td>
<td>I give different work to students with difficulties or those who advance fast</td>
<td>4.8</td>
</tr>
<tr>
<td>TQ42D</td>
<td>I refer to a problem from</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Table 4.21 lists different teaching strategies and methods; teachers were asked to respond to the frequency of occurrence in their target classes. A four-point Likert scale was used to measure from “never or almost never” to “in all or nearly all lessons”. It can be seen that the highest percentages fall under the “frequently” option, followed by “occasionally” Combining “frequently” and “nearly all lessons” percentages leads to an understanding that teachers teach using real-life problems, and learner-centred methods, allowing students to practise in class, and that teachers check the assignments and homework of learners. Data also reflects that students are occasionally given project work that takes a long time, and the use of ICT for these projects and for class work is often limited.

Table 4.22: Assessing student learning

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – Methods of assessing learners</th>
<th>Frequency of usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Never or almost never</td>
</tr>
<tr>
<td>TQ43A</td>
<td>I develop and administer my own assessment</td>
<td>4.8</td>
</tr>
<tr>
<td>TQ43B</td>
<td>I administer a standardised test</td>
<td>14.8</td>
</tr>
<tr>
<td>TQ43C</td>
<td>Individual students answer questions in front of the class</td>
<td>6.2</td>
</tr>
<tr>
<td>TQ43D</td>
<td>I provide written feedback on student work in addition to a &lt;mark&gt;</td>
<td>16.8</td>
</tr>
</tbody>
</table>
Teachers were asked about their methods of assessing learners in their target classes by marking the frequency of the occurrence in their target classes. A four-point Likert scale was used to measure the same frequencies as in the previous table (4.21). From the results in Table 4.22, a good approach to assessing learners is evident, as most respondents say that they use the different methods of assessing learners frequently.

Data shows that South African classrooms are well-represented with different learners. Mathematics, English and literature are subject areas which are much needed in South Africa. Learner-centred methods are encouraged to increase participation but the project method takes considerable time from learners. The use of ICT is often limited. Multiple teaching strategies and assessment methods are used by teachers, but data show that some teachers may be incapable of using alternative teaching strategies that are unplanned for. This may be an indication that South African teachers may use multiple methods but are only versatile in one.

4.3.5 Section E: Teachers’ perceptions of school climate and job satisfaction

This section asks questions about the confidence level teachers have on their job, their school climate or work situation, and their happiness on the teaching profession. The tables below show the teachers’ responses.

<table>
<thead>
<tr>
<th>Table 4.23: School climate and job satisfaction: school provisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Var. Designation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>TQ44A</td>
</tr>
<tr>
<td>TQ44B</td>
</tr>
</tbody>
</table>
This school provides students with opportunities to participate in school decisions

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
<th>Agreement or disagreement with these statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ44C</td>
<td>This school provides students with opportunities to participate in school decisions</td>
<td>5.4 29.5 53.6 11.5</td>
</tr>
<tr>
<td>TQ44D</td>
<td>This school has a culture of shared responsibility for school issues</td>
<td>4.3 15.9 63.2 16.6</td>
</tr>
<tr>
<td>TQ44E</td>
<td>There is a collaborative school culture which is characterised by mutual support</td>
<td>2.9 14.0 63.4 19.7</td>
</tr>
</tbody>
</table>

Teachers were asked how strongly they agree or disagree with the statements as shown above in Table 4.23. Responses were re-grouped into agreements versus disagreements. The results show that schools have a rich decision-making culture which allows the participation of staff (teaching and non-teaching staff), parents/guardians and also the learners. In the same vein, schools adopt a culture of shared responsibility and collaboration.

**Table 4.24: School climate and job satisfaction: teacher involvement**

<table>
<thead>
<tr>
<th>Designation</th>
<th>Variables – teacher involvement</th>
<th>Agreement or disagreement with these statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ45A</td>
<td>In this school, teachers and students usually get on well with each other</td>
<td>0 6.5 60.9 32.6</td>
</tr>
<tr>
<td>TQ45B</td>
<td>Most teachers in this school believe that students’ well-being is important</td>
<td>0.7 4.3 50.0 45.0</td>
</tr>
<tr>
<td>TQ45C</td>
<td>Most teachers in this school are interested in what students have to say</td>
<td>1.1 8.2 60.6 30.1</td>
</tr>
<tr>
<td>TQ45D</td>
<td>If a student needs extra assistance, the school provides it</td>
<td>2.1 15.4 55.0 27.5</td>
</tr>
</tbody>
</table>

Teachers were asked how strongly they agree or disagree with the statements as shown above in Table 4.24. Responses were re-grouped into agreements versus disagreements. The results imply
that good teacher to learner relationships exist in schools and students’ needs are prioritised by
the school management.

Table 4.25: School Climate and job satisfaction: General feeling on the job

<table>
<thead>
<tr>
<th>Var. Designation</th>
<th>Variables – How teachers feel on their job</th>
<th>Agreement or disagreement with these statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>TQ46A</td>
<td>The advantages of being a teacher clearly outweigh the disadvantages</td>
<td>1.4</td>
</tr>
<tr>
<td>TQ46B</td>
<td>If I could decide again, I would still choose to work as a teacher</td>
<td>4.7</td>
</tr>
<tr>
<td>TQ46C</td>
<td>I would like to change to another school if that were possible</td>
<td>24.7</td>
</tr>
<tr>
<td>TQ46D</td>
<td>I regret that I decided to become a teacher</td>
<td>35.5</td>
</tr>
<tr>
<td>TQ46E</td>
<td>I enjoy working at this school</td>
<td>2.5</td>
</tr>
<tr>
<td>TQ46F</td>
<td>I wonder whether it would have been better to choose another profession</td>
<td>14.1</td>
</tr>
<tr>
<td>TQ46G</td>
<td>I would recommend my school as a good place to work</td>
<td>1.4</td>
</tr>
<tr>
<td>TQ46H</td>
<td>I think that the teaching profession is valued in society</td>
<td>15.1</td>
</tr>
<tr>
<td>TQ46I</td>
<td>I am satisfied with my performance in this school</td>
<td>0.7</td>
</tr>
<tr>
<td>TQ46J</td>
<td>All in all, I am satisfied with my job</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Teachers were asked to respond how they currently feel about their teaching jobs. A four-point Likert scale was used to indicate “strongly disagree”, “disagree”, “agree” or “strongly agree” as shown in Table 4.25 above. Once again, the results were interpreted by combining the percentages for the agreement options versus the non-agreement options. These figures present a
positive picture of teachers satisfied with their profession and their professional environment. A later section will quantify their satisfaction according to established model in cluster analysis, which will be tested using ANOVA with moderation variables.

A slightly above average number of teachers wanted to change schools, but more than 85% enjoy working at their current school based on their performance. To understand this result, Spearman’s correlation between TQ46C and TQ46E showed a weak downhill correlation of -.277. This signifies that the association between the two variables is weak and possibly offers a different meaning.

4.4 Multivariate Analysis: Towards Creating a Taxonomy for South African Teachers’ Working Conditions

Taxonomy is the science that systematically classifies concepts in hierarchies and in useful manners that are favourable in a subject or field of interest (Ulrich, 2011:1). Most research publications reflect the science of taxonomy. For example, learner misconduct has been classified as ordinary and serious misconduct (Oosthuizen, 2015:86; Emekako, 2016:67). Causes of learner discipline have been classified as pupil-related factors, teacher-related factors, school-related factors, parent/family-related factors and society-related factors (Wolhuter & Steyn, 2003:526–531). Comparative researchers over many decades have classified education systems by different forms/indicators and a typical example is classifying an education system as a type of administration and control (Wolhuter 1998:163).

Taxonomy occupies a strategic position in the science of research, because without classification – especially in studies of this nature with many variables – it would be unclear how to make comprehensible pathway towards the research questions. The complex nature of research questions in this study, which may be multifaceted and interdependent, can be arranged in the form of a decision tree/model through classification (Ulrich, 2011:2).

Applying the science of classification, bearing in mind that SA teachers of public secondary schools were selected, and the first classification was established by the use of the International Standard Classification of Education (ISCED-97) levels 2 and 3. In more specific terms, ISCED-97 level 2 represents Grades 7–9 while ISCED-97 level 3 represents Grades 10–12. The ISCED system was created to statistically help policymakers compare education systems across the
world as applied to the ISCED-97 standards (UN Institute for Statistics, 2014:1; UNESCO, 2006:3). This is regarded as the super-type classification. The subtypes are the indicators selected for investigation for measuring aspects of teachers’ working conditions. These indicators or themes were guided by the TALIS 2008 and 2013. The themes are:

- School leadership (explored in the qualitative empirical phase from school principals and district directors);
- Teachers’ perception of teaching and learning;
- CPTD;
- Teacher appraisal and feedback;
- Self-efficacy and job satisfaction.

For the research focus of this study, a tentative classification was used to develop models from the research questions using cluster analysis.

Owing to the complexity of multiple variables in the research questions used in this study, the researcher chose to create models (statistical formulae), which input dependent and evaluation variables to provide answers to the research questions. According to Cornish (2007:2), cluster analysis is “a multivariate method which aims to classify a sample of subjects (or objects) on the basis of a set of measured variables into a number of different groups such that similar subjects are placed in the same group”. However, this method of analysis does not necessarily have an established means of differentiating between applicable and inappropriate variables; therefore, the choice of selected variables must be guided by conceptual considerations and research questions of a particular study (Cornish, 2007:3). The conceptual considerations are derived from the conceptual framework in Chapter 2 developed for each research question (see 2.3.2 to 2.3.5).

The approaches to clustering variables in cluster analysis are through hierarchical and non-hierarchical means (commonly known as the K-means of clustering methods). In this study, the former is used which is conducted through agglomerative and divisive means. In the SPSS, the two-step cluster analysis was used. This analysis allows for the use of categorical and continuous variables with an evaluation field, which allows for post-hoc analysis based on the selected variables. In this study, the one-way ANOVA was used.
To conduct the one-way ANOVA, cluster membership numbers generated from the post-hoc evaluation field were computed as moderation numbers (factors) against dependent variables to test for difference between groups by generating null hypotheses. A null hypothesis signifies a possible difference in the groups computed and an alternate was accepted on the rejection of the null hypothesis. The Alpha level of significance was set at 0.05 level. If the p-value ≤ 0.05, then the null hypothesis was rejected and then the alternate hypothesis automatically is accepted, meaning there was a difference. If p > 0.05, then the null hypothesis was accepted, or failed to be rejected, meaning that there was no difference between groups.

To create cluster analysis, models are derived from the literature reviewed earlier in this study through its analytical framework. The model was used to provide a second layer analysis to support the descriptive results and provide answers to the research questions. Another way of explaining the idea is that the selected variables in the models are elements of a complex conceptual framework arising from research purpose statement, and has been arranged and defined hierarchically according to research objectives, so as to provide a basic structure of order in the form of higher-level and lower-level concepts. The models are drawn from the analytic framework sections in Chapter 2 (the literature review) and presented as follows: section 4.4.1.1 presents research question (RQ)1; section 4.4.2.1 presents RQ2; section 4.4.3.1 presents RQ3, and section 4.4.4.1 presents RQ4. The cluster models and ANOVA are now discussed per RQ.

4.4.1 Cluster analysis (research question 1):

*What are your perceptions as a teacher on teaching and learning generally and in your school in particular?*

4.4.1.1 Model 1

The quality of teaching depends largely on the ability of a teacher to be able to deploy multiple teaching strategies for improved and well-motivated learning (Seidel & Shavelson, 2007:459). Furthermore, quality teaching is influenced by teacher-related and teachers’ working-conditions-related variables or attributes (for example, gender, the level of highest qualification attained, CPTD training), classroom climate and school climate (Speer, 2008:218; OECD, 2009:32).
Therefore, the model is based on the analytical framework which flows from the conceptual framework. Variables related to the bulleted points below are selected in this model to give more understanding to the research question.

- Gender and level of qualification
- Teacher classroom practice; teaching strategies
- Teachers’ professional activities; cooperation, collaboration and coordination
- Classroom level environment; classroom disciplinary climate and timing
- School level environment; school climate – teacher–learner relations
- Quality of CPTD training acquired
The figure above shows that there are nine variables selected (TQ34J, TQ34D, TQ33F, TQ10, TQ33H, TQ33H, TQ16, TQ45, TQ21A1 and TQ21A2). See annexure F for the list of variables in the model, divided to four clusters which classify profiles of teachers according to their teacher-related variables. The computation of the selected variables in the model provides a fair cluster quality for analysis and interpretation.
The figure above presents the predictor importance variables used in establishing the cluster. The inundating variable during analysis is that which helps determine the ability of teachers to be able to use a variety of teaching methods, and the least during clustering is the duration of PD courses and workshops. The data for the clusters is presented in Figures 4.25–4.28.
Figure 4.25: Cluster 1 (research question 1)

<table>
<thead>
<tr>
<th>Cluster Comparison</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: To what extent can you do the following/Use a variety of assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: To what extent can you do the following/Control disruptive behaviour in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: How often do you/Work with teachers to ensure common standards for assessing student progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background/What is the highest level of formal education you have completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Below level 5/ 5-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: How often do you/Take part in collaborative professional learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background/How much time (full-month) hours did you spend on teaching and other tasks related to your job (per calendar week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Climate: Agreement with what happens in this school, teachers and students usually get on well with each other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development/Activities/Courses and workshops/Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development/Activities/Courses and workshops/Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Climate: About your job: All in all, I am satisfied with my job</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
## Figure 4.26: Cluster 2 (research question 1)

<table>
<thead>
<tr>
<th>Cluster Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: To what extent can you do the following? Use a variety of assessment strategies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>To some extent</td>
</tr>
<tr>
<td>Teaching in General: To what extent can you do the following? Control disruptive behaviour in the classroom</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>To some extent</td>
</tr>
<tr>
<td>Teaching in General: How often do you Work with teachers to ensure common standards for assessing student progress</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>Once a year or less</td>
</tr>
<tr>
<td>Background: What is the highest level of formal education you have completed?</td>
<td></td>
</tr>
<tr>
<td>&lt;Below SCED Level 5&gt;</td>
<td>&lt;SCED Level 6B&gt;</td>
</tr>
<tr>
<td>Teaching in General: How often do you Take part in collaborative professional learning</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>Once a year or less</td>
</tr>
<tr>
<td>Background: How many hours did you spend on teaching and other tasks related to your job (per calendar week)</td>
<td></td>
</tr>
<tr>
<td>School Climate: Agreement with what happens in this school, teachers and students usually get on well with each other</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>Agree</td>
</tr>
<tr>
<td>Professional Development/Activities/Courses and workshops: Duration</td>
<td></td>
</tr>
<tr>
<td>Professional Development/Activities/Courses and workshops: Participation</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>School Climate: About your job: All in all, I am satisfied with my job</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Figure 4.27: Cluster 3 (research question 1)

Cluster Comparison

<table>
<thead>
<tr>
<th>Teaching in General: To what extent can you do the following? Use a variety of assessment strategies</th>
<th>Not at all</th>
<th>To some extent</th>
<th>Quite a bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching in General: To what extent can you do the following? Control disruptive behaviour in the classroom</td>
<td>Not at all</td>
<td>To some extent</td>
<td>Quite a bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Teaching in General: How often do you work with teachers to ensure common standards for assessing student progress</td>
<td>Never</td>
<td>Once a year or less</td>
<td>2-4 times a year</td>
<td>5-10 times a year</td>
</tr>
<tr>
<td>Background: What is the highest level of formal education you have completed?</td>
<td>&lt;Below GCED Level 5&gt;</td>
<td>&lt;GCED Level 5B&gt;</td>
<td>&lt;GCED Level 5A&gt;</td>
<td>&lt;GCED Level 6&gt;</td>
</tr>
<tr>
<td>Teaching in General: How often do you take part in collaborative professional learning</td>
<td>Never</td>
<td>Once a year or less</td>
<td>2-4 times a year</td>
<td>5-10 times a year</td>
</tr>
<tr>
<td>Background: How much time (8-hour) hours did you spend on teaching and other tasks related to your job (per calendar week)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Climate: Agreement with what happens in this school, teachers and students usually get on well with each other</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
<td></td>
</tr>
<tr>
<td>Professional Development/Activities/Courses and workshops: Duration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development/Activities/Courses and workshops: Participation</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Climate: About your job: All in all, I am satisfied with my job</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
### Figure 4.28: Cluster 4 (research question 1)

#### Cluster Comparison

<table>
<thead>
<tr>
<th>Teaching in General: To what extent can you do the following?</th>
<th>Not at all</th>
<th>To some extent</th>
<th>Quite a bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a variety of assessment strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: To what extent can you do the following? Control disruptive behaviour in the classroom</th>
<th>Not at all</th>
<th>To some extent</th>
<th>Quite a bit</th>
<th>A lot</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: How often do you work with teachers to ensure common standards for assessing student progress?</th>
<th>Never</th>
<th>Once a year or less</th>
<th>2-4 times a year</th>
<th>5-10 times a year</th>
<th>1-3 times a month</th>
<th>Once a week or more</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Background: What is the highest level of formal education you have completed?</th>
<th>Below G2ED Level 5</th>
<th>G2ED Level 6</th>
<th>G2ED Level 7+</th>
<th>G2ED Level 8+</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching in General: How often do you take part in collaborative professional learning?</th>
<th>Never</th>
<th>Once a year or less</th>
<th>2-4 times a year</th>
<th>5-10 times a year</th>
<th>1-3 times a month</th>
<th>Once a week or more</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Background: How much time (60-minute blocks) did you spend on teaching and other tasks related to your job (per calendar week)?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Climate: Agreement with what happens: In this school, teachers and students usually get on well with each other</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Professional development/Activities: Courses and workshops: Duration</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Professional development/Activities: Courses and workshops: Participation</th>
</tr>
</thead>
</table>

| School Climate: About your job: All in all, I am satisfied with my job | 3 | 2 | 0 | 1 |
The clusters for RQ1 shown in the figures above, are now interpreted.

Figure 4.25 shows the analysis of the first cluster. Teachers responded that they use multiple teaching strategies when teaching in their target classes. Data shows that teachers in cluster 1 are not highly educated in that they fall within the diploma/certificate range (below ISCED level). In terms of ability to control a disruptive class, teachers in cluster 1 report that they try to control ill behaviour in classrooms only to some extent. Regarding teachers’ professional activities, teachers in cluster 1 engage with other teachers to discuss assessment procedures and also in collaborative professional learning about five to ten times in a school calendar year. In terms of time spent on teaching and other related tasks, result show that teachers spend very little time on teaching especially on other aspects that concern teaching. Results further show that teachers in cluster 1 attend CPTD programmes.

For cluster 2, Figure 4.26 shows that teachers have obtained a national postgraduate or Master Degree. These teachers tend to use more teaching strategies, are able to control disruptive behaviour and work with other teachers more often in ensuring the use of common assessment standards for learners in their classrooms, in comparison to the first cluster. However, they engage only two to four times a year on collaborative learning, which is less than the first cluster (teachers with lower qualifications). Teachers in this cluster spend more hours on teaching and on other aspects that support teaching; they strongly agree that school climate is conducive for teaching and learning. Teachers in this cluster also get involved in CPTD activities but with an attendance below average in terms of number of days attended.

Figure 4.27 shows that the Euclidean distance between clusters 2 and 3 is very similar. This means that the results displayed in Figure 4.27 show that the perception and attributes of the teachers in clusters 2 and 3 are almost alike. The slight difference is that teachers in this cluster; 2 & 3 are most involved in prioritising the use of assessment standards for learners by meeting once a week or even more frequently. They also tend to spend more time than average on teaching and other functions related to their job. Results further show that they attend CPTD activities to help their teaching for the average number of days in the study.

In this model (see Figure 4.28), teachers with the highest qualifications (a postgraduate national degree or a Master Degree), belong to the ISCED level 5B. According to the results, they are able to conduct teaching and learning more effectively than any of the other teachers across the
other teaching profiles or clusters. They also attend the average number of CPTD workshops and seminars, but surprisingly, the teachers in this cluster do not spend a lot of time on teaching or on other aspects of their job.

4.4.1.2 ANOVA built on research question 1

The null hypotheses are explicit in the table below. The Alpha level of significance was set at 0.05 level. If the p-value ≤ 0.05, then the null hypotheses were rejected and the alternate hypothesis automatically accepted, meaning there was a difference. If p > 0.05, then the null hypothesis was accepted or failed to be rejected, meaning there was no difference between groups. The table below shows results of a one-way ANOVA to test post-hoc ratings with dependent variables (hypotheses) using the cluster moderation variable in model 1.

### Table 4.26: ANOVA using moderation and dependent variables for research question 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Between groups</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All in all, I am satisfied with my job</td>
<td>2.250</td>
<td>3</td>
<td>.750</td>
<td>2.044</td>
<td>.110</td>
</tr>
<tr>
<td>Within groups</td>
<td>61.271</td>
<td>167</td>
<td>.367</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>63.520</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal beliefs on teaching/ My role as a teacher is to facilitate</td>
<td>12.090</td>
<td>3</td>
<td>4.030</td>
<td>8.943</td>
<td>.000</td>
</tr>
<tr>
<td>students’ own inquiry</td>
<td>73.904</td>
<td>164</td>
<td>.451</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85.994</td>
<td>167</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal beliefs on teaching/ Thinking and reasoning processes are more</td>
<td>4.911</td>
<td>3</td>
<td>1.637</td>
<td>4.418</td>
<td>.005</td>
</tr>
<tr>
<td>important</td>
<td>60.394</td>
<td>163</td>
<td>.371</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help my students value learning</td>
<td>54.610</td>
<td>3</td>
<td>18.203</td>
<td>101.617</td>
<td>.000</td>
</tr>
<tr>
<td>Make my expectations about student behaviour clear</td>
<td>29.916</td>
<td>167</td>
<td>.179</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make my expectations about student behaviour clear</td>
<td>54.569</td>
<td>3</td>
<td>18.190</td>
<td>125.629</td>
<td>.000</td>
</tr>
<tr>
<td>Get students to follow classroom rules</td>
<td>24.180</td>
<td>167</td>
<td>.145</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get students to follow classroom rules</td>
<td>78.749</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>84.526</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table above, all variables are significant at the predefined p-value of 0.05 concerning teachers’ perceptions of teaching and learning. Teachers believe that:

- Their role as a teacher is to facilitate students’ own inquiry;
- Thinking and reasoning processes are more important in the science of teaching;
- They want to help students to value learning;
- It is important to make their expectations about student behaviour clear to have students follow classroom rules;
- It is valuable to use a variety of assessment strategies and to implement alternative instructional strategies.

However, despite the fact that they took part in CPTD programmes, they do not feel satisfied with their jobs in general (0.110).

4.4.2 Cluster analysis (research question 2)

*How efficiently does the appraisal and feedback system encourage good teaching and support teachers’ continual developmental needs in secondary schools?*

4.4.2.1 Model 2

In section 2.3.3 of the literature review, it was explicitly stated that teacher appraisal and feedback can inform PD, thereby improving teachers’ understanding of teaching methods, practices and student learning (Gates Foundation, 2010:56; OECD, 2013:120). Appraisal and feedback to teachers can result in good teaching but may also open up areas of challenge for
teachers in pedagogical practices (Santiago & Benavides, 2009:12). Also, TALIS data from 2008 and 2013 shows that teacher appraisal and feedback are related to teachers’ job satisfaction and self-efficacy (OECD, 2013:120) and which requires collaboration with teachers and between schools (Vieluf, Kaplan, Klieme & Bayer, 2012:88). In Chapter 2, Figure 2.2 (elements of teacher appraisal) clearly shows this relationship.

Subsequently, the model flows from the conceptual framework based on teacher feedback and appraisal on the variables associated with the list below:

- CPTD
- teacher classroom practice; teaching practices, pedagogical competencies
- teachers’ professional activities; cooperation, collaboration and coordination
- level of formal education
- the extent of CPTD programmes to attend
- teacher job satisfaction and self-efficacy

Figure 4.29: Model summary and cluster quality for research question 2

<table>
<thead>
<tr>
<th>Algorithm</th>
<th>TwoStep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs</td>
<td>7</td>
</tr>
<tr>
<td>Clusters</td>
<td>4</td>
</tr>
</tbody>
</table>

Cluster Quality

Silhouette measure of cohesion and separation

- Poor
- Fair
- Good

175
The figure above shows that there are seven variables selected (TQ 30I, TQ 30M, TQ 30F, TO 30D, TQ 29K and TQ 10). See annexure F for the list of variables in the model, divided to four clusters which classify profiles of teachers. The computation of the selected variables in the model provides a fair cluster quality for analysis and interpretation.

Figure 4.30: Variable predictor importance for model in research question 2

The figure above presents the predictor importance variables used in establishing clusters. The swamping variable in the cluster model is that which aims to explain the impact of teacher appraisal and feedback on good teaching, and CPTD concerns how teacher feedback has led to improving the subject knowledge and understanding of the subject taught by the teacher. The least predictive variable was the highest level of education which teachers have. The data for the clusters is presented in Figures 4.31–4.34.
Figure 4.31: Cluster 1 (research question 2)

Cluster Comparison

<table>
<thead>
<tr>
<th>Teacher Feedback</th>
<th>No positive change</th>
<th>A small change</th>
<th>A moderate change</th>
<th>A large change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Feedback</th>
<th>No positive change</th>
<th>A small change</th>
<th>A moderate change</th>
<th>A large change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Feedback</th>
<th>No positive change</th>
<th>A small change</th>
<th>A moderate change</th>
<th>A large change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Feedback</th>
<th>No positive change</th>
<th>A small change</th>
<th>A moderate change</th>
<th>A large change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Feedback</th>
<th>No positive change</th>
<th>A small change</th>
<th>A moderate change</th>
<th>A large change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Feedback</th>
<th>No positive change</th>
<th>A small change</th>
<th>A moderate change</th>
<th>A large change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Feedback</th>
<th>Not considered at all</th>
<th>Considered with low importance</th>
<th>Considered with moderate importance</th>
<th>Considered with high importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background</th>
<th>What is the highest level of formal education you have completed?</th>
<th>&lt;Below 5(SED Level 5)&gt;</th>
<th>5(SED Level 5B)</th>
<th>5(SED Level 5A)</th>
<th>&lt;5(SED Level 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster 1 (research question 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Figure 4.32: Cluster 2 (research question 2)

**Cluster Comparison**

<table>
<thead>
<tr>
<th>Teacher feedback</th>
<th>Cluster 2 (research question 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher feedback: Has led to a positive change in Your knowledge and understanding of your main subject field(s)</strong></td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td><strong>Teacher feedback: Has led to a positive change in Your job satisfaction</strong></td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td><strong>Teacher feedback: Has led to a positive change in Your teaching practices</strong></td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td><strong>Teacher feedback: Has led to a positive change in Your confidence as a teacher</strong></td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td><strong>Teacher feedback: Has led to a positive change in The amount of professional development you undertake</strong></td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td><strong>Teacher feedback: Emphasis placed on Collaboration or working with other teachers</strong></td>
<td></td>
</tr>
<tr>
<td>Not considered at all</td>
<td>Considered with low importance</td>
</tr>
<tr>
<td><strong>Background: What is the highest level of formal education you have completed?</strong></td>
<td></td>
</tr>
<tr>
<td>&lt;Below ISCED Level 5&gt;</td>
<td>&lt;ISCED Level 5&gt;</td>
</tr>
</tbody>
</table>
Figure 4.33: Cluster 3 (research question 2)

Cluster Comparison

<table>
<thead>
<tr>
<th>Teacher feedback/Has led to a positive change in your knowledge and understanding of your main subject field(s)</th>
<th>No positive change</th>
<th>A small change</th>
<th>A moderate change</th>
<th>A large change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher feedback/Has led to a positive change in your job satisfaction</td>
<td>No positive change</td>
<td>A small change</td>
<td>A moderate change</td>
<td>A large change</td>
</tr>
<tr>
<td>Teacher feedback/Has led to a positive change in your teaching practices</td>
<td>No positive change</td>
<td>A small change</td>
<td>A moderate change</td>
<td>A large change</td>
</tr>
<tr>
<td>Teacher feedback/Has led to a positive change in your confidence as a teacher</td>
<td>No positive change</td>
<td>A small change</td>
<td>A moderate change</td>
<td>A large change</td>
</tr>
<tr>
<td>Teacher feedback/Has led to a positive change in the amount of professional development you undertake</td>
<td>No positive change</td>
<td>A small change</td>
<td>A moderate change</td>
<td>A large change</td>
</tr>
<tr>
<td>Teacher feedback/Emphasis placed on Collaboration or working with other teachers</td>
<td>Not considered at all</td>
<td>Considered with low importance</td>
<td>Considered with moderate importance</td>
<td>Considered with high importance</td>
</tr>
<tr>
<td>Background/What is the highest level of formal education you have completed?</td>
<td>&lt;Below ISCED Level 5&gt;</td>
<td>&lt;ISCED Level 5b&gt;</td>
<td>&lt;ISCED Level 5c&gt;</td>
<td>&lt;ISCED Level 6&gt;</td>
</tr>
</tbody>
</table>
Figure 4. 34: Cluster 4 (research question 2)

<table>
<thead>
<tr>
<th>Cluster Comparison</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher feedback/Has led to a positive change in Your knowledge and understanding of your main subject field(s)</td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td>Teacher feedback/Has led to a positive change in Your job satisfaction</td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td>Teacher feedback/Has led to a positive change in Your teaching practices</td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td>Teacher feedback/Has led to a positive change in Your confidence as a teacher</td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td>Teacher feedback/Has led to a positive change in The amount of professional development you undertake</td>
<td></td>
</tr>
<tr>
<td>No positive change</td>
<td>A small change</td>
</tr>
<tr>
<td>Teacher feedback/Emphasis placed on Collaboration or working with other teachers</td>
<td></td>
</tr>
<tr>
<td>Not considered at all</td>
<td>Considered with low importance</td>
</tr>
<tr>
<td>Background/What is the highest level of formal education you have completed?</td>
<td></td>
</tr>
<tr>
<td>&lt;Below ISCED Level 5&gt;</td>
<td>&lt;ISCED Level 5B&gt;</td>
</tr>
</tbody>
</table>
Results for clusters 1 and 2 (Figures 4.31 and 4.32) are presented together to explain profile of teachers in the category of ISCED level 5B (postgraduate diploma, honors or masters degrees) while clusters 3 and 4 represent teachers in the category of ISCED level 5A (national degree).

The results from the above clusters show that feedback and appraisal of teachers with higher qualifications (degree in the ISCED 5B classification) has a moderate impact on the teachers’ self-efficacy (confidence), job satisfaction, number of PD activities attended vis-à-vis teacher collaboration, teaching strategies, and knowledge level of the subject taught. However, this is not the case for teachers with qualifications that fall into the ISCED 5A classification.

4.4.2.2 ANOVA built on research question 2

The null hypotheses are explicit in the table below. The Alpha level of significance was set at 0.05 level. If the p-value ≤ 0.05, then the null hypotheses were rejected and the alternate hypothesis automatically accepted, meaning there was a difference. If p > 0.05, then the null hypothesis was accepted or failed to be rejected, meaning there was no difference between groups. The table below shows results of a one-way ANOVA to test post-hoc ratings with dependent variables (hypotheses) using the cluster moderation variable in model 2.

<table>
<thead>
<tr>
<th>Table 4.27: ANOVA using moderation variable and dependent variables for research question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>Teacher feedback/ Has led to a positive change in/ The amount of PD you undertake</td>
</tr>
<tr>
<td>Teacher feedback/ Has led to a positive change in/ Your knowledge and understanding of your main subject field(s)</td>
</tr>
<tr>
<td>Teacher feedback/ Has led to a positive change in/</td>
</tr>
</tbody>
</table>
The results above show that there is a significant effect from the clusters (feedback and appraisal) which show the influence on the amount of PD needed by teachers, knowledge level and understanding of teachers in their specialised field, and on the confidence of teachers. However, the cluster shows no difference on the overall satisfaction of teachers, meaning that teachers are not generally satisfied with their jobs, even though an aspect of their work (feedback on their teaching) is conducted for improving the outcome. In addition, the level of association between variables was tested between PD needed and teacher collaboration, which is informed through appraisal using Pearson’s Correlation Index; the results were found to show a significant relationship (0.386).

4.4.3 Cluster analysis (research question 3)

*How has the continual professional teacher development programme and activities impacted on teaching generally as provided at school level and by the department of education in general?*

4.4.3.1 Model 3

Education systems organise training opportunities for teachers to develop and extend their skills to sustain a high level of teaching and more importantly, to maintain a high-quality workforce for the nation (Avalos, 2011:12; OECD, 2016:86). It is believed that knowledge acquired during initial teacher training has changed (European Commission, 2012:12). Research indicates that increased participation in CPTD programmes is directly proportional to increased learner achievement (Jackson & Bruegmann, 2009:110; OECD, 2013:69).

A cluster analysis was performed relating to the impact of CPTD on teaching for the previous year. This was done by analysing knowledge and understanding of the subjects taught, pedagogical competencies of teachers, knowledge of the curriculum taught, learner behaviour and classroom management and years spent in the teaching profession as components of the model.
The figure above shows that there are five variables selected (TQ22C2, TQ22B2, TQ22A2, TQ22F2 and TQ05B). See annexure F for the list of variables in the model, divided into three clusters which classify profiles of teachers. The computation of the selected variables in the model provide a fair cluster quality for analysis and interpretation.
Figure 4.36 above presents the predictor importance variables used in establishing cluster. The swampy variable in the cluster model explaining the impact of CPTD on teaching is the impact which teachers’ knowledge of the curriculum has on teaching.
Figure 4.37: Cluster 1 (research question 3)

<table>
<thead>
<tr>
<th>Cluster Comparison</th>
<th>Small</th>
<th>Moderate</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development/Topic of activities/Knowledge of the curriculum/Impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development/Topic of activities/Pedagogical competences in teaching my subject/field(s)/Impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development/Topic of activities/Knowledge and understanding of my subject/field(s)/Impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development/Topic of activities/Student behaviour and classroom management/Impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background: How many years of work experience do you have? Year(s) working as a teacher in total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 4.38: Cluster 2 (research question 3)

Cluster Comparison

1. Professional development: Topic of activities: Knowledge of the curriculum/impact
   - Impact: Small, Moderate, Large

2. Professional development: Topic of activities: Pedagogical competences in teaching my subject field(s): Impact
   - Impact: Small, Moderate, Large

3. Professional development: Topic of activities: Knowledge and understanding of my subject field(s): Impact
   - Impact: Small, Moderate, Large

   - Impact: Small, Moderate, Large

5. Background: How many years of work experience do you have? Year(s) working as a teacher in total
   - Impact: Small, Moderate, Large

Figure 4.39: Cluster 3 (research question 3)

Cluster Comparison

3. Professional development: Topic of activities: Knowledge of the curriculum/impact
   - Impact: Small, Moderate, Large

4. Professional development: Topic of activities: Pedagogical competences in teaching my subject field(s): Impact
   - Impact: Small, Moderate, Large

5. Professional development: Topic of activities: Knowledge and understanding of my subject field(s): Impact
   - Impact: Small, Moderate, Large

   - Impact: Small, Moderate, Large

7. Background: How many years of work experience do you have? Year(s) working as a teacher in total
   - Impact: Small, Moderate, Large
Cluster 3 shows the group with the lowest number of working years in the teaching profession. In this cluster, teachers responded that CPTD had a small impact on their knowledge of the curriculum, their pedagogical competencies and their ability to handle student behaviour and classroom management. However, it had a moderate impact on their knowledge and understanding of the subjects taught. Cluster 1 shows that teachers with an average number of years in the profession found that CPTD has a moderate impact on the components measured in the model. Consequently, this is similar with teachers in cluster 2 whom have most working/teaching experience.

4.4.3.2 ANOVA built on research question 3

The null hypotheses are explicit in the table below. The Alpha level of significance was set at 0.05 level. If the p-value ≤ 0.05, then the null hypotheses were rejected and the alternate hypothesis automatically accepted, meaning there was a difference. If p > 0.05, then the null hypothesis was accepted or failed to be rejected, meaning there was no difference between groups. The table below shows results of a one-way ANOVA to test post-hoc ratings with dependent variables (hypotheses) using the cluster moderation variable in model 3.

Table 4.28: ANOVA using moderation variable and dependent variables for research question 3

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development/</td>
<td>24.886</td>
<td>2</td>
<td>12.443</td>
<td>50.68</td>
<td>.000</td>
</tr>
<tr>
<td>Topic of activities/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding</td>
<td>18.658</td>
<td>76</td>
<td>.246</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of my subject field(s)/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>Total 43.544</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical competencies in</td>
<td>24.518</td>
<td>2</td>
<td>12.259</td>
<td>67.21</td>
<td>.000</td>
</tr>
<tr>
<td>teaching my subject field(s)/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 38.380</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the results displayed above, the clusters do differ with significant relationships, showing impact of CPTD on the knowledge and understanding of subject fields (0.000) and the pedagogical competencies in teaching subject fields (0.000). This means that acquiring CPTD does have an influence on the content and pedagogical competencies of a teacher.

4.4.4 Cluster analysis (research question 4)

*How are the school climate and job packages encouraging to improve good teaching in secondary schools?*

4.4.4.1 Model 4

The model examines the following variables:

- Teacher background – experience and level of education
- Teacher job satisfaction – with profession and with work environment.

**Figure 4.40: Model summary and cluster quality for research question 4**
The figure above shows that there are two variables selected (TQ10 and TQ05A). See annexure F for the list of variables in the model, divided into three clusters which classify profiles of teachers. The computation of the selected variables in the model provide a good cluster quality for analysis and interpretation. It also used variables TQ46G and TQ46 B for post-hoc analysis.

Figure 4.41: Variable predictor importance for model in research question 4

Based on the model, the swamping predictor variable aimed to explain how job satisfaction and self-efficacy can help encourage good teaching. The question used to gauge this was whether teachers were happy enough to recommend their workplace to other teachers.
Figure 4.42: Cluster 1 (research question 4)

Cluster Comparison

Background: What is the highest level of formal education you have completed?

- Below ISCED Level 5
- ISCED Level 5B
- ISCED Level 5A
- ISCED Level 6

Background: How many years of work experience do you have? Year(s) working as a teacher at this school

School Climate: About your job I would recommend my school as a good place to work

School Climate: About your job I would still choose to work as a teacher

Figure 4.43: Cluster 2 (research question 4)

Cluster Comparison

Background: What is the highest level of formal education you have completed?

- Below ISCED Level 5
- ISCED Level 5B
- ISCED Level 5A
- ISCED Level 6

Background: How many years of work experience do you have? Year(s) working as a teacher at this school

School Climate: About your job I would recommend my school as a good place to work

School Climate: About your job I would still choose to work as a teacher
From the cluster in Figures 4.42–4.24 above, the results show that teachers with different level of education and working experience seem to have the same level of satisfaction. The next section details their actual satisfaction levels. However these clusters did not present other salient factors such as teacher workload and salary. These factors will be discussed in the qualitative phase of the empirical investigation. Another result was that teachers with an education degree had worked for more years than those with an advanced university degree.

4.4.4.2 ANOVA built on research question 4

The null hypotheses are explicit in the table below. The Alpha level of significance was set at 0.05 level. If the p-value $\leq 0.05$, then the null hypotheses were rejected and the alternate hypothesis automatically accepted, meaning there was a difference. If $p > 0.05$, then the null hypothesis was accepted or failed to be rejected, meaning there was no difference between
groups. The table below shows results of a one-way ANOVA to test post-hoc ratings with dependent variables (hypotheses) using the cluster moderation variable in model 3.

Table 4.29: ANOVA using moderation variable and dependent variables for research question 4

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Climate/ About your job/ I am satisfied with my performance in this school</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>2.642</td>
<td>2</td>
<td>1.321</td>
<td>3.923</td>
<td><strong>0.021</strong></td>
</tr>
<tr>
<td>Within groups</td>
<td>85.537</td>
<td>254</td>
<td>0.337</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.179</td>
<td>256</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Climate/ About your job/ If I could decide again, I would still choose to work as a teacher</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>7.129</td>
<td>2</td>
<td>3.565</td>
<td>5.793</td>
<td><strong>0.003</strong></td>
</tr>
<tr>
<td>Within groups</td>
<td>155.679</td>
<td>253</td>
<td>0.615</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162.809</td>
<td>255</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Climate/ About your job/ I would recommend my school as a good place to work</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>0.368</td>
<td>2</td>
<td>0.184</td>
<td>0.465</td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>100.003</td>
<td>253</td>
<td>0.395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.371</td>
<td>255</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Climate/ About your job/ All in all, I am satisfied with my job</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>0.815</td>
<td>2</td>
<td>0.407</td>
<td>1.041</td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>99.450</td>
<td>254</td>
<td>0.392</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.265</td>
<td>256</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher feedback [self-efficacy]/ Has led to a positive change in/ Your confidence as a teacher</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>2.218</td>
<td>2</td>
<td>1.109</td>
<td>1.548</td>
<td><strong>0.215</strong></td>
</tr>
<tr>
<td>Within groups</td>
<td>155.491</td>
<td>217</td>
<td>0.717</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>157.709</td>
<td>219</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.28 above shows that the clusters differ in terms of teachers’ satisfaction with their performance in their schools (0.021), and teachers’ choice of the teaching profession (0.003). This means that teachers in the sample who believe they are in the right profession, are all satisfied with their individual performance in their respective schools. However, the dependent
variables: I would recommend my school as a good place to work (0.629); your confidence as a teacher (0.215); and overall, I am satisfied with my job (0.355), are not significant (no difference). If teachers are not confident in their job responsibilities, they will not recommend their school as a good place of work, and are generally not satisfied with their jobs when a host of factors are considered.

4.5 DISCUSSION OF RESULTS IN THE QUANTITATIVE PHASE

This section continues with a follow-up discussion from the descriptive results but with more focus on the interpretations and inferences made from the cluster analyses and ANOVAs. The discussion explores what the existing literature says and what the current data reveals, followed by the inferences made by the researcher where applicable.

4.5.1 Perceptions of teachers regarding teaching and learning

In Table 4.15 (questions TQ32A-D), results show that teachers (all agreeing with a high margin) believe in and support the teaching strategies or methods used in teaching. Data indicates that teachers in the four clusters (Figures 4.25–4.28) use multiple teaching strategies in their classrooms. In addition, the ANOVA conducted with the two-step cluster analysis using moderation variables, showed that the use of variety assessment techniques was significant at .000 (see Table 4.24). Jacobs (2011:156) concurs with this finding, stating that in the South African schooling systems, teachers balance the use of teaching strategies with teacher-directed methods and a considerable number of learner-centred methods.

In terms of teaching attitudes (in Figure 4.20), the results show that teachers take part in collaborative professional learning two to four times a year; teachers attend team conferences once a week or more often; they work with other teachers in the school between five to ten times per year to ensure a consistent evaluation procedure is followed; and they teach jointly as a team in the same class once a week or more. In addition, data shows that observation of teachers’ teaching and providing feedback provides a teaching work force with baseline systems for support and collaboration. This is supported in literature and in official texts which state that a key core purpose of principals in South Africa is collaboration in the work environment to
improve working conditions, irrespective of diversities that may exist in the school setting (DoE, 1996:27; Mohapi, 2014: 275; SA, 2016:18). In Figure 4.16, it can be seen that teachers also spend quite some time controlling disruptive behaviour and ensuring that students follow classroom rules.

Result indicate that after teachers have planned their strategies for classroom instruction, they may not (data does not explicitly state all teachers) be able to implement alternative instructional strategies. Literature suggests that for successful teaching, a teacher ought to be skilled and have the ability to adopt unplanned alternative strategies (Seidel & Shavelson, 2007:459; Speer, 2008:218; OECD, 2009:32). Therefore, I concur that teachers develop themselves through mentorship and CPTD on the use of a variety of teaching strategies obtainable in the art of teaching.

The majority (58%) of South African classes, according to the study data, had 10–25 learners, while 21.6% of classes had 26–40 learners, and 19.6% had 41–60 learners (see Table 4.18). The highest frequency ranges were for classrooms with a maximum of 25 learners per target class. Literature reports that, with the number of teachers currently in the South African schooling system, they should be able to take on 30 learners per class (NECT, 2017:12).

With a focus on disciplinary conduct and behaviour of learners in the classroom (see Table 4.20), it was found that most learners have a good attitude towards the teaching and learning process by ensuring that they are seated before the start of a lesson and do not cause disruptive noise. However, they do not take care to make sure the learning environment is pleasant for learning to occur. In literature, Manyau (2014:153) and Emekako (2016a, 2016b) point out that for a school and particularly the classroom to be conducive to learning, all participants in the school (learners, teachers, parents or guardians and the state) are responsible for promoting a secure place (geborgenheit) for learning. Learners should take responsibility to ensure that they keep a pleasant learning environment. Mabea (2013:4) suggests that if teachers learn proper classroom management skills, this might help towards successful learning.

Questions TQ42A-H from the questionnaire focused on teaching strategies in the target classes across the sampled schools. Results show that teachers teach using real-life problems, with learner-centred methods with students practising in class, and that teachers check the assignments and homework of learners. On the other hand, findings are that students are engaged
in projects which take a long time to achieve, and that the use of ICT for such projects and classwork is often limited. In South Africa, teachers are expected to create a fine mix between teacher- and learner-directed methods. Teachers must also develop effective communication skills to maintain learners’ concentration, by using verbal and non-verbal skills (Jacobs, 2011:156–157; Cowley, 2009:12–13,147). According to literature, teacher-directed methods applicable in South Africa are the telling method, scaffolding method, demonstration method and questioning method, while the learner-centred methods are discussion, cooperative learning and the project method. With regard to the large project tasks assigned to students, literature informs that the National Curriculum Statement failed because too much concentration was placed on outcomes requiring students to do more projects on each subject (Gawe et al., 2011:2015). In response to this situation, a task team was appointed to review the implementation of the National Curriculum Statement and recommended that learners should be given only one project per subject to complete, which was later implemented in South Africa in 2010.

As a follow-up on teaching methods in target classes, teachers were asked about their methods of assessing learners in questions TQ43A-F. Results in Table 4.22 show that teachers engage in both formative and summative types of assessment. Assessment of learning is an important aspect of teaching and learning; it helps learners to know the level of their learning and determine their progress, while for teachers, it helps them to know learners’ current knowledge and what more is needed and how to acquire it (DoE, 2003; Assessment Reform Group, 2002; Nieuwouldt & Reyneke, 2011:275). Therefore, it is a continuous process.

The following conclusions are drawn from the cluster models generated (see Figures 4.22 and 4.28):

- Teachers’ ability to control disruptive behaviour improves as they receive better education.
- Teachers spend more time in collaboration when they have lower educational qualifications and spend less time on teaching and related components. However, there seems to be a diminishing effect on teaching as teachers climb the ladder with better qualifications. Those with Masters Degrees spend less time teaching and more time attending CPTD workshops.
- All teachers seem to have an equal amount of satisfaction in their jobs.
Results concerning teachers’ perceptions of teaching and learning indicate that they want to help students to value learning; expectations about students’ behaviour in the classroom must be made clear; it is important to use a variety of assessment strategies and to implement alternative instructional strategies. However, despite the fact that they attend CPTD programmes, they generally do not feel satisfied with their jobs. Research reveals that being happy on the job involves more than just teaching in the classroom; other important considerations are general working conditions, salary and public relations (OECD, 2013:182). The qualitative data will measure some of these aspects in Chapter 5.

4.5.2 Efficiency of appraisal and feedback system on teaching and support for teachers’
Continuing Professional Teacher Development (CPTD) needs

Feedback methods for appraisal used in schools were investigated; the results were surprising, with the lowest feedback methods coming from district offices (subject specialists), while the highest feedback is from school principals. More importantly, more than a quarter of the variables tested showed that teachers do not receive feedback in their schools. Results indicate that there are internal forms of appraisal in schools. Formal teacher appraisal is used by the education system of South Africa. According to OECD (2013:122), a formal teacher appraisal is a review of the teacher’s work by the SMT, teacher’s own colleagues or even by external inspectors such as subject specialists. It is usually part of the formal management system from central authority which follows specified procedures and criteria, as opposed to the informal methods which are usually conducted through informal teacher discussions. Teacher feedback refers to the responses teachers receive about their teaching for the purpose of improvement. The IQMS is a tool used by the DoE for external or centralised forms of appraisal and feedback in the country (ELRC, 2003:2–3).

The main areas emphasised in feedback, according to results in descending order of importance, are pedagogical competencies of a teacher, student assessment practices, content knowledge of subject field, and collaboration and working with other teachers. In addition, teachers responded that feedback has had a positive impact on classroom management practices, the use of teaching strategies, the use of student assessment for improved learning, teacher motivation, and on the amount of PD a teacher undertakes (see Figure 4.18). However, teachers find that feedback has had no positive effect on salaries or financial bonuses. According to Jacob and Lefgren
(2008:109), a comprehensive and well-structured appraisal system should have a positive impact on teaching and learning. This study does not investigate all processes of appraisal and feedback but does investigates the measures put in place for providing feedbacks to teachers especially on level of effectiveness. The next chapter will measure the effectiveness of the appraisal and feedback used for teachers in South Africa.

The emergence of school autonomy has an influence on teacher appraisal (OECD, 2010; 2013; 2013b). Therefore, school principals and even the SGBs are expected to have more knowledge about their schools than the government (DoE) and this allows them to make better-informed decisions (Woesssmann et al., 2009:16). With this in mind, the current research investigated how appraisal and feedback is conducted in schools. Respondents confirmed that teachers are appointed as mentors to help them improve their teaching. Underperforming teachers are not dismissed, neither are the best teachers given appropriate recognition. Although in this section, autonomous schools are not compared to schools without autonomy, Chapter 5 examines the level of effectiveness in both internal and external forms of appraisal used in South Africa.

Based on the cluster analysis conducted on the model (see Figures 4.28, and 4.30–4.33), teachers with lower qualifications opine that appraisal and feedback has a very low impact on their PD, and on good teaching and student learning, and vice-versa, which means that the level of impact of appraisal and feedback is directly proportional to PD in terms of teacher collaboration, teaching strategies and the knowledge level of the subject taught.

The ANOVA conducted on the cluster confirms that there is a significant effect which shows an influence on the amount of PD needed by teachers, on the knowledge level and understanding of a teacher in specialised fields, and on the level of self-efficacy of a teacher. However, the cluster shows no difference regarding the overall satisfaction of teachers, meaning that teachers are not generally satisfied with their jobs even though an aspect of their work (feedback of their teaching) is conducted to improve outcomes. Literature confirms that teacher appraisal and feedback can inform PD and improve teachers’ understanding of teaching methods, practices and student learning (OECD, 2013:120).
4.5.3 Impact of Continuing Professional Teacher Development (CPTD) programme and activities on teaching

Results show that teachers have participated in induction activities in their first employment as teachers and have received more mentoring support than they have offered to other teachers. According to Digwamaje (2011:9), induction involves more than just the concerns of a new teacher. The author points out that induction reduces the time and effort spent by employers on newly employed teachers; it is the very first phase of a career in teaching and most importantly, creates and improves better working relationships with other teachers.

From reviews of teachers’ participation in PD activities over the past year, findings are that 70% of teachers have participated in workshops and courses for an average duration of four days. The data does not specify how regularly this has happened in the past year. The results also show that teachers have hardly participated in education conferences or seminars, observation visits or in-service training on business premises. The line graph in Figure 4.14 indicates that teachers do not participate in most CPTD activities organised in the form of qualification programmes, in teacher networks, nor even in mentoring and coaching. In South Africa, SACE, an organisation that upholds the professional conduct of teachers in South Africa, controls and manages the PD of teachers. It is expected that teachers participate in PD activities by earning a minimum of 150 points for every three-year cycle, and that teachers who do not conform with this directive will be sanctioned from 2018 (SA, 2013:1). Chapter 5 further considers the state of PD structure available in South Africa.

Table 4.10 concerns topics covered by PD and PD’s possible impact. According to the results, knowledge and understanding of subject fields, pedagogical competencies in teaching subject fields, student behaviour and classroom management are the topics covered, occupying the 4th quartile (75%) of a percentile. However, coverage of school management and administration, and teaching in a multicultural or multilingual setting, is way below average.

Interrogating the cluster analysis model, teachers with little working experience responded that CPTD activities have a small impact on the knowledge of the curriculum they teach, their pedagogical competencies and their ability to handle student behaviour and classroom management, but with a moderate impact on the knowledge and understanding of the subject
they teach. As teachers increase their work experience, the impact on all variables tends to increase, as measured in the model (see Figures 4.36–4.38). In addition, the one-way ANOVA reveals a significant relationship between impact of CPTD on the knowledge and understanding of subject fields, and pedagogical competencies in teaching these subjects. Therefore it appears that acquiring CPTD does have an influence on the content and pedagogical competencies of a teacher.

Descriptive data, however, suggests that South African teachers are not motivated to take part in PD activities. Research indicates that the professional knowledge of a teacher is dependent on the quality of PD offered (Oduaran & Mokoena, 2015:27). Oduaran and Mokoena (2015:29) explain that knowledge in this sense is not just content and pedagogical knowledge, but covers other aspect such as classroom management and discipline.

Findings are that 77.4% of participant teachers were financially responsible for their development during the previous year. However, 82.1% confirmed that they were allowed time to attend CPTD during work hours. Teacher were asked about the strategies used by organisers of the CPTD activities. Responses were that active learning methods, collaborative learning activities or research with other teachers were rarely considered.

A key result is that teachers are not keen to attend CPTD activities which are considered not to cover relevant topics (see question TQ27F in Table 4.14). The next chapter explores this topic in more depth.

4.5.4 School climate and job packages of teachers

From the results, it appears that the decision-making culture adopted in schools allows for the participation of staff (teaching and non-teaching staff), parents/guardians and the learners. In the same vein, schools adopt a culture of shared responsibility and collaboration. In terms of relationship-building, a good teacher to learner relationship exists in schools and students’ needs are put first by school management.

The descriptive statistics in Table 4.25 in response to questions TQ46A-J present a positive picture of a workforce of teachers who are satisfied with their profession and their professional environment. Interestingly, the cluster analysis reveals that teachers with differing levels of education and working experience share the same level of satisfaction (see Figures 4.41–4.43).
Results show that teachers from the sample feel they are in the right profession and are all satisfied with their individual performance in their respective schools. However, those teachers who are not confident in their job responsibilities will not recommend their school as a good place of work, and are generally not satisfied with their job when a host of factors are considered (refer to Table 4.27 for statistics). In literature, job satisfaction involves being happy with the teaching profession as well as with the current work environment. However, research reveals that teachers who may be satisfied with their teaching performance can be unhappy with other important aspects of their job such as general working conditions, public relations and salary (OECD, 2013:182). The qualitative phase of this research explores this subject in more depth.

4.6 CONCLUSION

This chapter presented the results of the quantitative research, which used the teacher questionnaire as the source for collecting data from teachers across public secondary schools in South Africa. This chapter concentrated solely on teachers and focused on four research questions postulated in Chapter 1 (see 1.3). The questions are:

- What are your perceptions as a teacher on teaching and learning generally and in your school in particular?
- How efficiently does the appraisal and feedback system encourage good teaching and support teachers’ continuing developmental needs in secondary schools?
- How has the continuing professional teacher development programme and activities impacted on teaching generally as provided at school level and by the department of education in general?
- How are the school climate and job packages encouraging to improve good teaching in secondary schools?

To provide the answers to these questions, three levels of statistical analysis were undertaken, namely descriptive statistics (simple percentages, mean and correlation), cluster analysis (to break down cases [teachers] into simpler numbers according to variables relating to each research question in models), and ANOVA (to test significance levels between dependent variables and moderation variables). The multivariate data analysis helped in creating a taxonomy of teachers’ working conditions in South Africa.
The findings in this chapter reveal challenges faced by South African teachers in their professional work environment, by using a similar instrument to that which was used by TALIS in 34 countries in Asia, America, Australia and Europe. One of the motivations for the investigation was to see how South Africa is faring against the rest of the world. The data confirms some existing literature, and highlights some important discoveries which the government needs to address.

The findings analyse the way in which teaching and learning is conducted in South African classrooms, report on the policy tool set for external appraisal, and investigate the attitudes of teachers and district officials. The chapter also explores the internal appraisal used in schools and the feedback teachers receive regarding their work. In addition, current dilemmas regarding the state of CPTD are discussed, as well as its effect on teaching and learning. Finally, teacher confidence and level of job satisfaction is reported on. Cluster analysis was found to provide a more definite understanding of how teachers experience their work environments. This chapter, however, has not examined all the salient factors that contribute to teachers’ perceptions of teaching. Chapter 5 investigates these factors and presents the qualitative phase of data collection to support the quantitative results of this chapter, with a focus on school principals and district officials/directors for data triangulation.
CHAPTER 5
DATA ANALYSIS OF EMMPIRICAL RESEARCH: PRESENTATION AND DISCUSSION OF QUALITATIVE FINDINGS

5.1 INTRODUCTION
The previous chapter presented the first phase of the sequential design using quantitative data obtained from teachers through questionnaires with the intention of answering the research questions posed in Chapter 1 (see 1.3) of this study. The subjects covered by the questionnaire were background information of teachers (section A), CPTD (section B), teacher appraisal and feedback (section C), perceptions regarding teaching and learning (section D), and school climate and job satisfaction (section E). Analysis of data was done using descriptive statistics (measures of frequencies, central tendency and simple percentages), with multivariate analysis using cluster analysis and one-way ANOVAs.

This chapter focuses on the qualitative follow up phase of empirical investigation based on the selected design. The design strategy and analytical process for interviews, thematic approach to open and axial coding, and findings according to each research question are covered in this chapter. Where applicable, the literature reviewed is connected with findings from both phases.

5.2 DESIGN STRATEGY AND ANALYTIC PROCESS FOR INTERVIEWS
As noted in Chapter 3, section 3.5.1, the explanatory sequential MMR design was chosen for this study as represented by “QUAN–qual” (Morse, as cited in Creswell, 2014:229). This indicates a sequential form of data collection in which one phase (qualitative data) builds or connects with the other phase (quantitative data). The researcher collected data in two separate phases, by using surveys in the first phase from a large sample, and then proceeded with the second phase using interviews to clarify and better understand the results of the first phase (Creswell, 2014:224).

For the qualitative phase, data was collected by means of interviews with 10 school principals and two district officials from the sampled respondents. Even though the 12 interviews were conducted, only nine interviewees consented to the use of audio-tape recorders, therefore data from only nine of these participants was then used for data analysis. Table 5.1 below shows the demographic information of principals and the district director that participated for the follow-up
interviews. The district director is from one of the district in the North West province while the principals cuts across the North West and Gauteng.

**Table 5.1: Demographic information of participants; principals and district director**

<table>
<thead>
<tr>
<th>Designation</th>
<th>No of participants [used for data analysis]</th>
<th>Gender</th>
<th>Category of School based on stratification in first phase</th>
<th>Work experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>8</td>
<td>4 Males, 4 Females</td>
<td>2 ex-Model C, 2 ex-DET Township</td>
<td>&gt; 3 years on current job designation</td>
</tr>
<tr>
<td>District director</td>
<td>1</td>
<td>1 Male</td>
<td>4 ex-DET Township</td>
<td></td>
</tr>
</tbody>
</table>

The researcher followed the six analytical steps suggested by Creswell (2014:197) (see Figure 3.9) to analyse interviews. First, the researcher transcribed the audio of the interviews word for word into text and then cleaned the transcribed data of any unwanted information. Second, the researcher read through all transcripts several times for better understanding. Third, the coding process began using Tesch’s thematic approach to coding. Fourth, themes were generated from the research questions a priori. Fifth, the researcher followed a presentation pattern according to the explanatory sequential design and finally, the researcher interpreted the “lessons learned” which focus on the study’s main aim: to derive a framework for the improvement of the working conditions of teachers.

**5.3 THEMATIC APPROACH TO OPEN AND AXIAL CODING**

The thematic approach has been defined in different ways by methodologists over the past few decades. Some have seen it as a research approach especially within the field of psychology (e.g. Attride-Stirling, 2001; Joffe & Yardley, 2004; Tuckett, 2005; Braun & Clarke, 2006) and others have seen it as a phenomenological method (e.g. Guest, MacQueen & Namey, 2012; Joffe, 2011). Fundamentally, thematic analysis is a technique for classifying and analysing patterns in qualitative data (Clarke & Braun, 2013:121). For the purposes of this study, the thematic approach is understood as an analytic method rather than as a methodology. According to Clarke and Braun (2013:121), thematic analysis is
Theoretically flexible because the search for, and examination of, patterning across language does not require adherence to any particular theory of language, or explanatory meaning framework for human beings, experiences or practices. This means thematic analysis can be applied within a range of theoretical frameworks, from essentialist to constructionist; thematic “discourse” analysis (Cf Taylor & Ussher, 2001) is even possible.

From the quotation above, it is clear that thematic analysis can be used for analysing interviews in this phase.

The Atlas-Ti version 7.5.18 was used for performing analysis (coding process) of the interview transcripts. The themes for this study were determined a priori from the research objectives and questions. During the coding process, open and axial coding was used. For the open coding, the researcher read through the interview transcripts several times and then derived possible tags or labels to describe the meaning emerging from the data in the transcripts (Gallicano, 2013:1). In other words, the researcher ascribed meaning (a word or group of words called a code) to a particular piece of text. The researcher applied axial coding by selecting codes that related together into categories. Axial coding is simply connecting open codes together during data analysis (Gallicano, 2013:1). In Atlas-Ti software, the tools used in creating these codes were “enter code names”, “code in vivo” and “select codes from list”. In all, 71 codes were derived and some were merged (axial), to reduce the number of codes. Open coding helps build raw data transcripts into categories and later into descriptive multi-dimensional tentative frameworks that can be used for analysis (Gallicano, 2013:2). See annexure G for list of emerging codes in the code book which can also be seen in Table 5.1 and Figure 5.4 respectively.

These codes were then grouped into code families (a priori themes) (see Figure 5.1). The themes are:

- Effect of appraisal and feedback on teaching and teacher development
- School leadership to improve teachers’ working conditions and schools
- Impact of CPTD on teaching
- Perceptions of school leaders regarding legal policies affecting teachers’ working conditions
- State of school climate and job satisfaction
Teacher perceptions regarding teaching and learning

Figure 5.1: Themes from code families in Atlas-Ti statistics programme

The formulation of codes is made through the creation of quotations that are assigned. The figure below quantifies the codes and quotations per theme generated.
Figure 5.2: Quotations distribution across themes

The vertical axis represents the primary documents (P stands for principal and DD stands for district director in this figure). The horizontal axis represents the frequency distribution of quotations as used in different code families or themes. From the figure above, it appears that quotations across themes are highest in CPTD followed by school leadership and lowest in legal policies. Thus, participants (principals and district directors) had the most to say about CPTD, followed by school leadership and the least input concerning legal policies. This can be used to qualify importance level of the thematic areas investigated in this study.
Figure 5.3 elaborates on Figure 5.2, showing CPTD as having the highest number of quotations and legal policies the smallest. However, the theme with the highest number of codes is “school climate and job satisfaction”. This means that during the coding process, there were more emerging codes from the transcripts about school climate and job satisfaction, but fewer quotations were drawn from these codes.

The coding process led to the generation of a network diagram that shows the connection between themes, categories and codes as they all stem from the working conditions of teachers in public secondary schools in South Africa.
Figure 5.4: Network diagram of themes and their associated codes
The network diagram is presented in table form below. This is the outcome in a table format of the discussion which follows.

**Table 5.2: Thematic analysis from open and axial coding**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Categories (when applicable)</th>
<th>Codes</th>
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| **APPRaisal & FEEDBACK**        | Feedback: internal and external | ▪ Active and responsive feedback  
▪ Poor state feedback  
▪ Internal appraisal  
▪ External appraisal |
| Effect of **appraisal and feedback** on teaching and teacher development | Decision-making               | ▪ Authoritative decisions  
▪ Consensus decisions  
▪ Democratic decisions |
| **LEADERSHIP**                  | Time management               | ▪ Personal/School timing  
▪ Policy-informed timing |
| Guidelines on school leadership to improve teachers’ working conditions and the school |                          | ▪ Delegation of authority  
▪ SMT & SGB makeup and functioning  
▪ Appointment/recruitment procedure  
▪ Relationship between SMT & SGB |
| **CPTD**                        | PD activities Workshops       | ▪ Content training  
▪ Pedagogical training  
▪ Curriculum management and leadership |
| Impact of **CPTD** on teaching   |                              | ▪ Short-learning programme  
▪ Teacher induction  
▪ Mentoring programme |
<table>
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<tr>
<th>Challenges</th>
<th>POLICIES</th>
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<td>• Lack of PD activities in some subjects</td>
<td>Perception of school leaders of legal policies on teachers’ working conditions</td>
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<td>• Family responsibilities</td>
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<td>• Finance</td>
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<td>• Teacher qualification</td>
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<td>• Teacher shortage</td>
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<td>• Time</td>
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<td>• State of SACE PD programme</td>
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<td>Awareness of SACE programme</td>
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<tr>
<td>• State of SACE PD programme</td>
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<tr>
<td>POLICIES</td>
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<td>Perception of school leaders of legal policies</td>
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<td>on teachers’ working conditions</td>
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<tr>
<td>SCHOOL CLIMATE &amp; JOB SATISFACTION</td>
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<td>State of school climate and teachers’ job</td>
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<td>satisfaction</td>
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</table>
The next section presents a discussion of the themes, categories and codes as shown in the table above.

5.4 DISCUSSION OF FINDINGS BASED ON THEMES

This study aims to develop a framework that can be used to manage the working conditions of teachers in South African secondary schools. With reference to this aim, the themes are discussed individually as shown in Table 5.1.

The discussion includes verbatim extracts from participants’ comments during interviews, and analysis by the researcher in correlating these with the relevant literature. P1–P9 are codes for the school principals and DD denotes a district official. Reference is also made to the quantitative results where applicable. Four of the six themes from the quantitative study were followed up for deeper explanation in this phase.
5.4.1 Effect of appraisal and feedback on teaching and teacher development

Figure 5.5 is a preliminary graphic framework for this theme from the analysis of interviews using Atlas-Ti software. The codes and categories are used as topics of engagement for shedding light on research question 2 regarding appraisal and feedback.

**Figure 5.5: Effect of appraisal and feedback system**

5.4.1.1 Internal appraisal

School principals shared their views on how internal appraisal is conducted within the school.

*We do appraisal by observing teachers work. The SMT members mainly do this observation.* [P1]

*At the school level, we put to use the information gathered through observation of school managers’ appraisal.* [P2]

*Internally, we give feedback to teachers based on their appraisal from their HoDs. Currently I have HoDs conducting control and observation of teachers’ work. They check if teachers are following the assessment plan and annual teaching plan.* [P3]

*I do not want to call it appraisal of teachers but I would rather explain it in monitoring terms. We do monitoring especially through department meetings by HoD. We use this platform for teachers to say/mention their challenge. At this meeting, we try to solve or provide support to teachers facing challenges, which is mostly on content, curriculum, and classroom discipline.* [P5]

*We organise workshops to teachers based on the feedback from appraisals and we also appoint teachers to mentors, or let’s say we have a mentorship*
program based on the feedback from appraisals. [P7]

By class visit, monitoring and moderating educators work book. We do this internally to help educators improve on their working condition to foster school improvement. [P8]

From the comments above, it is evident that schools do conduct internal appraisal through observation and class visits by HoDs and school principals. The information gathered through appraisal is used for the purpose of teacher development (CPTD), especially on content, curriculum and classroom management. Also, teachers, mainly HoDs, are assigned to do appraisal in schools. In South Africa, the principal as an instructional leader is expected to setup internal appraisal mechanisms for the sake of improved teaching and learning (SA, 2016:16). This is regarded as one of the core duties of school principals in South Africa (see 2.3.1.1). These findings are congruent with the quantitative results that teachers indeed receive the highest form of feedback from their principals compared to the external supervisors who are usually located in area and circuit offices. This is an indication that schools, not just teachers, are dependent on internal support mechanisms to foster an environment suitable for work improvement.

5.4.1.2 External appraisal

External appraisal is a form of national policy tool used by the DoE to appraise teachers. Selected comments by principals follow.

In addition, we have the IQMS which is a Department of Education policy instrument which must be done annually. IQMS is very ineffective and its purpose is not served. In my opinion, I think it demoralises educators because when compared with other institution non-teaching staff, they tend to get more on their appraisals. Teachers feel discriminated. IQMS is for teachers and PMDS is for office-based government employees, which can also be found in schools. The rewards are way too different. [P8]

To speak on the IQMS system of appraisal, there is no feedback to school principals and teachers. The IQMS system is a matter of just filling the papers and getting your one per cent. I see it as a failure of its purpose. It is not effective and there in no follow-ups. [P3]

It is clear that there is indeed an external system (IQMS) in place, which is not effective. Teachers regard it as discriminating and as just an administrative component of the teaching profession that must be fulfilled. Arguably, an appraisal system without feedback has defeated its purpose. It seems that the government has no accurate way, at this stage, to know
what is happening with teachers’ challenges in classroom practices unless they rely on other mechanism that report such issues. The question is, are there other policy instruments in South Africa for such purpose? Teachers’ opinions were similar to that of the district director, quoted below.

*It is a current module which is currently being reviewed by union and the National Department of Education .... My take is, it can be changed again, but teachers have to have a feeling of ownership been able to boldly say this policy is used for my personal and professional development. The IQMS is very ineffective. You usually get the highest score teacher producing very bad learner performance, so this means that IQMS allows teachers to grade themselves which does not make sense.* [DD]

Literature reports that the purpose of the IQMS is to appraise and give feedback to teachers in South Africa for their improvement and to keep a healthy teaching profession by measuring teacher performance, recognise teacher developmental needs and promoting accountability and overall school efficiency (ELRC, 2003:2). Clearly, this is not possible unless implementation of the IQMS is investigated. The next section will explain the effectiveness of the feedback system used for the IQMS.

5.4.1.3 Feedback

**Internal feedback – Active and responsive feedback**

Internal feedback is active and responsive, based on the views of participants.

*Teachers are assessed regularly through interviews with subject heads and also via records kept on their progress with regard to subjects taught. The information obtained is used to develop strategies that cover shortcomings identified. In addition, correspondence with other schools facing similar challenges helps the host school to improve on the appraisal process for the betterment of the teachers and learners as a whole.* [P6]

In the quantitative phase, teachers agree that the internal form of appraisal and feedback is effective with a majority being assigned mentors, but best-performing teachers are not acknowledged. For improved students’ learning and outcomes, there has to be continual support of feedback to teachers (Gates Foundation, 2010:56).

Clearly, the internal mechanism provides such continual support to teachers; however, the implications are that the internal appraisal by school management reduces motivation of teachers, based on the lack of recognition of the best-performing teachers.
Internal feedback – Poor state feedback

In this section, the interviewees assess the effectiveness of the IQMS used for providing feedback to teachers. Both the principals and the district director expressed frustration with the IQMS.

*The IQMS is supposed to provide feedback but I know there is no feedback. There is no clear mirror or reflection in the policy. Teachers fill it just to be compliant with the department.* [DD]

*To speak on the IQMS system of appraisal, there is no feedback to school principals and teachers. The IQMS system is a matter of just filling the papers and getting your one per cent. I see it as a failure of its purpose. It is not effective and there are no follow-ups.* [P3]

*With the IQMS, there is no feedback. Teachers rank themselves and just fill in high marks. Teachers fills to get their one per cent and the content they fill I do not think is the truth. Therefore, the IQMS is just a joke. When teachers fill in these forms and make complaints, they do not get feedback neither do they experience support from the department based on what they have filled.* [P4]

*But the bottom line is that the IQMS is not effective. The department don’t check these files. Teachers just fulfil their responsibility and get their one per cent from the department as incentives.* [P5]

*IQMS brings no feedback which makes it ineffective. In this school, through internal appraisal, we make follow-up and include areas of teachers’ difficulty into our management plan then take it from there.* [P8]

From the comments above, it is evident that the IQMS is not transparent, as teachers cannot know what decisions are made by the government DoEs in respect of teacher challenges. Teachers are quick to fill in forms by themselves to obtain their 1% bonuses, but are not satisfied with the current state of the IQMS. According to the ELRC, the aims of the IQMS are to measure a teacher’s performance, to recognise support and development needs by identifying specific needs of educators and schools, to provide support for continued growth of teachers in the form of CPTD, and to promote accountability and constantly monitor a school’s total efficiency (ELRC, 2003:2). From this discussion, it is clear that the IQMS needs to be re-designed and implementation protocols need to be modernised.
5.4.2 How school leadership can improve teachers’ working conditions and schools

Figure 5.6 shown below is a preliminary graphic framework for this theme from the analysis of interviews using Atlas-Ti software. The codes and categories are used to enhance understanding of the responses to research question 6 regarding school leadership. The only instrument used in obtaining data for this research question was the interview guide for principals and district officials.

Figure 5.6: Guidelines on school leadership to improve teachers’ working conditions and schools

5.4.2.1 Decision-making

From the coding process, the decision-making process emerged as a category of codes, which show that school principals make decisions authoritatively, through consensus and democratically. The codes in this category are presented in the form of verbatim quotes and are interpreted with reference to relevant literature, in the paragraphs that follow.
Authoritative decisions

There are certain decisions that I only can have by myself without any consultation. My position as school principal allows me to do so. [P1]

In the past, I have taken decision authoritatively but it seems not to work anymore. [P4]

Consensus decisions

Principals P1–5 and P8 all attest that they make decisions after consultations, and with the consent of important stakeholders.

More often though, I make decision after due consultation with important party i.e. parent, or even heads of department. After due consultation, I then make decision. [P1]

We usually ask teachers for contributions on a particular situation then make an informed decision. We feel it is the best way to lead them. [P2]

I make decisions after consultation. I consult with those I placed in-charge of such situation or problem. Sometimes, I consult with the head of department to get to know what his/her opinion is on the problem or situation especially if it alone the school level. [P3]

These days, I consult with my SMT and consult before making a decision. [P4]

If bigger decisions has to be made by me, I make decision through informed style where I ask questions from the affected parties and or stakeholders. [P5]

I consult a lot. I make by consultation. [P8]

Democratic decisions

Decisions about LTSM [learning teaching support material] are usually left to the DoE but the principal gives them an overview of the materials that are required by the school to make teaching and learning easier and more enjoyable for all involved. Students are also referred to the disciplinary committee when they misbehave where decisions on whether to suspend or expel them are made. Inputs of parents are always welcome by the principal for the betterment of their child’s education. The principal understands that sometimes to get to the root cause of problems that learners face, parental involvement is vital. [P6]
This is done by decentralising decision-making processes. Major decisions about curricula, finance, management, and teachers are taken at the departmental levels. At our school level, the principal or head teacher, by an SMT or SGB, or by a management committee involving local community members, takes decisions. This implies an increased role for parents in the management and activities of the school. [P7]

As previously noted, in 1996, a task team was set up to review the state of education management in South Africa to address the disparities inherited from the apartheid education system. In this review, management was found to have traces of regional, racial and ideological misrepresentations in teaching and learning. This led to discretisation of conventional educational practices such as innovation, lesson preparation, punctuality and peer group learning (DoE, 1996:16–18, 19). According to the task team’s report, the best way to overcome resistance is by establishing clear communication channels and purposes, increasing participation and involvement of stakeholders in decision-making, and creating a culture that promotes support, negotiation, and agreement (DoE, 1996:32). What is unsure is the level of skills needed by school principals to create a culture that capacitates sound decision-making processes. Official policy requires the school principal to have the ability to develop self and others through effective relationships and communication, which perceives, oversees and accepts diversities of ethnicity, race and sexual orientation. By making opportunities for shared leadership and administration, collaboration, and participation in decision-making, those working in the school are strengthened and empower effective and important CPTD opportunities for school personnel (Mohapi, 2014:275; SA, 2016:18).

5.4.2.2 Time management of school principals

Policy-informed timing; personal/school timing

Analysis of interview transcripts show that the majority of the school principals are involved in teaching apart from their administrative duties. They describe the time factor as serious and challenging, despite the option of delegation through their deputies and HoDs. The time management theme concentrates on how school leadership can support teachers’ working conditions and the school in general. It is expected that the SMT has a role to play in providing a suitable environment for work and learning. The researcher argues that if principals spend more time on teaching, despite the fact that there is delegation and autonomy in South African schools, there may still be some backlogs to address in creating a suitable working and learning environment. A principal said,
There is so much to be done. During school hours, I focus on curriculum matters and administration in the afternoon, so I usually go home late every day. I come to school on weekends for report writing and planning. This is my time management style. [P8]

Another said,

Other times, I have to do extra class because I was out in meetings and could not attend to my class. So, I have to say that it’s not easy to combine teaching and administrative/managerial matters. [P3]

Some principals who are tasked with heavy administrative duties are additionally required to do extended teaching. The question to be asked is, if principals have to teach owing to insufficient teaching staff, what is the resultant effect on the working conditions of teachers and the school in general?

Literature which defines the responsibilities of a principal, states that the principal stands as a central connection for learners, teachers, parents or guardians, the community and the education system (OECD, 2014:56). The task of meeting the constant demand of school teachers and learners on one hand, and satisfying the requirements of the system (government) on the other, combined with the expectations of local communities, can be described as tedious and challenging. In addition, the notion of self-based school management which is now very common, makes the day-to-day managerial task even more complex. Some notable issues are inclusive education (where special learners must be catered for, without special training), retention of students until graduation, social multiplicity, and equipping learners with important tools to be able to compete in a snowballing and puzzling economy (OECD, 2014:56). The autonomy given to school principals requires them to manage both human and material sources, make sound and evident decisions, communicate with school personnel and external stakeholders and provide instructional and curriculum leadership in order to help the school succeed. This situation – teaching by principals – calls for attention.

5.4.2.3 Leadership

Delegation of authority

This code relates closely to how decisions are made in schools.
I also delegate to release me of certain issues or better still, to allow for school smooth running. The person I delegate an authority to can make decisions on my behalf. [P1]

Through delegation which is used effectively in this school, we allow HoDs or any teacher put in charge to make decisions. [P5]

Apart from school principals making decisions in various ways, delegating authority (trusting responsibility to a subordinate) automatically allows for decision-making powers to be passed on to another person. However, because not all teachers remarked that they delegate certain responsibility to their subordinates, it would be wrong to assume that South African principals all indulge in delegation. However, policy instruments and scholarly opinions affirm that principals must have the ability, through shared leadership, to develop the ability to trust administrative decisions to others (Mohapi, 2014:275; SA, 2016:18) (see 2.3.1.1).

School management team (SMT), and school governing body (SGB) functioning

From the participants’ comments relating to the code SMT and SGB makeup, it is clear that the SMT includes the principal, deputy principal and the HoDs, while the SGB is a mix of parents/guardians (in the majority), student representatives and the principal and teachers. Participants describe the functioning of the SMT as dealing with day-to-day managerial activities of the school, while the SGB is mainly for school governance. However, a concern raised by one of the principals was,

I have two deputies and four HoDs which to me is not adequate. I think there is inconsistency between the provinces in South Africa. You notice that in some provinces you can have up to eight HoDs. I do not think one HoD should manage grade eight to twelve. [P3]

This suggests possibly inconsistencies in the capacity of SMTs and possibly SGBs across different schools and provinces. The question is what impact will the size of an SMT and SGB have on shaping the professional work environment of teachers to promote quality teaching and learning?

Appointment/recruitment procedure

With reference to the functioning of the SGB, there is a great challenge in the recruitment process in some schools in South Africa.

The SGB is out of our hands. My challenge is parents do not show up during SGB election and those who pitch up becomes volunteers automatically without
election. This is common in many schools, as I have learned over the years especially in the rural school. The sad news is that some of them just stop coming for meeting and the school has to request for the appointment of a new members. Therefore, issues regarding their proper functioning is a problem. In summary, the SGB in my school is currently a mess and very disorganised.

This inconsistency can lead to a disorganised school that is incapable of creating suitable working conditions for teachers and for learning to take place.

**Relationship between school management team (SMT) and school governing body (SGB)**

A good working relationship between the SMT and SGB can help improve the working conditions of teachers. However, responses of participants show that despite a working understanding between the two bodies, there is still conflict and inconsistencies between their functions, which are capable of affecting the climate of the teaching and learning environment.

A solution could be to have the principal standing as a connector between the school management and the SGB (Bush, 2007:58; Mohapi, 2014:275; Joubert, 2014:104). The principal should be able to work with the school management and governing body and even the community, to shape the direction and development of the school by executing a common vision, mission and strategic arrangement to inspire and motivate all who work in and with the school, and to give direction to the school's ongoing development (Collingridge, 2013:1). In addition, the principal must build and maintain effective quality assurance and strategies in the school, and be accountable to an extensive variety of stakeholders: national and provincial departments of education, learners, staff, parents/guardians, SGBs and the community at large (SA, 2016:12). Finally, as explained in the theory of transformational and participatory leadership, school principals, alongside the SMT and SGB, ought to construct collaborative relationships and partnerships inside and outside school communities for their common benefit (Hord & Hirsh, 2009:22–23).

**5.4.3 Impact of Continued Professional Teacher Development (CPTD) on teaching**

Figure 5.7 is a preliminary graphic framework for this theme from the analysis of interviews using Atlas-Ti software. The codes and categories are used as topics of engagement for shedding light on research question 3 – on the impact of CPTD on teaching. This is done in relation to the quantitative data in the first phase.
Figure 5.7: Impact of Continuing Professional Teacher Development on teaching

5.4.3.1 Professional Development (PD) activities and workshops

The quantitative data reveals that teachers attend CPTD activities in varying numbers. To determine the area of concentration of such activities, participants were asked semi-structured and probing questions about the availability of CPTD training for improved teaching. The following codes emerged from the content analysis.
Content training

The following selected quotations relate to participants’ views on content training as a CPTD activity. The principals suggest that PD training (mostly content) should be organised by the circuit offices.

I suggest teachers that should or needs professional teacher development to the circuit office. They usually organise training activities especially at the beginning of a school session. They are mainly trained for content. [P3]

At the school level, we sent information to the circuit and district office regarding challenge teachers face. In my knowledge, the education department to organise professional development for teachers, when school begins uses this information. However, these training are always on content (subject) and other contextual factors are left behind. [P1]

The department is organising classes on a yearly basis as far as content of subject is concerned. It takes about a week or two in the entire year attending content training in universities and other training centres. Therefore, the department organise this teaching or training regularly but only on subject content. [P2]

The department on yearly basis organises professional development activities to teachers on yearly basis by subject specialist. Most of the training activities is always on content of subjects. [P4]

In addition, our teachers usually go for training organised by the area office on content (subject specific) and not on administrative duties. [P8]

The district director emphasised that training is focused on subjects that learners are not performing well in, like Mathematics. Literature suggests that the complexities of culture and new technologies for classroom teaching show that teacher preparation is a complex phenomenon which requires teachers to update their knowledge on general teaching and their subject content by enrolling in CPTD (Oduaran & Mokoena, 2015:25). The concern is that for good teaching to take place, teachers are also required to be well-trained in the pedagogy of teaching.

Pedagogical training

The transcripts indicate that very little is done regarding the science of teaching: learning how to teach. This was confirmed by the district director. As previously noted, teachers are required to acquire PD points as mandated by SACE as a way of ensuring that teachers
continually update their skills in teaching (SA, 2013:5). The concern here is that teachers may improve their content knowledge but not know how to present this to learners.

**Curriculum management and leadership**

*As a principal, I have attended the ACE [Advanced Certificate in Education] leadership programme, which is usually attached to universities around the country. [P1]*

*I should think within two years, the department organised an advanced certificate, they called it ACE for advanced leadership. I attended over the period of two years. I hear that the ACE programme has been phased out. I think the ACE programme is very good because I really learned from it and have at all times encouraged the school managers to attend. Therefore, if it is being phased out without replacing with another, I should say that is disappointing. [P2]*

*I think workshop on curriculum management and another on financial management. It was organised by the department of education for principals in this area. [P3]*

Principals acknowledged that little is done on district or circuit level on curriculum management. Nationally, the Department of Basic Education ran an ACE leadership programme for school management (mainly principals). In their comments, all expressed their frustration with the phasing out of this programme. Accordingly, school leaders ought to open opportunities for themselves to CPTD opportunities on the job (Mohapi, 2014:275; SA, 2016:18).

**5.4.3.2 Continuing Professional Teacher Development (CPTD)**

**Short-learning programme**

Principals P1–P3 and P7 reported having attended ACE as a short-learning programme, which has been phased out. The district director clarified the state of short-learning programmes:

*With what you’re putting forth with SACE, is one attempt but I’m aware that the minister is currently in talks with higher institutions. The issue with ACE was that the university was only using their standards of operation against what we have noted as our problems in schools in South Africa. Therefore, they are not training teachers based on what we have asked them. Therefore, there may be something like the ACE programme in universities but with a different modus operandi. In addition, we currently have institutions for principals. We*
Since provincial education departments are at liberty to make their own decisions regarding how to accomplish national objectives, the provinces are at different levels in providing training for school leaders.

Teacher induction

Analysis of interviews shows that there is an element of teacher induction in schools. This is in line with the quantitative data, which details teachers’ attendance of induction programmes (see Figure 4.11). In the South African context, the DoE has recently published a teacher induction guideline for the orientation programme, which states that the transition from pre-service preparation to in-service CPTD should take one year. However, the first few weeks are very crucial to a beginner teacher, so intense support and assistance must be given to help the new teacher to adapt to a new working environment (DoE, 2016:1).

Implementation of these guidelines must happen within the first two weeks of employment. However, school leaders must keep providing continual support in the years beyond orientation and induction. This helps reduce chances of frustration, burnout and underperformance (DoE, 2016:2). The distinction between orientation and induction needs clarification. The period after orientation – called the induction and mentoring programme for newly employed teachers – is currently in a developmental stage and will only be introduced into the education system upon completion (DoE, 2016:2). Mentoring is largely dependent on school leadership and CPTD mainly provided by the district offices (DoE, 2016:12).

Mentoring programme

In the first phase of this study, the results shown in Figure 4.12 indicate that 50.3% of teachers receive mentoring support, but that fewer teachers (35.4%) actually serve as mentors. In addition, only 42% of teachers had participated in mentoring and coaching over the past 12 months. Although many rely on mentors, few offer mentorship to other teachers. The quotations below are the views of principals on mentorship in their schools.

*As for mentoring, we do that by pairing a new teacher with an older one. So, the old teachers paves the way and offer support for area of confusion for the new teacher.* [P2]
I do not want to call it appraisal of teachers but I’d rather explain it in monitoring terms. We do monitoring especially through department meetings by HoDs. We use this platform for teachers to say/mention their challenge. At this meeting, we try to solve or provide support to teachers facing challenges which is mostly on content, curriculum, and classroom discipline. [P5]

We teach them how to complete a lesson plan, an attendance register, the assembly, classroom management and even presentation. Some of these are done through our mentorship programme and get feedbacks on quarterly basis regarding teachers. [P8]

This shows that mentorship is a way of inducting teachers into the teaching profession and it is used to address normal problems (such as lesson plans, classroom discipline, content of the subjects taught) faced by newly appointed teachers transiting from their teacher education programme into the real world of teaching.

5.4.3.3 Professional Development (PD) – Challenges

The following areas are categorised as challenges faced in attending CPTD activities or training. In the questionnaires, respondents were asked to identify their barriers to participating in PD activities (see Table 4.14). The results were that most teachers did not consider level of qualification, experience or seniority as barriers to attending CPTD programmes. In addition, an above average number of teachers agreed that lack of incentives or support from employers could be barriers, but these responses were below the 55% mark. Responses also showed that neither family responsibilities nor conflict with normal work schedule were barriers to attending CPTD activities. However, a surprising and concerning result is seen in variable TQ27F, which shows that teachers are not keen to attend CPTD activities, as they feel these are irrelevant. Data from the qualitative phase supports these findings as indicated below.

Family responsibility

Synthesis show that teachers are too busy in their spare time with family involvement to attend CPTD activities with accredited institutions.

Finance

Teachers and schools are not ready to assist financially with CPTD activities. Some of the notable comments were:
I do not think they will willingly use their money to attend this training. The young ones are temporary workers who also might not want to invest in a future that is not strong. [P2]

We cannot provide them support in monetary value. More so, most teachers are not having money to pursue professional development. Some are just very comfortable with their status or level. They no longer have interest in getting better. [P4]

Management relies mostly on government funds for such activities. [P6]

The responsibility of SACE is only to manage the CPTD system and not to finance it (SA, 2013:3) but data reveals that the circuit/district offices do finance workshops, mainly on content training. The district director said as follows,

*Majority of teachers will not. We will have very few. I can’t say if reasons can be financial or attitude. The kind of teachers we have are not ready to go all out. If you conduct another study to know when most teachers obtained their degree or diplomas, you will discover it has been years ago.* [DD]

Lack of Professional Development (PD) activities in some subjects

Principals expressed frustration that PD activities are not organised for some subjects for an entire year. Quantitative data already shows that teachers are not generally interested in attending PD activities.

Teacher shortage

Teacher shortage is seen in two ways. Firstly, there are not many teachers in some specialised subjects and the unqualified ones cannot be sent out to a training seminar/workshop of what they have no idea about. Secondly, when teachers are sent to attend training workshops, there classes are usually not catered for due to teacher supply shortage. This can be related to the verbatim quotes that follow.

*As we speak, three teachers are currently in Rustenburg for content training on Mathematics. Their classes are unattended to simply because no other teacher can teach their subjects* [P4]

*In our school, we do have substitute teachers but they cannot teacher topics the specialised teachers teach so we experience teacher shortage especially when the specialised teachers have to go on trainings organised by the Area Office.* [P3]
Time

Time seems to be a serious challenge according to these principals:

Another challenge with the professional development activities being organised by the department is that it obstructs with classroom time. For example, two mathematics teachers have travelled to Rustenburg so technically, all grade eight and nine has been without mathematics teachers for the week. These teachers also teach other subjects like economics and maths literacy. [P4]

Time is a big factor. They really have time for other things because of how busy they are loaded. So, it’s basically finances and time. The content training, it always clashes with time. For example, this week, we have five teachers on training missing classes due to organised content training. These trainings are good, but really interfere with teaching and learning. [P8]

Therefore, time is a big challenge as it conflicts with normal school teaching periods and results in teacher shortages.

In Chapter 2, section 2.3.2.5 discussed the constraints associated with teachers attending CPTD activities. These constraints are time, workload, insufficient teaching workforce, high attrition rate and understanding of the working environment (McNally, 2016:480; Ingersoll, 2012:50; Lai, 2010:443; Kloser, 2014:1189). The DoE in partnership with school management needs to find the best possible time to organise such CPTD trainings to reduce conflict.

5.4.3.4 Awareness and state of SACE PD programme

The researcher wanted to establish the level of awareness of the SACE professional programme for teachers. The purpose was to rate the current state of operation to assess its effectiveness as a national instrument across schools in South Africa. Table 4.8 from the quantitative data shows that teachers get very involved with CPTD activities on workshops, while the qualitative data revealed that these workshops take the form of short-learning programmes on content, pedagogy and curriculum leadership. Some principals described it as not operational and others seemed unaware of it as a national instrument for CPTD.

We were informed about it and that Edutel is a training institution where teachers and principals can obtain this PD points. In my knowledge, no teachers has enrolled for this PD programmes as ordered by SACE. [P1]
It’s new to me and it has never been discussed with educators in this school. [P2]

I believe teachers are aware in this area. They have been workshopped on the SACE PD points but since then nothing has been done. [P3]

I’m aware of it. The government has talked about it but it has not been happening. However, I want to believe we all know about it. [P5]

Not fully aware. I have heard but our teachers and even the principal has not been attending these institutions accredited by SACE. [P8]

A district director also confirmed these opinions:

I must confess, we have not been using SACE but maybe this year things will change because we had a big meeting with all provinces and the Minister and also SACE. So, I can tell you that this issue came up and a directive might come up, however, this province do not utilise SACE currently. [DD]

This reflects an implementation problem on the part of those responsible for actualising the aim of the SACE PD programme.

SACE is responsible for promoting the CPTD of all teachers in South Africa, in particular, the CPTD management system (SA, 2013:1). SACE is in partnership with the Department of Basic Education, the nine provincial DoEs and even education stakeholders. The CPTD system includes all teachers in South Africa (inclusive of those employed by the SGBs and independent schools). Referring to the process of acquiring PD points as guided by SACE (see 2.3.2.6); the CPTD management programme seems not to be operating at full scale despite the fact that attendance at SACE PD is compulsory for teachers with no exemptions. This is detailed in Section 7 of the SACE code in that all educators must “keep abreast of educational trends and developments” and “promote the ongoing development of teachers as a profession” (SA, 2000:6). Teachers and even principals are expected to take part in PD activities according to their conditions of service. The principal, deputy principals and HoDs must help realise this aim (SA, 2016:7). Therefore, PD is an all-teacher and all-school affair.

5.4.4 Perception of school leaders of legal policies concerning teachers’ working conditions

Figure 5.8 is a preliminary graphic framework for this theme from the analysis of interviews using Atlas-Ti software. The codes and categories are used as topics of engagement to shed light on research question 5 concerning school leaderships’ knowledge of legal policies. The
only instrument used in obtaining data for this research question was the interview guide for principals and district officials.

**Figure 5.8: Perception of school leaders on legal policies concerning teachers’ working conditions**

5.4.4.1 Policies

**Lack of induction into legal policies: Knowledge level**

Principals expressed their thoughts and opinions on policies concerning the working conditions of teachers.

*We have the Constitution of South Africa which is the base on which other policies are built. We have the SACE, which guides expectation and teachers’ behaviour and functioning, Employment Act and so on. As a principal, we apply these policies in making decisions daily. So, I am well acquainted with them, especially the ones I mentioned.* [P1]

*Policies are a lot. You cannot possibly remember everything. Some I know and some I’m not aware of especially on content. I had my honors in educational law, but to be honest I cannot remember most of the content for this educational policy. However, I acknowledge that the more you are acquainted with these policies, the better equipped a manager will be.* [P8]

Principals are only informed on a few of the legal policies. In this regard, teachers and the school management need to know more than just the Constitution, Employment Act and SACE. The national plans and policies that relate to their professional practices in their working environment (Chisholm, 2012:85; DoE, 2017:119–135) are the following:

- The National Development Plan (NDP);
- The National Education Policy Act (NEPA);
• The South African Schools Act (SASA);
• The South African Council of Educators Act (SACE);
• Policy on minimum requirements for teacher education qualification;
• The National Policy Framework for Teacher Education and Development in South Africa (NPFTED).

These policies offer different support for teachers. Detailed explanation of these policy instruments and the NDP can be seen in sections 2.4.1–2.4.6 of this study. What is clear is that if teachers and principals are not familiar with these policies, and the DoE is not enforcing the use of such policies, then policy implementation becomes a problem, which might affect working conditions. In addition, the findings show that the DoE does not do enough in terms of inducting school principals into these policies.

5.4.5 School climate and job satisfaction

Figure 5.9 is a preliminary graphic framework for this theme from the analysis of interviews using Atlas-Ti software. The codes and categories are used to add understanding to research question 3 on the state of school climate and job satisfaction. This is done in relation to the quantitative data in the first phase.
Results of the questionnaires indicated that teachers with different level of education and working experience seem to have the same level of satisfaction. However other salient factors such as teacher workload and salary are still to be discussed. The results also showed that teachers with an education degree had worked for more years than those with an advanced university degree.

The ANOVA revealed that teachers from the sample believe they are in the right profession and are all satisfied with their individual performance in their respective schools. However, teachers are not confident in their job responsibilities and would not recommend their places of employment to others. It appears that generally, teachers are not satisfied with their jobs when a host of factors are considered.

The codes that emerged during the open and axial coding process are thus presented and discussed below.
Acknowledgement of teachers’ work

According to the interview data, teachers ought to be praised for their work, especially when they are able to accomplish something significant. Praising teachers for their work makes them happy and motivated. One of the principals said,

*We also acknowledge when educators have progressed nicely by celebrating. For example, we praised educators for a ninety-seven per cent pass rate in 2016 Matric result. We also gave them rewards.* [P8]

Unfortunately not all schools have a culture of praising their teachers for good work done.

Collaboration

It is evident from the transcripts that principals use a leadership style that promotes an environment with good work relations and collaboration. Therefore, the attitude of the school principal can be described as supportive, genuine and engaged. In addition, the principal looks out for the personal welfare of teachers.

Communication

Communication was considered important in achieving job satisfaction by the participants.

*I think communication is the main anchor to making them happy. We communicate with them.* [P2]

*I encourage teachers to speak on anything that bothers them unhappy.* [P3]

*Communicating with them has been my strategy.* [P4]

*However, as a principal, I try to call them, speak to them calmly and help resolve issues but when it escalates I have no choice but to play by the book i.e. policies.* [P5]

*My main strategy of maintaining a good climate is to address any form of problem or resistance immediately. I speak to teacher or anyone involved.* [P8]

Communication is a tool for keeping peace and harmony in the work environment; it is also used as a means to resolve issues before escalation. It seems that South African school principals have been able to develop effective interpersonal relationships and communication. Considering the contextual factors in a typical South African school, this may be regarded as an invaluable tool for creating a good working environment for teachers.
Counselling service

Counselling in the school is used to provide psychological (and emotional) support to teachers with personal problems to deal with problems that could prevent teachers from performing professionally in their work environment. According to a principal,

We also give emotional and psychological support to one another. Especially if one of us is having problems like the loss of a close one. We help the person overcome the grief and to be able to work again. We have counselling service. [P7]

General welfare and support

Synthesising from transcribed data, it reflects that the welfare to teachers are important from time to time. The quote below does not necessarily hold in terms of the kind of welfare given to teachers in South African secondary schools. Only one principal mentioned such.

Here, the teachers and principal behaviour is supportive, genuine, and engaged. The principal from time to time stays after school to help teachers finish their work. The principal looks out for the personal welfare of teachers. [P7]

Incentives

Lack of incentives can make teachers unhappy, and teachers also leave the profession because they are in debt. A principal said,

Teachers currently mainly leave the profession not only because they are not happy but because they are in debt. Just to get their pension after which they re-apply to be employed. Finally, I think the government can re-look the value ascribed to the amount teachers receive to improve the benefits in the profession. [P1]

Level of learner discipline

Data reports that teachers are still having problems with learners on disciplinary matters. An example is taken from a verbatim text reported by a school principal.

For learners, we still struggle with the learners especially on disciplinary matters. [P5]
Mental attitude

According to the interviewees, the mindset of a teacher has an effect on job satisfaction. The district director said,

*Job satisfaction is like happiness. I don’t think job satisfaction can be obtained as a monetary value. It is rather the mindset – also referred to as mental attitude. Money can never be enough, neither can infrastructural development be similar for all schools but mindset can make them happy. When I discovered this, I decided to start with grade twelve teachers and I intend to move downward.* [DD]

Policy directive

According to principals, when other methods of resolving school issues do not work, especially the use of communication in maintaining a good school climate, then leaders turn to the use of the books – policy instruments – to deal with such situations. This is perceived in the quotes below:

*I usually consult with teachers but in some cases I just deal with problems according to the books.* [P2]

*When there are issues in the school that has to do with teachers especially those that distort the climate of the school, I usually approach such problems by talking with these teachers. However, there are cases were talking does not work so I just go by the books to make my decision.* [P1]

*I prefer going by the books because it keeps the school running.* [P8]

Lack of Promotion opportunities

According to data analysis, the lack of promotion opportunities promotion is one of the main factors that makes teachers unhappy and unsettles the school. Most of the time, there are very few posts available for promotion, and obviously, many teachers apply.

Resource provisioning

The lack of teaching resources in schools makes teachers unhappy. Some principals do have resources, but they are outdated and no longer relevant.

*We are a privileged school. We have laboratories but the issue is that those laboratories are full of old chemicals and equipment. So, we do have some problems on practical teaching due to inadequate or lack of resources.* [P8]
Policy instruments in South Africa emphasise how the principal is in charge of guaranteeing that the school and all its people and resources are organised and managed to provide for an effective, efficient, safe working environment (Theron, 2013:117; Van der Westhuizen & Mentz, 2013:52). There is little said about the provisioning of adequate resources.

**Work allocation**

The workload of a teacher has always been a potential source of unhappiness on the job. The principals in the study all confirmed their attempts to keep a good workload distribution among teachers, mostly through consultation. However, one principal commented that,

*In the past, I think I spoilt them by giving teachers fewer periods, but this year I have given them more work. About 45 periods and it seems to be really working. I think when they have too much time, they mess up. So, in all the years I have been here, more workload makes them busy and focused and maybe happy because I no longer hear complaints.* [P4]

From the above presentation, the researcher infers that school leaders must always keep teachers motivated, as this makes them happy on the job. To keep schools upright and relationships free from misunderstandings, most principals have used good communication. Poor work allocation, and lack of availability of teaching aids has been a major setback in the teaching and learning environment. Policy tools have been a last resort when good communication fails between teachers.

Over the years, research indicates that a blend of effective work experience, spoken support from principals, learners, colleagues, and guardians/parents, and openness to teaching observation can positively build self-efficacy of a teacher (Moè, Pazzaglia & Ronconi, 2010:1148). Self-efficacy in the work environment reflects a lifetime process of development that runs according to personal attributes and interpretation of environmental circumstances (Caprara, Barbaranelli, Steca & Malone, 2006:477; Viel-Ruma *et al.*, 2010:230). Quantitative data in Table 4.27 reflects that teachers may be happy with their performance as teachers, but have low self-efficacy on the job.

Job satisfaction can be perceived when teachers feel fulfilled in their work activities and good job satisfaction is always associated with a high level of job performance (Klassen & Chiu, 2010:742). Job satisfaction influences motivation and performance of teachers; those who feel dissatisfied are more likely to leave the teaching profession (Moè, *et al.*, 2010:1149). In addition, Liu and Ramsey (2008:1176) found that poor working conditions, poor planning,
preparation, and high teaching workloads are strong predictors for reducing teacher satisfaction. The data indicates that lack of acknowledgement from school leaders, learners’ bad behaviour, excess workload, lack of financial incentives, and poor mental attitude of teachers, affects their motivation, promotion and job satisfaction in South African schools.

Literature suggests that teachers may come to work with self-efficacy and satisfaction, but other limiting factors may arise from the stress that comes from school leaders, colleagues, learners and lack of appreciation for work accomplishments (Schwarzer & Hallum, 2008:155). The teaching profession is considered stressful (Klassen & Chiu, 2010:742) and can lead to teacher absenteeism and eventually permanent exit from the teaching profession (Klassen & Chiu, 2010:749).

5.4.6 Teacher perceptions regarding teaching and learning

Figure 5.10 is a preliminary graphic framework for this theme from the analysis of interviews using Atlas-Ti software. The codes and categories are used as topics of engagement to illuminate research question 1 regarding teachers’ perceptions of teaching and learning generally and in their target classes. Target classes in South Africa refer to regular classes taught by teachers in schools.
The presentation that follows describes how teaching is conducted in South African secondary schools. The codes and categories that emerged are presented and discussed using direct quotations and inferences from the views of the participants.

Class visit

According to the principals, classroom visits made by school management to monitor teachers’ teaching, and sometimes, to help with classroom management.

*We observe this teacher at different times to see what they do in class.* [P1]

*Management conduct class visit.* [P2]

*So, the manager do class visits, monitor, observes and always make sure teachers are teaching learners and we try to help with issues of learners’ indiscipline.* [P5]
Classroom management

Principals identified classroom management as a huge problem affecting teachers’ ability to teach in their target classes. Learners’ poor discipline poses a big threat to teaching and learning.

Learner motivation and discipline

There seem to be a common concern about learner motivation and discipline by school leaders. Principals expressed their concern as follows.

*The problem, I’d say is the students. They are not ready to learn and it becomes so difficult to change them.* [P1]

*The problem lies with the learners. They have completely lost interest. Learners say they have siblings who are completely learned and are still unemployed so their perception of learners is a problem.* [P2]

*On the learner, the challenge is discipline. As a principal, I believe it starts at home because some learners live alone and some learners’ parents don’t care what happens to their kids. Now I believe teaching and learning proceed smoothly when there is respect from learners towards their teachers and teaching in general.* [P3]

*Another factor is the attitude of learners towards teaching and learning. The level of discipline is a big problem in South Africa. When learners are not disciplined, teachers cannot pass on knowledge to them. Learners don’t take their education seriously. They are disruptive, and disorganises teaching and learning.* [P4]

This shows that learners’ attitude and discipline are serious concerns that influence ability to sustain a healthy learning environment that promotes good work.

Learner assessment

Principals emphasised that teaching might take different forms, but assessment is done according to assessment protocols. Most importantly, teachers evaluate students only on what is taught through assignments and tests.

Results from both phases show that teachers use multiple assessment techniques. Assessment of learning is an important aspect of teaching and learning as it helps learners to know the
level of their learning and determine their progress while for teachers, it helps them to know learners’ current knowledge, what more is needed and how to acquire it (Nieuwouldt & Reynede, 2011:275).

Parental support/involvement

Principals’ views were that parental support for teaching and learning is very weak, especially in predominantly black schools. The Schools Act spells out the parental responsibilities for their children’s learning (see SA, 1996:23).

Resources

Inferring from the views of participants, the researcher found that resources are required for properly equipping the classroom, and for PD of teachers, especially in skills development needed in the teaching of subjects. School managers expressed frustrations regarding the resources at their disposal.

Students’ learning time in after-school lessons

In the quest for improved learner performance, some schools are giving extra classes after hours and even on weekends. One of the school managers said,

First, we increase interaction by always engaging learners at all times. We keep them in school ninety-nine per cent of their time. We believe learners do very little when they get home. We conduct extra classes; some teachers come in at six am and some conduct evening classes at half past four. This helps my school cover syllabus and also time for revision. This is our secret. We even conduct Saturday and Sunday classes. The teachers however, do not receive extra money from the department. This is just in line with the school’s philosophy to always be a top performer. [P8]

This philosophy can be adopted by other schools that are currently underperforming.

Teacher motivation and discipline

Inferring from the interview transcripts, the researcher finds that teachers’ motivation and discipline on the job is not very encouraging. In the opinion of a principal, principals from black schools think that their teachers are not committed, compared to the white teachers in predominantly white schools.

Teachers in South Africa especially in our black schools. The teachers in the
black school are not as committed as that in the white school. The morals of teachers are low. [P3]

Am telling you teachers discipline is also serious and if the department could let principals have control over disciplining teachers then I think it would be a lot better. [P3]

**Teaching strategy**

As shown in the data, school managers believe that their teachers are using multiple strategies or methods, but they recommend that teachers increase the use of learner-centred methods to teach, which increases learner participation.

Descriptive statistics in Table 4.15 show that teachers believe in the teaching strategies or methods used in teaching. The cluster analysis as well as the ANOVA results in Table 4.24 also reveal that teachers engage in the use of multiple teaching strategies in their classrooms. This is supported by the views of participants in the qualitative data. However, teachers must use more methods that allow for learner participation than teacher-directed methods. Currently in South Africa, teachers are expected to balance their teacher-directed methods with a good number of learner-centred methods to increase the participation of learners in the classroom (Jacobs, 2011:156).

**Teamwork and accountability**

Based on the views of participants, there is encouragement of teamwork and accountability from educators for their subject, so school management go all out to make sure teachers perform.

One of the core purposes of principals is to ensure cooperation and collaboration irrespective of diversities that may exist in the school setting (SA, 2016:18). In addition, apart from applying different teaching methods, teachers spend lots of time controlling disruptive behaviour and making students follow classroom rules. Qualitative data confirms this claim that reports that learners have bad attitudes towards learning.

**Timetable**

Based on the transcripts, teachers stay with the use of timetable and work plans from the curriculum.
Class size

In reality, the average number of learners seen in classes is high and it becomes difficult for teachers to reach all learners in the class.

The data from the interviews reports huge class sizes in schools, but empirical data from the quantitative phase reports otherwise with the highest frequency of responses for classrooms with a maximum of 25 learners per target class. The number of teachers currently employed (temporary and permanent) in South Africa show that if there is a fine distribution of teachers and learners in schools, each teacher could be assigned 30 learners (NECT, 2017:12).

Workload

School leaders are of the opinion that the curriculum is too heavy with too much to cover in a limited time for teachers. Therefore, the curriculum makes the teachers fatigued and makes teaching very difficult.

Data shows that workloads are high owing to the activities included in the National Curriculum Statements and the number of employed teachers in schools. Liu and Ramsey (2008:1176) found that poor working conditions, poor planning and preparation and high teaching workloads are strong predictors of reducing teacher satisfaction. Finally, the cluster model presented in Figures 4.22–4.27 and analysis of variance presented in Table 4.24 show that teachers are not satisfied with their jobs in general.

5.4.6.1 Teaching and learning – Poor system

Over-emphasis of learners’ rights; Standalone School; learner progression

School managers expressed concern that government policies are addressing learners’ rights and protection rather than learners’ responsibilities.

> The government policies give them too much protection and leave out responsibilities. I think that is one of the problems because learners are not ready to receive knowledge. [P1]

> I was part of the old system. I mean I learned under the old system. The old system is far better than the new system because it commits learners to studying. We were very committed and take responsibility for our studies. In the new system, there is a lot of compromise where learners are being given free marks, been condoned, progressed to the next grade. This obviously brings no sense of responsibility on the part of learners. It has now become very
difficult for educators to preach responsibility because learners know about this lenient process in the education system. In conclusion, the department has ruined the standard of the education system. [P8]

This shows that, despite efforts made by school managers, learners’ orientation in terms of national education policies is a danger to the future of the education system. According to a principal from a top-performing high school,

Mark adjustment, progression of learners all demoralises teachers. I feel this interferes with school discipline because how are we supposed to discipline learners to make them responsible adult/persons if they know things will be done irrespective. These marks adjustment even happens in Matric results. To me it is a disappointment to the quality of teaching and learning and the education system in general. [P8]

From the narrative from the codes of categories above, there researcher is of the view that if the DoE allows certain parts of legislation to be decentralised, especially that which pertains to learner discipline management, then some if the issues associated with learners will be something less to worry less about.

5.5 CONCLUSION

This chapter presented the qualitative phase of the study, which was designed as a follow-up of the quantitative phase, covering six research questions as opposed to the four covered in the quantitative phase. One-on-one interviews were employed using semi-structured questions with the aim of explaining some of the results presented in the quantitative phase. This was in order to answer clearly the research questions posed in Chapter 1 of the study (see 1.3).

Atlas-Ti software (version 7.5.18) was used to analyse the data with generated codes and categories comprising 71 codes and 182 quotations. The number of codes presented in Figure 5.2 does not match those in Figure 5.3 as a result of the code-merging functionality used by the researcher. Data generated from the transcripts of the interviews was then interpreted and discussed per research question of the study.

In the previous chapter, section 4.6 presented an overview of conclusions reached in the quantitative phase, while a detailed conclusion will be presented in Chapter 6. The qualitative follow-up is similarly presented in Chapter 6.
Results from the data were that appraisal of and feedback to teachers occurs in schools, but only at the internal level handled by school management. This has been found to be effective, while the national tool is currently ineffective. Schools leaders are guided by the South African policy on principals, but both departmental and school leaders are to blame for the current situation in schools. CPTD programmes are mainly covering content training, while other aspects of PD are left untouched. Although SACE is supposed to centrally manage the PD of teachers, this is yet to happen in South Africa. Leaders in schools are not well informed on national policies that apply to teacher development and this seems to hamper the way they handle issues in their schools. Numerous policies protect the learners rather than teaching them responsibility. Classroom management and learners’ behaviour are still problematic and there seems to be a host of problems associated with classroom teaching. Aside from monetary incentives affecting job satisfaction, factors such as promotion, acknowledgement, workload, healthy communication and mental attitude are strong determinants of a teacher’s job satisfaction.

The next chapter provides an overview of each of the chapters in this study. Conclusions are drawn based on the findings and the literature review. Limitations of the study are discussed, as well as possible directions for future studies emanating from this work. Finally, a framework is presented which addresses teachers’ working conditions in their professional environment through the themes arising from this investigation.
CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.1 INTRODUCTION

Many studies have focused on the improvement of the teaching and learning process, but few have investigated factors such as teachers’ working conditions to help yield positive results in the overall improvement of the education system. The main aim of this research was to investigate the professional working conditions of teachers in South African secondary schools. To achieve this aim, research questions were formulated and an appropriate design and methodology was chosen by the researcher. Figure 1.1 showed the study research process, which stems from the nature and acknowledgement of the problem to the formulation of a thesis framework concerning teachers’ working conditions. This chapter concludes the entire study by presenting an overview of each chapter, conclusions based on literature reviewed and empirical research, a proposed framework and evaluation model, limitation of the study and finally, recommendations for further research.

6.2 OVERVIEW OF RESEARCH CHAPTERS

A summary of the entire study is provided in this section.

Chapter 1

Chapter 1 introduced the study and its background. The work environment of a teacher was clearly defined as a space influenced by the quality of the work environment and the satisfaction a teacher derives from the job (Ladd, 2011:235). The researcher investigated the working conditions which include the state and quality of infrastructural facilities, the value of school leadership, and opportunities offered to teacher development (Ladd, 2011:235). The central idea was to identify work-related challenges that hamper improvements to the working conditions of secondary school teachers in South Africa, and to offer improvement mechanisms tested empirically. This study was motivated by the TALIS study commissioned by the OECD in 2008 and 2013. On the international front, the first phase of TALIS started in 2008 with 24 participating countries. This was increased to 34 countries by 2013 and is expected to further increase to 40 countries by 2018 (OECD, 2013:4). This continued expansion suggests the relevance of the study on both a national and international scale. No African country has yet participated in TALIS. The researcher opted to select South Africa to
assess the state and degree of the challenges experienced by teachers to their working conditions in the country.

Aspects of working conditions investigated were CPTD, teachers’ appraisal and feedback systems, teacher job satisfaction and school climate, and school leadership. These were also covered by the TALIS 2013 study (OECD, 2013:3). Teachers, district officials, government education departments and researchers were considered in the process of the research.

Chapter 1 detailed the study background, research rationale, problem statement, research questions and objectives. An appropriate design methodology was selected for the study (see 1.5) and its suitability for achieving the research objectives (see 1.4) was motivated. The last sections covered the definition of key concepts and structure of thesis chapters.

Chapter 2

This chapter reviewed extant local and international literature on teachers’ working conditions in their professional environment. The researcher presented a condensed literature review, focusing only on aspects relating to the study’s secondary questions viewed through a South African lens, and on findings from the TALIS study, representing views of teachers from the rest of the world. The main components of the chapter were the theoretical framework, conceptual framework and policy and national plans on teachers, their improvement and development.

A pluralistic theoretical approach was adopted. According to Bush (2003:22), there is no single all-embracing theory applicable to problems in the education system of South Africa and education management in particular. To approach the theoretical aspect of a study which addresses how school leadership and management can improve schools and students’ achievements, it was not enough to simply review theories of leadership. Rather, the researcher reviewed pre-1994 points of departure on the state of education management leadership in South Africa to reveal how leadership in schools has fostered teaching and learning over the years (see summary at section 6.3.2). This led to examining the foundations of SBM and the role played by school managers in this dispensation in South Africa. Finally, a review of teaching, teacher professional knowledge and CPTD was developed.

The conceptual framework was designed to focus on each research question (see 2.3). An analytical framework (see 4.4) was developed from the conceptual framework to help with
the multivariate data analysis used in the study. The conceptual framework focused on the thematic areas highlighted in section 1.1).

The last section of the literature review focused on policy, national plans and legislation relating to teachers’ professional practice in their working environment, namely the NDP, NEPA, SASA, the SACE Act, Policy on minimum requirements for teacher education qualifications and the NPFTED (see 2.4.5). The sections prescribed in these policies define how teachers are to operate and be controlled. The functions prescribed by these policy instruments are highlighted in section 6.3.2 of this chapter.

**Chapter 3**

This chapter described the “how” aspect of the study – in other words, the research design and methodology used to find pathways to solutions to the research questions. The researcher began with a chapter map that described the entire flow of the chapter. The philosophical foundations of the study such as the epistemology and paradigm that guided the methodology were discussed (see 3.3). These automatically determined the use of a mixed methods research approach and explanatory sequential design. In this design, the quantitative phase (questionnaires) required a larger sample and formed a large proportion of the study finding. The qualitative second phase (interviews) drew samples from the respondents in the first phase in order to more deeply explore some of the results of the quantitative phase. The explanatory design determined which questions were developed, analysed and interpreted (see 3.6.1 and 3.6.2 for detailed methodology). The researcher established validity and reliability for the quantitative phase and trustworthiness for the second phase (see 3.7). Ethical considerations were discussed in five phases of the process of the research inquiry, and a benchmark was established, which is used in evaluating the relevance of the entire thesis to see that it meets scientific standards.

**Chapter 4**

Chapter 4 presented and discussed results of the empirical data obtained from the questionnaires. Data management, questionnaire format and variable creation are issues which were explored. This section of the thesis explained the questionnaire technique and its coding. The presentation and discussion of the quantitative data covered:

- Descriptive statistics using means and simple percentages;
- Cluster analysis per research question based on the analytic models created;
• ANOVA by testing dependent variables and moderating variables from clusters.

Apart from discussion of the descriptive statistics, additional information based on the clusters and ANOVA was provided (see 4.5).

Chapter 5

Chapter 5 focused on the findings obtained using the interview guide designed for school principals and district officials, to confirm and probe some of the results from the first phase. This chapter examined the coding process, showing the codes and extracts of interviews as seen in each theme/research objective. The coding process led to the generation of the network diagram for the overall study. The researcher discussed these findings based on subjective orientations of participants’ views as seen in the network diagrams.

Chapter 6

This chapter presents an overview of chapters in the study, conclusions based on literature reviewed and empirical findings, as well as recommendations in the form of a framework to understand teachers’ working conditions. The last sections of this chapter discuss the limitations of the study and future research endeavours based on the study’s outcomes.

6.3 CONCLUSIONS

Conclusions are drawn from the literature surveyed (Chapter 2) and the empirical investigation results (Chapters 4 and 5) of the study vis-à-vis the study’s design and methodology.

6.3.1 Examination of the research problem

The researcher re-examines the research problem in order to align the conclusions based on the research questions posed in Chapter 1 to provide answers to the study problem.

Academic scholars have raised concerns about the work conditions of teachers (Mncube & Harber, 2010; Bush, Joubert, Kiggundu & van Rooyen, 2010; Skaalvik & Skaalvik, 2010; Viel-Ruma et al., 2010; Moë et al., 2010; NPC, 2012; Ladd, 2011; DoE, 2013). Problems associated with the teachers’ working conditions in South Africa are evident in the education system (UNESCO, 2009:3; Mncube & Harber, 2010:614). TALIS investigated on a wide scale the working conditions of teachers in 34 countries but did not include the African continent. The main gap this study catered for was investigating the working conditions of
teachers (same components as TALIS) in South Africa which is new and unique. The research questions of this study are guided by the TALIS 2013 instrument. They are:

- What are your perceptions as a teacher of teaching and learning generally, and in your school in particular?
- How efficiently does the appraisal and feedback system encourage good teaching and support teachers’ continuing developmental needs in secondary schools?
- How has the Continuing Professional Teacher Development programme and activities impacted on teaching generally at school level and by the Department of Education in general?
- How are the school climate and job packages encouraging good teaching in secondary schools?
- What are the perceptions of education leaders on the legal policies guiding the working of teachers in secondary schools?
- Which guidelines on school leadership can be suggested to improve teachers’ working conditions and students’ achievements?

Conclusions on the empirical findings in section 6.3.3 ahead, are based on these questions.

6.3.2 Conclusions based on the literature review

This section presents conclusions which were drawn by the researcher on the reviewed literature on the theoretical and conceptual framework, and on the review of policy relating to teachers’ working environment.

6.3.2.1 Theoretical viewpoints on the South African education school system

Based on the literature reviewed, the following conclusions may be drawn:

- After independence, the South African government was interested in the practicability of school leadership on how it can improve learner performance and overall school performance. In response, a task team was appointed by the Minister to recommend a new approach to managing education through transformation of improved learning and teaching (see 2.2.1). These viewpoints are discussed under the headings below:
Pre-1994 points of departure on the state of the education management leadership in South Africa (see 2.2.1.1)

- There were three approaches to managing education. The first focused on administrative processes, the second on leadership functions of education managers and the third on developing individual and team aptitudes.
- Despite these approaches existing in the management of the education system, apartheid policies had left the education system in a state characterised by inequality in provisioning (in black schools), bad culture of learning, and a system that resisted positive change.
- The task team recommended a shift from the old approach to one catering for individual and organisational developments. The obstructing factors noticeable in the system were resistance, lack of a clear communication channel connecting circuit/area and district offices, and lack of participation and involvement of stakeholders in decision-making.
- It was suggested that principals should apply transformational, participatory and contingent leadership theories (Bush et al., 2006:54; Bush, 2007:394). Decentralisation of the school system became part of the new approach, including a significant change towards SBM and a shift of focus away from only improving individuals’ skills, to a more democratic form of school management.

The foundations and the role of school managers in school governing bodies (SGBs) (see 2.2.1.2)

- Change towards self-management came to light after independence through the Schools Act of 1996, where power was given to SGBs and the SMTs, and this called for more flexibility in leadership styles.
- The SBM incorporates instructional, participatory and transformational leadership theories. Furthermore, the SBM allows the transfer of decision-making authority and responsibility over school operations to principals, teachers, parents, sometimes students, and other school community members. However, actors on these roles are expected to conform to a set of centrally determined policies.
- The SMTs and SGBs in South Africa still experience issues in the implementation and functioning of decision-making. Literature reports major problems in the decision-making process in South African schools regarding participatory fairness and consensus.

- Advocates of SBM assert that it should improve educational outcomes by improving accountability of principals and teachers, and allowing local decision-makers to determine the appropriate mix of inputs and education policies adapted to local realities and needs.

- The proposed framework based on the task team’s report on education management development (DoE, 1996) for use in schools and district offices was in any case not accepted or successfully implemented.

6.3.2.2 Praxis of teaching, teacher professional knowledge and Continuing Professional Teacher Development (CPTD) (see 2.2.2)

Based on the literature reviewed, the following conclusions may be drawn:

- It is expected that teachers update their knowledge on general teaching and content knowledge by enrolling for CPTD. SACE mandates all teachers as a policy requirement to obtain PD points.

- Professional knowledge is influenced by the quality of CPTD which can affect the actual teaching of a teacher.

- A teacher’s total knowledge means knowledge acquired during initial teacher training, CPTD and day-to-day practical experiences.

- Theoretically, a teacher’s knowledge base is consonant with the characteristics of an effective and practical teacher.

6.3.2.3 The importance of school leadership (see 2.3.1)

Based on the literature reviewed, the following conclusions may be drawn:

- The function of the principal is challenging in having to meet the constant demand of all stakeholders (teachers, learners, local community and government).
The principal indirectly influences learner performance, overall school performance, school climate, organisation of school, staff and the condition under which the staff (especially teachers) work. This can be a positive or a negative influence.

The new guiding policy prescribing the functions of principals in South Africa is the Standards for principalship for South African schools. The policy prescribes that “effective leadership and management, supported by a well-conceived, needs-driven development of leadership and management, is critical to achieving transformational goals of education” (SA, 2016:1) and depends largely on professionalism of school leaders.

This policy framework explains the eight skills and competencies required of principals in South African schools.

6.3.2.4 Developing and supporting teachers by providing Continuing Professional Teacher Development (CPTD) (see 2.3.2)

Based on the literature reviewed, the following conclusions may be drawn:

PD is offered in the form of induction, mentorship and CPTD activities such as courses and workshops, seminars, conferences and visits to other schools. These are all components of teacher development.

Induction is either formal or informal and sometimes is simply general information given to teachers. It is the first phase of PD and helps to reduce the time taken for the new employee to become effective.

The DoE in its recent publication “New teacher induction guideline for the orientation programme (SA, 2016), states that induction of teachers should take up to two years.

The period after orientation – called “induction and mentoring programme for newly employed teachers” – is still being developed and will only be introduced into the education system upon completion.

Other activities in CPTD are orientation and on-the-job training, mentoring, classroom observation, and reflective practice in teachers’ professional growth.

According to the CPTD management book (DoE, 2013), they are responsible for promoting all CPTD for all teachers (inclusive of SGB teachers and independent schools) in South Africa. CPTD is managed by SACE.
6.3.2.5 Improving the quality of teaching through appraisal and feedback (see 2.3.3)

Based on the literature reviewed, the following conclusions may be drawn:

- An appraisal is a review of teachers’ work by the SMT, colleagues, principals and even external supervisors while feedback refers to responses obtained by teachers to help them improve their work.
- In South Africa, the IQMS is used to externally appraise and provide feedback to teachers in schools and this is informed by Schedule 1 of the Employment of Educators Act of 1996.
- Internally, teachers are also appraised and given feedback on their teaching by different means.
- Appraisal and feedback is expected to increase teachers’ confidence, feed into PD and school development, and improve teachers’ teaching.
- Based on school autonomy (see 2.2.1.2 and 6.3.2.1), schools should have the capacity to determine their own system of appraisal and feedback.

6.3.2.6 Teachers’ teaching and classroom management (see 2.3.4)

Based on the literature reviewed, the following conclusions may be drawn:

- Examples of teacher-directed methods are the telling method, scaffolding, demonstration and questioning, while learner-directed methods are discussion, cooperative learning, project method, role play and experimentation.
- In South Africa, teachers are expected to balance their teacher-directed methods with a good number of learner-centred methods. In terms of the project method, students were required to finish many projects per subject for a school year; this had major impacts on teacher time and workload. A task team reviewed the National Curriculum Statement, and recommended that students be given only one project per subject in a year.
- Assessment of learners is crucial in teaching and learning and it is a continuous process which is important to both learners and teachers.
- There are two types of assessment – formative and summative. Summative is used to measure learners’ knowledge at the end of an academic term to know if they ready to progress or need to repeat the same grade. Formative assessment helps the teacher to keep track of learners’ knowledge and also gives the opportunity for reflecting on strategies used.

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• Teachers must also be capable of maintaining an environment conducive to learning, free of disruptions.

• All participants in the school (learners, educators, parents/guardians and even the state) can apply Geborgenheit theory to create a secure place of learning with a feeling of overall wellbeing and protection.

• Classroom management is defined as “the way in which educators keep order daily and adhere to published rules while conducting lessons” Mabea (2013:4). Using classroom rules and school codes of conduct for learners may be the way to manage learner behaviour in classrooms.

6.3.2.7 Teachers’ self-efficacy and job satisfaction (see 2.3.5)

Based on the literature reviewed, the following conclusions may be drawn:

• Teachers’ self-efficacy measures the level of teachers’ confidence in what they can do or achieve. Increasing their level of confidence can bring about better learner performance and overcome negative environmental influences.

• The number of working years or experience a teacher has may have an impact on the teacher’s confidence level.

• Self-efficacy can be built through spoken support from principals, years of experience, parents/guardians, colleagues, learners and teaching observations and can be affected by environmental contextual factors.

• Job satisfaction can be perceived when teachers feel fulfilled in their work activities; good job satisfaction is always associated with high level of job performance.

• Poor working conditions, poor planning and preparation and high teaching workloads are strong predictors of reduced teacher satisfaction.

• Teachers may come to work with self-efficacy and satisfaction, but other limiting factors may arise from the stress that comes from school leaders, HoDs, deputy principal and the principal, colleagues, ill-disciplined learners, excess workload and lack of appreciation for work accomplishments.

6.3.2.8 Policy and national plans for teacher improvement and development (see 2.4)

Based on the literature reviewed, the following conclusions may be drawn:
• The reviewed policy instruments and national plans are the NDP, NEPA, SASA, the SACE Act, Policy on minimum requirements for teacher education qualification and the NPFTED.

• The NDP is a national plan which recognises education as one of its themes. It enforces and empowers the implementation of policy instruments that are set for 2030 by the South African government. Challenges to the NDP are recognised in existing policies.

• NEPA guides the Minister of Education in the promulgation of all other educational policies including the professional education and accreditation of teachers, and teacher career development and remuneration.

• SASA sets uniform norms and standards for education of learners at schools and for the organisation, governance and funding of schools throughout South Africa.

• The SACE Act repealed chapter 6 of the Employment of Educators Act (No. 76 of 1998) and was promulgated in August 2000 (SA, 2000). Its purpose is to provide and control the registration of qualified teachers, promote their PD and maintain and protect the professional standards of the teaching profession.

• NPFTED provides an inclusive plan for the successful employment, retaining, and PD of teachers.

6.3.3 Conclusions based on the empirical research per research question

This section presents the conclusions which are drawn based on the data collected in this study through the use of questionnaires and supported by interviews in the second phase (see 3.5.1.2; 3.3.1.3, see 3.6.1.5 and see 3.6.2.4). The summarised findings are reported in response to each research question, and according to data type (quantitative or qualitative). First, however, conclusions drawn from demographic data are presented.

6.3.3.1 Background information and profile of South African teachers (see 4.3.1)

• There are more female teachers than male teachers teaching in lower and upper secondary schools in South Africa.

• Data reveals an ageing teaching profession in South Africa, suggesting future professional teacher shortages.

• Teachers have worked in other jobs apart from teaching for an average of three years. Almost all of these teachers are now employed full-time.
There are a fair number of special needs students in South African mainstream classrooms.

Most South African teachers, especially females, are well educated with a university bachelor’s degree. This situation is similar to that of teachers around the world (TALIS, 2013).

Initial teacher training programmes cover classroom practice, the pedagogy and content of subjects taught. Teachers agree that they feel well prepared, based on the knowledge they receive during their training.

Data reveals that mathematics, science subjects and English language can be categorised as scarce skills in South Africa.

Working teachers with an education degree have worked for more years than working teachers with an advanced university degree.

6.3.3.2 What are your perceptions, as a teacher, of teaching and learning generally and in your school in particular?

**Quantitative findings**

- Teachers understand the basic science of teaching and learning, which assumes that their role is to facilitate students’ inquiry and allow students to find answers themselves.

- According to the data, teachers take part in collaborative professional learning between two and four times a year, attend team conferences once a week or more, work with teachers in the school to ensure a consistent evaluation procedure about five to ten times annually, and observe teachers’ teaching with feedback between two and four times a year.

- Teachers on average are capable of helping students to value learning and teaching and issues surrounding learner discipline and management. However, teachers are not able on a regular basis to provide an alternative explanation for difficult concepts or to implement alternative instructional strategies in their classrooms.

- The subject category most often taught was “reading, writing and literature”, followed by mathematics, and science subjects. See Figure 4.11 for content of subject categories.

- There is uneven distribution of learners in the South African classroom, but about 40% of South African classrooms are overcrowded.
• Teachers spend 70% of their time on teaching and 18% on classroom management and other administrative tasks.

• Teachers are familiar with a host of teaching strategies and assessment methods, especially learner-centred methods. Despite the fact that giving student many projects has been disallowed in the country, many teachers still do so. Learners are not capable of using ICT to solve project problems.

• Cluster analysis shows that as the education level of teachers increases, their skills in classroom management improves, and they spend more time in teaching and collaborative professional learning. They also spend a good amount of time on PD activities. However, a diminishing return effect emanates once they obtain a Masters degree. Their passion for spending more time on teaching reduces.

• ANOVAs on dependent variables confirm the findings stated so far, but signify that teachers are not generally happy with the teaching profession. (Not all factors of job satisfaction are considered here. See section 6.3.3.4 for more information.)

Qualitative follow-up findings

• School management utilises class visits to observe the teaching of teachers and to provide support on how they handle the management of the classroom. Learner motivation seems to be low and affects the way learners behave.

• Learners are protected by legislation and this makes it difficult for educators and the school management to deal with learners who commit punishable offences. Also, the issues around the need to advance learners to the next class and to Matric is downgrading the quality of the education system in South Africa.

• Parental involvement and the availability of resources for teaching and for PD are limiting factors in the classrooms.

• Racial classification may determine the motivation and discipline of teachers towards work. It seems that white teachers are predominantly more motivated and supportive than black teachers. This ois however, not absolute as not all principals opined that.

• Successful schools extend teaching beyond normal hours every day and on weekends.

• The South African curriculum specifies too many activities for teachers to be able to cover the syllabus and still fulfil all the other aspects of their teaching roles.
6.3.3.3 How efficiently does the appraisal and feedback system encourage good teaching and support teachers’ continuing developmental needs in secondary schools?

Quantitative findings

The government education departments’ subject specialists from circuit/district offices give the smallest amount of feedback (external). Principals offer the greatest amount of internal feedback followed by HoDs, who are regarded as mentors. More importance is placed on teachers’ pedagogical competencies than on feedback from other areas such as collaboration with other teachers, observing other teachers, student performance and student assessment practices. Despite the effect of internal feedback on general school improvement and teaching and learning, especially in classroom management, there has been no impact on teacher salaries or financial bonuses/incentives. Appraisal of teachers has led to the emergence of mentorship in schools. Nonetheless, underperforming teachers are not dismissed and best-performing teachers are not given any recognition. Teachers with higher degree qualifications found that feedback and teacher appraisal has a moderate impact on self-efficacy, job satisfaction, and the number of PD activities attended, as opposed to teachers with lower educational levels. Feedback and appraisal showed an influence on the amount of PD needed by teachers, knowledge level and understanding of specialised fields and the confidence of teachers. However, the cluster showed no differences in the overall satisfaction of teachers, meaning that teachers are not generally satisfied with their jobs, even though they are confident about their teaching performance.

Qualitative follow-up findings

The external tool put in place by the DoE for the purpose of appraisal and feedbacks is the IQMS. Evidently, the IQMS is a total failure in terms of its core purpose to appraise and give feedback to teachers in South Africa for their improvement and to measure teacher performance, recognising teacher developmental needs and promoting accountability and overall school efficiency (ELRC, 2003:2) (see 2.3.4.2.1).

The IQMS is described as being not transparent; principals cannot see how the government uses the information obtained for the benefit of teachers and schools. It is seen as a discriminatory tool when compared to the PMDS and simply as an administrative component of the teaching profession that must be fulfilled in order to claim a 1% salary bonus.
Implications are that, in spite of continuing and effective internal appraisal by school management, there is a reduction in the level of motivation of teachers based on a lack of recognition of excellent performance. Underperforming teachers enjoy the protection of unions. Although this study does not investigate treatment of underperforming teachers, it does establish that such teachers are never dismissed.

6.3.3.4 How have the Continuing Professional Teacher Development programme and activities impacted on teaching generally as provided at school level, and by the Department of Education in general?

**Quantitative findings**

Teachers in South Africa attend induction as a form of orientation when they are appointed. Teachers prefer to rely on mentors, rather than be assigned as mentors to other teachers. Teachers attend more CPTD in the form of courses and workshops. Teachers rarely engage in conferences, seminars and observation visits to other schools, businesses or organisations owing to training available to them, time, workload and financial constraints. Priority levels differ for different areas of CPTD activities. The top-rated are knowledge and understanding of subject fields, pedagogical competencies in teaching subject fields, and student behaviour and classroom management. Financial commitments seem to be an obstacle to CPTD as teachers show very little commitment to attending CPTD activities, despite the fact that they receive a fair amount of scheduled time for CPTD activities during school hours. Teachers are reluctant to attend CPTD activities because of the perceived lack of relevance and poor organisation of such activities. The qualitative follow-up examines this further.

**Qualitative follow-up findings**

CPTD trainings are organised by area offices, mainly as content training on subjects in which learners are underperforming. Other aspects of training are left behind. Very little assistance is given in pedagogical training (teaching teachers how to teach). There is concern that teachers may not be sufficiently knowledgeable to cope with the drastic changes associated with learners and school environment. Principals feel that curriculum leadership and management are essential tools for an overall improved school and working environment. But prior efforts (the ACE leadership programme) have been phased out, ostensibly because training universities are not offering enough curriculum content needed by principals in the South African education system. Some provincial education departments are establishing
sites for school management training, but very little else has been done. It is unclear how South African principals and school management are expected to live up to the core values for principalship in South Africa without this training. Mentorship has served as a primary internal form of CPTD in terms of lesson plans, classroom discipline and content of the subjects taught. Teacher induction policy by the DoE is still in its developmental phase.

South African teachers are expected to acquire PD points from SACE. Teachers who do not comply will be sanctioned by 2018. However, district offices are not promoting the use of SACE programmes and some school managers are not even aware of the national programme. This indicates that SACE is not implementing Section 7 of the SACE code that all educators must stay aware of educational trends and support the ongoing development of teachers as a profession (SA, 2000). Teachers and principals are expected to take part in PD activities as part of their conditions of service. PD needs to be an all-teacher and all-school affair; clearly important stakeholders are neglecting their responsibilities. The challenges to PD are family responsibilities (the majority of teachers are women), lack of finance, lack of PD activities in some subjects, teacher attitudes and preparedness, teacher shortages and lack of time.

6.3.3.5 How are the school climate and job packages encouraging to improve good teaching in secondary schools?

Quantitative findings

- Schools have a rich decision-making culture allowing for the participation of all staff, parents/guardians and the learners. Schools display a culture of shared responsibility and collaboration.
- A good teacher to learner relationship exists in schools and students’ needs are prioritised by the school management.
- Regardless of teachers’ levels of education or working experience, they seem to share the same level of satisfaction according to the cluster model.
- ANOVAs reveal that teachers feel they are in the right profession and are satisfied with their individual performance in their respective schools.
- Teachers are not confident in their job responsibilities and will not recommend their school as a good place of work.

Qualitative follow-up findings
• Not all principals have a formal way to praise or acknowledge the accomplishments of teachers; this can have a negative effect on the teachers.

• Communication as a tool to foster social cohesion, peace and harmony is effectively used by principals and teachers in South African schools.

• Some schools offer counselling services to teachers as well as learners, in dealing with personal and emotional issues in the school setting.

• Although mentorship as CPTD has helped in teaching and classroom management, many teachers still struggle with ill-disciplined learners and are not fully acquainted with classroom behaviour skills to overcome such problems.

• A new discovery in the aspects of working conditions of teachers was that promotion of teachers is linked with tensions in the work environment. There seem to be limited opportunities for promotion and it sometimes causes conflict between teachers, HoDs and principals. Promotion is one of the determinants of the job satisfaction of a teacher.

• An opinion was offered that having more teaching periods (greater workload) may make teachers happy as it reduces time for conflict. Literature, however, does not support this view.

• A theme arising from the interviews was that schools can never be equal in terms of resourcing, infrastructure or workforce, but job satisfaction should be measured in terms of the mental state and attitude of teachers, not in terms of money.

6.3.3.6 What are the perceptions of education leaders on the legal policies guiding the working of teachers in secondary schools?

Qualitative findings

• School managers are aware of only some of the policies relating to teachers’ working conditions; there is a deficiency in knowledge of policies needed to sustain a favourable working environment for teachers.

• The researcher argues that the better acquainted school managers are with the relevant policies, the more effectively they can create an atmosphere suitable for work and thereby improve teaching and learning.
The DoE does not do enough during the induction of principals to educate them about these policies. The inclusion of such a component in training programmes for principals and even for teachers could yield positive results.

6.3.3.6 Which guidelines on school leadership can be suggested to improve teachers’ working conditions and students’ achievements?

Qualitative findings

- School principals mainly use authoritative, consensus and democratic decision-making styles in their schools. However, most principals in South Africa decide based on consensus and only use the democratic leadership model when they have to make a decision alone without interference.
- There is an indication that South African teachers delegate authority to subordinates, and this is supported by the South African policy on principalship (see 2.2.1.1). However it is unclear whether the delegated personnel have the skills to create a culture that capacitates sound decision-making processes which consider effective interpersonal relationships and communication, as required by policy.
- School management has a role to play in providing a suitable environment for work and learning. However, the time spent in teaching learners takes them away from their administrative responsibilities.
- The primary role of the SMT is to manage day-to-day activities of the school, while the role of the SGB is to govern. There is an indication of conflict between these bodies in some schools which should be dealt with, as this may affect the smooth running of the professional work environment.
- Some inconsistencies exist in the appointment, recruitment of the SGB in schools. This may just some disorderliness in some schools which may affect the work environment of teachers in schools.

The chapter thus far has discussed conclusions drawn from the literature reviewed, and from the empirical investigation undertaken. The next section will present the Professional Working Conditions of Teachers (PWCT) framework.
6.4 THE FORMULATION OF A PROPOSED FRAMEWORK FOR SOUTH AFRICAN SECONDARY SCHOOLS

The PWCT framework is derived from literature and from the investigations conducted in this study, in response to the initial aim which was to develop a framework that can help improve the working conditions of teachers in their professional environment.

This framework is entirely the researcher’s construction and is not based on any existing framework. It departed from the TALIS 2008 and 2013 survey indicators and approach, in presenting five thematic steps, with the inclusion of legal structures and policies. To implement this framework, the following should be considered:

- There must be a clear intention by stakeholders to consider the components of the working conditions of teachers as proposed in this framework.
- The framework will only be suitable and applicable to problems associated with the working conditions of teachers.
- This framework will serve as a guide to stakeholders responsible for providing an improved work environment and may not necessarily cover all possible factors in countries other than South Africa.
- It is suggested that users of this framework will be school leaders (SMT), representatives of education departments at circuit, area, district and national levels, and policymakers, in the hope of providing an improved professional work environment of teachers.
- Lastly, the present educational dispensation is only operational in self-managed school. Therefore, this proposed framework is only operative in SBM schools.

The figure below depicts the proposed PWCT framework.
Figure 6.1: Proposed Professional Working Conditions of Teachers (PWCT) framework

Source: Researcher’s compilation
The smaller rectangles in the figure above, represent the themes/components investigated in South African schools and classrooms (with the exception of “policy directive” which is connected to school leadership guidance, appraisal and feedback and CPTD. The oval shapes in the figure represents the current standpoint of South Africa on the themes investigated. The larger rectangles represent the points of reference of the implementation of the framework as informed by the study data. The improved PWCT framework which this figure leads to, is now discussed.

6.4.1 Policy directive

As shown in Figure 6.1 above, policy instruments inform school leaders (especially school management) how to create sustainable working conditions of teachers, as well as appraisal and feedback systems, and CPTD. School principals are solely guided by the benchmarked expectations of the education system. In literature, the education system just after independence was described as unequal and disjointed, with social, economic and racial differences (Chisholm, 2012:84). During this period, there were vexed discussions over policy shifts towards equality and professionalism of the teaching workforce (Barolsky, 2013:22) (see 2.4.6), which led to the promulgation of a host of policies on teacher development and teaching. However, these have not been properly introduced into the education system.

The framework therefore recommends that school leaders and school management should be properly inducted into these policies and instruments. All these policies inform teacher improvement and development and create a healthy working environment:

- The National Education Policy Act (NEPA);
- The South African Schools Act (SASA);
- The South African Council of Educators Act (SACE);
- Policy on minimum requirements for teacher education qualification;
- The National Policy Framework for Teacher Education and Development in South Africa (NPFTED);
- Integrated Strategic Planning Framework for Teacher Education and Development;
- National Development Plan (NDP);
In parallel with the recommendations above, a dialogue series organised by NECT in partnership with the Department of Basic Education was held in June 2017, to assess education legislation and policies for the past 20 years in South Africa (NECT, 2017). It highlighted a series of blind spots in policies under the theme “teacher education and development” and key areas were identified for policy recommendations to lawmakers.

6.4.2 School leadership guidance

The main policy advising how school leaders should approach school improvement is the Policy on the South African Standard for Principalship as seen in Figure 6.1. School leadership informs appraisal and feedback, CPTD and the teaching of teachers in target classes. The study also revealed relationships between appraisal and feedback and the amount of CPTD needed by teachers to improve their teaching (see 6.3.3.2). However, the main points in the above framework are decision-making mechanisms, delegation, managerial functions and appointment of SMTs and SGBs.

The framework recommends that decision-making in line with the SBM should be strictly through participation and agreement (see 2.2.1.2 and 6.3.2.1 for literature support). Furthermore, this framework suggests the use of delegation when the school principal is absent. Power should be delegated to subordinates only when school managers are sure that subordinates possess the required skills.

Principals who are teaching do not conform to the definition of the modern day principal who tries to meet the constant demand of all stakeholders (teachers, learners, local community and government). Schools with autonomy make the day-to-day managerial task even more complex (see 6.3.2.3). This framework recommends that principals focus on the managerial aspects of the school and leave teaching to teachers.

Finally, appointments of SGBs and SMTs are important. The recruitment of some members of the governing bodies is unacceptable for reasons such as lack of availability, poverty and illiteracy. This is more common in rural schools. Inconsistencies in recruitment cause conflicts in functioning, which increases disorderliness in the school. This framework recommends that due process be followed in recruitment process with transparency.
6.4.3 Appraisal and feedback

Data reflects the failure of the IQMS as a tool for appraising and giving feedback to teachers. To improve the working conditions of teachers, the IQMS needs to be redesigned and implemented in order to fulfil its original purposes, namely to:

- Measure teachers’ performance;
- Recognise support and development needs of educators and schools;
- Provide support for continued growth of teachers in form of CPTD;
- Promote accountability and constantly monitor a school’s total efficiency (ELRC, 2003:2) (see 2.3.4.2.1).

The framework recommends that more reviews from external personnel should supplement the internal appraisal, and school management should make use of all means at their disposal, including student surveys, peer and parental feedback. Mentorship of teachers must be reinforced.

Teachers must get involved in acquiring more skills through CPTD. The framework highlights that recognition needs to be given to top achieving teachers, and poorly performing teachers must be dealt with (however, the scope of this study is limited in this regard).

6.4.4 Continuing Professional Teacher Development (CPTD)

Currently, the CPTD system has many inadequacies in South Africa. The nationally organised PD by SACE seems to be ineffective and has been poorly implemented. This framework suggests that to achieve a healthy workforce of teachers, the SACE PD management systems tool needs to be reviewed and changed. Therefore, training outlets should be provided and well marketed to teachers and schools in each province.

CPTD activities have mainly been provided through courses and workshops. The framework recommends that teachers and principals use conferences, seminars and observational visits to other schools and businesses. This gives them better exposure to what is needed in the teaching profession. Because CPTD training has centred on content of certain subject areas, it is suggested that all aspects of teaching are covered, for increased motivation and participation.
An effective mentorship programme must be drafted and implemented to encourage more teachers to become mentors. The framework recommends counteracting the challenges to PD activities by developing holistic approaches which can accommodate limited time and money, and increase the perceived value of the activities.

6.4.5 Teaching in target classes

The proposed framework shows that teachers’ teaching is influenced by the value of school leadership received in schools, appraisal and feedback given to teachers and the availability and quality of CPTD received by teachers. Based on analysed data, the framework affirms that learners’ and teachers’ motivation levels to teach and learn must be increased. The state needs to set up dialogues concerning the emphasis on learners’ rights and progression to the following grade. This seems to make learners less motivated, and makes learner discipline more problematic.

Teachers should use formative assessment and be capable of using alternative instructional strategies. Teaching and learning resources must be adequate and class size must be controlled. In addition, schools must comply with admission policy supported by section 29(1) [a] of the South African Constitution which states that all child and adults must not be denied rights to education which should be progressively available and accessible to all (SA, 1996:1257). Parental involvement and CPTD activities on classroom management should be organised regularly, and support mechanisms should be provided.

6.4.6 School climate and job satisfaction

This theme describes how happy teachers are with the teaching profession and the nature of their work environment. The researcher has established that teachers’ level of confidence in school leadership, in the quality of the appraisal and feedback systems and in the kind of CPTD support provided can be used to assess the quality of working conditions of teachers in their professional environment.

Teachers are in general not happy in their jobs but are satisfied with their individual performance. This framework recommends an all-inclusive approach in which principals must support SBM by embracing participation, collaboration and positive teacher–learner relationships. This builds trust in schools and results in cooperation and better outcomes in a pleasant work environment in which principals possess good communication skills. Apart
from monetary factors, a positive mental state and attitude of teachers is the key to achieving a happy teacher in a professional working environment.

6.4.7 Monitoring and evaluation components on all systems present in the professional environment of teachers

It is expected that if all processes described thus far are followed, then a professional working environment that promotes collegiality, trust and cooperation between all stakeholders (teachers, non-teaching staff, learners and the community) will be achieved. In addition to the existing accountability systems within the education system in South Africa, the framework recommends a layer of monitoring and evaluation which specifically measures the themes as seen in the PWCT framework.

6.5 EVALUATION OF CONTRIBUTION OF THE STUDY

This study began with problem identification which was researched using the appropriate methodology (see Figure 1.1 in Chapter 1). As noted earlier (see 3.9), evaluation has become an important process in any institution; many institutions of learning now use criteria to measure the quality reported in a research study (Mavetera, 2011:103; Chukwuere, 2016:130). It is expected that a doctoral thesis produces an addition to existing knowledge. Therefore, a benchmark model was established earlier (see 3.9) which is now used to assess the quality and relevance of the study. The principal contribution of this study is the development of the improved PWCT framework which is set to help policymakers, DoEs and school principals achieve better working conditions in the professional environment of teachers. Therefore, this study is evaluated based on the PWCT framework. The evaluation is in line with the work of Venkatesh et al. (2011), Mavetera (2011) and Chukwuere (2016).

6.5.1 Was the research problem addressed?

The study was motivated by the international survey known as TALIS which has spanned 5 continents and 34 countries over two phases in 2008 and 2013. This international study reviewed challenges faced by teachers in their working conditions. The researcher investigated whether similar problems were being experienced by teachers in South Africa. Studies report serious problems on teacher’s working conditions in South Africa (Mncube & Harber, 2010; Bush, Joubert, Kiggundu & van Rooyen, 2010; Skaalvik & Skaalvik, 2010; Viel-Ruma et al., 2010; Moè et al., 2010; NPC, 2012; Ladd, 2011; DoE, 2013). It was found that not only do national policy plans such as, the NDP 2030 and Action Plan to 2019
mention the problems associated with teaching work conditions (see 1.3), but very little has been reported that relates work conditions to school leadership, appraisal and feedback, CPTD, teachers’ teaching and self-efficacy, school climate and job satisfaction (see 1.1 and 1.1.1). This was an obvious gap in research and literature, which warranted the design of a framework that can be used to manage problems associated with teachers’ working conditions. Putting the South African education system into perspective, section 1.3 is dedicated to problems evident in South African schools, which resulted in the following questions to provide better understanding of these challenges faced by teachers.

- What are your perceptions as a teacher on teaching and learning generally and in your school in particular?

This question sought to describe teaching and learning as it is currently conducted in South African classrooms. Questionnaires and follow-up interviews were used to obtain data. Detailed reports on findings are seen in Chapters 4 and 5, and conclusions are detailed in this chapter.

- How efficiently does the appraisal and feedback system encourage good teaching and support teachers’ continuing developmental needs in secondary schools?

This question leads to establishing the usefulness of appraisal and feedback for improved teaching and of CPTD programmes. Questionnaires and follow-up interviews were used to obtain data. Detailed reports on findings are seen in Chapters 4 and 5 while the current chapter reports on the conclusions from literature and empirical investigation.

- How have the continuing Professional Teacher Development programme and activities impacted on teaching generally at school level and by the Department of Education in general?

PD is essential to develop the skills of teachers to meet the needs of teaching in the 21st century. This question aimed to understand how the DoE caters for the development needs of its teachers. Questionnaires and follow-up interviews were used to obtain data. Detailed reports on findings are seen in Chapters 4 and 5 while conclusions are detailed in this chapter.
• How are the school climate and job packages encouraging good teaching in secondary schools?

It was important to determine the level of satisfaction of teachers in South Africa, affected by school climate and job packages. The current chapter reports on the conclusions from empirical investigation.

• What are the perceptions of education leaders on the legal policies guiding the working of teachers in secondary schools?

Policy informs and guides actions in any education system. It was important to measure SMT’s level of knowledge of relevant policies. Details of findings are reported in this chapter.

• Which guidelines on school leadership can be suggested to improve teachers’ working conditions and students’ achievements?

It was important to this study to review the value of school leadership as it promotes good working conditions of teachers. Answers to this question are presented in detail in Chapter 5 from interviews with school principals and district directors. Conclusions from literature and empirical investigation are shown in this chapter.

The effect of these answers to the questions above resulted in the proposed framework in Figure 6.1 to avoid repetition.

6.5.2 Is an appropriate method of investigation used?

The researcher used a pragmatic worldview which allowed for use of the mixed methods approach with the selection of the explanatory sequential design. This allowed the researcher to do follow-up interviews on the results of the quantitative phase. The two-phase system is drawn from Babbie’s (2007:108) discussion of the practice of social research. The design was selected because it uses the qualitative data to explain in more detail the quantitative results (Creswell, 2014:231). This enabled the researcher to achieve the aim of the research which was to help develop a framework that policymakers and education leaders can use to manage situations affecting teachers’ work in South African secondary schools.
6.5.3 Does the analysis of data in alignment with the study design?

For the quantitative phase, a code book was prepared from the questionnaire which informed the coding of the variable view in SPSS. Data was then captured for all cases received (291 representing 76% of questionnaires issued). Data was analysed in the first phase using descriptive statistics and multivariate data analysis using cluster analysis and ANOVA (see Chapter 4). Since the design requires a follow-up study, interview questions were meant to explain or understand more deeply the problem being investigated. The Atlas-Ti software was used for this purpose after the researcher first coded transcripts manually. Themes were generated a priori from research questions and the open and axial coding process was used. Therefore, the research followed prescribed procedures of the sequential explanatory design as prescribed by Creswell (2014) (See 3.6.1.5 and 3.6.2.4 for more detailed information).

6.5.4 Does the framework integrate different concepts?

Chapter 2 presented a conceptual framework and an analytic framework built on the themes investigated in this study (see 2.3). The findings from the study show relationships or associations between these themes of school leadership, policies, CPTD, appraisal and feedback, teaching and job satisfaction. The framework has been able to combine these themes and concepts into a single unit.

6.5.5 Has the framework created new viewpoints on the existing problem?

Very little research has been done on working conditions of teachers (Ladd, 2011:235, 239). No study in Africa, or South Africa in particular, has ever investigated the working environment of teachers by combining the themes mentioned above. This framework therefore offers a new direction from which to view the problems associated with the working conditions of South African teachers; these viewpoints have been elaborated upon in this chapter (see 6.4).

6.5.6 Does current study cover existing literature gaps?

The current study clearly adds to the scarce literary information on the specific topic of analysis of the working conditions of secondary school teachers in South Africa. It is the first time that such a framework has critically explored the value of school leadership, CPTD, appraisal and feedback, teachers’ teaching and job satisfaction with reference to teachers’ working conditions in South Africa.
6.6 LIMITATIONS OF THE STUDY

According to Simon and Goes (2010:23), limitations of a study can only be reported after a study has been concluded. These weaknesses are usually out of the control of the researcher, and can influence the conclusions of a study (Simon & Goes, 2010:23). The limitations of this study are discussed below.

The study was conducted over two phases. The follow-up phase used convenience sampling which only considered schools situated near to major roads for the convenience of the researcher. Another limitation was the issue of availability of data. This study had never been conducted in South Africa or Africa so data was only available from TALIS. Time was an issue because of the methodology chosen, and finally, the instrument used was adapted from the TALIS 2013 teacher questionnaire. The researcher made efforts to control threats to internal validity by cultural and national adaptation of the questionnaire.

6.7 RECOMMENDATIONS FOR FUTURE RESEARCH

A similar study should be conducted that takes into account all nine provinces of South Africa in order to draw more facts to feed into the proposed framework. This will automatically increase the sample size. A study that also looks into the ISCED levels 0 and 1 is recommended. This may help improve the outcome of school performance for the foundation and intermediate phase in South Africa.

Future comparative studies should be conducted with countries with similar education structures to those of South Africa, to measure the extent of challenges and policy implications. In the same vein, a study of similar construct should be conducted with education systems in African countries, especially by region, to see how successful policy implementation in these countries can be of use to South Africa. Finally, it is believed that this proposed framework can be improved upon. Another study modelled on this framework should be conducted with schools that are characterised as having poor and good working conditions, to see how the model can best be implemented and to offer further improvement.
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DATA SOURCES

The sources of data used for this report are the following:


Ordinary schools – 2014 SNAP survey conducted on the 10th school day.


SNE - 2014 SNAP Survey.
APPENDIX

ANNEXURE A: ETHICS APPROVAL CERTIFICATE OF PROJECT

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Sciences Research Ethics Committee (HSREC) on 02/11/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<table>
<thead>
<tr>
<th>Project title:</th>
<th>A framework for the improvement of the professional working conditions of teachers in South African secondary schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Leader/Supervisor:</td>
<td>Prof C van Wyk &amp; Prof C Wohluter</td>
</tr>
<tr>
<td>Student:</td>
<td>RU Emakako</td>
</tr>
<tr>
<td>Ethics number:</td>
<td>NWU - 000494-16-A9</td>
</tr>
<tr>
<td>Application Type:</td>
<td>Doctoral</td>
</tr>
<tr>
<td>Commencement date:</td>
<td>2016-10-21</td>
</tr>
<tr>
<td>Expiry date:</td>
<td>2019-10-21</td>
</tr>
<tr>
<td>Risk:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HSREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HSREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HSREC:
  - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HSREC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HSREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HSREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the HSREC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.
- HSREC can be contacted for further information via Estele.Entoch@nwu.ac.za or 018 289 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HSREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis
Digitally signed by Prof LA Du Plessis
Date: 2017.02.21 16:01:28 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)
ANNEXURE B: TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE AND CONSENT FORM [ISCED level 2 & 3]

Researcher: Emekako, Raymond U

About study

Dear Respondent,

You are by this note invited to consider participating in this research study. I am a Doctor of Philosophy Educational Management student in the Faculty of Education, North-West University, Mahikeng Campus undertaking a research study titled a framework for the improvement of the professional working conditions of teachers in South African secondary schools. The main aim of this research is to develop a framework that can be applied in the SA schooling context on the improvement of the professional working environment of teachers, which focuses on teacher appraisal and feedback system, continual development of teachers, job satisfaction, and school leadership.

Just to familiarise you with the working concept; In broad terms, I would say that the working conditions which spans through the state and quality of infrastructural facilities, the value of school leadership and opportunities offered to teacher development (Ladd, 2011:235). School teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers’ work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues. We rely on your expertise to describe us your work and opinion as accurately as possible. Being an instrument adapted from an international survey, it is possible that some questions do not fit very well within your school or national context. In these cases, please answer as best as you can.

ISCED-97 Classification of levels of education

The classification of the levels of education is based on the revised International Standard Classification of Education (ISCED-97). ISCED is an instrument for compiling statistics on education internationally and distinguishes among the following levels of education:

- Pre-primary education (ISCED level 0)/Grade R-3/Age 6-9
- Primary education (ISCED level 1)/Grade 4-6/Age 10-12
- Lower secondary education (ISCED level 2)/Grade 7-9/Age 13-15
- Upper secondary education (ISCED level 3)/Grade 10-12/Age 16-18
- Post-secondary non-tertiary level of education (ISCED level 4). Grade 13 or “post-matric”
• Tertiary-type A education (ISCED level 5A). Academic or practical based and synonymous to a national degree
• Tertiary-type B education (ISCED level 5B). Academic or practical based and synonymous to a national degree
• Advanced Research Qualifications (ISCED level 6). PhD standard

Confidentiality
All information that is collected in this study will be treated confidentially. You are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and any respondent may withdraw at any time.

About the Questionnaire
• When questions refer to ‘this school’ we mean by ‘school’: national school definition.
• This questionnaire should take approximately 45 to 60 minutes to complete.
• Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
• When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach the researcher on +27 74 294 2402 or raymexgreen@yahoo.com

• I have read the information provided in this informed consent form. Please tick if you agree or disagree.

Agree □

Disagree □

Thanks.

.....................................................
Signature & date (Respondent)

Thank you very much for your participation!
Section A: Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate choice(s) or provide figures where necessary.

1. Are you female or male?
   TQ01
   □ 1 Female
   □ 2 Male

2. How old are you?
   TQ02
   Please write a number.
   ____________ Years

3. What is your current employment status as a teacher?
   Please consider your employment status for all of your current teaching jobs combined. Please mark one choice.
   TQ03
   □ 1 Full-time (more than 90% of full-time hours)  →  Please go to Question [5].
   □ 2 Part-time (71-90% of full-time hours)
   □ 3 Part-time (50-70% of full-time hours)
   □ 4 Part-time (less than 50% of full-time hours)

4. Why do you work part-time?
   Please mark one choice.
   TQ04
   □ 1 I chose to work part-time.
   □ 2 There was no possibility to work full-time.

5. How many years of work experience do you have?
   Please round up to whole years.
   TQ05A
   a) ____________ Year(s) working as a teacher at this school
   TQ05B
   b) ____________ Year(s) working as a teacher in total
   TQ05C
   c) ____________ Year(s) working in other education roles (do not include years working as a teacher)
   TQ05D
   d) ____________ Year(s) working in other jobs

6. What is your employment status as a teacher at this school?
   Please mark one choice.
   TQ06
   □ 1 Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
   □ 2 Fixed-term contract for a period of more than 1 school year
   □ 3 Fixed-term contract for a period of 1 school year or less
7. Do you currently work as a teacher of [ISCED level 2 (Grade 7-9) & 3 (Grade 10-12) /age 13-18] at another school?

Please mark one choice.

TQ07

☐ 1 Yes
☐ 2 No → Please go to Question [9].

8. If ‘Yes’ in the previous question, please indicate in how many other schools you currently [ISCED level 2 (Grade 7-9) & 3 (Grade 10-12) /age 13-18].

Please write a number.

TQ08

[] School(s)

9. Across all your [ISCED level 2 (Grade 7-9) & 3 (Grade 10-12) /age 13-18] at this school, how many are special needs students?

Special needs students cover those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

Please mark one choice.

TQ09

☐ 1 None
☐ 2 Some
☐ 3 Most
☐ 4 All

10. What is the highest level of formal education you have completed?

Please mark one choice.

TQ10

☐ 1 Diploma / Certificate
☐ 2 Degree
☐ 3 Masters
☐ 4 Doctorate

11. Did you complete a <teacher education or training programme>?

Please mark one choice.

TQ11

☐ 1 Yes
☐ 2 No
12. Were the following elements included in your formal education or training?

Please mark one choice in each row.

<table>
<thead>
<tr>
<th>TQ12A</th>
<th>a) Content of the subject(s) I teach ........................................</th>
<th>□1</th>
<th>□2</th>
<th>□3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ12B</td>
<td>b) Pedagogy of the subject(s) I teach ......................................</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
</tr>
<tr>
<td>TQ12C</td>
<td>c) Classroom practice (teaching practice) in the subject(s) I teach ................................</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
</tr>
</tbody>
</table>

13. In your teaching, to what extent do you feel prepared for the elements below?

Please mark one choice in each row.

<table>
<thead>
<tr>
<th>TQ13A</th>
<th>a) Content of the subject(s) I teach ........................................</th>
<th>□1</th>
<th>□2</th>
<th>□3</th>
<th>□4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ13B</td>
<td>b) Pedagogy of the subject(s) I teach ......................................</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
<td>□4</td>
</tr>
<tr>
<td>TQ13C</td>
<td>c) Classroom practice in the subject(s) I teach ..................</td>
<td>□1</td>
<td>□2</td>
<td>□3</td>
<td>□4</td>
</tr>
</tbody>
</table>
14. Were any of the subject categories listed below included in your formal education or training?

Please mark as many choices as appropriate in each row.

Because this is a survey that may be further used for an international study, the researcher had to categorise many of the actual subjects taught in schools into broad categories. Please refer to the subject examples below. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, advanced mathematics, etc.

Science: science, physics, physical science, chemistry, life sciences, human biology, environmental science, agriculture/horticulture/forestry

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient Greek and/or Latin/French/Dutch/Chinese

Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft Interdisciplinary subject: integration of content and perspective of several traditional school subjects

Life Orientation
TQ14A1-A4  a) Reading, writing and literature ...........  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14B1-B4  b) Mathematics ............................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14C1-C4  c) Science ..........................................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14D1-D4  d) Social studies .............................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14E1-E4  e) Modern foreign languages .................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14F1-F4  f) Ancient Greek and/or Latin ..............  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14G1-G4  g) Technology .....................................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14H1-H4  h) Arts .................................................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14I1-I4  i) Physical education .........................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14J1-J4  j) Religion and/or ethics .................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14K1-K4  k) Practical and vocational skills ............  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14L1-L4  l) Interdisciplinary subject ......................  ☐ 1  ☐ 1  ☐ 1  ☐ 1
TQ14M1-M4  m) Life orientation ...............................................  ☐ 1  ☐ 1  ☐ 1  ☐ 1

15. During this current school year, do you teach the subjects below to any [ISCED level 2 (Grade 7-9) & 3 (Grade 10-12) / age 13-18] students in this school?

Please mark one choice in each row.

TQ15A  a) Reading, writing and literature  ☐ 1  ☐ 2
TQ15B  b) Mathematics ..........................................................  ☐ 1  ☐ 2
TQ15C  c) Science .................................................................  ☐ 1  ☐ 2
TQ15D  d) Social studies .....................................................  ☐ 1  ☐ 2
TQ15E  e) Modern foreign languages .................................  ☐ 1  ☐ 2
TQ15F  f) Ancient Greek and/or Latin .................................  ☐ 1  ☐ 2
TQ15G  g) Technology ..........................................................  ☐ 1  ☐ 2
TQ15H  h) Arts .................................................................  ☐ 1  ☐ 2
TQ15I  i) Physical education .....................................................  ☐ 1  ☐ 2
TQ15J  j) Religion and/or ethics .............................................  ☐ 1  ☐ 2
TQ15K  k) Practical and vocational skills .................................  ☐ 1  ☐ 2
TQ15L  l) Other .................................................................  ☐ 1  ☐ 2
16. Recently (for the last week), approximately how much time did you spend in total on teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and on other tasks related to your job at this school?

| TQ16 | Hours |

17. Of this total, how much time did you spend on teaching recently (for the last week)?

*Please only count actual teaching time. Time spent on preparation, marking, etc. will be recorded in Question [18].*

| TQ17 | Hours |

18. As a teacher of this school, during the last week, how much time did you spend on the following tasks?

*Also include tasks that took place during weekends, evenings or other off classroom hours. Please exclude all time spent teaching. Rough estimates are sufficient.*

*If you did not perform the task during the most recent complete calendar week, write 0 (zero).*

<table>
<thead>
<tr>
<th>TQ18A</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Individual planning or preparation of lessons either at school or out of school</td>
</tr>
<tr>
<td>TQ18B</td>
<td>Hours</td>
</tr>
<tr>
<td>b)</td>
<td>Team work and dialogue with colleagues within this school</td>
</tr>
<tr>
<td>TQ18C</td>
<td>Hours</td>
</tr>
<tr>
<td>c)</td>
<td>Marking/correcting of student work</td>
</tr>
<tr>
<td>TQ18D</td>
<td>Hours</td>
</tr>
<tr>
<td>d)</td>
<td>Students counselling (including student supervision, virtual counselling, career guidance and delinquency guidance)</td>
</tr>
<tr>
<td>TQ18E</td>
<td>Hours</td>
</tr>
<tr>
<td>e)</td>
<td>Participation in school management</td>
</tr>
<tr>
<td>TQ18F</td>
<td>Hours</td>
</tr>
<tr>
<td>f)</td>
<td>General administrative work (including communication, paperwork and other clerical duties you undertake in your job as a teacher)</td>
</tr>
<tr>
<td>TQ18G</td>
<td>Hours</td>
</tr>
<tr>
<td>g)</td>
<td>Communication and co-operation with parents or guardians</td>
</tr>
<tr>
<td>TQ18H</td>
<td>Hours</td>
</tr>
<tr>
<td>h)</td>
<td>Engaging in extracurricular activities (e.g. sports and cultural activities after school)</td>
</tr>
<tr>
<td>TQ18I</td>
<td>Hours</td>
</tr>
<tr>
<td>i)</td>
<td>Other tasks</td>
</tr>
</tbody>
</table>
Section B: Continual Professional Teacher Development (CPTD)

In this section, ‘CPTD’ is defined as activities that aim to develop an individual’s skills, knowledge, expertise and other characteristics as a teacher. Please only consider CPTD you have taken after your initial teacher training/education.

19. In your first regular employment as a teacher, did/do you take part in any induction programme?

Please mark one choice in each row.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ19A</td>
<td>a) I took/take part in an induction programme. ................................................</td>
<td>Yes</td>
</tr>
<tr>
<td>TQ19B</td>
<td>b) I took/take part in informal induction activities not part of an induction programme</td>
<td>Yes</td>
</tr>
<tr>
<td>TQ19C</td>
<td>c) I took/take part in a general and/or administrative introduction to the school.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
20. **Are you currently involved in any mentoring activities?**

*This question refers to mentoring by or for teachers at your school [excludes all mentoring of students, teachers registered for teaching practice]. Please mark one choice in each row.*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TQ20A</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>a) I presently have an assigned mentor to support me.</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>TQ20B</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>b) I serve as an assigned mentor for one or more teachers.</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

21. **I. During the last 12 months, did you participate in any of the following professional development activities as guided and advised by SACE, and if yes, for how many days did they last?**

*Please indicate ‘Yes’ or ‘No’ in part (A) for each of the activities listed below. If ‘Yes’ in part (A), please specify the number of days spent on the activity in part (B). Please sum up the activities in full days (a full day is 6-8 hours). Please include activities taking place during weekends, evenings or other off work hours.*

<table>
<thead>
<tr>
<th></th>
<th>(A) Participation</th>
<th>(B) Duration in days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TQ21A1-A2</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td>a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td><strong>TQ21B1-B2</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td>b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td><strong>TQ21C1-C2</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td>c) Observation visits to other schools</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td><strong>TQ21D1-D2</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td>d) Observation visits to business premises, public organisations, non-governmental organisations</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td><strong>TQ21E1-E2</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
<tr>
<td>e) In-service training courses in business premises, public organisations, non-governmental organisations</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /></td>
</tr>
</tbody>
</table>

**II. During the last 12 months, did you participate in any of these activities?**

*Please indicate ‘Yes’ or ‘No’ for each of the activities listed below.*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TQ21F</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>f) Qualification programme (e.g. a degree programme)</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>TQ21G</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>g) Participation in a network of teachers formed specifically for the professional development of teachers</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>TQ21H</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>h) Individual or collaborative research on a topic of interest to you professionally</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><strong>TQ21I</strong></td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>i) Mentoring and/or peer observation and coaching, as part of a formal school arrangement</td>
<td><img src="https://via.placeholder.com/15" alt="Image" /> <img src="https://via.placeholder.com/15" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

If you did not participate in any professional development activities during the last 12 months → Please go to Question [26].
22. Did the continual professional development activities you participated in during the last 12 months cover the following topics? If so, what positive impact did these have on your teaching?

For each specified alternative please indicate ‘Yes’ or ‘No’ in part (A). If ‘Yes’ in part (A), please estimate the impact in part (B).

<table>
<thead>
<tr>
<th>Topic</th>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ22A1-A2 Knowledge and understanding of my subject field(s)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22B1-B2 Pedagogical competencies in teaching my subject field(s)</td>
<td>Yes</td>
<td>No Small Moderate</td>
</tr>
<tr>
<td>TQ22C1-C2 Knowledge of the curriculum</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22D1-D2 Student evaluation and assessment practices</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22E1-E2 ICT (information and communication technology) skills for teaching</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22F1-F2 Student behaviour and classroom management</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22G1-G2 School management and administration</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22H1-H2 Approaches to individualised learning</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22I1-I2 Teaching students with special needs (see Question [9] for the definition)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22J1-J2 Teaching in a multicultural or multilingual setting</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22K1-K2 Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22L1-L2 Approaches to developing cross-occupational competencies for future work or future studies</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22M1-M2 New technologies in the workplace</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>TQ22N1-N2 Student career guidance and counselling</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
23. For the professional development in which you participated in the last 12 months, how much did you personally have to pay for?

*Please mark one choice.*

- [ ] TQ23 1. None
- [ ] TQ23 2. Some
- [ ] TQ23 3. All

24. For the professional development in which you participated in the last 12 months, did you receive any of the following support?

*Please mark one choice in each row.*

- [ ] TQ24A a) I received scheduled time for activities that took place during regular working hours at this school
- [ ] TQ24B b) I received a salary supplement for activities outside working hours.
- [ ] TQ24C c) I received non-monetary support for activities outside working hours (reduced teaching, days off, study leave, etc.)

25. Considering the professional development activities you took part in during the last 12 months, to what extent have they included the following?

*Please mark one choice in each row.*

- [ ] TQ25A a) A group of colleagues from my school or subject group
- [ ] TQ25B b) Opportunities for active learning methods (not only listening to a teacher)
- [ ] TQ25C c) Collaborative learning activities or research with other teachers
- [ ] TQ25D d) An extended time-period (several occasions spread out over several weeks or months)
26. For each of the areas listed below, please indicate the degree to which you currently need professional development.

Please mark one choice in each row.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>No need at present</th>
<th>Low level of need</th>
<th>Moderate level of need</th>
<th>High level of need</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ26A</td>
<td>Knowledge and understanding of my subject field(s) .............</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26B</td>
<td>Pedagogical competencies in teaching my subject field(s)</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26C</td>
<td>Knowledge of the curriculum ......................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26D</td>
<td>Student evaluation and assessment practice ......................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26E</td>
<td>ICT (information and communication technology) skills for teaching</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26F</td>
<td>Student behaviour and classroom management ......................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26G</td>
<td>School management and administration ................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26H</td>
<td>Approaches to individualised learning .............................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26I</td>
<td>Teaching students with special needs (see Question [9] for the definition)</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26J</td>
<td>Teaching in a multicultural or multilingual setting .............</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26K</td>
<td>Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26L</td>
<td>Approaches to developing cross-occupational competencies for future work or future studies</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26M</td>
<td>New technologies in the workplace ..................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ26N</td>
<td>Student career guidance and counselling ..........................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
</tbody>
</table>
27. How strongly do you agree or disagree that the following present barriers to your participation in professional development?

*Please mark one choice in each row.*

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TQ27A</strong></td>
<td>a) I do not have the pre-requisites (e.g. qualifications, experience, seniority).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TQ27B</strong></td>
<td>b) Professional development is too expensive/unaffordable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TQ27C</strong></td>
<td>c) There is a lack of employer support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TQ27D</strong></td>
<td>d) Professional development conflicts with my work schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TQ27E</strong></td>
<td>e) I do not have time because of family responsibilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TQ27F</strong></td>
<td>f) There is no relevant professional development offered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TQ27G</strong></td>
<td>g) There are no incentives for participating in such activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Section C: Teacher Appraisal & Feedback

‘Appraisal & Feedback’ is defined broadly as including any communication you receive about your teaching, based on some form of interaction with your work (e.g. observing you teach students, discussing your curriculum or students’ results). This can be informal discussion or part of a structured arrangement.

28. In this school, who uses the following methods to provide feedback to you?

‘External individuals or bodies’ as used below refer to, for example, Area/District representatives, or other persons from outside the school. Please mark as many choices as appropriate in each row.

<table>
<thead>
<tr>
<th>Feedback Method</th>
<th>External individuals or bodies</th>
<th>School principal</th>
<th>Member(s) of the school management team</th>
<th>Assigned mentors</th>
<th>Other teachers (not a part of the management team)</th>
<th>I have never received this feedback in this school</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Feedback following direct observation of your classroom teaching</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>b) Feedback from student surveys about your teaching</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>c) Feedback following an assessment of your content knowledge</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>d) Feedback following an analysis of your students’ test scores</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>e) Feedback following your self-assessment of your work (e.g. presentation of a portfolio assessment)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>f) Feedback following surveys or discussions with parents or guardians</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

If you answered ‘I have never received this feedback in this school’ to each of the above → Please go to Question [31].
29. In your opinion, when you receive this feedback, what is the emphasis placed on the following areas?

*Please mark one choice in each row.*

<table>
<thead>
<tr>
<th>TQ29A</th>
<th>a) Student performance ..............................................</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ29B</td>
<td>b) Knowledge and understanding of my subject field(s) .</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29C</td>
<td>c) Pedagogical competencies in teaching my subject field(s)...........................................................................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29D</td>
<td>d) Student assessment practices ........................................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29E</td>
<td>e) Student behaviour and classroom management .................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29F</td>
<td>f) Teaching of students with special needs .......................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29G</td>
<td>g) Teaching in a multicultural or multilingual setting ......</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29H</td>
<td>h) The feedback I provide to other teachers to improve their teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29I</td>
<td>i) Feedback from parents or guardians ..............................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29J</td>
<td>j) Student feedback ..........................................................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ29K</td>
<td>k) Collaboration or working with other teachers ..................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
30. Concerning the feedback you have received at this school, to what extent has it directly led to a positive change in any of the following?  

Please mark one choice in each row.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ30A</td>
<td>a) Your public recognition from the principal and/or your colleagues</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30B</td>
<td>b) Your role in school development initiatives (e.g. curriculum development group, development of school objectives)</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30C</td>
<td>c) The likelihood of your career advancement (e.g. promotion)</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30D</td>
<td>d) The amount of professional development you undertake</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30E</td>
<td>e) Your job responsibilities at this school</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30F</td>
<td>f) Your confidence as a teacher</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30G</td>
<td>g) Your salary and/or financial bonus</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30H</td>
<td>h) Your classroom management practices</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30I</td>
<td>i) Your knowledge and understanding of your main subject field(s)</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30J</td>
<td>j) Your teaching practices</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30K</td>
<td>k) Your methods for teaching students with special needs</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30L</td>
<td>l) Your use of student assessments to improve student learning</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30M</td>
<td>m) Your job satisfaction</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
<td>TQ30N</td>
<td>n) Your motivation</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
</tbody>
</table>
31. I would now like to ask you about teacher appraisal and feedback in this school more generally. How strongly do you agree or disagree with the following statements about this school?

Look at it as a review of teachers’ work which can be formal or informal. When a statement does not apply in your context, please omit the item. Please mark one choice in each row.

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ31A</td>
<td>a) The best performing teachers in this school receive the greatest recognition (e.g. rewards, additional training or responsibilities).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ31B</td>
<td>b) Teacher appraisal and feedback have little impact upon the way teachers teach in the classroom</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ31C</td>
<td>c) Teacher appraisal and feedback are largely done to fulfil administrative requirements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ31D</td>
<td>d) A development or training plan is established for teachers to improve their work as a teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ31E</td>
<td>e) Feedback is provided to teachers based on a thorough assessment of their teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ31F</td>
<td>f) If a teacher is consistently under-performing, he/she would be dismissed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ31G</td>
<td>g) Measures to remedy any weaknesses in teaching are discussed with the teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TQ31H</td>
<td>h) A mentor is appointed to help the teacher improve his/her teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Section D: Perception of Teaching & Learning

Your teaching in general

32. We would like to ask about your personal beliefs on teaching and learning. Please indicate how strongly you agree or disagree with each of the following statements. Please mark one choice in each row.

<table>
<thead>
<tr>
<th>Question</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ32A a)</td>
<td>My role as a teacher is to facilitate students’ own inquiry</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ32B b)</td>
<td>Students learn best by finding solutions to problems on their own</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ32C c)</td>
<td>Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ32D d)</td>
<td>Thinking and reasoning processes are more important than specific curriculum content.</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
</tbody>
</table>

33. On average, how often do you do the following in this school? Please mark one choice in each row.

<table>
<thead>
<tr>
<th>Question</th>
<th>Activity</th>
<th>Never</th>
<th>Once a year or less</th>
<th>2-4 times a year</th>
<th>5-10 times a year</th>
<th>1-3 times a month</th>
<th>Once a week or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ33A a)</td>
<td>Teach jointly as a team in the same class .</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
<tr>
<td>TQ33B b)</td>
<td>Observe other teachers’ classes and provide feedback</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
<tr>
<td>TQ33C c)</td>
<td>Engage in joint activities across different classes and age groups (e.g. projects)</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
<tr>
<td>TQ33D d)</td>
<td>Exchange teaching materials with colleagues</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
<tr>
<td>TQ33E e)</td>
<td>Engage in discussions about the learning development of specific students</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
<tr>
<td>TQ33F f)</td>
<td>Work with other teachers in my school to ensure common standards in evaluations for assessing student progress</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
<tr>
<td>TQ33G g)</td>
<td>Attend team conferences</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
<tr>
<td>TQ33H h)</td>
<td>Take part in collaborative professional learning</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>☐ 6</td>
</tr>
</tbody>
</table>
34. In your teaching, to what extent can you do the following?  
*Please mark one choice in each row.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Not at all</th>
<th>To some extent</th>
<th>Quite a bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ34A</td>
<td>a) Get students to believe they can do well in school work ..</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34B</td>
<td>b) Help my students value learning ................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34C</td>
<td>c) Craft good questions for my students .........................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34D</td>
<td>d) Control disruptive behaviour in the classroom ...............</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34E</td>
<td>e) Motivate students who show low interest in school work .</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34F</td>
<td>f) Make my expectations about student behaviour clear .......</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34G</td>
<td>g) Help students think critically .................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34H</td>
<td>h) Get students to follow classroom rules .......................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34I</td>
<td>i) Calm a student who is disruptive or noisy ...................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34J</td>
<td>j) Use a variety of assessment strategies ........................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34K</td>
<td>k) Provide an alternative explanation for example when students are confused .................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ34L</td>
<td>l) Implement alternative instructional strategies in my classroom .......................................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
</tbody>
</table>
Your Teaching in the <your most regular class>

In this section, the researcher intends to get into more detail about your teaching practices. Your responses is situated to only one class you teach on a regular basis. This class would be an ISCED level 2 and/or 3. In the questions below, this <regular class> will be referred to as the <target class>.

35. What is the composition of the <target class>. Please estimate the broad percentage of students who have the following characteristics.

It is acceptable to base your replies on rough estimates. Please mark one choice in each row.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ35A</td>
<td>a) Students whose [first indigenous language] is different from the common language of instruction</td>
<td>None</td>
<td>1% to 10%</td>
<td>11% to 30%</td>
<td>31% to 60%</td>
</tr>
<tr>
<td>TQ35B</td>
<td>b) Low academic achievers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TQ35C</td>
<td>c) Students with special needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TQ35D</td>
<td>d) Students with behavioural problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TQ35E</td>
<td>e) Students from socioeconomically disadvantaged homes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TQ35F</td>
<td>f) Academically gifted students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36. Is your teaching in the <target class> directed mainly to <special needs> students?

Please mark one choice.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ36</td>
<td>Yes : Please go to Question [44].</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
37. Into which subject category does this <target class> fall?

Please mark one choice.

☐ 1. Reading, writing and literature
   Includes reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

☐ 2. Mathematics
   Includes mathematics, mathematics with statistics, geometry, algebra, etc.

☐ 3. Science
   Includes science, physics, physical science, chemistry, biology, life sciences, environmental science, agriculture/horticulture/forestry

☐ 4. Social studies
   Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

☐ 5. Modern foreign languages
   Includes languages different from the language of instruction

☐ 6. Ancient Greek and/or Latin/French/Dutch/Chinese

☐ 7. Technology
   Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

☐ 8. Arts
   Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

☐ 9. Physical education
   Includes physical education, gymnastics, dance, health

☐ 10. Religion and/or ethics
   Includes religion, history of religions, religion culture, ethics

☐ 11. Practical and vocational skills
   Includes vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

☐ 12. Life Orientation

38. How many students are currently enrolled in this <target class>?

Please write a number.

TQ38 □□□□ Students
39. For this <target class>, what percentage of time is typically spent on each of the following activities?

Write a percentage for each activity. Write 0 (zero) if none. Please ensure that responses add up to 100%.

<table>
<thead>
<tr>
<th>TQ39A</th>
<th></th>
<th>% Administrative tasks (e.g. recording attendance, handing out school information/forms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ39B</td>
<td></td>
<td>% Keeping order in the classroom (maintaining discipline)</td>
</tr>
<tr>
<td>TQ39C</td>
<td></td>
<td>% Actual teaching and learning</td>
</tr>
</tbody>
</table>

100 % Total

40. Please indicate how representative you feel the <target class> is of all the classes you teach.

Please mark one choice.

<table>
<thead>
<tr>
<th>TQ40</th>
<th></th>
<th>Very representative</th>
<th></th>
<th>Representative</th>
<th>Not representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>□1</td>
<td></td>
<td>□2</td>
<td>□3</td>
<td>□4</td>
<td>□1</td>
</tr>
</tbody>
</table>

41. How strongly do you agree or disagree with the following statements about this <target class>?

Please mark one choice in each row.

<table>
<thead>
<tr>
<th>TQ41A</th>
<th></th>
<th>When the lesson begins, I have to wait quite a long time for students to quiet down</th>
</tr>
</thead>
<tbody>
<tr>
<td>□1</td>
<td></td>
<td>□2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TQ41B</th>
<th></th>
<th>Students in this class take care to create a pleasant learning atmosphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>□1</td>
<td></td>
<td>□2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TQ41C</th>
<th></th>
<th>I lose quite a lot of time because of students interrupting the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>□1</td>
<td></td>
<td>□2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TQ41D</th>
<th></th>
<th>There is much disruptive noise in this classroom. ...............</th>
</tr>
</thead>
<tbody>
<tr>
<td>□1</td>
<td></td>
<td>□2</td>
</tr>
</tbody>
</table>
42. **How often does each of the following happen in the <target class> throughout the school year?**

*Please mark one choice in each row.*

<table>
<thead>
<tr>
<th>TQ42A</th>
<th>a) I present a summary of recently learned content. ............</th>
<th>Never or almost never</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>In all or nearly all lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ42B</td>
<td>b) Students work in small groups to come up with a joint solution to a problem or task</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ42C</td>
<td>c) I give different work to the students who have difficulties learning and/or to those who can advance faster. .........................................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ42D</td>
<td>d) I refer to a problem from everyday life or work to demonstrate why new knowledge is useful</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ42E</td>
<td>e) I let students practice similar tasks until I know that every student has understood the subject matter</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ42F</td>
<td>f) I check my students’ exercise books or homework. ............</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ42G</td>
<td>g) Students work on projects that require at least one week to complete</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ42H</td>
<td>h) Students use ICT (information and communication technology) for projects or class work</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
</tbody>
</table>

43. **How often do you use the following methods of assessing learners in the <target class>?**

*Please mark one choice in each row.*

<table>
<thead>
<tr>
<th>TQ43A</th>
<th>a) I develop and administer my own assessment. ..................</th>
<th>Never or almost never</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>In all or nearly all lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ43B</td>
<td>b) I administer a standardised test. ..................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ43C</td>
<td>c) I have individual students answer questions in front of the class</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ43D</td>
<td>d) I provide written feedback on student work in addition to a &lt;mark, i.e. numeric score&gt; ..................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ43E</td>
<td>e) I let students evaluate their own progress. ....................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
<tr>
<td>TQ43F</td>
<td>f) I observe students when working on particular tasks and provide immediate feedback. .........................................................</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
</tr>
</tbody>
</table>
### Section D: School Climate and Job Satisfaction

#### 44. How strongly do you agree or disagree with these statements as applied to this school?

Please mark one choice in each row.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TQ44A</strong></td>
<td>a) This school provides staff with opportunities to actively participate in school decisions.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>TQ44B</strong></td>
<td>b) This school provides parents or guardians with opportunities to actively participate in school decisions</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>TQ44C</strong></td>
<td>c) This school provides students with opportunities to actively participate in school decisions.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>TQ44D</strong></td>
<td>d) This school has a culture of shared responsibility for school issues.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>TQ44E</strong></td>
<td>e) There is a collaborative school culture which is characterised by mutual support</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

#### 45. How strongly do you agree or disagree with the following statements about what happens in this school?

Please mark one choice in each row.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TQ45A</strong></td>
<td>a) In this school, teachers and students usually get on well with each other</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>TQ45B</strong></td>
<td>b) Most teachers in this school believe that the students’ well-being is important.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>TQ45C</strong></td>
<td>c) Most teachers in this school are interested in what students have to say</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td><strong>TQ45D</strong></td>
<td>d) If a student from this school needs extra assistance, the school provides it</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
46. Finally, I would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements? Please mark one choice in each row.

<table>
<thead>
<tr>
<th>Question</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>TQ46A</td>
<td>a) The advantages of being a teacher clearly outweigh the disadvantages</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46B</td>
<td>b) If I could decide again, I would still choose to work as a teacher</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46C</td>
<td>c) I would like to change to another school if that were possible</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46D</td>
<td>d) I regret that I decided to become a teacher.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46E</td>
<td>e) I enjoy working at this school.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46F</td>
<td>f) I wonder whether it would have been better to choose another profession</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46G</td>
<td>g) I would recommend my school as a good place to work.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46H</td>
<td>h) I think that the teaching profession is valued in society.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46I</td>
<td>i) I am satisfied with my performance in this school.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>TQ46J</td>
<td>j) All in all, I am satisfied with my job.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□</td>
</tr>
</tbody>
</table>
ANNEXURE C: INTERVIEW GUIDE FOR PRINCIPALS AND DISTRICT OFFICIALS

PRINCIPAL INTERVIEW GUIDE

Main question: What are the professional working conditions of teachers in South African secondary schools?

GUIDE

1. What kind of professional development training activities have you attended as a principal in the past year?
2. How does the school management provide support for the continual professional development of teachers?
3. What sort of challenges hinders your school in continual professional development activities?
4. What is your perception on how teaching and learning should be implemented?
5. How are teaching generally conducted in this school?
6. How do your school conduct appraisal of teachers work?
7. How have you put to use information obtained through appraisals of teachers to foster work and school improvement?
8. Do you know the policies that support the professional working conditions/environment of teachers?
9. How informed are you about policies that supports the management of the working conditions of teachers in this school?
10. What is the makeup of the School Management Team (SMT) and how do they function in this school?
11. How does the School Governing Body (SGB) function in this school?
12. How can you describe the relationship between the SMT and SGB especially in promoting good working conditions?
13. What decision-making mechanism is adopted in this school regarding proper school functioning (e.g. hiring and suspending teachers, student admission, LTSM, disciplinary policies and procedures)? [put into consideration key decisions in school and also consider learners and parents inputs]
14. As a principal in this school, how do you manage and distribute your time? Consider the following: administrative and leadership task and meetings, students’ interactions, parents or guardians interactions, and interaction with the local community.
15. What is the organisational climate in this school?
16. What additional support is rendered in this school to ensure job satisfaction of teachers?
DISTRICT OFFICIAL INTERVIEW GUIDE

Main question: What are the professional working conditions of teachers in South African secondary schools?

1. In broad terms, what support structures do you have available to schools in this district?
2. In more specific terms, what structures are in place to ensure the continual development of teachers in the district?
3. What are the challenges faced on CPTD in this district?
4. How appraisal and monitoring are used to offer improvement for teachers in this district? [describe how they are conducted]
5. What observable leadership challenges are faced by school management on teachers in the district?
6. Based on the current environment in schools in the district, how can you describe the job satisfaction of teachers?
## ANNEXURE D: KREJCIE AND MORGAN SAMPLE SIZE GENERIC TABLE

<table>
<thead>
<tr>
<th>( N )</th>
<th>( S )</th>
<th>( N )</th>
<th>( S )</th>
<th>( N )</th>
<th>( S )</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>220</td>
<td>140</td>
<td>1200</td>
<td>291</td>
</tr>
<tr>
<td>15</td>
<td>14</td>
<td>230</td>
<td>144</td>
<td>1300</td>
<td>297</td>
</tr>
<tr>
<td>20</td>
<td>19</td>
<td>240</td>
<td>148</td>
<td>1400</td>
<td>302</td>
</tr>
<tr>
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Note.—\( N \) is population size.
\( S \) is sample size.
PRINCIPAL CONSENT FORM

Researcher: Emekako Raymond U

Contact: +27 74 294 2402 or raymexgreen@yahoo.com

About study

Dear Participant,

You are by this note invited to consider participating in this research study. I am a Doctor of Philosophy Educational Management student in the Faculty of Education, North-West University, Mahikeng Campus undertaking a research study titled, *a framework for the improvement of the professional working conditions of teachers in South African secondary schools*. The main aim of this research is to develop a framework that can be applied in the SA schooling context on the improvement of the professional working environment of teachers, which focuses on teacher appraisal and feedback system, continual development of teachers, job satisfaction, and school leadership.

Just to familiarise you with the working concept; In broad terms, I would say that the working conditions which spans through the state and quality of infrastructural facilities, the value of school leadership and opportunities offered to teacher development (Ladd, 2011:235). School teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers’ work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues. We rely on your expertise to describe us your work and opinion as accurately as possible. Being an instrument adapted from an international survey, it is possible that some questions do not fit very well within your school or national context. In these cases, please answer as best as you can.

For ethical reasons, you deserve to be well-informed of your rights to participate in this research project. If you agree to participate in this research after reading the following below, please sign this consent form.
The researcher will request to use a tape recorder during the interview process in order to gather accurately complete information as note-taking may not be sufficient.

Everything you say will be strictly confidential.

You are guaranteed anonymity. No information pertaining to your identity as a participant or that your of school will be revealed.

The information you provide will be used solely for educational purposes.

The interview activity will take approximately 45-60 minutes.

Your participation in this research is voluntary.

You can decide to withdraw your participation at any stage of the interview process.

You pledge to provide this investigation with the most honest information to the best of your knowledge and ability.

I have read the information provided in this informed consent form. Please tick if you agree or disagree.

Agree

Disagree

Thanks.

………………………………………

Signature & date (Participant)

Thank you very much for your participation!
DISTRICT OFFICIAL CONSENT FORM

Researcher: Emekako Raymond U

Contact: +27 74 294 2402 or raymexgreen@yahoo.com

About study

Dear Participant,

You are by this note invited to consider participating in this research study. I am a Doctor of Philosophy Educational Management student in the Faculty of Education, North-West University, Mahikeng Campus undertaking a research study titled, *a framework for the improvement of the professional working conditions of teachers in South African secondary schools*. The main aim of this research is to develop a framework that can be applied in the SA schooling context on the improvement of the professional working environment of teachers which focuses on teacher appraisal and feedback system, continual development of teachers, job satisfaction, and school leadership.

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You can decide to withdraw your participation at any stage of the interview process.
You pledge to provide this investigation with the most honest information to the best of your knowledge
and ability.

I have read the information provided in this informed consent form. Please tick if you agree or disagree.

Agree    

Disagree    

Thanks.

..................................................

Signature & date (Participant)

Thank you very much for your participation!
## ANNEXURE F: CODE BOOK FOR QUANTITATIVE PHASE - QUESTIONNAIRE

### LIST OF VARIABLES

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<tr>
<th>Variable designation</th>
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<td>Background/ How old are you?</td>
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<td>Background/ What is your current employment status as a teacher?</td>
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<td>Background/ How many years of work experience do you have?/ Year(s) working in other education roles</td>
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<td>Background/ How many years of work experience do you have?/ Year(s) working in other jobs</td>
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<td>Background/ What is your employment status as a teacher at this school?</td>
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<td>Background/ Do you currently work as a teacher of [&lt;ISCED level 2 or 3&gt;] at another school?</td>
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<td>Background/ If 'Yes', please indicate in how many other schools you currently [work as a &lt;ISCED level 2 or 3&gt; teacher]</td>
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<td>Background/ Across all your [&lt;ISCED level 2 and/or 3&gt; classes] at this school, how many are special needs students?</td>
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<td>Background/ What is the highest level of formal education you have completed?</td>
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<td>Background/ Hours spent on tasks during most recent calendar week/ Team work and dialogue with colleagues</td>
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<td>Background/ Hours spent on tasks during most recent calendar week/ General administrative work</td>
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<td>Background/ Hours spent on tasks during most recent calendar week/ Communication and co-operation with parents</td>
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<td>Background/ Hours spent on tasks during most recent calendar week/ Engaging in extracurricular activities</td>
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<tr>
<td>TQ19B</td>
<td>Professional Development/ Participation in programmes/ I took/take part in informal induction activities</td>
</tr>
<tr>
<td>TQ19C</td>
<td>Professional Development/ Participation in programmes/ I took/take part in general and/or administrative introduction</td>
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<td>Professional Development/ Involvement in mentoring activities/ I presently have an assigned mentor to support me</td>
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<td>Professional Development/ Involvement in mentoring activities/ I serve as an assigned mentor for one or more teachers</td>
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<td>TQ21B1</td>
<td>Professional Development/ Activities/ Education conferences or seminars/ Participation</td>
</tr>
<tr>
<td>TQ21B2</td>
<td>Professional Development/ Activities/ Education conferences or seminars/ Duration</td>
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<tr>
<td>TQ21C1</td>
<td>Professional Development/ Activities/ Observation visits to other schools/ Participation</td>
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<td>Professional Development/ Activities/ Observation visits to other schools/ Duration</td>
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<tr>
<td>TQ21D1</td>
<td>Professional Development/ Activities/ Observation visits to business or organisations/ Participation</td>
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<td>Professional Development/ Activities/ Qualification programme (e.g. a degree programme)</td>
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<td>Professional Development/ Activities/ Participation in a network of teachers</td>
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<td>Professional development/ Topic of activities/ Knowledge and understanding of my subject field(s)/ Impact</td>
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<td>TQ22B1</td>
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<td>Professional development/ Topic of activities/ Pedagogical competences in teaching my subject fields(s)/ Impact</td>
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<tr>
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<td>TQ22D1</td>
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<td>Professional development/ Topic of activities/ Student evaluation and assessment practices/ Impact</td>
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<td>TQ22E1</td>
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<td>TQ22F1</td>
<td>Professional development/ Topic of activities/ Student behaviour and classroom management/ Topic</td>
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<td>TQ22F2</td>
<td>Professional development/ Topic of activities/ Student behaviour and classroom management/ Impact</td>
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<tr>
<td>TQ22G1</td>
<td>Professional development/ Topic of activities/ School management and administration/ Topic</td>
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<tr>
<td>TQ22H1</td>
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<td>Professional development/ Topic of activities/ Approaches to individualised learning/ Impact</td>
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<td>Professional development/ Topic of activities/ Teaching students with special needs/ Topic</td>
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<tr>
<td>TQ22I2</td>
<td>Professional development/ Topic of activities/ Teaching students with special needs/ Impact</td>
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<tr>
<td>TQ22J1</td>
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<tr>
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<td>Professional development/ Topic of activities/ Teaching in a multicultural or multilingual setting/ Impact</td>
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<tr>
<td>TQ22K1</td>
<td>Professional development/ Topic of activities/ Teaching cross-curricular skills/ Topic</td>
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<tr>
<td>TQ22K2</td>
<td>Professional development/ Topic of activities/ Teaching cross-curricular skills/ Impact</td>
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<tr>
<td>TQ22L1</td>
<td>Professional development/ Topic of activities/ Developing cross-occupational competencies/ Topic</td>
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<tr>
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<td>Professional development/ Topic of activities/ Developing cross-occupational competencies/ Impact</td>
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<td>TQ22M1</td>
<td>Professional development/ Topic of activities/ New technologies in workplaces/ Topic</td>
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<td>TQ22M2</td>
<td>Professional development/ Topic of activities/ New technologies in workplaces/ Impact</td>
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<tr>
<td>TQ22N1</td>
<td>Professional development/ Topic of activities/ Student career guidance and counselling/ Topic</td>
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<tr>
<td>TQ22N2</td>
<td>Professional development/ Topic of activities/ Student career guidance and counselling/ Impact</td>
</tr>
<tr>
<td>TQ23</td>
<td>Professional development/ How much did you personally have to pay for (in the last 12 month)?</td>
</tr>
<tr>
<td>TQ24A</td>
<td>Professional development/ Support/ I received scheduled time for activities during regular working hours at this school</td>
</tr>
<tr>
<td>TQ24B</td>
<td>Professional development/ Support/ I received a salary supplement for activities outside working hours</td>
</tr>
<tr>
<td>TQ24C</td>
<td>Professional development/ Support/ I received non-monetary support for activities outside working hours</td>
</tr>
<tr>
<td>TQ25A</td>
<td>Professional development/ Included in activities/ A group of colleagues from my school or subject group</td>
</tr>
<tr>
<td>TQ25B</td>
<td>Professional development/ Included in activities/ Opportunities for active learning methods</td>
</tr>
<tr>
<td>TQ25C</td>
<td>Professional development/ Included in activities/ Collaborative learning activities or research with other teachers</td>
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<tr>
<td>TQ25D</td>
<td>Professional development/ Included in activities/ An extended time-period</td>
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<tr>
<td>TQ26A</td>
<td>Professional development/ Needs/ Knowledge and understanding of my subject field(s)</td>
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<td>TQ26B</td>
<td>Professional development/ Needs/ Pedagogical competences in teaching my subject field(s)</td>
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<td>TQ26C</td>
<td>Professional development/ Needs/ Knowledge of the curriculum</td>
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<tr>
<td>TQ26D</td>
<td>Professional development/ Needs/ Student evaluation and assessment practice</td>
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<tr>
<td>TQ26E</td>
<td>Professional development/ Needs/ ICT (information and communication technology) skills for teaching</td>
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<tr>
<td>TQ26F</td>
<td>Professional development/ Needs/ Student behaviour and classroom management</td>
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<td>Code</td>
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<tr>
<td>TQ26G</td>
<td>Professional development/ Needs/ School management and administration</td>
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<tr>
<td>TQ26H</td>
<td>Professional development/ Needs/ Approaches to individualised learning</td>
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<tr>
<td>TQ26I</td>
<td>Professional development/ Needs/ Teaching students with special needs (see question [9] for the definition)</td>
</tr>
<tr>
<td>TQ26J</td>
<td>Professional development/ Needs/ Teaching in a multicultural or multilingual setting</td>
</tr>
<tr>
<td>TQ26K</td>
<td>Professional development/ Needs/ Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)</td>
</tr>
<tr>
<td>TQ26L</td>
<td>Professional development/ Needs/ Approaches to develop cross-occupational competencies for future work or future studies</td>
</tr>
<tr>
<td>TQ26M</td>
<td>Professional development/ Needs/ New technologies in work places</td>
</tr>
<tr>
<td>TQ26N</td>
<td>Professional development/ Needs/ Student career guidance and counselling</td>
</tr>
<tr>
<td>TQ27A</td>
<td>Professional development/ Barriers to professional development/ I do not have the pre-requisites</td>
</tr>
<tr>
<td>TQ27B</td>
<td>Professional development/ Barriers to professional development/ Is too expensive/ unaffordable</td>
</tr>
<tr>
<td>TQ27C</td>
<td>Professional development/ Barriers to professional development/ There is a lack of employer support</td>
</tr>
<tr>
<td>TQ27D</td>
<td>Professional development/ Barriers to professional development/ Professional development conflicts with my work schedule</td>
</tr>
<tr>
<td>TQ27E</td>
<td>Professional development/ Barriers to professional development/ I do not have time because of family responsibilities</td>
</tr>
<tr>
<td>TQ27F</td>
<td>Professional development/ Barriers to professional development/ There is no relevant professional development offered</td>
</tr>
<tr>
<td>TQ27G</td>
<td>Professional development/ Barriers to professional development/ There are no incentives for participating</td>
</tr>
<tr>
<td>TQ28A1</td>
<td>Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ External individuals</td>
</tr>
<tr>
<td>TQ28A2</td>
<td>Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ School principal</td>
</tr>
<tr>
<td>TQ28A3</td>
<td>Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Members of school management</td>
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<tr>
<td>TQ28A4</td>
<td>Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Assigned mentors</td>
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<tr>
<td>TQ28A5</td>
<td>Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Other teachers</td>
</tr>
<tr>
<td>TQ28A6</td>
<td>Teacher feedback/ Methods to provide feedback/ Direct observation of teaching/ Never in this school</td>
</tr>
<tr>
<td>TQ28B1</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ External individuals</td>
</tr>
<tr>
<td>TQ28B2</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ School principal</td>
</tr>
<tr>
<td>TQ28B3</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Members of school management</td>
</tr>
<tr>
<td>TQ28B4</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Assigned mentors</td>
</tr>
<tr>
<td>TQ28B5</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Other teachers</td>
</tr>
<tr>
<td>TQ28B6</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback from Student surveys/ Never in this school</td>
</tr>
<tr>
<td>TQ28C1</td>
<td>Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ External individuals</td>
</tr>
<tr>
<td>TQ28C2</td>
<td>Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ School principal</td>
</tr>
<tr>
<td>TQ28C3</td>
<td>Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ Members of school management</td>
</tr>
<tr>
<td>TQ28C4</td>
<td>Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ Assigned mentors</td>
</tr>
<tr>
<td>TQ28C5</td>
<td>Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ Other teachers</td>
</tr>
<tr>
<td>TQ28C6</td>
<td>Teacher feedback/ Methods to provide feedback/ Assessment of teachers' content knowledge/ Never in this school</td>
</tr>
<tr>
<td>TQ28D1</td>
<td>Teacher feedback/ Methods to provide feedback/ Analysis of students’ test scores/ External individuals</td>
</tr>
<tr>
<td>TQ28D2</td>
<td>Teacher feedback/ Methods to provide feedback/ Analysis of students’ test scores/ School principal</td>
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<tr>
<td>TQ28D3</td>
<td>Teacher feedback/ Methods to provide feedback/ Analysis of students’ test scores/ Members of school management</td>
</tr>
<tr>
<td>TQ28D4</td>
<td>Teacher feedback/ Methods to provide feedback/ Analysis of students’ test scores/ Assigned mentors</td>
</tr>
<tr>
<td>TQ28D5</td>
<td>Teacher feedback/ Methods to provide feedback/ Analysis of students’ test scores/ Other teachers</td>
</tr>
<tr>
<td>TQ28D6</td>
<td>Teacher feedback/ Methods to provide feedback/ Analysis of students’ test scores/ Never in this school</td>
</tr>
<tr>
<td>TQ28E1</td>
<td>Teacher feedback/ Methods to provide feedback/ Teachers’ self-assessments/ External individuals</td>
</tr>
<tr>
<td>TQ28E2</td>
<td>Teacher feedback/ Methods to provide feedback/ Teachers’ self-assessments/ School principal</td>
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<tr>
<td>TQ28E3</td>
<td>Teacher feedback/ Methods to provide feedback/ Teachers’ self-assessments/ Members of school management</td>
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<tr>
<td>TQ28E4</td>
<td>Teacher feedback/ Methods to provide feedback/ Teachers’ self-assessments/ Assigned mentors</td>
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<tr>
<td>TQ28E5</td>
<td>Teacher feedback/ Methods to provide feedback/ Teachers’ self-assessments/ Other teachers</td>
</tr>
<tr>
<td>TQ28E6</td>
<td>Teacher feedback/ Methods to provide feedback/ Teachers’ self-assessments/ Never in this school</td>
</tr>
<tr>
<td>TQ28F1</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/ External individuals</td>
</tr>
<tr>
<td>TQ28F2</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/ School principal</td>
</tr>
<tr>
<td>TQ28F3</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/ Members of school management</td>
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<tr>
<td>TQ28F4</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/ Assigned mentors</td>
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<tr>
<td>TQ28F5</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/ Other teachers</td>
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<tr>
<td>TQ28F6</td>
<td>Teacher feedback/ Methods to provide feedback/ Feedback following surveys or discussions/ Never in this school</td>
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<tr>
<td>TQ29A</td>
<td>Teacher feedback/ Emphasis placed on/ Student performance</td>
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<tr>
<td>TQ29B</td>
<td>Teacher feedback/ Emphasis placed on/ Knowledge and understanding of my subject field(s)</td>
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<tr>
<td>TQ29C</td>
<td>Teacher feedback/ Emphasis placed on/ Pedagogical competences in teaching my subject field(s)</td>
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<tr>
<td>TQ29D</td>
<td>Teacher feedback/ Emphasis placed on/ Student assessment practices</td>
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<tr>
<td>TQ29E</td>
<td>Teacher feedback/ Emphasis placed on/ Knowledge and understanding of my subject field(s)</td>
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<td>TQ29F</td>
<td>Teacher feedback/ Emphasis placed on/ Pedagogical competences in teaching my subject field(s)</td>
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<tr>
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<td>Teacher feedback/ Emphasis placed on/ Teaching in a multicultural or multilingual setting</td>
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<td>TQ29H</td>
<td>Teacher feedback/ Emphasis placed on/ The feedback I provide to other teachers to improve their teaching</td>
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<td>TQ29I</td>
<td>Teacher feedback/ Emphasis placed on/ Feedback from parents or guardians</td>
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<tr>
<td>TQ29J</td>
<td>Teacher feedback/ Emphasis placed on/ Student feedback</td>
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<tr>
<td>TQ29K</td>
<td>Teacher feedback/ Emphasis placed on/ Collaboration or working with other teachers</td>
</tr>
<tr>
<td>TQ30A</td>
<td>Teacher feedback/ Has led to a positive change in/ Your public recognition from the principal and/or your colleagues</td>
</tr>
<tr>
<td>TQ30B</td>
<td>Teacher feedback/ Has led to a positive change in/ Your role in school development initiatives</td>
</tr>
<tr>
<td>TQ30C</td>
<td>Teacher feedback/ Has led to a positive change in/ The likelihood of career advancement</td>
</tr>
<tr>
<td>TQ30D</td>
<td>Teacher feedback/ Has led to a positive change in/ The amount of professional development you undertake</td>
</tr>
<tr>
<td>TQ30E</td>
<td>Teacher feedback/ Has led to a positive change in/ Your job responsibilities at this school</td>
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<tr>
<td>TQ30F</td>
<td>Teacher feedback/ Has led to a positive change in/ Your confidence as a teacher</td>
</tr>
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<tr>
<td>TQ30G</td>
<td>Teacher feedback/ Has led to a positive change in/ Your salary and/or financial bonus</td>
</tr>
<tr>
<td>TQ30H</td>
<td>Teacher feedback/ Has led to a positive change in/ Your classroom management practices</td>
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<tr>
<td>TQ30I</td>
<td>Teacher feedback/ Has led to a positive change in/ Your knowledge and understanding of your main subject field(s)</td>
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<tr>
<td>TQ30J</td>
<td>Teacher feedback/ Has led to a positive change in/ Your teaching practices</td>
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<tr>
<td>TQ30K</td>
<td>Teacher feedback/ Has led to a positive change in/ Your methods for teaching of students with special needs</td>
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<tr>
<td>TQ30L</td>
<td>Teacher feedback/ Has led to a positive change in/ Your use of student assessments to improve student learning</td>
</tr>
<tr>
<td>TQ30M</td>
<td>Teacher feedback/ Has led to a positive change in/ Your job satisfaction</td>
</tr>
<tr>
<td>TQ30N</td>
<td>Teacher feedback/ Has led to a positive change in/ Your motivation</td>
</tr>
<tr>
<td>TQ31A</td>
<td>Teacher feedback/ Agreement with/ The best performing teachers in this school receive the greatest recognition</td>
</tr>
<tr>
<td>TQ31B</td>
<td>Teacher feedback/ Agreement with/ Teacher appraisal and feedback has little impact upon the way teachers teach</td>
</tr>
<tr>
<td>TQ31C</td>
<td>Teacher feedback/ Agreement with/ Teacher appraisal and feedback are largely done to fulfil administrative requirements</td>
</tr>
<tr>
<td>TQ31D</td>
<td>Teacher feedback/ Agreement with/ A development or training plan is established for teachers to improve their work</td>
</tr>
<tr>
<td>TQ31E</td>
<td>Teacher feedback/ Agreement with/ Feedback is provided to teachers based on a thorough assessment of their teaching</td>
</tr>
<tr>
<td>TQ31F</td>
<td>Teacher feedback/ Agreement with/ If a teacher is consistently under-performing, he/she would be dismissed</td>
</tr>
<tr>
<td>TQ31G</td>
<td>Teacher feedback/ Agreement with/ Measures to remedy any weaknesses in teaching are discussed with the teacher</td>
</tr>
<tr>
<td>TQ31H</td>
<td>Teacher feedback/ Agreement with/ A mentor is appointed to help the teacher improve his/her teaching</td>
</tr>
<tr>
<td>TQ32A</td>
<td>Teaching in General/ Personal beliefs on teaching/ My role as a teacher is to facilitate students’ own inquiry</td>
</tr>
<tr>
<td>TQ32B</td>
<td>Teaching in General/ Personal beliefs on teaching/ Students learn best by finding solutions to problems on their own</td>
</tr>
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<tr>
<td>TQ32C</td>
<td>Teaching in General/ Personal beliefs on teaching/ Students should be allowed to think of solutions themselves</td>
</tr>
<tr>
<td>TQ32D</td>
<td>Teaching in General/ Personal beliefs on teaching/ Thinking and reasoning processes are more important</td>
</tr>
<tr>
<td>TQ33A</td>
<td>Teaching in General/ How often do you/ Teach jointly as a team in the same class</td>
</tr>
<tr>
<td>TQ33B</td>
<td>Teaching in General/ How often do you/ Observe other teachers’ classes and provide feedback</td>
</tr>
<tr>
<td>TQ33C</td>
<td>Teaching in General/ How often do you/ Engage in joint activities across different classes and age groups</td>
</tr>
<tr>
<td>TQ33D</td>
<td>Teaching in General/ How often do you/ Exchange teaching materials with colleagues</td>
</tr>
<tr>
<td>TQ33E</td>
<td>Teaching in General/ How often do you/ Engage in discussions about the learning development of specific students</td>
</tr>
<tr>
<td>TQ33F</td>
<td>Teaching in General/ How often do you/ Work with teachers to ensure common standards for assessing student progress</td>
</tr>
<tr>
<td>TQ33G</td>
<td>Teaching in General/ How often do you/ Attend team conferences</td>
</tr>
<tr>
<td>TQ33H</td>
<td>Teaching in General/ How often do you/ Take part in collaborative professional learning</td>
</tr>
<tr>
<td>TQ34A</td>
<td>Teaching in General/ To what extent can you do the following/ Get students to believe they can do well in school work</td>
</tr>
<tr>
<td>TQ34B</td>
<td>Teaching in General/ To what extent can you do the following/ Help my students value learning</td>
</tr>
<tr>
<td>TQ34C</td>
<td>Teaching in General/ To what extent can you do the following/ Craft good questions for my students</td>
</tr>
<tr>
<td>TQ34D</td>
<td>Teaching in General/ To what extent can you do the following/ Control disruptive behaviour in the classroom</td>
</tr>
<tr>
<td>TQ34E</td>
<td>Teaching in General/ To what extent can you do the following/ Motivate students who show low interest in school work</td>
</tr>
<tr>
<td>TQ34F</td>
<td>Teaching in General/ To what extent can you do the following/ Make my expectations about student behaviour clear</td>
</tr>
<tr>
<td>TQ34G</td>
<td>Teaching in General/ To what extent can you do the following/ Help students think critically</td>
</tr>
<tr>
<td>TQ34H</td>
<td>Teaching in General/ To what extend can you do the following/ Get students to follow classroom rules</td>
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<tr>
<td>TQ34I</td>
<td>Teaching in General/ To what extend can you do the following/ Calm a student who is disruptive or noisy</td>
</tr>
<tr>
<td>TQ34J</td>
<td>Teaching in General/ To what extend can you do the following/ Use a variety of assessment strategies</td>
</tr>
<tr>
<td>TQ34K</td>
<td>Teaching in General/ To what extend can you do the following/ Provide an alternative explanation</td>
</tr>
<tr>
<td>TQ34L</td>
<td>Teaching in General/ To what extend can you do the following/ Implement alternative instructional strategies</td>
</tr>
<tr>
<td>TQ35A</td>
<td>Your Teaching/ Composition of &lt;target class&gt;/ Students whose [first language] is different from language of instruction</td>
</tr>
<tr>
<td>TQ35B</td>
<td>Your Teaching/ Composition of &lt;target class&gt;/ Low academic achievers</td>
</tr>
<tr>
<td>TQ35C</td>
<td>Your Teaching/ Composition of &lt;target class&gt;/ Students with special needs</td>
</tr>
<tr>
<td>TQ35D</td>
<td>Your Teaching/ Composition of &lt;target class&gt;/ Students with behavioural problems</td>
</tr>
<tr>
<td>TQ35E</td>
<td>Your Teaching/ Composition of &lt;target class&gt;/ Students from socioeconomically disadvantaged homes</td>
</tr>
<tr>
<td>TQ35F</td>
<td>Your Teaching/ Composition of &lt;target class&gt;/ Academically gifted students</td>
</tr>
<tr>
<td>TQ36</td>
<td>Your Teaching/ Is your teaching in the &lt;target class&gt; directed entirely or mainly to &lt;special needs&gt; students?</td>
</tr>
<tr>
<td>TQ37</td>
<td>Your Teaching/ Into which subject category does this &lt;target class&gt; fall?</td>
</tr>
<tr>
<td>TQ38</td>
<td>Your Teaching/ How many students are currently enrolled in this &lt;target class&gt;?</td>
</tr>
<tr>
<td>TQ39A</td>
<td>Your Teaching/ Percentage of &lt;class&gt; time is typically spent on/ Administrative tasks</td>
</tr>
<tr>
<td>TQ39B</td>
<td>Your Teaching/ Percentage of &lt;class&gt; time is typically spent on/ Keeping order in the classroom</td>
</tr>
<tr>
<td>TQ39C</td>
<td>Your Teaching/ Percentage of &lt;class&gt; time is typically spent on/ Actual teaching and learning</td>
</tr>
<tr>
<td>TQ40</td>
<td>Your Teaching/ Please indicate how representative you feel the &lt;target class&gt; is of all the classes you teach</td>
</tr>
<tr>
<td>TQ41A</td>
<td>Your Teaching/ Agreement with statements/ When the lesson begins, I wait quite a long time for students to quiet down</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>TQ41B</td>
<td>Your Teaching/ Agreement with statements/ Students in this class take care to create a pleasant learning atmosphere</td>
</tr>
<tr>
<td>TQ41C</td>
<td>Your Teaching/ Agreement with statements/ I lose quite a lot of time because of students interrupting the lesson</td>
</tr>
<tr>
<td>TQ41D</td>
<td>Your Teaching/ Agreement with statements/ There is much disruptive noise in this classroom</td>
</tr>
<tr>
<td>TQ42A</td>
<td>Your Teaching/ How often happens/ I present a summary of recently learned content</td>
</tr>
<tr>
<td>TQ42B</td>
<td>Your Teaching/ How often happens/ Students work in small groups to come up with a joint solution to a problem</td>
</tr>
<tr>
<td>TQ42C</td>
<td>Your Teaching/ How often happens/ I give different work to students with difficulties or those who advance fast</td>
</tr>
<tr>
<td>TQ42D</td>
<td>Your Teaching/ How often happens/ I refer to a problem from everyday life or work</td>
</tr>
<tr>
<td>TQ42E</td>
<td>Your Teaching/ How often happens/ I let students practice similar tasks until every student has understood</td>
</tr>
<tr>
<td>TQ42F</td>
<td>Your Teaching/ How often happens/ I check my students’ exercise books or homework</td>
</tr>
<tr>
<td>TQ42G</td>
<td>Your Teaching/ How often happens/ Students work on projects that require at least one week to complete</td>
</tr>
<tr>
<td>TQ42H</td>
<td>Your Teaching/ How often happens/ Students use ICT for projects or class work</td>
</tr>
<tr>
<td>TQ43A</td>
<td>Your Teaching/ Assessing student learning/ I develop and administer my own assessment</td>
</tr>
<tr>
<td>TQ43B</td>
<td>Your Teaching/ Assessing student learning/ I administer a standardised test</td>
</tr>
<tr>
<td>TQ43C</td>
<td>Your Teaching/ Assessing student learning/ Individual students answer questions in front of the class</td>
</tr>
<tr>
<td>TQ43D</td>
<td>Your Teaching/ Assessing student learning/ I provide written feedback on student work in addition to a &lt;mark&gt;</td>
</tr>
<tr>
<td>TQ43E</td>
<td>Your Teaching/ Assessing student learning/ I let students evaluate their own progress</td>
</tr>
<tr>
<td>TQ43F</td>
<td>Your Teaching/ Assessing student learning / I observe students when working and provide immediate feedback</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>TQ44A</td>
<td>School Climate/ Agreement with/ This school provides staff with opportunities to participate in school decisions</td>
</tr>
<tr>
<td>TQ44B</td>
<td>School Climate/ Agreement with/ This school provides parents with opportunities to participate in school decisions</td>
</tr>
<tr>
<td>TQ44C</td>
<td>School Climate/ Agreement with/ This school provides students with opportunities to participate in school decisions</td>
</tr>
<tr>
<td>TQ44D</td>
<td>School Climate/ Agreement with/ This school has a culture of shared responsibility for school issues</td>
</tr>
<tr>
<td>TQ44E</td>
<td>School Climate/ Agreement with/ There is a collaborative school culture which is characterised by mutual support</td>
</tr>
<tr>
<td>TQ45A</td>
<td>School Climate/ Agreement with what happens/ In this school, teachers and students usually get on well with each other</td>
</tr>
<tr>
<td>TQ45B</td>
<td>School Climate/ Agreement with what happens/ Most teachers in this school believe that students’ well-being is important</td>
</tr>
<tr>
<td>TQ45C</td>
<td>School Climate/ Agreement with what happens/ Most teachers in this school are interested in what students have to say</td>
</tr>
<tr>
<td>TQ45D</td>
<td>School Climate/ Agreement with what happens/ If a student needs extra assistance, the school provides it</td>
</tr>
<tr>
<td>TQ46A</td>
<td>School Climate/ About your job/ The advantages of being a teacher clearly outweigh the disadvantages</td>
</tr>
<tr>
<td>TQ46B</td>
<td>School Climate/ About your job/ If I could decide again, I would still choose to work as a teacher</td>
</tr>
<tr>
<td>TQ46C</td>
<td>School Climate/ About your job/ I would like to change to another school if that were possible</td>
</tr>
<tr>
<td>TQ46D</td>
<td>School Climate/ About your job/ I regret that I decided to become a teacher</td>
</tr>
<tr>
<td>TQ46E</td>
<td>School Climate/ About your job/ I enjoy working at this school</td>
</tr>
<tr>
<td>TQ46F</td>
<td>School Climate/ About your job/ I wonder whether it would have been better to choose another profession</td>
</tr>
<tr>
<td>TQ46G</td>
<td>School Climate/ About your job/ I would recommend my school as a good place to work</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>TQ46H</td>
<td>School Climate/ About your job/ I think that the teaching profession is valued in society</td>
</tr>
<tr>
<td>TQ46I</td>
<td>School Climate/ About your job/ I am satisfied with my performance in this school</td>
</tr>
<tr>
<td>TQ46J</td>
<td>School Climate/ About your job/ All in all, I am satisfied with my job</td>
</tr>
</tbody>
</table>
ANNEXURE G: CODE BOOK FOR QUALITATIVE PHASE - INTERVIEWS

All current codes

HU: Ray Interview Analysis
File: [C:\Users\Guest\Desktop\ATLAS TI ANALYSIS RAYMOND\Ray Interview Analysis.hpr7]
Edited by: Super
Date/Time: 2017-06-19 20:49:10

A & F: Active and responsive feedback
Created: 2017-06-15 20:50:29 by Super
Modified: 2017-06-19 09:29:11
Quotations: 5
Comment:
This code defines active and responsive feedback gotten from teacher appraisal; internal.

A & F: External appraisal
Created: 2017-06-15 20:50:29 by Super
Modified: 2017-06-19 09:30:35
Families (1): Efficiency of appraisal and feedback on good teaching and teacher development
Quotations: 7
Comment:
This code defines teacher appraisal conducted by district and area offices

A & F: External feedback
Created: 2017-06-15 20:52:27 by Super
Modified: 2017-06-19 09:32:04
Quotations: 0
Comment:
This code defines feedback received by teachers based on their appraisal from district and area offices

A & F: Feedback
Created: 2017-06-15 20:50:29 by Super
Modified: 2017-06-19 09:32:34
Families (1): Efficiency of appraisal and feedback on good teaching and teacher development
Quotations: 0
Comment:
A general category for teacher feedback

A & F: Internal appraisal
Created: 2017-06-15 20:47:59 by Super
Modified: 2017-06-19 09:33:57
Families (1): Efficiency of appraisal and feedback on good teaching and teacher development
Quotations: 8
Comment:
This code is defined by internal teacher appraisal conducted by school leaders/managers in the school

A & F: Internal feedback
Created: 2017-06-15 20:52:27 by Super
Modified: 2017-06-19 09:34:07
Quotations: 0
Comment:
This code is defined by internal feedback received by teacher from school leaders/managers

A & F: Poor-state feedback
Created: 2017-06-15 20:50:29 by Super
Modified: 2017-06-19 09:35:46
Quotations: 5
Comment:
This code is defined as the state of feedback through external appraisal in the education system

CPTD: Awareness of SACE programme
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 09:38:55
Families (1): Impact of CPTD on teaching
Quotations: 0
Comment:
This code represents a code category for state of SACE PD programme in South Africa

CPTD: Challenges
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 09:40:20
Families (1): Impact of CPTD on teaching
Quotations: 0
Comment:
This code represents a code category for challenges in organising and attending Continual Professional Teacher Development (CPTD) in South Africa.

CPTD: Content training
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 10:14:19
Families (1): Impact of CPTD on teaching
Quotations: 11
Comment:
This code defines CPTD activities on content training

CPTD: Curriculum management & Leadership
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 10:14:55
Families (1): Impact of CPTD on teaching
Quotations: 6
Comment:
This code defines CPTD activities on curriculum management and school leadership

CPTD: Family responsibilities
Created: 2017-06-15 20:58:30 by Super
Modified: 2017-06-19 10:16:44
Families (1): Impact of CPTD on teaching
Quotations: 2
Comment:
This code defines challenges on family responsibilities on CPTD activities

CPTD: Finance
Created: 2017-06-15 20:58:30 by Super
CPTD: Lack of PD activities in some subjects
Created: 2017-06-15 20:58:30 by Super
Modified: 2017-06-19 10:18:15

Families (1): Impact of CPTD on teaching
Quotations: 1
Comment:
This code defines challenges on lack of PD activities in some subjects on CPTD activities

CPTD: Mentoring programme
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 10:19:51

Families (1): Impact of CPTD on teaching
Quotations: 3
Comment:
This code defines mentoring programmes as a CPTD activity

CPTD: PD activities
Modified: 2017-06-19 10:21:25

Families (1): Impact of CPTD on teaching
Quotations: 0
Comment:
This code represents a code category for Professional Development activities organised for teachers in South African secondary schools

CPTD: Pedagogical training
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 10:22:04

Families (1): Impact of CPTD on teaching
Quotations: 2
Comment:
This code defines pedagogical training as a CPTD activity

CPTD: Recommendations
Created: 2017-06-15 20:58:30 by Super
Modified: 2017-06-19 10:44:00

Families (1): Impact of CPTD on teaching
Quotations: 3
Comment:
This code represents recommendations for improvement offered by principals

CPTD: Short learning programmes
Modified: 2017-06-19 10:27:07

Families (1): Impact of CPTD on teaching
Quotations: 6
Comment:
This code represents professional development offered to teachers and principals offered in the form of SL-programmes.

**CPTD: State of SACE PD programme**
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 10:28:58

Families (1): Impact of CPTD on teaching
Quotations: 6
Comment: This code defines the state of CPTD by SACE in South Africa

**CPTD: Teacher attitude and preparedness**
Created: 2017-06-15 20:58:30 by Super
Modified: 2017-06-19 10:30:05

Families (1): Impact of CPTD on teaching
Quotations: 2
Comment: This code defines teacher attitude and preparedness towards CPTD activities or programmes.

**CPTD: Teacher induction**
Created: 2017-06-15 20:56:21 by Super
Modified: 2017-06-19 10:34:04

Families (1): Impact of CPTD on teaching
Quotations: 3
Comment: This code defines teacher induction as a CPTD activity

**CPTD: Teacher qualification**
Created: 2017-06-15 20:58:30 by Super
Modified: 2017-06-19 10:36:00

Families (1): Impact of CPTD on teaching
Quotations: 1
Comment: This code defines challenges on teacher qualification on CPTD activities

**CPTD: Teacher shortage**
Created: 2017-06-15 20:58:30 by Super
Modified: 2017-06-19 10:36:25

Families (1): Impact of CPTD on teaching
Quotations: 3
Comment: This code defines challenges on teacher shortage on CPTD activities

**CPTD: Time**
Created: 2017-06-15 20:58:30 by Super
Modified: 2017-06-19 10:36:56

Families (1): Impact of CPTD on teaching
Quotations: 5
Comment: This code defines challenges of time on CPTD activities

**CPTD: Workshops**
Leadership: Appointment/recruitment procedure
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:23:30
Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 1
Comment: This code defines appointment and recruitment processes for teachers

Leadership: Authoritative decision
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:24:17
Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 2

Leadership: Concensus decision
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:24:27
Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 5

Leadership: Decision-making
Created: 2017-06-15 21:07:31 by Super
Modified: 2017-06-19 14:24:32
Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 0

Leadership: Delegation of authority
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:24:39
Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 3

Leadership: Democratic decision
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:24:49
Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 3

Leadership: Personal/School timing
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:24:58
Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 2
Leadership: Policy informed timing
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:25:05

Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 1

Leadership: Relationship between SMT & SGB
Created: 2017-06-15 21:07:31 by Super
Modified: 2017-06-19 14:25:12

Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 8

Leadership: SMT & SGB make-up and functioning
Created: 2017-06-15 21:07:31 by Super
Modified: 2017-06-19 14:25:19

Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 14

Leadership: Time management
Created: 2017-06-15 21:10:23 by Super
Modified: 2017-06-19 14:25:26

Families (1): Guidelines on school leadership to improve teacher's working conditions and the school
Quotations: 5

Policies: Knowledge level
Created: 2017-06-15 21:18:34 by Super
Modified: 2017-06-19 10:40:08

Quotations: 8
Comment:
This code defines the level of knowledge of school principals on policies that pertains to the working conditions of teachers

Policies: Lack of induction on legal policies
Created: 2017-06-15 21:18:34 by Super
Modified: 2017-06-19 10:41:11

Families (1): Perceptions of school leaders on legal policies on teachers' working conditions
Quotations: 1
Comment:
This code defines 'no inductions on legal policies that concerns teachers' working conditions' during induction phases

Policies: Recommendations
Created: 2017-06-16 22:30:22 by Super
Modified: 2017-06-19 10:43:46

Families (1): Perceptions of school leaders on legal policies on teachers' working conditions
Quotations: 1
Comment:
This code represents recommendations for improvement offered by principals on usefulness of educational policies on teachers' working conditions

SC & JS: Acknowledgement of teacher's work
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 10:53:36
Families (1): State of school climate and job satisfaction
Quotations: 2
Comment:
This code defines acknowledgment of teacher's work in school climate and job satisfaction of teachers.

SC & JS: Collaboration
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 10:56:26

Families (1): State of school climate and job satisfaction
Quotations: 6
Comment:
This code defines collaboration in school climate and job satisfaction of teachers.

SC & JS: Communication
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 11:00:10

Families (1): State of school climate and job satisfaction
Quotations: 5
Comment:
This code defines communication in school climate and job satisfaction of teachers.

SC & JS: Counselling service
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 11:00:38

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines counselling service for teacher in school climate and job satisfaction of teachers.

SC & JS: General welfare; support
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 11:01:58

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines teacher welfare in school climate and job satisfaction of teachers.

SC & JS: Incentives
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 11:01:31

Families (1): State of school climate and job satisfaction
Quotations: 3
Comment:
This code defines incentives in school climate and job satisfaction of teachers.

SC & JS: Level of learner discipline
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 11:01:58

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines level of learner discipline in school climate and job satisfaction of teachers.
SC & JS: Mental attitude
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 11:02:33

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines mental attitude of teacher in school climate and job satisfaction of teachers.

SC & JS: Policy directive
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 12:23:02

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines policy directive in school climate and job satisfaction of teachers.

SC & JS: Praises
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 12:23:37

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines praises in school climate and job satisfaction of teachers.

SC & JS: Promotion
Created: 2017-06-16 01:28:31 by Super
Modified: 2017-06-19 12:28:01

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines promotion in school climate and job satisfaction of teachers.

SC & JS: Resistance
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 13:40:41

Families (1): State of school climate and job satisfaction
Quotations: 3
Comment:
This code defines resistance in school climate and job satisfaction of teachers.

SC & JS: Resource provisioning
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 13:41:02

Families (1): State of school climate and job satisfaction
Quotations: 3
Comment:
This code defines resource provisioning in school climate and job satisfaction of teachers.

SC & JS: Social justice/equity
Created: 2017-06-15 21:05:27 by Super
Modified: 2017-06-19 13:41:27

Families (1): State of school climate and job satisfaction
Quotations: 1
Comment:
This code defines social justice/equity in school climate and job satisfaction of teachers.

### SC & JS: Work allocation
Created: 2017-06-15 21:05:27 by Super

Families (1): State of school climate and job satisfaction
Quotations: 5
Comment:
This code defines work allocation in school climate and job satisfaction of teachers.

### T & L - Class visit
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:32:45

Families (1): Teacher perceptions on teaching and learning
Quotations: 3
Comment:
This code defines class visits as a strategy that improves teaching

### T & L - Classroom management
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:33:40

Families (1): Teacher perceptions on teaching and learning
Quotations: 2
Comment:
This code defines classroom management as an important aspect in teaching and learning

### T & L - Learner assessment
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:35:30

Families (1): Teacher perceptions on teaching and learning
Quotations: 3
Comment:
This code defines ways used in assessing learners

### T & L - Learner motivation and discipline
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:36:21

Families (1): Teacher perceptions on teaching and learning
Quotations: 5
Comment:
This code defines the state of learner discipline coupled with their motivation towards teaching and learning

### T & L - Over-emphasis of learners' right
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:37:48

Families (1): Teacher perceptions on teaching and learning
Quotations: 2
Comment:
This code defines the emphasis placed on learners' right in South Africa

### T & L - Parental support/involvement
Families (1): Teacher perceptions on teaching and learning
Quotations: 2
Comment:
This code defines prenental involvement and support in the schooling of their children

T & L - Poor system
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:39:41

Families (1): Teacher perceptions on teaching and learning
Quotations: 1
Comment:
This code is a category describing the poor education system in South Africa

T & L - Resources
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:40:31

Families (1): Teacher perceptions on teaching and learning
Quotations: 3
Comment:
This code describes resources used or needed for teaching and learning

T & L - Stand-alone school
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:43:15

Families (1): Teacher perceptions on teaching and learning
Quotations: 1
Comment:
This code belong the the category - poor system.

T & L - Students' learning time in after-school lessons
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:43:58

Families (1): Teacher perceptions on teaching and learning
Quotations: 1
Comment:
This code is used to represent teaching that happens in schools after normal school hours

T & L - Teacher motivation and discipline
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:36:51

Families (1): Teacher perceptions on teaching and learning
Quotations: 2
Comment:
This code defines the state of teacher discipline coupled with their motivation towards teaching and learning

T & L - Teaching strategy
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:45:04

Families (1): Teacher perceptions on teaching and learning
Quotations: 2
Comment:
This code represents the teaching styles/strategies used by teachers.

---

**T & L - Team work and accountability**
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:46:32

Families (1): Teacher perceptions on teaching and learning
Quotations: 1
Comment:
This code describes team work and accountability of the teacher.

---

**T & L - Time table**
Created: 2017-06-15 13:47:09 by Super
Modified: 2017-06-19 20:47:18

Families (1): Teacher perceptions on teaching and learning
Quotations: 2
Comment:
This code defines the use of time-table for managing teaching and learning.

---

**T & L: Class size**
Created: 2017-06-16 01:45:24 by Super
Modified: 2017-06-19 20:48:05

Families (1): Teacher perceptions on teaching and learning
Quotations: 1
Comment:
This code defines the class size in classrooms.

---

**T & L: Workload**
Created: 2017-06-16 01:46:57 by Super
Modified: 2017-06-19 20:48:42

Families (1): Teacher perceptions on teaching and learning
Quotations: 1
Comment:
This code describes the workload of a teacher.
ANNEXURE H: CERTIFICATE FOR STATISTICAL CONSULTATION

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Statistical Consultation Services
Tel: +27 18 285 2447
Fax: +27 0 87 231 5294
Email: monique.vandeventer@nwu.ac.za

4 September 2017

Re: Emekako, Raymond Usilefe

I hereby confirm that I have assisted Mr. Emekako, student number 25540106, with the statistical planning, analyses and interpretation of his PhD thesis in Education Management, School for Education Leadership Development, Faculty of Education & Training, Mafikeng Campus, with title: A framework for the improvement of the professional working conditions of teachers in South African secondary schools.

Kind regards

[Signature]

Prof Faans Steyn (PhD, Pr. Sci. Nat)
Statistical Consultant
Telesure Ln,
Riverglen,
Midrand, 2191.
01/09/17.

To whom it may concern

Re: Thesis: Emekako, Raymond Usilefe, Student

Number: 25540106

I confirm that Mr. Emekako, RU, student number 25540106, approached me for statistical consultation on his thesis titled, "A framework for the improvement of the professional working conditions of teachers in South African secondary schools". After an overview of the thesis proposal and the questionnaire used in gathering data, I have assisted with the statistical planning, analyses and interpretation of the results particularly to the cluster analysis - segmentation and models and ANOVA used.

Kind regards,

Ms Mahlodi Kgare (B.SC Stat.)

Data Analyst
ANNEXURE H: CERTIFICATE OF LANGUAGE EDITING

RUTH COETZEE
Accredited full member: Professional Editors’ Guild (PEG)
Plain language practitioner
Academic specialist

34 Heritage Village
Tzaneen 0850
Cell : 072 9339417
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25 October 2017

To whom it may concern

I am an experienced English language editor, accredited by the Professional Editors’ Guild, South Africa.

I hereby confirm that I have completed a language edit of the PhD dissertation by Raymond Emekako titled *A framework for the improvement of the professional working conditions of teachers in South African secondary schools*.

The work was edited to achieve

- clarity of expression and style;
- accuracy of grammar, spelling and punctuation.

The author was requested to attend to suggestions for improvement of the text, and is responsible for the quality and accuracy of the final document. References were not included in the language edit.

R Coetzee

Ruth Coetzee (Mrs)

[Professional Editors' Guild logo]

Ruth Coetzee
Full Member
National Treasurer (Interim)
Membership number: COE004
Membership year: March 2017 to February 2018

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