

**STAFF DEVELOPMENT IN SECONDARY SCHOOLS  
IN THE ESHOWE DISTRICT**

**BY**

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## **ABSTRACT**

The study focuses on staff development in secondary schools in the Eshowe District in order to examine its effectiveness. The aims of the study were as follows:

- To determine the nature of staff development;
- To determine whether staff development is there at secondary schools in Eshowe District;
- To examine the staff development practices in Eshowe District and
- To provide recommendations regarding the improvement of staff development programmes and to suggest methods on how schools should initiate staff development programmes.

Survey method was used to gather the information. A 50 item questionnaire on provision of staff development were given to 15 high schools' principals of Eshowe District as a way of collecting data about staff development. The Eshowe District was divided into five circuits during the time of investigation. Three principals in each circuit were chosen randomly.

The study identified the following areas: time constraints for staff development; staffing of schools; several departmental workshops and curriculum transformation.

The conclusion drawn from the study was that staff development was ineffective in most secondary schools. In the light of the findings from the study the investigator suggested several recommendations.

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**DEDICATION**

This work is dedicated to my mother Mellina (MaMthembu) Ngidi who provided me with love and support throughout my studies. Her sacrifices and perseverance were a great contribution to my education as a whole. May the Almighty God be with her throughout her life.

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# **CHAPTER 1**

## **ORIENTATION**

### **1.1 Introduction**

The teaching profession like all other professions lends itself to the use of knowledge to ensure ongoing growth and relevance. It is essential for the educators to improve their current knowledge in order to meet new demands of the curriculum, namely, content, teaching methods, instructional material and varied learner-centred activities.

In this respect each school manager has the challenge to regard continual professional development as being essential for educational renewal as well as for effective performance.

Staff development, which is the theme of the study, is a concept used to refer to all processes which are undertaken to assist, guide and inform staff regarding needed improvements and acquisition of job-related knowledge and skills. In this chapter attention is given to:

- the statement of a problem
- purpose of study
- assumptions
- methods of investigations and
- definition of concepts.

### **1.2 Statement of a Problem**

Staff development is essential because it improves the educators' performance in schools.

In the absence of staff development in schools, the problem that might occur is deterioration of teaching and learning or poor examination results.

Staff development is the important ingredient which determines the success of the school by improving educators' knowledge, skills and adaptation. Educators do not have to rely on the qualifications for their performance. They have to develop themselves continually by improving their knowledge and skills. According to Cawood and Gibbon (1985:12) "a person is never too old to learn". Therefore, educators should learn continually to update their existing knowledge.

Training provided by the external agencies do not always meet the needs of a particular school, unless they are related to the specific needs of the school. It is logical for the staff development to be school-based, because that is where teaching and learning take place, and where needs deficiencies are experienced. This makes it necessary for the school heads to plan opportunities to develop the human resource so that it becomes effective and constructive.

Changes in any organisation depend on the ability of leaders to inspire, mobilise and prepare members of their own organisations to do things differently and proficiently. The majority of educators are likely to remain in their current positions without moving up the career ladder, because they are demotivated by slow salary increase and may forget that they should remain relevant to the changing requirements of the curricula.

For years educators were better educated than general population. Now there are many changes that have taken place. There is a shift from old curriculum to new curriculum called curriculum 2005 or its variant. This needs educators to be retrained. Such educators can no longer rely on initial training and certification. Staff development then should be seen as a professional inspiration renewal within each school. Cawood and Gibbon (1985:18) also justify that staff development programme is one of the methods of stimulating professional development, therefore leaders should take this opportunity to renew their staff through staff development.

At present the educational authorities have recognised vast numbers of uncertificated educators as well as those educators who are under-qualified. There are also fraudulent cases of individuals who acquire forged certificates. They may be assumed to be qualified educators who continue in employment.

It is, therefore, essential that the schools should have training opportunities available for all educators. But there is also a need to eliminate and sort out the rot.

This study looks at staff development needs, types of staff development programmes and the mode of conducting staff development.

### **1.3 Purpose of Study**

The following are the objectives of study:

- \* To determine nature of staff development
- \* To establish the existence of staff development programmes at secondary schools in Eshowe district.
- \* To examine the nature of staff development practices in Eshowe district.
- \* To provide findings and recommendations regarding the improvement of staff development programmes the methods on approaches to be used.

### **1.4 Assumptions**

The student assumes the following:

- \* There are many schools that do not have formal staff development programmes.
- \* Most educators develop themselves through external institutions.
- \* The concept of school based staff development is something unfamiliar to both educators and management personnel.

## **1.5 Method of Investigation**

### **1.5.1 Review of Literature**

The investigator conducted a literature survey to gather information on staff development from relevant literary source. The relevant research questions emerging from literature study have served as the basis of empirical investigation.

### **1.5.2 Empirical Investigation**

A questionnaire was formulated and administered to principals.

## **1.6 Data Analysis**

Statistical analysis was employed in this study. The data will be presented by way of analysing, distribution of frequency, intensity and percentages calculated .

## **1.7 Definition of Concepts**

### **1.7.1 Staff Development**

Peterson as cited by Burke, et al, (1990: XI) defines staff development as a process to foster personal and professional growth of individuals at work. Staff development is an on-going process which helps educators to cope with innovations within the education process as well as to bring about needed changes. Therefore, staff development improves performance.

### **1.7.2 Development**

Burke (1987:XI) defines development as a continuous improvement which occurs via many avenues, including expansion, advancement, maturation, eloboration, conversion, involvement and progression. This means that learning itself is not usually enough

Therefore teacher development incorporates both education and training. Staff development should then be understood as on-going process of professional socialization.

## **1.8 Conclusion**

In this introductory chapter attention has been given to the statement of problem, purpose of study, basic assumptions, method of investigation, and definition of concepts. The next chapter provides a review of relevant literature.

## **CHAPTER 2**

### **2. REVIEW OF LITERATURE**

#### **2.1 Introduction**

School teachers experience professional development needs. It is, therefore, essential that each school design its own development programme based on its own needs. Current educational literature emphasises the importance of staff development in schools.

This chapter focuses more on staff development, especially in secondary schools. Furthermore, challenges facing school management as well as educators are identified.

#### **2.2 Making Sense of Staff Development**

According to Lynch as cited by Nkosi (1996:10) no staff members and no group of the staff could continue to maintain the professional effectiveness without continually updating competence and knowledge. Staff development is therefore meant for school improvement and professional growth.

Ballantine as cited by Nkosi (1996:11) says that the desire for change is a matter for the professional integrity of an educator. The educator needs to insist on doing what is educationally, professionally right for his or her job.

The school principals face the challenge to develop strategies to prevent educators' stress and burnout by providing staff development and other forms of intervention. They need ideas, supports and tools to implement new initiatives at school (Nkosi 1996:2).

Rebore (1982:159) states that change is a constant occurrence in contemporary society. As an organisation the school needs qualified managers, educators and support personnel

to meet the challenges of promoting change. As challenges become more complex, staff development becomes important.

Staff development is concerned with changing the behaviour of educators. The importance of staff development is that educators could be engaged in activities that will improve teaching and learning.

Rebore (1982:160) further states that today it is literally impossible to enter any profession and remain in it with skills basically unchanged. Therefore staff development is desirable as an activity to which the school has to pay serious attention.

### **2.3 Staff Development and In-service Training**

The origin of in-service training (INSET) is rooted in the assumption that a trained educator is not a finished product of the learning process. In-service training is intended to support and assist professional development of educators. It is the opportunity given to educators to expand their knowledge and improve their teaching skills. New knowledge is discovered and new techniques and approaches are developed almost everyday.

The terms 'in service education' and 'staff development' are sometimes used interchangeably. However, they do not refer to the same thing. In-service education may encompass more than one session of staff development. Its goal is to provide specific information to the staff (Routman 1994:462). On the other hand staff development calls for continuity rather than one-off experience.

Routman (1994:462) defines staff development as an on-going programme that focuses on specific needs, for example of the district office staff, the students and the educators. Staff development provides not only information but the time to process and integrate knowledge and practice. The goal of staff development is improvement of conditions, whether it is the climate of the school or skills of the educators.



School-based staff development in certain literature is termed as school-based in-service training . This means those activities which are planned and practised within the school by the staff and for the staff professional knowledge and skills (Oldroyd et al 1984:14).

Some activities may be associated with staff development, but serve no purpose in developing the staff. The example of such activities can be the staff meetings for discussing school needs other than developing the staff.

## **2.4 Needs for Staff Development**

Despite the fact that educators are properly qualified, it is the responsibility of the school to provide his or her staff with internal in-service training opportunities. Changes in education demand new skills and attitudes for the educators.(N.S.D.C 1995,97).

### **2.4.1 Organisational Needs**

It is imperative school managers should make sure that training is not given for the sake of training. Unless training in schools is based on proper needs analysis with a specific purpose and aim in mind, training will have severe negative effects. The training should start with the school or organisation as a whole, then the various departments' sub groups and then with the individuals.

By analysing strengths, weaknesses, opportunities and threats, or SWOT analysis organisational needs can be determined. The aim of SWOT analysis is to identify problems ( strengths, weaknesses) in each area such as in teaching, staff development, sports activities, physical facilities, marketing and financing. Analysing the needs will also help to identify the threats that might disturb the running of the organisation and the use of opportunities the organisation might have. These needs are as sketched here under:

a) Need for Productivity

Specific educators may not meet the standard of work performance that is expected of them. This failure results in low productivity or poor output, which might be the result of lack of adequate training. Other factors like the ineffective leadership style of the principal or head of department or lack of information or guidance can cause educators to perform below the required standard. Such problems highlights the need of staff development programme at an institution.

b) Lack for Supervisory Skills

Poor supervision might be the result of insufficient training. Some educators in management positions lack management training or qualifications. Staff development for senior educators especially in management positions are required for such role functionaries are to perform adequately.

c) Need for Co-ordination Skill

If the principal identifies lack of co-ordination, he or she needs to develop the cause. This may for call for coaching which will enable the deputy principal and/or heads of departments to acquire the necessary skills, including skills in communication.

d) Need for Discipline

Lack of discipline in schools causes complaint from the parents and the community at large because this affects the quality of service schools provide to the community. The parents always want to see effective teaching and learning occurring within a school. If that does not happen, the school principals are bound to make sure that poor services they provide are not the result of lack of training. If it is, the principal must address it by providing staff development programme.

Lack of discipline may also result from or lead to promote excessive absenteeism among staff members. If an educator is assigned a duty for which he or she does not have the necessary skills or qualifications, or appointed in, or promoted to a specific position for which he or she does not have necessary skills and/or qualifications, this can cause tension and insecurity, which can manifest itself in absenteeism. Such educator prefers to stay away rather than being humiliated, because he or she cannot perform his or her duty. Staff development is necessary to empower such educators.

e) Need for Motivation

Lack of training may result in the educator's failure to reach his or her goal, which he or she has set for himself or herself. He or she might, for instance, want to become a head of department or a deputy principal but he or she cannot have sufficient training. This can result in low morale as well as frustration and low productivity. For such educators who have a potential to achieve managerial positions but do not have necessary skills and training, the principal could create training opportunities and the means to overcome their problem.

f) Need for Helping Educators to Meet New Challenges

Lack of training regarding new curriculum initiatives, development, appraisal, quality promotion and other challenges not familiar to the educators can cause a lot of tension, frustration and even conflict among educators. If, for example, educators are not trained properly to implement curricular initiatives, this can cause problems such as low productivity and low and low staff morale. To overcome this tension, staff development is necessary to acquaint educators with these new initiatives and to contribute to their implementation.

#### 2.4.2 Individual Needs

Graham (1981:2) points that some of individual needs are related to organisational needs. Individual needs usually have to do with subject knowledge. After an educator has obtained a formal teaching qualification, he or she still needs to be trained and developed to shape his or her behaviour and attitudes towards new environment. A specific school should have specific staff development programme relevant to its goal.

The teaching profession requires that new teaching methods or approaches be learned in order to stay up to date with new challenges and new technologies, like the use of word processing, access to electronic information and mode of presentation. The better the educator staff member is trained, the more he or she can do and the higher his or her productivity becomes. An insufficiently trained educator places an unnecessary burden on those who are properly trained, because they have to perform his or her duty. Staff development becomes the means to ease this burden.

### 2.5 **Purpose of Staff Development**

The purpose of staff development is to meet the needs of the individual, the organisation and the learners (Williams 1982:2).

As mentioned earlier on, staff-development in schools should have specific purpose. The main purpose of such a process is to identify and bridge the gap between what the present situation is and what should take place to address the shortcomings regarding future performance.

#### 2.5.1 Aims Relating to Individual Needs

Although it is the task of the principal to provide opportunities for development, this is possible if the educators are ready and willing to develop. They must also be committed

and prepared to be lifelong learners. They must have a positive attitude to self-development.

(Williams 1982:3) identifies the aims that are related to individual needs as follows:

- \* To get an individual's appreciation of the total school and of his or her department and his or her place within the department.
- \* To keep the individual understanding the direction in which the school is moving and where he or she fits into the school organisation at departmental or organisational level.
- \* To improve the performance of an individual in a current job by remedying weaknesses and developing potential strengths.
- \* To help an individual to identify and use new methods and techniques in his or her current job.
- \* To prepare individuals for changes and new responsibilities in his or her current job and in areas of his or her probable promotion within the organisation.
- \* To make the job more interesting and satisfying because a person knows his or her job well.
- \* To promote growth of an individual by assisting him or her to develop himself or herself towards his or her full potential.
- \* To develop the individual to be able to work co-operatively with other staff members, both in the departmental and in a team situation.
- \* To address past injustices with regard to opportunities of the individual.

- \* To upgrade many individuals who are unqualified or under-qualified, and who were previously disempowered due to unjust policies

### 2.5.2 Aims Relating to Organisational Needs

The purpose of the organisation is to provide a service to the community. An organisation can affect or can be affected by outside world, especially parents and the community. As the school organisation serves the needs of the community, failure to do this renders it worthless to the community.

According to Williams (1982:3) staff development, should serve the following needs of an organisation:

- \* It should identify current and potential staff resources and make the most effective and efficient use of them under the present circumstances and for the situation.
- \* It should ensure that there is a smooth transfer of change in curriculum, technology, environment and so on and that in particular, staff is developed appropriately to meet the changing demands of education.
- \* Staff development aims at altering attitudes, expectations and behaviours.
- \* Staff development ensures that the organisation receives maximum contribution from education.
- \* It improves the organisation's ability to attract and retain highly talented personnel who will help the organisation to achieve its goal.
- \* Sometimes the public has negative images of the organisation. The educators who do not act like professionals but show a lack of responsibility, expertise and

commitment and sense of judgement may cause this. This negative image can only be changed through staff development.

## **2.6 Focus of Staff Development**

The principal with the governing body can recruit, select and recommend appointment of staff, but they should assist the staff members to be adjusted to the work they are assigned to, the environment in which they perform their duties and the colleagues they have to work with. Staff development programme are designed to focus on induction, incorporation and socialisation of educators to the new situation.

### **2.6.1 Induction**

According to Kemp and Nathan (1981:188) induction is the introduction of someone to the new post. It can be in newly appointed educator from the college or university or an experienced educator who is changing his or her job within the organisation or institution. Induction is the process whereby an educator who is new to a job is helped in getting to know the ropes and to acclimatise himself or herself to the new ethos.

Burke (1987:VIII) states that the most the common perception of induction is that it occurs as one enters the new position. It is considered as a brief period of introduction to a first working experience. Induction is actually a continuous process because changes in education occurs continually and educators need to readjust to the changes.

According to Rebores (1982:138 - 139) an effective induction programme has well-defined objectives that reflect the needs of the new employees and the specific philosophy of the school organisation. Although the objectives of induction vary among the individual schools, there are universal or common objectives.

The most important objectives of induction as outlined by Rebore (1987:132) are the following:

- \* It familiarises new educator to the job.
- These are the objectives; they are reasons why induction has to be conducted on the school site.
- It develops realistic career expansions.
- It develops sound attitudes towards school because it raises educators' self esteem.
- \* It prevents unnecessary mistakes because everyone is sure of what he or she is doing.
- \* It provides information about the community, school systems, school buildings, and departments within the school and students.

#### 2.6.2 Personnel who are Eligible for Induction

Personnel who qualify for induction are:

- \* Novices
- \* Experienced staff from other schools or organisations who take up promotion posts in a new or existing organisation.
- \* Staff who have received new responsibilities or tasks because of a new division of work.
- \* Experienced staff who returns to teaching after interruption of service.

#### 2.6.3 Induction of Novices

Most novices find their first year of teaching problematic because it is a period of great adjustment from being a student teacher to being a serving teacher. Many beginners do not have the ability to apply the theory they have learnt to the practical situation. As a leader, the principal should be aware of various potential problem areas which novices may experience.



The school principal faces the task to design induction programmes to enable the novices to cope with the pace of the first year. The programme designed would help reduce responsibility for novice teachers; assist and support them in obtaining and using teaching aids, and give them advices and orientating them about the school management, community and learners.

According to Cloete (1997:156) an induction programme for novices consists of three phases namely:

- \* Pre-entry phase
- \* Reporting phase
- \* Continuation phase

a) Pre-entry Phase

This stage takes place before the term starts. This induction is shown in a letter of appointment where conditions of service are set out in detail (Cloete 1997:156).

Kemp and Nathan (1981:189) state that sometimes after the interview, but before the appointee takes up post, it is a good time to invite him or her to visit the school. This visit is best organised by the head of the department in which the educator will be working. Avidity provides the novice with the opportunity to:

- \* Meet his or her colleagues including team leaders and heads of other departments with whom he or she will be working;
- \* Talk to a person who will be leaving the post, where applicable;
- \* Obtain copies of relevant school documents;
- \* Receive personnel timetables;
- Discuss job descriptions;
- Look around the department room and see resources available;

- Take away some textbooks and resources so that he or she can make a start on preparing some lessons;
- \* Get background information about the community.

If it is possible it can be useful for the novice even to visit classrooms where lessons are in progress and to be involved in team meeting and planning session.

#### b) Reporting Phase

This is the phase when the head introduces the newcomer to the higher officials. Thereafter her or she is taken to the place of work and informed about the work. The head also informs him or her about his or her duties, hours of work, attendance registers, use of telephone, dress, meal times and recreational facilities, if any. (Cloete 1997:156)

According to Kemp and Nathan (1981:190) during reporting stage, the head of the department checks any personal difficulties such as, accommodation or transport to and from school. The head may provide a newcomer with a colleague who would act as a guide or mentor for the first few weeks.

#### c) Continuing Phase

Most of the work is explained gradually while the newcomer continues with his or her work. Thereafter, regulations and procedures are set to him or her in the form of writing. This means that a new colleague has all facilities necessary for a new job. This assists him or her to adjust himself or herself to a new environment.

Kemp and Nathan (1991:191) identify the following support strategies for helping the novices:

- \* Joint planning work. This means that the novice will be given a chance to work with the team leader, or someone else from the team, on planning and developing teaching ideas.

- \* Observing others' lessons. The novice can be invited to spend time in the lesson where experienced teachers are teaching.
- \* Regular informal discussion sessions. The novice can spend time with experienced teachers, discussing about teaching approaches, handling of disruptive classes or any concern a novice may wish to raise.
- \* Reviewing progress. More informal sessions to review progress can be useful. Part of the review process might involve helping novices to identify particular aspects of their practice in which they could focus as they continue to work.

## 2.7 Management Development

Peel (1992:7) refers to management development as the combination of individual development and career development of those who are, or who are expected to be managers. The development of managers is of vital importance because these are the persons who should help in developing the educators. They cannot help in staff development when they themselves are not sure of innovations in education.

According to Routman (1994:472) the educator's growth and change are more powerful when strongly supported by managers. In other words managers should be staff developers, although some do not involve themselves in developing staff.

Effective managers have frequent non-threatening communication with the staff, work with educators on a collaborative plan of action and raise educators' self-esteem by recognising and valuing their individual strengths and teaching styles. The administrators are actively involved in the change that takes place within the education system, in the curriculum and in the learning process. They attend workshops, make efforts to demonstrate effective teaching strategies. They also take a leadership role in changing strategies.

A manager must always read professional journals with teachers' interests in mind. He or she must make copies for his or her staff. He or she must always let teachers know about upcoming conferences and encourage their attendance. He or she must also attend conferences to promote his or her own development as a manager. He or she must encourage peer observation where educators will observe each other's teaching techniques. He or she even can hire an outstanding educator from other institutions for a half day, so that his or her educators spend time observing him or her.

## **2.8 Types of Staff Development Programmes**

There are different types of staff development, which can help educators either as novices or experienced educators.

### **2.8.1 Extension**

Walters (1993:69) refers to extension as the staff development programme for educators who have occupied positions at school for several years. Such educators ought to have overcome many difficulties concerning the change in the curriculum and teaching styles.

These educators should be capable of employing appropriate skills in teaching, yet they might not be aware of the changes that have taken place. They educators need to be extended so that they widen their professional and academic horizons. The extension workshops will help them relate their existing responsibilities with acquired experience to the wider interests of the school and education service. Educators at this level should not be placed in the same course with the educators who are still pursuing induction needs.

### **2.8.2 Refreshing**

To refresh means to restore (Walters 1993:70). After a period of being away from school, there is a need for educators to update their skills in teaching a particular subject. Some

educators who left teaching service to start families might need to be refreshed when they rejoin the service. Staff development programmes in schools are planned to meet these needs.

### 2.8.3 Conversion

According to Walters (1992:7) conversion is the staff development programme that is designed for educators who have been transferred to entirely different jobs in schools. For instance, if an educator was initially educated as primary school educator subsequently is to teach in a secondary school, he or she needs to be retrained. This retraining will enable him or her to adjust himself or herself freely in a new post.

### 2.8.4 Team Development

Team development is a key activity for every manager. Team development is concerned mainly with factors of group dynamics and inter-personal relationship within the team (Peel 1992:7). This means that team development has to be inter-related with individual development. Not only should the individuals be developed but the whole team also needs to be developed. Working as a team helps educators to know each other better. Knowing each other also helps them to work as a team. The team spirit can be emphasised by a call for having a meeting to discuss some issues pertaining to the welfare of the department in the school. Meetings are the way of building effective teamwork because they promote effective communication and co-ordination.

A team is more powerful than an individual in that the former has more resources at its disposal. A team tackles a task more easily than an individual, because the contribution from each member of a team worker on the basis of complementarity. The educators who work collaboratively can pool their creativity to solve problems and move ideas forward.

### **2.8.5 Team Teaching**

Team teaching provides an opportunity for teachers to work and plan together. Working together is a way of maximising individual strength (Nkosi 1996:31). Effective teaching teams have open communication, open planning and co-operation. This improves the quality of teaching because it involves peer coaching. Where teamwork is good, the result is very good.

Conflict can be expected in teamwork and should be accepted though it can have twofold effects. On the one hand conflict can have retarding and preventive influence on personal and team achievement. On the other hand it can generate creative forces amongst team members. To enable the team to function effectively, differences of opinion and conflict are desirable. Teams, in which no differences of opinion may be raised or are tolerated, will stagnate (Cawood and Gibbon (1985:31).

The successful leader will realise the value of team teaching and he or she must ensure that activity which promote healthy team spirit among staff members are included in his or her schools' staff development programme.

### **2.9 Planning Staff Development Programmes**

Emerson and Goddard (1993:112) assert that when planning a structured programme of training and development activities for individual members of the staff, it is important to remember that skills, knowledge and understanding required should depend on factors like:

- \* The particular characteristics of school;
- \* The responsibilities of person's post;
- \* The stages reached in person's career; and
- \* The person's strengths, weaknesses and previous experiences.

The starting point for planning should be the person's jobs specification: What skills and strategies his or her job demands, what skills the post holder currently has and which skills he or she needs to acquire should be considered when planning (Emmerson & Goddard, 1993:112). These considerations would help the manager to plan exactly what is relevant to the needs of educators.

According to Emmerson and Goddard (1993:112) when one considers which skills need to be developed, there is also a need to recognise that people have different needs at different stages in each post they hold. These stages are induction, in-post development and preparation for a post.

### 2.9.1 Induction

As noted earlier on, this stage is essentially one of familiarisation and learning and developing skills to enable the new responsibilities to be carried out and met by a fresh colleague. This is for the colleague who has taken up a new post or a newly qualified colleague. In this phase there is a need for regular supervision, advice and support. The educator who is new to the post will most probably seek and welcome feedback on performance.

### 2.9.2 In-post Development

This is the stage when a post holder is familiar with the role and has required basic skills to carry out responsibilities required by the post. He or she now needs to investigate how the role can be developed and perhaps may wish to take a new responsibility.

During this phase there is likely to be some (but limited) supervision and support with many tasks carried out in partnership with others, and some being delegated.

### 2.9.3 Preparation for a Post

In this phase the post holder is seeking a career move and needs to prepare himself or herself for a new post with new responsibilities and perhaps requiring new skills. During this phase, the post holder will probably be more autonomous and more ready to assume more tasks.

### 2.10 **Choice of Programme**

The choice of a programme for the year can be selected and planned by a planning committee. The programmes should be within the educators' interest and needs as mentioned earlier on. They should be adapted to meet the needs of a particular school. Such programmes must provide a variety of activities and procedures, which can be directed by resourceful leaders (Cawood and Gibbon 1985:25).

Cawood and Gibbon (1985:26) further suggest that a programme for each session should have the following components:

- \* Objectives to be fulfilled;
- \* Selected reading assignments;
- \* Structures and strategies to be used;
- \* Step by step programming of session;
- \* Indication of duration of a lesson.

### 2.11 **Sites for Staff Development**

Several methods can be utilised to accomplish the school's objectives. The most common methods are on-the-job-training, vestibule training and off-the-job-training (William 1982:4).



### 2.11.1 On-the-Job-Training

On-the-job training implies that supervisors, like heads of departments or school principals, take a responsibility to teach staff members all the facts of a particular job on a day-to-day basis. This means that the new employees work under the guidance of an experience employee who can give the necessary guidance and advice for them to perform the work more effectively.

According to Rebores (1982:72) on-the-job training is the simplest form of training to organise. It is also least costly to operate. Employees are placed in an actual work situation, which makes them feel immediately productive. This is the suitable training method for the job that is difficult to simulate or that can be learnt quickly by performance. This method consists of the following steps:

- \* Preparing a novice by telling him or her about the job and presenting information essential to performing the job.
- \* Having novices demonstrate their understanding of the job.
- \* Placing the novice in the job of his or her own and assigning an experienced educator to assist him or her if he or she needs help.

According to Cloete (1997:158) the work learning environment should be properly prepared in advance. There should be necessary equipment like procedure manuals, diagrams, models, if any, explanation either written or typed, and other machinery necessary for demonstrations.

#### 2.11.1.1 On-the-Job-Training Methods

French (1976:340) identifies on-the-job training methods as under-study assignment, coaching, job rotation and transfers and mentoring.

(a) Under-Study Assignment

This involves assigning an experienced educator to work with inexperienced educators. This helps to transfer knowledge that an experienced educator has to the inexperienced educator.

(b) Coaching

Coaching can either be informal or formal. Informal coaching involves discussion between the manager and the subordinate, who can be an inexperienced educator.

The discussion can be between peers. These discussions consist of question and answer sessions that focus on usefulness and application within the organisation.

Formal coaching involves scheduled meetings between higher and lower level managers or between experienced teacher and a novice to discuss various problems and their potential solutions. Formal coaching involves sharing of ideas. This creates a healthy working atmosphere within the organisation.

(c) Mentoring

A mentor is an experienced educator from whom an inexperienced educator learns on a daily basis and whom an experienced educator is trying to evaluate. A mentor can widen the opportunities for staff development by solving problems that an inexperienced educator might have, and support inexperienced educators when he or she experience some difficulties in his or her work.

### 2.11.2 Off-the-Job-Training

Off-the-job training implies that the training occurs in a place or environment like a classroom. According to Rebores (1982:173) off-the-job training refers to programmes organised away from the work environment, such as lectures, seminars, workshops, case

studies, programmed instructions, discussion groups, staff meetings, visiting speakers, school based courses, team development workshops, organisational training, school conferences and symposiums, consultations, participation visits, management courses, external courses, secondments, discussion meetings with staff from other schools, study leave, role play, computer-assisted instructions and in-basket training.

#### 2.11.12. Off-the-Job Training Methods

##### (a) Lecture and Seminars

The class lecture is a formal organised talk by a lecturer to a group of individuals regarding specific information that they should know. A lecture is a good method to transfer core knowledge, which is applicable to a large group. This can be a method to explain school policy, rules and regulations for the school to the new educators. It can also help to motivate and co-ordinate group members. Members benefit from these presentations.

##### (b) Conferences and Symposia

Conferences and symposia can be helpful in informing educators and management team of current trends in education such as curriculum development initiators and the new legislation. The purpose of these conferences and symposia is to develop knowledge and understanding and to stimulate participation in discussions. These sessions should always have something constructive that will develop the staff.

##### (c) Case Studies

According to Rebore (1982:174) the trainee or inexperienced educator is confronted with a problem which contain elements of a real life situation. This method stimulates creative thinking and the educator gets the opportunity to apply practically what he or she has learnt through role-play. This method is not

common but should be tried because it puts the inexperienced educator in a real situation. Studying the given problem, generating solutions, choosing the best solution and using it in relevant situation, gives a sense of real experience.

(d) Role Play

During the role playing, two or more inexperienced educators are assigned parts to play in front of a group of people to illustrate solutions to problems. This method gives the inexperienced teachers insight into inter-personal problems and helps improve their ability to handle human relations issues.

(e) Programmed Instruction

Programmed instruction is learning through small steps. It breaks material into small units. Each step is built on a previous step. Immediate results are given. Learning educators learn at their own pace. The problem with this method of learning is that the school may not have the necessary equipment.

(f) Computer-Assisted Instruction

Computer-assisted instruction is an extension of programmed instruction. The response of a learner educator determines the degree of difficulty of the next question or frame, which occurs almost immediately. It is used to provide drill and practice to the trainees. Although it is a fast method of training, it can be costly. (Kemp 1981:175)

(g) In-Basket Training

In this method the trainee is given a number of letters, memos, reports and telephone messages that would normally land on a manager's desk during the course of a day. The information will range from urgent to routine aspects, which

the trainee must prioritise and solve. This method is usually employed to analyse a person's decision-making abilities. It is a good method to develop managerial skills. (Kemp 1981:175).

(h) Meetings

According to Kemp (1981:176) meetings are a vehicle for in-service training. They help the educators in acquiring certain skills. Meetings should be held to generate new ideas, analyse and evaluate existing ideas and solve administrative, academic or inter-personal problems as well as to facilitate decisions on policy matters.

Meetings can be used as seminars and workshops on specific educational issues relating to the work of the team and school as a whole. All educators get the opportunity to participate in the functional and management activities of the school. Educators learn how to conduct meetings, solve problems, make decisions, enhance interpersonal relations and develop interpersonal skills. Such meetings thus create opportunities for instructional guidance (Theron and Botha 1990:124).

The following are the different types of staff meetings as methods of staff development. (Theron and Botha 1990:125)

(i) Meeting before a school day starts

Some schools have specific days of the week kept out for having meetings, before a school day starts. The main objective of these meetings is to inform the staff of urgent administration and routine matters which must be dealt with or a change in day's schedule. The advantages of these meetings are to create opportunities to clarify uncertainties and to promote effective communication and co-ordination.

(ii) Meeting at the start of the school year

This meeting is held before the school reopens. One of the main reasons for this meeting is to ensure the smooth running of the school the next day. The “cabinet” meeting may take place a day or two before the entire staff arrives. The purpose of this meeting is to draw and discuss the programme for the year and to draw the agenda for the general staff meeting which will be held later and could be used to review the work of the previous year.

(iii) General staff meetings

Particular needs and nature of the project of a school mainly determine general staff meetings. It can be monthly, quarterly or when it is necessary. The requirement is that everybody must be informed to make arrangements and each member must receive an agenda to prepare for the meeting.

The ‘Cabinet Meeting’ consists of the school principal, deputy principal, heads of the departments and may be a few senior teachers. These meetings are for discussing matters, which need urgent attention, and can be very confidential, and therefore should preferably not be discussed at a general staff meeting.

(iv) The subject meeting

The subject meeting is held in each department at school by the head of that particular department and the staff. These meetings create an opportunity for educators to:

- \* Keep one another abreast of the departments in the subject concerned;
- \* To prevent teachers from becoming isolated regarding subject knowledge, and
- \* To discuss the syllabus, methods, use of teaching aids and final examination in depth.

(v) Meeting of non-teaching staff

Teaching staff is a pillar of strength in a school. Such meetings provide the opportunity for the staff to put their suggestions and problems directly to the school principal, to state their point of view regarding harmonious co-operation with the teaching staff, to enhance inter-personal relations and to serve as in-service training sessions.

All the above-mentioned meetings are excellent tools to use to train and develop staff if they are used appropriately. Taking part in discussions during meetings, listening to other's views and executing decisions are all parts of training and development process of an educator. Therefore, the school principal should be familiar with the manner in which meetings are convened and the potential they have as a means of training. The school principal must not manipulate the thinking process of steering the meeting in a specific direction which suits him or her best because the educators will develop negative attitudes towards the meeting. Such meetings end up having no educational value.

(v) Teaching collaboratively

Teaching or working collaboratively with another member of the team can be a valuable form of in-service training. This can be done by observing each other's lessons. It can be effective if it focuses on one or two aspects of the lesson, perhaps the pupil-teacher interaction, or the style of teacher questioning, or else planning a topic or assignment, or developing teaching material jointly. Some team-teaching of the topic or joint evaluation of ones' teaching can follow this.

(vi) Visit to other schools

This can be valuable particularly for colleagues who have spent a long time in the present school, to observe how other people in other schools set things and the

good ideas they have in tackling certain areas of work. This helps the educator to compare his or her work with that of a colleague at another school. One must choose a place to visit carefully and must have specific purpose in mind. He or she must make sure that that particular school agrees to receive him or her visit and is aware of the purpose.

(vii) External courses

Use of external course can be useful. The members of the team or department could choose who should go to a course. Everyone should be given a chance to go for courses. Opportunities should rotate. Courses should be geared to meet the need of the teachers. The school should find out what will be offered in which course. Someone who attended the course will have to share the acquired experience for the benefit of the team (Kemp and Nathan 1981:177).

When an educator has attended a course, the principal or head of department should see to it that a complete report is presented on the course and its contents and that such information is passed to other teachers involved in that subject. The heads of departments should arrange the meetings in their departments in order to get an evaluation of courses and to arrange staff development meetings so that all educators in their departments can benefit from the course. (Walters, 1993:71).

(viii) Laboratory training

Laboratory training is experienced-based learning workshop that emphasises interaction between trainers and trainees. That is where they apply specific management and supervisory techniques to actual situations. The trainees have to make various types of decisions and receive help in determining outcomes of those decisions. The approaches used as laboratory training are computer stimulation models, case studies and role-playing.



(ix) Inviting people from outside school

Day and Moore (1986:222) suggest that inviting people from the private sector to contribute to staff development is of great value to the educators. This will create mutual understanding of each other's needs, overcome isolation and lead to growth in teamwork. Working with learners' parents from school also contribute to creating constructive parent-teacher relationships.

Other bodies or persons which shall be invited include education officers, authorities, from the department of education and other departments, representatives of subject committees, people from unions and from training institutions to address the educators.

## **2.13 Role of Management in Staff Development**

Management of staff is the key leadership role. The principal by virtue of his or her position should initiate staff development at school and see to it that it is successful.

The principal must encourage staff to be involved in their own development. He/she should be able to identify what motivates the staff to continue learning. He or she must find ways to positively influence these motivating factors and to know how the school organisation can maximise them.

Nkosi (1996:24) suggests that the principal has to define and implement a management plan so that the school makes full use of its human and physical resources.

The principals of schools should provide the staff with relevant background information and research findings to help them to arrive at informed opinions (Du Four & Eaker 1998:186). They should ensure that educators receive training to master skills that will help them to achieve the school goals. They should provide and create structures and expectations for staff reflection and discussion. They should supply the data, information

and feedback that enable teams to make the necessary course corrections and improvements to achieve their objectives.

Du Four and Eaker (1998:186) further state that principals should ensure that if educators are to make informed decisions, they themselves must function as staff developers who focus on creating a school culture that enables educators to grow and learn as integral parts of their standard routines. They should provide their staff members with guiding principles; educators should not be encouraged to simply do whatever they want. There should be clear guidelines and boundaries that will help them direct their work on a daily basis.

## **2.13 Standards for Staff Development**

Standards are organised into three categories: context, process and content. The content standards address the 'what' of the staff development, the actual skills or knowledge that educators need to possess or acquire. The process standards address the 'how' of staff development, the means by which educators can acquire knowledge and skills. The context criteria refer to organisation, system of culture that supports staff initiatives. These standards are intended to be used by schools and school districts to improve quality of staff development efforts so that learning will be increased.

### **2.13.1 Content of Staff Development Programmes**

According to Du Four and Eaker (1998:262), the staff development content is based on research. Staff developers always begin by getting the evidence that the innovation actually makes a difference in teacher effectiveness and success of students. The research of the past will provide considerable insight into 'what works'. The error of not doing research has a result of knowing what to do and not using what is known.

The staff development content should focus on general teaching strategies such as mastery learning and problem - based learning. Nationally recognised high schools should build

its staff development programmes on three general strands that apply to all classrooms such as student-centred instruction, authentic assessment and integration of technology (Du Four and Eaker 1998:263).

Du Four and Eaker (1998:264) contend that the staff development content expands knowledge of educators to meet the needs of students who learn in different ways. If the purpose of the school is to help all students achieve education, and if students learn in different ways, it must follow that effective staff development programme will expand the educator's skill to address the diverse learning styles of students.

#### 2.13.2 Context of Staff Development Programmes

According to Du Four and Eaker (1988:268) the context of staff development focuses on the school level and should have a strong support from district and regional offices. This will help the principal or whoever facilitates to go in line with departmental policy. The importance of school-focused staff development does not diminish the critical role that the district office must play in the school improvement initiatives.

According to Du Four and Eaker (1998:269) district offices can help the individual schools create effective staff development programmes and sustain school initiatives by:-

- \* promoting shared vision and values, by developing compelling vision of district schools and helping each school translate that general vision into its local context.
- \* fostering collective inquiry by building links between schools and external sources of information;
- \* promoting collaboration by providing time in the school for educators to work together on issues of teaching and learning;.
- encouraging experimentation by providing incentives and by conducting district-wise action research projects;

- \* building continuous improvement processes in district and school routines by establishing a cycle of setting goals, reflecting, planning, experimenting, analysing results and revising plans in the district and its schools, and
- \* focusing on results by developing varied assessment procedures that provide educators with the information and feedback they need to make decisions on their practice.

It is obvious that the context of staff development is job-embedded. Educators engage in a powerful form of staff development each time they work together to develop curriculum and assessment strategies. They engage in the on-going cycle of enquiry, reflection, dialogue, action, analysis and adjustment in order to improve the results, and give one another feedback as they practice new skills.

### 2.13.3 Process of Staff Development

Process of staff development puts more emphasis on good teaching. Good teaching involves students actively in building their understanding of new ideas, providing opportunities for practice and feedback as well as for enquiry, problem solving and critical reflection, to connect knowledge to students' developmental stages and personal experiences and to carefully assess student learning (Du Four and Eaker 1998:265).

Du Four and Eaker (1988:265) say that process of the staff development provides for coaching to achieve mastery of skills. Staff development should therefore include.

- \* presentation and explanation of theory behind practice;
- \* demonstration;
- \* opportunities for initial guided practice;
- \* prompt feedback about educators' efforts, and
- \* sustained coaching.

Staff development must encourage educators to create small supportive groups to discuss their questions, concerns and ideas about new programmes. This can reduce isolation and provide a forum for sharing ideas that can fuel the schools' improvement initiatives.

#### **2.14 Making Time for Staff Development**

Some educators may think that they do not have time for staff development. Time-tabled staff development can be provided so that all members of the staff in each department may be free for staff development activities.

Oldroyd, et al (1984:18) suggests that schools can adjust hours by starting earlier or shortening the lunch break. When the annual school time-table is compiled, specific after school sessions for staff development can be provided. This may sometimes bring problems to insufficiently staffed schools but should be the must of every school.

Oldroyd, et. al. (1984:18) further suggest that educators who have staff development responsibility can be given lighter load to allow them time to become staff development brokers. This can depend to the staffing of each school. Schools which are under-staffed can have some difficulties in attending staff development sessions during working hours. If educators are given time within their working day for staff development opportunities, they can be more willing to be involved.

According to Cawood and Gibbon (1985:25-26) timing of staff development can be determined by local or school's circumstances. In some instances principals can make allowances for weekly subject department meetings within the time-table. In other cases, staff can meet for an hour after school on a suitable day or for an early morning where learners can start school later than other days. In schools where assembly is sometimes run by learner representatives, an opportunity can be created for staff to meet, while the assembly is being held. This shifting of the time-table can only be suitable, may be, in boarding schools and where transport is not a problem for both learners and educators.

## 2.15 Conclusion

This chapter presents a theoretical analysis of the nature and the importance of staff development in schools. It demonstrates as to how imperative it is that schools should have staff development programmes to equip educators with dynamic teaching strategies that will improve students' learning.

## **CHAPTER 3**

### **3. EMPIRICAL RESEARCH PROCEDURES AND TECHNIQUES**

#### **3.1 Introduction**

This chapter outlines the method of study used in this project. The objectives of the study mentioned in chapter one have served as a guide in determining the method of investigation. This chapter covers the restatement of the objectives of study, the discussion of data collecting instruments, the sampling of respondents for the questionnaires and the administration of data - collecting instrument.

#### **3.2 Objectives of Study Restated**

The objectives of study are:

- \* to determine the nature of staff development as recounted in literature;
- \* to investigate staff development practices at the secondary schools in Eshowe District, and
- \* to present findings and recommendations regarding staff development.

The first aim has been achieved. The empirical investigation has been designed to achieve the remaining objectives. The questionnaire was developed for the purpose of probing into the need for, and means of staff development programmes in schools, and the role of principals as managers.

#### **3.3 Selection and Discription of Data Collecting Instrument**

The basic research design for this study was descriptive research. As indicated earlier on, use was made of the questionnaire for principals. According to Sax (1981:244) a questionnaire is a way of getting data about people by asking them. Travers (1978:305)

argues that the questionnaire should be clearly stated in the simplest possible terms. For purposes of the study the questionnaire was constructed for principals as a means of collecting data about staff development in secondary schools in Eshowe District.

The questionnaire was considered as an appropriate method of collecting data from the respondents because it is easy to distribute among the schools which constitute the sample. The student used the questionnaire as a data collecting instrument because the district is too large and the student could not reach all areas physically. The student also considered the questionnaire as appropriate because it allows for survey to be conducted among the respondents. It provides for responses to be taken at the respondents' own time, although the response rate tends to be very low.

On the other side the questionnaire has some limitations. Van Dalen (1979:153) states some of the criticism regarding the use of the questionnaire. He states that respondents who are not free or willing to divulge information tend to ignore certain questions or falsify their answers.

There are two forms of questionnaire items used in this study namely closed or restricted items and open-ended or unrestricted items. According to Van Dalen (1987:154) the closed items are a prepared list of concrete questions or statements and choice of possible answers. The closed questionnaire items are easy to ask, easy to answer and require no elaborate writing. Van Dalen further states that the closed questionnaire items are easy to administer to large numbers, help to keep respondents' mind rivetted on the subject and facilitate the process of tabulation and analysis. Sometimes closed questionnaire items fail to reveal the respondents' motives. That is why the respondents may answer carelessly as they wish. Van Dalen further says that sometimes fixed alternative responses may force the respondents to give answers that do not express their ideas. Open or unrestricted questionnaire items provide for follow-up on the respondents' choice of alternative answers. This helps the researcher to compare the purpose of the question and the chosen alternative with the comments of the respondents.



### **3.4 Construction of Questionnaire**

The student constructed two sets of questionnaire items namely, open or unrestricted items and closed or restricted items. The questionnaire is divided into two sections. The items of the first section required personal particulars of the respondents. The second section required information about staff development programme in schools. Closed items were answerable on a two-point scale as well as a five-point scale: Yes/No and Strongly Agree/Agree/Uncertain/Disagree/Strongly Disagree, and so on.

### **3.5 Target Population and Sampling for the Questionnaire**

This study focuses on Secondary Schools in Eshowe District. Eshowe District is the part of Empangeni Region. At the time of investigation there were forty-eight secondary schools. Some secondary schools were not clearly defined whether they were junior secondary or senior secondary schools. The district is subdivided into five circuits which are Kwa-Mondi with eleven secondary schools, Vulingqondo with ten secondary schools, Ndulinde with eleven Secondary Schools, Ndlangubo which had nine secondary schools and Mandeni circuits had seven secondary schools. The target population was a mixture of secondary schools or senior secondary schools, because they are not easily distinguished. Mandeni circuit had no junior secondary school at the time of investigation. It was assumed that some secondary schools are big and it is obvious that they have a big staffs complement, big enrolment and the upper age groups of learners. These differences might have impact on staff development.

It was impossible to study the target population entirely because of the geographical constraints. Random sampling was used. The names of secondary schools in each circuit were written in separate pieces of paper and mixed. Any names three have to be chosen from each circuit. The total sample consisted of fifteen secondary schools.

### **3.6 Pilot Study**

The questionnaire was tried out to eliminate ambiguities and to determine areas of improvement and clarification. The pilot study was conducted on the respondents who were part of the population but not the part of the sample. Questions which were not clear were rephrased

### **3.7 Administrative Procedure**

Permission for access to schools was obtained from the district manager. The students also requested for the map which show the geographical location of all secondary schools in Eshowe District. There was a covering letter which was attached to each questionnaire for each respondent. The covering letter assured the respondent that their views would be treated with confidentiality. According to Cohen and Maniori (1980:110) the covering letter conveys to the respondent the importance of the project, direction for the completion of the questionnaire and guarantee anonymity.

### **3.8 Conclusion**

In this chapter attention has been given to the selection and description of data-collecting instruments, construction of questionnaire, identification of the target population, sampling for the questionnaire and administration of the instrument. The next chapter provides analysis and interpretation of data.

## CHAPTER 4

### 4. ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

This chapter contains an analysis and interpretation of data collected for this study. In the previous chapter on description was given of the research procedure and techniques used in this study. Analysis of data was based on the classification reflected in the research instrument namely; biographical data of respondents, provision of staff development and content of staff development programmes.

#### 4.2. Biographical Data of Respondents

This section deals with personal information from the respondents as well as such information as might have bearing on staff development programmes in schools.

##### 4.2.1 Responses According to Gender

The following table illustrates the gender among respondents

Table 4.1 Respondents according to gender

GENDER	RESPONDENTS
Males	12
Females	03
TOTAL	15

Table 4.1 represents responses to item 1.1 of the personal particulars of respondents.

According to this table 12 of the respondents were male and three were females. This indicated that males still outnumber females in principalship positions. This conflicts with SA policy which provides for gender equity in workplace. Due to absence of equity, some characteristics are lost, like the aspect of motherhood. It is assumed that women have patience when dealing with people. Women can have a touch in nursing her subordinates and always has a will of developing a person. It is therefore assumed that lack of women in management position might have a negative impact on staff development. Women tend to respond first in case of any problem that arises. Their absence in management is unfair because everything is biased to males.

#### 4.2.2 Responses According to Age

The following table gives age of the respondents.

Table 4.2 Respondents according to age

AGE IN YEARS	RESPONSES
Below 25	
26 – 30	
31 – 35	
36 – 40	3
41 – 45	8
46 upwards	4
TOTAL	15

Table 4.2 indicates that respondents range from age 36 upwards however , but it is possible that there are respondents who are below 36 who did not form part of the sample.

It is also assumed that majority of respondents have enough experience and knowledge to be in management positions and they can meet the challenges of the education system. According to table, there are 4 respondents who are 46 years or above. This may indicate that old and experienced principals get promoted and move out of the schools to positions of seniority in education. Alternatively some of these educators resign or retire. Experienced people are eligible for the roles of staff development because they have to guide new & inexperienced educator

#### **4.2.3. Responses According to Academic Qualification**

Academic qualifications are among the requirements for appointment to educators' posts including management positions qualification suggest that individuals have necessary knowledge understanding & skills to carry out work. However academic qualification do not always reflect management training or competence.

The following table gives the academic qualifications of the respondents.

**Table 4.3      Respondents according to academic qualification**

QUALIFICATIONS	RESPONDENTS
Matric	
Degree courses	2
Bachelors' degree	7
Honours degree	3
B.Ed	2
M.Ed	1
MA/M.Com/M.Sc/Dr.	0
Doctorate degree	
TOTAL	15

Table 4.3 indicates that 2 respondents were studying towards the bachelors' degrees. All 13 respondents are holders of degrees. This means that there is a very strong presence of degreed people in management positions at the secondary schools. Although there are provisions for people with diplomas to be appointed, a degree is preferred for principalship in secondary schools. A degreed person is likely to bring in new ideas on higher level of understanding of issues. The degree is also a positive sign that somebody is open to new ideas, including ideas that have a bearing on staff development. It is a policy that all principals must be professionally certificated educators. On degree qualification is not a sufficient acquisition for this purpose.

4.2.4 Experience in Years as a Principal

Educators with long experience as principals are taken to have been exposed to a variety of situations. Therefore, there is a likelihood that they can do well in management positions.

The following table gives an indication of the experiences of respondents as principals.

Table 4.4      Respondents' responses according to experience

EXPERIENCE IN YEARS AS PRINCIPAL	RESPONDENTS
0 - 5	4
6 - 10	6
11 - 15	4
16 - 20	1
20 upwards	0
TOTAL	15

Table 4.4 shows that four respondents had 0-5 years experience; four had 11-15 years' experience, and one had 16-20 years' experience. There is a possibility that some principals are longer experienced in the field as school teachers. It is, therefore, assumed that these people are matured and experienced as principals. They are ready to face new challenges which pertain to staff development . They have been in the field for some time and have enough knowledge. Experience is of significance because it denotes challenges which prepare people for a variety of situations which made them resourceful and helpful.

#### 4.2.5 Number of Staff in Each Category

The following table illustrates categories of staff in the schools from which respondents were drawn.

Table 4.5      Responses on category of staff

	HOD	DEPUTY PR	EDUCATORS	TOTAL
1	3	1	20	24
2	2	-	14	16
3	2	1	17	20
4	2	-	16	18
5	2	1	15	18
6	3	1	13	17
7	1	1	22	24
8	2	1	15	18
9	3	1	18	22
10	3	1	13	17
11	2	1	18	21
12	3	1	19	23
13	2	1	16	19
14	2	-	13	15
15	3	1	18	22
TOTAL	35	11	237	283



According to table 4.5 all respondents have heads of departments in their schools. Some had deputy- principals. This investigation could not establish if heads of departments indicated on Table 4.5 are officially designated or internally or privately appointed y by their institutions. The staffing policy has not been implemented to provide for uniform school management posts. Therefore lack of school management teams may give little room or no room to staff development.

### 4.3 Need for Staff Development

The aim of the questionnaire on provision of staff development was to ascertain if staff development is offered in secondary schools, and what views the respondents have on the matter. Table 4.2 illustrates responses on provision of staff development.

Table 4.6 Principals' responses to the need for staff-development

	RESPONSE CATEGORY					
NEED FOR STAFF DEVELOPMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly	TOTAL
There is a need for educators to engage themselves in professional development in order to be relevant to the new system of education	10	5				15

According to this table all the respondents agreed that there is a need for educators to engage in professional development in order to be relevant for the new system of education. All respondents agreed that they give their staff the opportunity to improve their capacity. The respondents enumerated the following as areas where professional development is necessary:

- \* It helps educators to upgrade and improve their professional qualifications
- \* It helps educators to get skills concerning leadership, learner assessment, familiarity with OBE and preparation of work programmes for OBE .
- \* It helps them to improve their subject knowledge.

#### **4.4 Provision for Induction of Staff**

Induction of educators is part of staff development. Induction is a way of familiarising new educators with what is happening at school and what is expected of him or her. After a period of induction, it is expected of the principal to make a follow-up in order to ascertain if the educator is comfortable in his or her new work place.

The following table gives an indication of responses on the need for staff induction programmes in schools.

Table 4.7 Principals' responses to the induction programme of educators.

NEED FOR STAFF INDUCTION	RESPONSE CATEGORY					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Principals should prepare induction programmes to engage educators in the particular roles	15					15
Principals should create time to supervise the work of educators in their school work	6	9				15

According to table 4.7 all respondents were in favour of the induction programmes at school. The table also shows that 15 respondents agreed that principals should create time to supervise the educators' work. The responses, therefore, suggest that there is general acceptance of the process of induction for new educators and for a follow-up activities to ensure that the new appointees are familiar with their work and the work environment.

The comments of the respondents pointed that induction programme is a way of familiarising new educators with physical layout of the school, administrative procedures in school, the structures of the governance and the management, their job descriptions, and their colleagues.

The responses on Table 4.7 point to the need for the principals should create time to supervise educators' work. This can help the principals to review the educators' progress after the induction process. Reviewing educators' progress help the educator to rectify mistakes soon after they have been identified and to ensure that everybody is sure of what he/she is doing. Reviewing and supervising educators' work also help the principals to know where exactly they should provide feedback and development.

#### 4.5 Need for Departmental Workshops

The following table gives and indication of responses on the departmental workshop

Table 4.8 Principals' responses to the need for attending departmental workshops, courses and seminars

NEED FOR STAFF DEVELOPMENT	RESPONSE CATEGORY					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Educators should be given opportunities to attend departmental workshops, courses and seminars to keep pace with changes	14	1				15
Principals should inspire educators with love of upgrading themselves professionally in order to be equipped with innovations within the system of education	12			3		15

Table 4.3 represents responses on items 2.4 and 2.5 of the questionnaire to the principals. According to the table 100% of respondents acknowledged the need for the educators to attend departmental workshops, courses and seminars this may help educators. This shows that principals are aware that departmental workshops form part of staff development. Attending departmental workshops helps educators to be familiar with changes that take place in education system. The departmental workshops also help to acquaint educators with the new developments in their specialist areas and in education in general. The departmental workshops provide knowledge and understanding of the new curricular and methodologies. The experience they share with their colleagues helps to give them more insight into challenges they have in common. These workshops also help educators to improve their existing knowledge.

Table 4.3 also shows that the respondents are in favour of inspiring educators with love for upgrading themselves professionally in order to be creative and resourceful. According to Bill and Day (1996: 24) principals must encourage staff to be involved in their own development. This means that staff members who involve themselves in continuous learning acquire knowledge and skills which contribute to the achievement of school goals.

The respondents who commented on item 2.5 cited the problems that hinder educators in their efforts to upgrade themselves in the teaching profession. The problem was that most of educators have developed a negative attitude towards the teaching profession because of uncertainty about their future and the feeling that their needs are not taken seriously by the department of education. They do not feel secure because of the threats posed by the implementation of the new curriculum model. Another problem is that some educators are appointed as temporary employees for a long time. It is not easy for temporary educators to improve their teaching qualification. The duty of the department in this case is to secure the welfare of the educators in order to enhance their sense of purpose.

4.6 Planning for Staff Development

The following table gives indication of responses on the need for planning staff development programmes:

Table 4.9      Principals’ responses on the need for supervising teaching activities

CONTENT OF STAFF GUIDANCE	RESPONSE CATEGORY					
	Strongly Agree	Agree	Uncertain	Dis - agree	Strongly Disagree	Total
Principals should supervise teaching activities of the staff (e.g. note making, learners’ assignments, written work and tests)	10	5				15
Use of team work is important to assist educators to help one another or to co-operate with one another	11	4				15

Table 4.9 combines items 3.1 and 3.2 of the questionnaire. According to the table the majority of respondents were in favour of principals’ supervision of teaching activities. An overwhelming numbers of respondents was also for the idea of using team work to assist educators to help one another and to co-operate with one another. This means that there is a general acceptance of supervising work and use of team work for educators.

In commenting on supervision of educators’ work, the respondents denied that they had time for supervising educators’ work. Only four of the respondents agreed. Eleven respondents who denied reported that they had no time to do that. They delegate

supervision duties to deputy-principals, heads of departments and senior staff members. They further commented that since the new curriculum had been introduced, they were often required to attend departmental workshops. Another factor which was cited as impending meaningful supervision is understaffing. This fact is confirmed by the principals' responses on category of staff in section 4.2.5.

In the comment about the use of team work the majority of respondents agreed that their educators work in teams according to subject departments. With regard to Curriculum 2005 most activities are done in teams. For example, educators work in teams on programme organisers and daily preparations.

It would seem that educators who work in teams are likely to experience pleasure as well as to maximise individual strength as a result of co-operation. Team work also improves the quality of teaching because it involves peer coaching. Working teams also has a potential to improve examination results and to raise the educators morale. When educators work in teams it is easy for them to identify the needs for staff development. Teamwork can contribute to staff development. Such a process saves time.

Table 4.10 Principals' responses to the plan for staff development activities

CONTENTS OF STAFF DEVELOPMENT	RESPONSE CATEGORY					
	Strongly Agree	Agree	Disagree	Uncertain	Disagree	Total
Principals should arrange meetings at the beginning of the year to determine staff development needs	10			5		15
The Principal and the staff should arrange suitable time for professional development activities	11		4			15
The principal and the staff should together identify criteria to which the work of individual educator should be supervised	6	2	7			15

Table 4.10 combines items 3.3, 3.4, and 3.5 of the questionnaire. According to Table 4.10, 10 (60%) respondents strongly agreed that principals should arrange meetings at the beginning of the year to plan the activities at the school, including staff development. Five respondents disagreed that such planning should take place.

In commenting on the items on table 4.5, 10 of the respondents agreed that they arrange meetings at the beginning of the year to plan. The respondents mentioned that the following activities feature in the plan:

- \* Assessment and evaluation programmes.
- \* Major fund-raising projects



- \* Traditional school functions such as , prize giving day, fun day, matric farewell function and cultural day.
- \* Extra-mural activities
- \* Staff meetings, and
- \* Parent meetings.

The respondents who do not have school plan reported on the lack of time for planning the activities beyond classroom interaction.

According to the table 4.5, 11 respondents agreed that principals should arrange suitable time for professional development activities. Four respondents were uncertain. Four respondents agreed that they arranged time for professional development activities. The negative responses on this issue could be caused by under staffing. There is no enough time allocated to professional development activities. However the problem may also be the lack of training in management, induction programme and time management. The respondents commented that the introduction of new curriculum in secondary schools has resulted in numerous departmental workshops which frequently put educators out of duty to attend these courses. School-based staff development programmes are thus affected, as the departmental plan is beyond the control of the school.

According to the Table 4.5, eight respondents agreed that the principal and staff should together identify criteria according to which the work of the individual educator should be checked, while seven respondents were uncertain. Out of 15 respondents three respondents agreed that they work that together with their staff while 12 respondents denied that. In commenting on that issue, the respondents who answered in the negative reported that it was the duty of the head of department to check the work of individual educators. The principals intervened when they were needed. They further commented that the shortage of staff in schools makes supervision difficult, because even heads of departments are over loaded.

It is expected of the school principals to evaluate all activities that had taken place at their schools. That helps them to identify all their shortcomings and to attend to them when necessary. During the evaluation process participants have an opportunity to make suggestions.

Table 4.11     Principals responses to the evaluation of staff development at the end of each year

CONTENT OF STAFF DEVELOPMENT	RESPONSE CATEGORY					
	Strongly Agree	Agree	Uncertain	Strongly Disagree	Disagree	Total
The principal and the staff should make a detailed evaluation of staff development processes at the end of each year for adjustment and change in the following year	6		9			15

According to table 4.11, six respondents acknowledged the need for principals to conduct evaluation of staff development activity at the end of each year, whilst nine respondents were uncertain. The respondents who were uncertain commented that, although they view staff development as an important activity, the pressure of work on their school staff made to do staff development and evaluation impossible.

The main reason advanced by the respondents who did not do staff development effectively is the under-staffing. According to the comments the respondents see staff development as essential but the problems experienced work against its implementation.

The respondents recommended the following: measures for implementing staff development processes.

- \* The department should provide means of retraining educators to meet new challenges;
- \* The school management teams should be empowered on the issue of staff development;
- \* The department should revise the staffing formular and improve staffing ratios, and
- \* there should be a process of upgrading and equalising physical facilities.

#### **4.7 Conclusion**

This chapter contained analysis and interpretation of data about staff development programmes in the Eshowe District. The respondents emphasised the need for staff development, the need for induction of new educators, the need for attending departmental workshops, the need for supervising teaching activities, the need for planning staff development activities and the need for the evaluation of staff development programmes. The next chapter provides summary of findings, conclusions and recommendations.

## **CHAPTER 5**

### **5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The main aim of this study was to determine the existence and use of staff development programmes in secondary schools in the Eshowe district. The purpose of this chapter is to give a summary of findings, conclusions and recommendations which have resulted from the study. In carrying out this study it was necessary to review literature in order to examine the nature and importance of staff development practices in schools. The research questions generated by literature study were used for empirical investigation.

#### **5.2 Findings and Conclusions**

In this chapter the investigator discusses the theoretical findings and conclusions emanating from literature study as well as the findings and conclusions from the field work done.

##### **5.2.1 Theoretical Findings**

This section provides theoretical findings on staff development

##### **5.2.1.1 Nature of Staff Development**

It was mentioned in Chapter 1 that staff development is an important ingredient which determines the success of the school and improvement of educators' knowledge and skills. Changes in any organisation depend on the ability of leaders to change and

prepare members of their own organisations to do things differently. Therefore, staff development should be taken as a professional inspiration in each school. If staff development is not given prominence, education in school is doomed.

In Chapter 2 a review of relevant literature was done in order to give evidence and illustration of the importance of staff development. Rebore (1982:172) states that since a change is a need for all societies, an organisation needs people who will promote change and meet new challenges. As challenges become complex, staff development becomes necessary because it improves conditions within the institution as well as enhance staff capacity to adapt.

Despite the fact that most educators are professionally qualified, it is the responsibility of the school head to provide its staff with internal in-service training, which meets the needs of that particular school. Training should focus on the organisation as a whole, then on various departments and lastly, on the individuals. Staff development is essential for every school.

In Chapter 2 review of literature revealed that school manager face the challenge of implementing staff development programmes in secondary schools. Rebore (1982) emphasises the importance of staff development. He states that today it is literally impossible to enter any profession and remain in it with skills basically unchanged. Therefore staff development is an activity which helps the educators to meet new challenges.

Emerson and Goddard (1993:112) emphasise the importance of staff development programme which are provided according to the needs of the school, educators' posts strengths and weaknesses. They pointed out that planning should be determined by each person's job specifications, that is, skills that one's job demands, the skills that the post holder currently has as well as those he or she needs to acquire.

### 5.2.12 Induction Programmes

In Chapter 2 the induction of new educators to the occupation is described very important. The effectiveness of educators in their work depends on the induction they received at the start of their work. Induction is not conducted only for new educators but it is also designed for educators who are promoted to new positions, or who have received new responsibilities or, wish to return to teaching after interruption of service (Rebore 1987:32). It is, therefore, imperative for the new educators to receive induction to acclimatise themselves to the new ethos.

#### 5.2.1.3 Departmental workshops

In Chapter 2 it was noted that departmental workshops serve to develop staff. A workshop is a form of staff development process which is conducted either outside or even inside the schools. Rebore (1982:173) calls these workshops an off-the-job training or on-the-job-training process. This method of training includes lectures, seminars, workshops or school based courses provided by the department or the school. As workshops familiarise educators with teaching and learning activities which are new while improving their existing skills. Workshops also explain new curriculum to the educators. The advantage is that they put educators in the real situation because are supposed to be rooted in work experience.

#### 5.1.2.4 Timing of Staff Development

The staff development programme is planned like all other activities at school. Cawood and Gibbon (1985:25-26) state that timing of staff development is determined by local school' circumstances. It means that the time table for staff development is drawn to fit the calendar of the school environment. Like all the activities it should be planned at the beginning of the year and evaluated at the end of the year. In Chapter 2 it was mentioned, as observed by Oldroyd, et, al (1984:18) that schools should provide time for staff development by adjusting hours. An

evaluation of a whole programme should be conducted at the end of each year to determine whether the programmes was successful or not, and to suggest approaches which could improve the situation

### 5.2.2 Empirical Findings

This section presents the interpretation of findings and conclusions in order to provide recommendations.

#### 5.2.2.1 Number of staff in each category

In chapter 4 responses show that there is a shortage of school educators in all categories, including the management team. For example in most schools there are no heads of departments and deputy principals. Some of the management staff is not effectively appointed by the department. They are fully engaged in teaching activities and so much in departmental duties. This shortage might allow little or no time for staff development programmes. It seems impossible for the institution to have staff development programmes because everyone including the principal himself or herself is involved in teaching.

#### 5.2.2.2 Provision of staff development programmes

The study revealed that most respondents see staff development as a need in secondary schools and as the part of their duties as principals. But the responses showed that educators are not truly engaged in this activity. The common problem they mention is the shortage of staff which leads to the shortage of time. In other words it is assumed that staff development is either poorly done or not done in some schools.

#### 5.2.2.3 Induction Programmes

All respondents regarded induction programmes as necessary for preparing new educators. There were clear indications from the respondents that induction is one of the essential duties of the principals, (cf. Table 4.2). However, the comments of the respondents showed that induction programmes are not well attended to because of the shortage of management staff who should be responsible for these programmes. It is hard to believe if principals do carry out induction programmes.

#### 5.2.2.4 Department workshops

From the responses illustrated by Table 4.3 it is the department of education provide workshops. But it is indicated that the scheduling of these workshops may have a negative impact on school programmes because many educators and principals are put out of schools. This is an issue that should be dealt with by the department of education, education officers and school principals.

#### 5.2.2.5 Supervision of teaching activities

The response shown on Table 4.4 suggest that there is a general acceptance of the need to supervise educators' work. The comments the respondents made show that most of them have or little or no time to supervise staff. They complained that the new curriculum has brought lot of administrative work to them. This has increased the number of workshops they should attend away from school. Increase of departmental staff development activities tends to interfere with their administrative duties.

#### 5.2.2.6 Planning for staff development activities

The study has established that there is a need for school to plan staff development in schools. Such programmes have to be provided for in timetables. But the responses



revealed that the respondents' time tables do not allow time set aside for staff development activities. This means that staff development takes place incidentally during staff meetings. According to the responses one can assume that planning for staff development activities is not given attention. This state of affairs undermines the importance of staff development as part of professional enrichment.

#### 5.2.2.7 Evaluation of staff development programme

According to the responses in Section 4 4.3 most respondents do not make evaluation of staff development programme at the end of the year, although they regard such programmes as important (cf. Table 4.6). Some respondents are not sure of real staff development programmes. According to the respondents' comments the investigator may assume that staff development in secondary schools of the district concerned is not attended to satisfactorily. According to this assumption, there is very little to evaluate.

#### 5.2.3 Recommendations

In the light of findings presented in the foregoing discussion, the investigator has come to the following recommendations.

##### 5.2.3.1 Number of staff in each category

Comparison between the number of schools and the number of educators might lead to assumption that there is a severe shortage of educators, although the enrolment of each institution was not asked for. This shortage can have a negative impact on the implementation of staff development. It is recommended that there should be a standard formular to provide staff in schools. This does not apply to educators only. There should be enough support staff to reduce the principals' administrative work and educators' routine tasks.

### 5.2.3.2 Induction of new educators

Responses in chapter 4 (section 4.2) highlighted the lack of induction practices for new educators. It is recommended that the induction of new educators be designed by department of educators and the principals. The induction programmes could be conducted even by outside support rather than being strictly assigned to principals. Private educational organisations, university lecturers or any other expertise in education could be used. Because the induction programmes should be school-based, even parents who are experts in education could be utilise in school programmes like staff development programmes. It is also recommended that a mentor system be introduced, wherein senior educators are assigned responsibility to guide new-comers.

### 5.2.3.3 Management of staff development

The school management team has a responsibility for staff development in schools. The principal, by virtue of his or her position, is responsible for providing leadership in this exercise. It is recommended that each principal be enabled to work out a plan for staff development in his or her school.

It is recommended that there should be a departmental policy to provide for staff development. The policy and the ethos of the school should be subject to regular review and should take place by means of workshops which involves staff, and when necessary, the parents community. The policy should lay down who should be responsible for determining the programme and who should implement it. It is further recommended that there should be procedures for identifying staff development needs and means as well as resources for satisfying such needs. Every principal should support and encourage staff to develop themselves, seek advice and guidance and avail themselves of opportunities for professional developments

It is further recommended that principals should inspire educators with love of upgrading themselves in order to cope with changes in education system. According to Graham

(1982:6) the climate of the organisation should be managed so that the staff is encouraged to develop themselves and seek advice and guidance. The staff should be managed in such a way that they respond in a creative way both in their jobs and in management of their own developments.

#### 5.2.3.4 Making time for staff development

Responses recorded in chapter 4 (section 4.2) showed that principals were too much occupied with routine departmental duties and administrative work. Lack of time was cited as the reason for lack of staff development programmes or activities. It is recommended that the schools should adjust the time-table by starting earlier or shortening the periods for this activity. If educators are given time within their working days for staff development duties, then they will be more willing to make time for their own for voluntary involvement.

#### 5.2.3.5 Use of team work

Teamwork is another tool for staff development. It is recommended that educators work in teams in order to share problems and help one another. Team teaching is a vital and integral part of classroom performance and it enhances the learning process significantly. The departments within the school should not work in isolation. Discussions on curriculum should be interdepartmental and problems and ideas should be shared across the departments. It is also recommended that the management team lead in discussing matters of common interests across departments.

It is recommended that principals and educators work as a team in order to identify areas which need to be developed. It is recommended that principals and educators be organised into task groups, each one of which should be responsible for the achievement of specific goals and objectives.

#### 5.2.3.6 Evaluation of staff development

According to chapter 4 (section 4.3) most respondents do not conduct evaluation of the programmes at the end of each year. They had no time. It is suggested that evaluation for the work is essential. Evaluation should be done in order to ascertain strengths, weaknesses, success and failure, and to correct errors or prevent any deviations that occurred during implementation of staff development programme.

For the staff to be productive, loyal and successful in their work, it is recommended that educational managers should give them regular and fair feedback on their performance..

Evaluation of staff will serve the purpose of motivating. If it is implemented in an incorrect manner it may have the effect of inhibiting both the manager and educators from accomplishing in their respective areas of activity.

#### 5.2.3.7 Provision of enough human resources

Responses in chapter 4 (section 4.6) showed that most schools were under staffed. Inadequate staffing has a negative impact on the implementation of staff development programmes. Understaffing is a national issue. It is recommended that this issue should be addressed by National Department of Education by revising staffing formula and attending to adequate resourcing of the educational enterprise.

### 5.3 Conclusion

The aim of this study was to investigate the issue of staff development in schools both theoretically and empirically. The findings and recommendations have been made with the aim of improving quality of teaching and learning in schools in Eshowe District in particular and in the education in general.

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## APPENDIX A

P.O. Box 602  
GINGINDLOVU  
3800

07 November 2000

The Principal

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Dear Sir/Madam

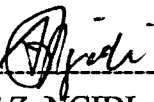
### REQUEST FOR ANSWERING THE QUESTIONNAIRE

I am conducting a research on Staff Development in Secondary Schools in the Eshowe District

I kindly request you to answer the enclosed questionnaire. The findings of this research will be made available on request. Furthermore all the data collected from your school will be kept confidential, and no identification of a specific school will be given when the report is completed.

Thanking you in your participation

Yours Sincerely

  
-----  
T.Z. NGIDI

## APPENDIX B

### QUESTIONNAIRE TO THE PRINCIPALS

#### INTRODUCTION

The main aim of this questionnaire is to find out whether there are staff development programmes in secondary schools in Eshowe District. The information provided will be handled carefully and with strict confidence. Do not write your name anywhere in this questionnaire, there is no need to reveal your identity. Indicate your answer to the question by means of a cross (x) in the appropriate block. Some answers require written answers/suggestions/comments.

#### SECTION A

##### 1. YOUR PERSONAL PARTICULARS

###### 1.1 Gender

FEMALE	MALE

###### 1.2 Age in years :-

###### 1.3 Highest academic qualifications

Matric		M Com	
Degree course		M Sc	
Degree		Doctorate	
Honors		Other (specify	
MA			

1.4 Professional qualifications

PTC		B ED	
JSCT		M ED	
Diploma		Doctorate	
B PAED		Other (specify)	

1.5 Experience in years as a principal

0-5 yrs	6-10 yrs	11 –15 yrs	16-20 yrs	Over 20 yrs

1.6 How long have you been in a teaching profession?

1.7 State the number of staff in each of the following categories;

DEPUTY PRINCIPAL	HEADS OF DEPT	EDUCATORS

**SETION B**

**2. NEED FOR STAFF DEVELOPMENT**

- 2.1 There is a need for educators to en gage themselves in professional development in order to be relevant to new system of education.

Strong agree	agree	Uncertain	Strongly disagree	Disagree

2.1.1 Do you give your staff this opportunity?

Yes	No

2.1.2 If "yes" enumerate areas where this development is necessary.

2.2 Principles should prepare induction programmes to engage educators in particular roles.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

2.2.1 Does such induction programme take place in your school?.

Yes	No

2.2.2 If "Yes", briefly give areas covered by induction.

2.2.3 If “No” give reasons.

2.2.4 What suggestions or recommendations can you make regarding the induction of new educators.

2.3 The principal should create time to supervise educators in their school work.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

2.3.1 What aspects do you look at when supervising educator’s work?.

2.3.2 What recommendations/ suggestions can you give in this regard?.

- 2.4 Educators should be given opportunities to attend departmental workshops, courses and seminars to keep pace with chang

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

- 2.4.1 Do you allow such opportunities?

Yes	No

- 2.4.2 if "Yes", what measures do you adopt to utilize the learning experiences they get from seminars, courses and workshops?.

- 2.5 Principals should inspire educators with the love of upgrading themselves professionally in order to be equipped with innovations within the system of education.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

- 2.5.1 Do educator in your schools engaged to studies to improve their qualifications?

Yes	No

2.5.2 Enumerate types of qualifications that are considered to be useful by educators.

2.5.3 What comments can you give in this regard?

### 3 PLANNING FOR STAFF DEVELOPMENT

3.5 Principal should supervise teaching activities of staff (e.g. notemaking, learners' assignments, written work, and tests).

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

3.5.2 Do you have enough time to carry out this supervision?

Yes	No

- 3.5.3 If “Yes”, how do you deal with problems experienced by educators?
- 3.5.4 Can you enumerate some of problems that are usually brought by educators?
- 3.5.5 What further comments/suggestions can you make in this reagrd?

3.6 Use of team work is important to assist the educators to help one another as well as to co-operate the educators with one another.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

3.6.2 Enumerate activities that are usually done in teams.



3.7 Principals should arrange meetings at the beginning of the year to determine staff development needs.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

3.7.2 Do you have a plan for the year?

Yes	No

3.7.3 If "yes" what main areas are covered in this plan?

3.7.4 if "no", give reasons.

3.8 The principal and staff should arrange suitable time for professional development activities.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

3.8.2 Do you have set time for staff development programme in your school?

Yes	No

3.8.3 If "Yes", give particulars of this arrangement in the year.

3.8.4 If "no" give reasons.

3.5 The Principal and the staff should together identify criteria according to which work of individual educator should be supervised.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

3.5.1 Are such criteria identified at your school?.

Yes	No

3.5.2 If “yes”, give brief outline of them.

3.5.3 if “no”, give reasons.

3.6 Principal and the staff should make detailed evaluation of staff development processes at the end of each year for adjustment and change in the following year.

Strong Agree	Agree	Uncertain	Strongly disagree	Disagree

3.6.1 Do you have such evaluate session in your school?

Yes	No

3.6.2 If “yes”, briefly explain the procedure.

**3.6.3 If "no", give the reasons.**

**3.6.4 What further comments/ suggestions can you make on this matter?**

**3.7 Which challenges would you consider important on staff development. List at least five challenges.**

**Thank you for your co-operation.**