

Using Compelling and Effective Needs Assessment to promote the Efficacy of Educators at Correctional Centres in Limpopo Province



Nkarhi. E. Mathebula ¹ 

¹ Department of Education Studies, University of Limpopo, South Africa.

ABSTRACT

This paper explored compelling if needs assessment could be a contributing factor to the success of Adult and Community Education and Training programmes for offenders in Limpopo Province. This study used a qualitative research approach where a case study design was employed. The researcher used a Performance Analysis Model to frame our study. A total of fifteen (15) participants from Makhado, Polokwane and Thohoyandou Correctional Centres in Limpopo Province, South Africa were included in the study. Data was collected through document reviews and semi-structured interviews. The data was analysed using thematic analysis. The findings revealed that the term needs assessment is not commonly used in the correctional centres, hence there seemed to be confusion on how the IQMS/QMS processes are conducted. This study further revealed that educators' needs are not properly addressed. The findings showed inadequate monitoring of work is another factor that contributes to poor performance in the correctional centres, Although educators receive support, they are not satisfied since the needs of the past years were not addressed. It is recommended that policymakers develop workplace skills plans where all the employees' needs are recorded. Practitioners should also conduct needs assessments more frequently to allow the educators and centre managers to identify behavioural and educational gaps that exist. Researchers should conduct more research on the effectiveness of the monitoring plans of the department in ensuring that educators are equipped with the required skills. The study contributes to existing literature on education as a focal point for human development.

Correspondence

Nkarhi. E. Mathebula

Email:

nkarhi.mathebula@ul.ac.za

Publication History

Received: 6th June, 2025

Accepted: 4th November, 2025

Published online:

30th December, 2025

To Cite this Article:

Nkarhi E. Mathebula.

“Using Compelling and Effective Needs Assessment to promote the Efficacy of Educators at Correctional Centres in Limpopo Province.” *E-Journal of Humanities, Arts and Social Sciences* 6, no. 14 (2025): 4061 - 4070, <https://doi.org/10.38159/ehass.202561449>.

Keywords: Correctional centres, Adult and Community Education and Training programmes, educators, offenders, needs assessments.

INTRODUCTION

It is stated that one cannot fully understand a country until one has visited its prisons. According to Nelson Mandela, "a country should be judged by how it treats its lowest citizens, not its highest ones. South Africa treated its African compatriots who were imprisoned like animals. It is said that no one can truly know a nation until he has been inside its prisons. A nation should not be judged by how it treats its highest citizens, but its lowest ones- and South Africa treated its imprisoned African citizens like animals."¹

¹ Theodore F Sheckels, "The Rhetoric of Nelson Mandela: A Qualified Success," *Howard Journal of Communication* 12, no. 2 (2001): 85–99.

Regarding essential human rights, the twenty-first century signifies a lot of different things. The COVID-19 pandemic, which has afflicted us for more than a year, is mostly to blame for the opaque social period that the globe is currently experiencing. Men are equal insofar as equality is defined as the ability for every person to enjoy freedom equally, meaning that no one is ever freer than another.² But if someone breaks the law, their punishment is to be cut off from the community they were formerly a member of. "Their position in the social pyramid is diminished to the category of things where they are doubly excluded, hated, and massacred due to their status as offenders."³ The criminal is systematically humiliated and loses his citizenship, history, and name. Everyone has rights, including criminals, as stated in the UN Declaration of Human Rights according to the first rule for the treatment established by the Human Nations (Nelson Mandela Rules). Among these rights is the right to an education. A person who is denied their freedom is the focus of this study. The perpetrator's name is revoked, his history, and his citizenship, which himself is systematically mortified. The effectiveness of educators employed in correctional centres in the Province of Limpopo is discussed in this research as being influenced by persuasive and successful needs assessments.

LITERATURE REVIEW

Since 1994, when the South African government made the transition to democracy, new laws and policies have been put into place to support and validate its place in the process of growth and change. Accordingly, the democratic era has brought about certain changes to the South African educational system.⁴ It argues that if the Adult Education policy had been implemented, South Africa could have achieved a lot more in this area since the country's democratic transition in 1994.

One important component of correctional facilities' therapeutic mission is education. For offenders who experience exclusion both before and after entering the penitentiary system, this function of correctional centres may serve as a stepping stone on the road to inclusion.⁵ Programs that are pertinent and useful can help offenders make the most of their sentences, fill in knowledge and skill gaps, increase employability, and alter their own attitudes and perceptions so they can better understand the causes and effects of their actions.⁶

For the government to provide suitable programs for offenders, teachers must continue their professional development. All educators in South Africa must complete professional development, which is the mainstay of their professional education, and obtain the required certifications before they can be employed as qualified teachers.⁷ Even if they have degrees in education, at times they need to continue their professional development to improve their teaching skills.

Several changes have been made to education since South Africa's democratic government was established in 1994. These changes include learning the new curriculum, putting new assessment techniques into practice, and instructing students from diverse racial and cultural backgrounds.⁸ This demonstrates how important professional development programs are to helping educators adapt to the demands of changing curricula. To meet the professional needs of educators, the Department of Basic Education offers initiatives including Continuing Professional Teacher Development (CPTD) and an Integrated Quality Management System (IQMS). Therefore, it's critical to assess educators' requirements to determine the kind of support they require. It is best to carry out this kind of needs assessment before initiating any professional growth. The evaluation of professional development demands helps to guarantee that money and time invested in professional development are not wasted.

² Owusu-Ansah Agyapong and Patrick O Bobbie, "The Design of an Expert System for Domain Knowledge Engineering and Decision Making: A Case Study in the Criminal Justice System," *International Journal of Software Engineering and Knowledge Engineering* 8, no. 01 (1998): 21–33.

³ D.C. Onofre, *The Modern Nations in historical perspective*. (New-Jersey. Prentice-Hall, 2006).

⁴ Department of Higher Education and Training, *White Paper for Post-School Education and Training* (Pretoria: Government Printers, 2012).

⁵ David N Aspin et al., *International Handbook of Lifelong Learning*, vol. 6 (Springer Science & Business Media, 2012).

⁶ Aspin et al., *International Handbook of Lifelong Learning*.

⁷ Department of Basic Education., *Report on South African Educational Matters*. (Pretoria. : Government Printers., 2007).

⁸ N Boaduo, "School-Based Continuing Professional Teacher Development: A Study of Alternative Teacher Development Initiative in the Eastern Cape," in *The African Symposium*, vol. 10, 2010, 75–83.

Teachers are expected to carry out these duties as part of their job descriptions and designated roles to develop responsible, well-rounded individuals with beliefs and behaviours that are acceptable in society. It could be difficult to determine whether an educator can carry out the job effectively without first performing needs assessments. The purpose of this study is to demonstrate the importance of needs assessment in the success of programs for adult offenders' adult and community education and training. The research results used to assess the adult and community education and training programs for offenders in the province of Limpopo serve as the basis for this report.

THEORETICAL FRAMEWORK

A study on needs assessments can be framed using a variety of frameworks, such as the Needs Analysis Model, Performance Analysis Model, South African Excellence Model, and Total Quality Management (TQM) framework. To structure this investigation, a performance analysis model was used. This model states that describing past, current, and future performance gaps is the first stage in assessing an educator's performance.⁹ In this case, the performance of the educators is evaluated by contrasting their prior work with their present work and what is necessary for the position. This will be able to ascertain whether they are making improvements. The outcome will forecast the future performance of educators and show whether their performance is declining or increasing. Determining a person's professional development needs is the first stage in the process. This involves identifying the knowledge or skill areas that a person needs to work on to improve their productivity as an individual or as a group. An assessment of an individual's professional needs aids in determining whether those needs are satisfied and, if not, what additional training is required to close the gap. A professional development requirements assessment shows whether there is a need for professional development and, if so, what kind of professional development is needed to fill the gap.

Finding the gap between what is now in place and what is required, both now and in the future, is the aim of performance assessments. Gaps can arise from variations in the job performance of educators today compared to the expectations of the organization, as well as from variances in the needed competencies and skills. Clarifying educators' medium- and long-term needs is aided by identifying their present needs. This indicates that there are needs among educators that can be met through intervention. Some needs, such as how to support students who encounter learning difficulties, may be addressed over time if the gap is, for instance, the failure to apply various evaluation methods in the classroom.

METHODOLOGY

As part of a qualitative research approach, the study employed a case study research design. Since the study was intended to be a tool for informing various stakeholders, including policy makers, researchers, and practitioners, the researchers decided to conduct a single-instrument case study. Due to its versatility, a single case study can be used to explore and analyse more complicated situations and experiences that might not have a clear conclusion.¹⁰ According to Cohen and Crabtree, researchers must be able to record real-life experiences, which are unique to each individual and must be captured when other types of data are gathered to address concerns of personal meaning.¹¹ A case study was used to describe the phenomenon within which it occurred. The researchers found the design helpful in understanding the participants' different viewpoints

Sampling

Fifteen (15) participants were chosen for this study through purposeful sampling, which included six (6) learners, six (6) educators, and three (3) centre managers. The researchers adhered to the general guideline in qualitative research, which states that samples should be taken until acquiring new insights or learning anything new ceases.¹² These participants were selected because they would offer insightful commentary

⁹ W.J. Rothwell, *Human Performance Improvement*. (London. : Routledge., 2007).

¹⁰ Robert K Yin, *Case Study Research: Design and Methods*, vol. 5 (sage, 2009).

¹¹ Deborah Cohen and Benjamin Crabtree, "Qualitative Research Guidelines Project," 2006.

¹² Elmusharaf, Khalifa et al. "Participatory Ethnographic Evaluation and Research: Reflections on the Research Approach Used to Understand the Complexity of Maternal Health Issues in South Sudan." *Qualitative health research* vol. 27,9 (2017): 1345-1358. doi:10.1177/1049732316673975

on the research as they were members of the Adult and Community Education and Training program for offenders in the Province of Limpopo. The following criteria were used to choose the participants: the instructors were employed by the correctional centre where the program is delivered, and the Centre Managers were chosen according to the length of time they had been running the program.

Data Set Construction

Data was constructed through four data sets as follows:

Dataset 1: Information on policies, administrative papers, assessment tasks, announcements or official notices was gathered to create data on the policies directing the programs.¹³ In a case study, information from documents is crucial since it bolsters evidence from additional information sources. Examining the policy paper regarding adult and community education and training programs for offenders was crucial for the researcher. Going through the documents was necessary to comprehend the ACET program preparations. Supporting and advancing research was the other justification. Additionally, this was done to lessen the challenges that qualitative researchers face daily. Information regarding ACET programs for offenders was gathered from already-published documents. It concentrated on the kinds of programs provided, the areas of study, the amount of time allotted for classes, the resources for teaching and learning, and evaluation.

Dataset 2: Semi-structured interviews were conducted with a sample of learners. Semi-structured interviews were conducted in order to find out what the learners thought of the ACET programmes that were provided to them inside the correctional centres. The students provided their own suggestions in an effort to generate concepts about how to make the programmes better.

Dataset 3: Educators of the ACET programme were questioned to gain information about their backgrounds, degrees, training, pay, employment, staffing, amount of time allotted for classes, curriculum, student study techniques, funding, and other difficulties they face when instructing the programme.

Dataset 4: To determine how well the centre managers understood the programme's impact on their learners, one-on-one interviews were conducted. The identification of contributing elements to learners' poor performance was the other motivation behind this action.

Data analysis

Interpreting the data gathered during the entire data collection procedure was the process of data analysis. By classifying the data and analyzing it, looking for reoccurring patterns to ascertain the significance of pertinent information, the data was made more manageable. The researchers coded each unit into as many categories as they could at first. As the research progressed, the data were added to or improved upon existing categories; if this wasn't possible, new categories were developed.

The data collected from documents were thematically summarized through the following steps:

Getting acquainted with data

This initial stage is essential because it establishes the framework for further study. Since it was crucial that the researcher comprehend the interaction's substance and become acquainted with every facet of the data, the preliminary ideas were noted down and documented.

Producing first codes

After becoming acquainted with the data, the researchers began to recognize preliminary codes, or aspects of the data that seemed intriguing and significant. While indicating the context of the interactions, these codes are more precise than themes.

¹³ R. K. Yin, *Case Study Approaches. Design and Methods* (Beverly Hills, 1994).

Looking for recurring themes

At this point, the researchers made the decision to combine, divide, improve, or eliminate the basic themes. Article data should make sense together, with a distinct and easily recognizable.

Producing the report

By employing striking examples that are relevant to the topics, research question, and literature, the researchers turned their study into an understandable piece of writing. The analysis's findings were presented in the report in a way that persuaded the reader of their value and soundness. The researchers made sure the report addressed the study question and presented an analysis backed by actual data, rather than just providing a description of the themes.¹⁴ Semi-structured interviews were also used to collect data. Thematic analysis was used to examine the themes that emerged from the grouping of participants. More analysis of the data allowed for the emergence of categories and trends, which made the data easier to handle. By comparing one unit of data with another, the researchers employed cross-case analysis to find recurrent patterns in the data that would allow them to classify the data.

Ethical Considerations

Since this study was carried out in one of the National Department of Correctional Services' correctional facilities, permission was requested, with reference number (TREC/49/2019:PG), and permission to conduct research was granted by the Turfloop Research Ethics Committee (TREC). The researcher has made sure that the information shared with one participant was not shared with the other. Every piece of information that was collected from the participants was kept private. The researcher asked the research assistant to help with the transcription of the data and to oversee the use of the voice recorder during data collection.

PRESENTATION OF FINDINGS

The researcher sought to concentrate on the themes and the connections indicated by the classification scheme instead of scrutinizing every sentence or word within the data. If the data isn't arranged into categories, it will be nearly impossible for the researcher to understand and analyze it. The results are organized in this section according to the primary research question and study objectives, using themes and categories that are derived from the data that was gathered. The results are arranged into the following three major categories: (1) Professional growth is necessary; (2) progress is tracked; and (3) providing support.

In addition to developing a protocol for this study, the researchers aimed to produce a model that would assist other researchers in the future who might need to develop similar protocols for their own investigations. To determine whether the data collected was as full as possible, it is crucial to understand the kinds of instruments that were employed. Earlier on, a thorough research design that comprised methods for gathering and analyzing data, as well as research objectives, was created to strengthen the study's legitimacy.

Theme 1: Need for professional development workshops.

The primary theme that arose from the information gathered from the educators was the necessity of professional development seminars. The researchers found four (4) sub-themes within this theme.

Subtheme 1: Using Integrated Quality Management (IQMS) to evaluate the requirement for professional development. The participants were asked the following question: Have you ever been assessed to determine your professional development needs? Through this question, the researchers wanted to establish how much educators understood the concept of needs assessment. It was important for the researchers to know whether the concept was used in correctional centres or not, since it was the focus of the study. Five (5) participants indicated that their needs had been assessed through the IQMS. These five participants were coded as E1, E2, E3, E4, and E5. The four (4) participants responded as follows:

¹⁴ Victoria Clarke and Virginia Braun, "Teaching Thematic Analysis: Overcoming Challenges and Developing Strategies for Effective Learning," *The Psychologist* 26, no. 2 (2013).

This is what (E1) said:

“My professional development needs have been assessed through IQMS. I had a meeting with my Development Support Group (DSG) who identified my needs.”

One can see from the above extract that some educators' needs were assessed.

This is what (E2) said:

“I can say yes, I have been assessed through IQMS, I also did a self-evaluation.”

This is what (E3) said:

“I have been assessed through IQMS.”

The above questions required participants to provide simple responses to check whether they had been assessed or not. It is clear from the above responses that educators' needs were assessed.

Of the five (5) participants, E4 and E5 indicated that their needs had never been assessed. Below are extracts from the two educators:

This is what E4 said:

“My needs have never been assessed by anyone; however, I have identified them and nothing has been done to address my needs.”

This is what E5 said:

“My needs have never been assessed by the department officials.”

Sub-theme 2: Skills that an educator in a correctional centre should possess

The goal of the study was to determine what abilities a teacher should have when working with criminals. The participants were assigned the codes E1, E2, and E3 based on this concept. The following question was posed to the participants: What abilities do you believe educators need while working with offenders? The most frequent comment from educators was that teachers who work with offenders should be knowledgeable about andragogy and know how to instruct adults.

Below is an extract from (E1)

“Educators in this environment should have a heart with adults and be able to understand that adults do not learn the same way as children.”

This is what (E2) said:

“Educators teaching offenders should understand the stress of being away from their loved ones for a very long time.”

(E3) said:

“Educators teaching in a correctional facility should be committed to teaching adults and be knowledgeable about adult education.”

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

From this sub-theme, the participants were asked: What kind of professional development intervention have you received? (E3) indicated he attended workshops arranged by the correctional centre which were meant to address their professional needs. This is what (E3) said:

“I have received support on conflict resolution which was one of the needs I had Identified. I had also identified financial management, but I had not received support for it.”

Sub-theme 4: Support provided by centre managers

The researchers wanted to find out from participants the role of the centre managers in supporting their professional development. The participants were coded as E1, E2, and E3. The question to this end was: Have you received professional development support? E1- E3 indicated that they had received support from their centre managers.

This is what (E1) said:

“I have received professional development support from my centre manager.”

“My centre manager could visit me in class as way of showing support.”

This how E2 responded:

“My centre manager assisted me by identifying my needs and by giving me support.”

This is how E3 answered:

“I did not attend any workshop focusing on skills that I had identified, the only workshops I attended were for CAPS. I need a workshop on sports and computer literacy.”

From the above extracts, organized workshops were focused on broad topics that could not meet the needs of an individual educator. The researchers are of the view that this could be a contributing factor to the poor performance of these adult learners who are incarcerated.

Theme 2: Monitoring Improvement

After analysing data collected from centre managers, monitoring improvement came up as the main theme. The centre managers are responsible for monitoring how the programme performs. The centre manager is faced with the responsibility of ensuring that all systems, processes, and manpower are gradually transformed and improved. It is also the responsibility of the centre managers to support and see to it that educators under their supervision are professionally developed. The participants on this theme were coded as C1, C2 and C3 accordingly: During the interviews with centre managers, the other two (2) sub-themes emerged:

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

The question which has brought about this sub-theme was: How do you conduct individual needs assessment to identify the professional development of educators in your facility? The centre managers indicated that they conducted a needs assessment in line with the IQMS. Below are the responses from centre managers:

This is what C1 said:

“We implement IQMS, which enables us to identify and analyse individual needs in the centre. My role is to motivate and monitor that educators implement IQMS because it is for their professional development”

This what C2 said:

“Educators fill in the Personal Growth Plan forms where they record prioritized areas in need of development”.

“We assess educators through IQMS and I think it is working for us”

From the data collected it transpired that filling the Personal Growth Plan forms is the only tool they used to identify and record educators' needs.

Sub-theme 2: Negative attitude towards change

An educator with a negative attitude may not participate well in the educational activities of the centre. The participants were asked to respond to this question: What are the results of the non-provision of professional development among educators? Two (2) centre managers felt educators may have negative attitudes towards change if their needs are not identified and they are not provided with professional development. This is what C3 said:

“If educators do not attend professional development interventions and learn about new changes in the curriculum, they can have a negative attitude. Some educators may stick to old methods of teaching and thus become reluctant to use methods of teaching that are recommended in the new curriculum”

“Professional development helps educators to be confident in their teaching. They can meet other educators and get to know how to deal with some issues related to their teaching”

Centre managers indicated that it is very difficult to work with educators with negative attitudes. The participants also noted that an educator with a negative attitude towards change may be left behind and not learn about the new changes, especially in the context of rapid curriculum changes that take place in South Africa.

Theme 3: Providing Support

This theme emerged from the data collected through observation of the DSG meetings in three correctional facilities. The researchers observed the post-evaluation meetings due to the fact that the meetings discussed the professional needs of an educator, which is the main focus of this study. The researchers' intention was to observe how the DSGs identified the educators' needs. After collecting and analysing data, two (2) sub-themes emerged under theme three (3)

Sub-theme 1: Provision of feedback

Feedback allows for the identification of strengths and weaknesses and causes of performance gaps. The researchers observed three meetings in three facilities.

Sub-theme 2: Exposition of the purpose

The chairpersons of the three correctional centres outlined the purpose of their meetings. The chairpersons indicated that the purpose of their meetings was to discuss the purpose of the educator. The researchers felt that the main purpose of the meetings was to discuss and provide feedback on all performance standards as prescribed in the IQMS manual. The researchers observed that educators had limited knowledge about the importance of post-evaluation meetings.

DISCUSSION

The evidence gathered from this research rips apart an old social myth that the most effective educators in correctional centres need no help, thereby showing that their performance is hugely dependent on the availability and efficacy of a well organized needs assessment process. As already suggested in literature, the results of the study reiterate the point that not identifying and meeting educators' needs on a formal level leads to a double decrease of teaching quality and learner outcomes. The participants emphasized that “needs assessment” is a term that is seldom uttered in correctional settings and that the lack of it is mirrored in the fact that educators have little knowledge of the IQMS. This void indicates a more significant systemic problem without a framework for evaluating educators' skills, abilities, and developmental needs, it becomes almost impossible to match professional development to actual needs.

When viewed under Vroom's Expectancy Theory lens, the data echoes the viewpoint that educator's output is not due only to their intrinsic characteristics and capabilities but also to the degree that the institutional environment offers them the tools, transparency and assistance that make it possible

for them to take up motivated, goal oriented decisions.¹⁵ The report of centre managers and staff about their continually unmet needs points to lack of clear professional development standards and that there is still obscurity regarding what the department should prioritise most. In addition to that, poor job supervision was identified as the main reason why teaching and learning were less than optimal, thus exposing the most noticeable gap between the policy driven intentions of IQMS and its ground level realization in classrooms.

While nominally, IQMS was in place, the participants recounted that they experienced insufficient monitoring, weak follow up, and lack of continued support in short, all the conditions that, in the end, defeated the purpose of IQMS. Some educators may have vouched for the support they received, but the fact that unresolved issues from previous cycles were still lingering unaddressed suggests that oversight processes are not sufficiently proactive or continuous. In short, the conversation is most revealing of the fact that in the absence of systematic needs assessment, regular monitoring, and focused professional support, the educators in correctional centres find themselves incapable of meeting the performance levels set by policy, thus implying that the quality of educational provision for incarcerated learners is being limited.

CONCLUSION

This research has revealed that a well-structured and highly effective needs assessment is the main factor that influenced teacher effectiveness in correctional centres, especially within Adult and Community Education and Training (ACET) programmes in the Limpopo Province. The study adopted the Performance Analysis Model as a guide, and the results showed that in general, teachers did not understand well the needs assessment procedures because IQMS/QMS instruments were not only implemented irregularly but also superficially, leading to fragmented professional development and ongoing performance gaps. Respondents admitted that their professional needs ranging from andragogical skills to psychosocial competencies were neither assessed nor they had been catered for through generic workshops which did not address the real needs. The research also revealed that the lack of proper supervision, the inadequacy of the feedback mechanisms, and the absence of personalized support contributed to the negative change related attitudes of educators, also resulting in their reduced skills and lowered instructional quality. Hence, the data collectively point out that without well organized, provision driven needs assessments, educators in correctional institutions will continue to lack the necessary skills to make adult education a powerful tool for offender rehabilitation and reintegration. Accordingly, the report posits that it is imperative to not only improve educators' performance through the implementation of better needs identification mechanisms but also to realise the return of correctional education to its core rehabilitative and humanising functions in the country.

RECOMMENDATIONS

From the evidence, this research makes recommendations to the Department of Correctional Services to work in partnership with the Department of Basic Education toward institutionalizing a well-planned, ongoing needs assessment model, which is not just about IQMS compliance but rather a holistic professional development framework based on the Performance Analysis Model. Correctional centres need to put in place unambiguous procedures for the identification of the past, present, and future competency gaps supported by annual workplace skills plans that would not only document but also track and respond to the educators' developmental needs. The professional development of educators should be based on individual needs, be location specific, and correspond to the requirements of adult learning in correctional institutions, especially in areas like andragogy, conflict management, curriculum adaptation, psychosocial support, and assessment literacy.

BIBLIOGRAPHY

Afshari, Mojgan, Kamariah Abu Bakar, Wong Su Luan, Bahaman Abu Samah, and Foo Say Fooi. "School Leadership and Information Communication Technology." *Turkish Online Journal of Educational Technology-TOJET* 7, no. 4 (2008): 82–91.

¹⁵ V.H. Vroom, *Work and Motivation*. (San Francisco. Jossey-Bass, 1964).

- Agyapong, Owusu-Ansah, and Patrick O Bobbie. "The Design of an Expert System for Domain Knowledge Engineering and Decision Making: A Case Study in the Criminal Justice System." *International Journal of Software Engineering and Knowledge Engineering* 8, no.01(1998): 21–33.
- Albirini, Abdulkafi. "Teachers' Attitudes toward Information and Communication Technologies: The Case of Syrian EFL Teachers." *Computers & Education* 47, no. 4 (2006): 373–98.
- Aspin, David N, Judith Chapman, Michael Hatton, and Yukiko Sawano. *International Handbook of Lifelong Learning*. Vol. 6. Springer Science & Business Media, 2012.
- Babbie, E.R., and J. Mouton. *Research in Practice: Applied Methods for Social Sciences*. . London. : SAGE., 2001.
- Boaduo, N. "School-Based Continuing Professional Teacher Development: A Study of Alternative Teacher Development Initiative in the Eastern Cape." In *The African Symposium*, 10:75–83, 2010.
- Bosher, S., and K. Smalkaski. *The Organisation and Planning of Adult Education*, 2002.
- Cakir, Recep, and Ozgen Korkmaz. "The Effectiveness of Augmented Reality Environments on Individuals with Special Education Needs." *Education and Information Technologies* 24, no. 2 (March 15, 2019): 1631–59. <https://doi.org/10.1007/s10639-018-9848-6>.
- Chaudron, L., C. J. Doughty, Y. Kim, D. K. Kong, V. G. Lee, and K. Lurano. *Second Language Educational Experience for Adult Learners*. Cambridge: Cambridge University Press, 2005.
- Clarke, Victoria, and Virginia Braun. "Teaching Thematic Analysis: Overcoming Challenges and Developing Strategies for Effective Learning." *The Psychologist* 26, no. 2 (2013).
- Cohen, Deborah, and Benjamin Crabtree. "Qualitative Research Guidelines Project," 2006.
- Department of Basic Education. *Report on South African Educational Matters*. . Pretoria. : Government Printers., 2007.
- Department of Higher Education and Training. *White Paper for Post-School Education and Training*. Pretoria: Government Printers, 2012.
- Elmusharaf K, Byrne E, Manandhar M, Hemmings J, O'Donovan D. "Participatory Ethnographic Evaluation and Research: Reflections on the Research Approach Used to Understand the Complexity of Maternal Health Issues in South Sudan." *Qual Health Res.* 27 no.9 (2017):1345-1358. doi:10.1177/1049732316673975
- Kirk, Jerome, and Marc L Miller. *Reliability and Validity in Qualitative Research*. Vol. 1. Sage, 1986.
- Kusumoto, Yoko. "Needs Analysis: Developing a Teacher Training Program for Elementary School Homeroom Teachers in Japan," 2008.
- Onofre, D.C. *The Modern Nations in historical perspective*. New-Jersey. Prentice-Hall, 2006.
- Richerich, René, and Jean-Louis Chancerel. "Identifying the Needs of Adults Learning a Foreign Language.," 1978.
- Rothwell, W.J. *Human Performance Improvement*. . London. : Routledge., 2007.
- Sheckels, Theodore F. "The Rhetoric of Nelson Mandela: A Qualified Success." *Howard Journal of Communication* 12, no. 2 (2001): 85–99.
- Silverman, D. *Qualitative Research: Theory, Method and Practice*. London: SAGE, 2001.
- Vroom, V.H. *Work and Motivation*. San Fransisco. Jossey-Bass, 1964.
- Yin, Robert K. *Case Study Approaches. Design and Methods*. Beverly Hills, 1994.
- _____. *Case Study Research: Design and Methods*. Vol. 5. sage, 2009.

ABOUT AUTHOR

Nkarhi E. Mathebula holds a PhD in Adult Education. Presently engaged with the University of Limpopo as a Senior Lecturer in the field of Adult Education.