

**STAFF DEVELOPMENT AT  
SECONDARY SCHOOLS IN THE  
MTHUNZINI DISTRICT**

**By**

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## ABSTRACT

The study deals with staff development at secondary schools in the Mthunzini district. Staff development practices at various secondary schools are examined in the study.

*The aims of this study were the following:*

- to determine the nature of staff development as described in relevant literature;
- to investigate staff development practices at secondary schools in the Mthunzini district, and
- to present the findings and recommendations which emanate from this study.

Literature review was done on various textbooks, newspaper articles and journals related to the study. Various staff development theories and models were identified in order to relate them to the current staff development practices in the district under consideration. Detailed discussion of staff development initiatives that have been started by the KwaZulu-Natal department of education (Mthunzini district) also forms part of this study.

The population of the study comprised principals of secondary schools in the Mthunzini district. Questionnaires were used to facilitate the process of collecting data. The study attended to learning/developmental activities; provision of staff development materials; sharing of knowledge and tasks, and work related skills that influence one's understanding of the job. Data analysis was both quantitative and qualitative. The findings of the study necessitated the investigator to make recommendations regarding staff development.

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**AB BUTHELEZI**  
**KWADLANGEZWA**

## DEDICATION

This work is dedicated to my *grandparents*, Mthengwa “Ntabayezulu” and Ndabidumile (Uka-MaNcanana) Mthiyane who have been called to eternal peace. Their love, guidance, encouragement and support provided me with the zeal and great sense of achievement.

**DECLARATION**

I hereby declare that **STAFF DEVELOPMENT AT SECONDARY SCHOOLS IN THE MTHUNZINI DISTRICT** is my work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to be 'A.B. Buthelezi', enclosed within an oval shape. Below the signature is a horizontal line.

**A.B. Buthelezi**

**KWADLANGEZWA**

**January 2001**

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## **CHAPTER ONE**

### **1. ORIENTATION TO THE PROBLEM**

#### **1.1 INTRODUCTION**

South Africa is faced with many challenges to be competitive with the outside world. The country's education system has not been left untouched by such challenges. An efficient system of education provides for learning and teaching which result in the production of learners who have acquired knowledge, skills and attitudes which in turn make provision for further education and training and work beyond schooling. Management is an important means of facilitating the system's achievement and maintenance. Educational leaders such as principals are therefore faced with a big task of managing human resources such as educators in order to make schools efficient and effective to be geared for such changes. This means, amongst other things, principals should attend to staff development in their organisations. Staff development involves processes which are designed to enable educators to improve on their performance. It links up with other human resources management functions, namely recruitment, selection, induction, evaluation, appraisal and welfare. The investigation focusses on staff development as an integral part of school management. This chapter looks at the statement of the problem, definition of concepts, aims of the study, basic assumptions about the study, delimitation of the study, methodology, limitations of the study and plan of study.

## **1.2 STATEMENT OF THE PROBLEM**

Designing staff development programmes has become a growing need for educators in schools. Staff development programmes focus on improvement of educators' performances in their schools. The workplace in which educators perform their duties, at present, demands that they be informed about new instructional approaches, for instance the department of education (DoE) has introduced outcomes-based education (OBE) hence there is a need for educators to be offered courses, workshops and conferences in this regard. The failure to provide staff development programmes in this regard can have a negative effect on new curriculum initiatives in the country. Educators may need to be assisted in schools to understand learner behaviours. Presently, transformation initiatives in the department of education (DoE) has led to the ban to the use of a stick in schools. It becomes therefore necessary for educators to be trained and developed in this matter. If this is effectively organised and conducted problems which may lead to school dysfunction could be avoided at an early stage. Educators in schools may also need to be guided on how to assess learners effectively. The introduction of continuous assessment in schools requires more commitment to do the job from educators. If educators can be developed this could ensure that the system continues smoothly without any problems.

The environment in which educators perform their duties, at present, demands that they increasingly become aware of what happens in the world around them. This becomes a challenge even to newly appointed educators who sometimes enter the teaching profession barely prepared for the world of work. Newly appointed educators may also

experience some adaptation problems which could eventually affect their work performance in schools. A staff development programme becomes useful in preparing them for a graceful take-off.

Forging close relations with parents has also become an important aspect of effective school functioning. It is, therefore, clear that educators in schools need to be encouraged to work closely with parents. Problems which can emerge in the school are easily dealt with if the parent community is aware of what is happening in the school. A staff development programme is necessary in encouraging educators to work closely with parents.

There is a growing need for refresher courses, or revisiting and upgrading knowledge and skills workshops on the part of educators. Educators may need to be encouraged to attend courses and workshops which are aimed at sharpening their knowledge and skills. Such an initiative can prevent professional stagnation or degeneration on the part of educators. The DoE is at present conducting courses, workshops, seminars and conferences on OBE and curriculum 2005. Attendance to such events may help educators to do their work better and to acquire knowledge and understanding of changes in education.

Current changes taking place in the country demand that educators be guided, assisted and encouraged to do the job better. Education, as it was stated earlier on in this chapter has been affected by some of these changes. Educators may experience a need for understanding the impact of the South African Schools Act (Act no. 84 of 1996), South

African Qualifications Authority (SAQA), national qualifications framework (NQF) and other policies and structures on the South African education system. A staff development programme designed to address these needs is vital in producing an informed workforce.

Educators may experience a need for staff development programmes aimed at personal and career growth or change. According to Burke, and others (1990:3) schools may have to devise staff development programmes which will lead to change in teachers' attitudes and beliefs. The provision of such programmes is important in order to avoid poor performance in the organisation. Educators who might be experiencing a "burnout syndrome" can be assisted to do the job better. Jones, and others (1989:8) point out that well organised staff development programmes for teachers could motivate and stimulate them and pay dividends for the school and learners in the longer term. Riches and Morgan (1989:18) further point out that staff development programmes should cater for individual teacher development, team work and in-house training. It is clear that the absence of staff development programmes aimed at personal and career growth of educators can lead to low morale and poor performance in schools.

Educators may also experience a need or challenge of understanding transformation, human rights culture and education renewal initiatives which are currently taking place in the country. The understanding of such initiatives has become imperative because of the non-racial and democratic nature of the South African society. Educators may therefore need to be guided and assisted on the importance of transformation issues, gender equity, human rights and other matters which may be deemed necessary. There may also be a

need for educators to be encouraged to take part in the process of restoring the culture of learning and teaching service (COLTS) in schools. The failure of educators to understand indices of educational and democratic change in the country can hamper organisation growth and institutional responsibility to its South African citizens.

### **1.3 DEFINITION OF CONCEPTS**

The following concepts are defined in the study :

#### **A. STAFF**

According to Longman's English dictionary (1991:1025) the term "staff" means the group of workers who carry on a job or do the work of an organisation, especially of a teaching or business organisation. In this definition it is clear that the term "staff" means the workforce. In this study the term "staff" refers to a total group of educators who perform various educative functions and strive to achieve both personal and organisational goals in the school. The system of common values and goals bind the "staff" together in the organisation.

#### **B. DEVELOPMENT**

Burke (1987:xi) defines development as a continuous improvement which occurs via many avenues, including expansion, advancement, maturation, elaboration, conversion, evolvement and progression. He further indicates that each of these avenues traverses one or more of the component of induction, renewal or redirection. Development in the

school is seen as a process of bringing together educators' skills, knowledge and attitudes gradually to a larger, more complete, or more advanced state. This is aimed at enhancing educators' personal and professional growth.

### C. STAFF DEVELOPMENT

Burke, and others (1990:4) view staff development as an initiative which offers a process for growth to all professional educators. This means educators' knowledge, attitudes or skills are sharpened so that they can be productive and adaptive to political, social and economical changes occurring countrywide or globally. This view is supported by Webb (1996:35) who also says that staff development is concerned with people's knowledge and skills development. According to Morant (1981:1) staff development is an initiative intended to support and assist the professional development that educators ought to experience throughout their working lives. Staff development is further viewed by Morant as an on-going process in the organisation which should start when the educator joins the teaching profession. It should, therefore, be clear that staff development is a or has to be life-long process, and not a one-off occurrence because it considers an educator when he or she joins the organisation up to the exit point.

Hewton (1988:109) defines staff development as all planned activities directed towards improving the professional knowledge, skills and capacity of teachers whether organised at the school level or elsewhere. Hewton's definition clearly indicates that staff development is about assisting, guiding and encouraging educators to acquire necessary knowledge and skills to do the job better. Jones, and others (1989:5) state that staff

development is concerned with a team of teachers [the “staff”] working together to the benefit of the learners in their care. This view is also supported by Joannides and Morrison (1993:4) who regard staff development as professional support. This means educators come together in order to share ideas which will help them to perform their duties better as professionals. According to Bradley (1991:2) staff development is an attempt by the organisation aimed at improving educators’ performance. It is, therefore, clear that staff development assists educators to feel valued in the job they do. Various definitions discussed above have clearly indicated that staff development is about assisting, guiding and encouraging educators to become knowledgeable and skillful workforce.

In this study staff development is regarded as an initiative aimed at assisting, guiding and encouraging educators to do their job better, to acquire knowledge and understanding of changes in education, to act on this knowledge and understanding, and to become informed and creative educators and promoters of transformation, human rights culture and education renewal. In this definition the investigator indicates a need for educators to be developed personally and professionally in the work that they do. High performance indicators on the part of educators create a good image of the school.

## **1.4 AIMS OF THE STUDY**

The aims of the study are the following:

- To determine the nature of staff development as described in relevant literature;
- To investigate staff development practices at secondary schools in the Mthunzini district, and
- To present the findings and recommendations which emanate from this study.

## **1.5 BASIC ASSUMPTIONS ABOUT THE STUDY**

From the above aims, the following assumptions can be formulated through cursory observations:

- 1.5.1 Secondary schools in the Mthunzini district do conduct staff development programmes.
- 1.5.2 Secondary schools in the Mthunzini district may not take staff development programmes seriously.
- 1.5.3 Principals may not know what should be done in staff development.

1.5.4 Staff development may not be an on-going process at secondary schools in the Mthunzini district.

1.5.5 The schools' time tables may be so rigid, in such a way that they do not cater for staff development programmes.

## **1.6 DELIMITATION OF THE STUDY**

The study focused on all 41 secondary schools in the Mthunzini district. There are 238 secondary schools in the five districts of Empangeni region, namely Eshowe, Hlabisa, Lower Umfolozi, Lower Thukela and Mthunzini. The principals of 41 secondary schools in the Mthunzini district formed the target population in this study. The KwaZulu-Natal department of education has secondary schools in its eight regions, namely Empangeni, Ladysmith, North Durban, Pietermaritzburg, Port Shepstone, South Durban, Ulundi and Vryheid. There are various secondary schools which are found in South Africa's nine provinces, namely Eastern Cape, KwaZulu-Natal, Northern Cape, Western Cape, Free State, Gauteng, Mpumalanga, North West and Northern Province.

## **1.7 METHODOLOGY**

This study used the descriptive approach in data collection. The descriptive approach was chosen because of its relevance to describe systematically the facts and characteristics of an area of interest, factually and accurately. Of the various types of descriptive approaches, this study used the survey. According to Cohen and Manion (1989:97) surveys gather data at a particular point in time with the intention of (a) describing the nature of existing conditions, or (b) identifying standards against which existing conditions can be compared, or (c) determining the relationships that exist between specific events. The investigator noted the uses of surveys and decided to use a questionnaire as a data-gathering instrument in the study. Questionnaires were sent to principals at secondary schools in the Mthunzini district. The sample was selected by random means. Questionnaires comprised questions with closed and open-ended items.

## **1.8 LIMITATIONS OF THE STUDY**

The limitations of the study are as follows:

- The study does not consider staff development practices at primary schools in the Mthunzini district. The time factor and shortage of funds restricted the investigator. It

is, therefore, clear that the study does not provide for generalisability about what all schools in the Mthunzini district do for staff development.

- Not all questionnaires dispatched to principals at secondary schools were returned. Since some principals did not return questionnaires, it is possible that certain important information was not provided, hence the study may not be fully representative of the targeted population.

## **1.9 PLAN OF STUDY**

### **CHAPTER ONE**

This chapter consists of : introduction, statement of the problem, definition of concepts, aims of the study, assumptions about the study, delimitation of the study, methodology, limitations of the study and plan of study.

### **CHAPTER TWO**

Chapter two provides a conceptual framework for the study, based on literature.

### **CHAPTER THREE**

Chapter three consists of the description of research instrument and research design.

### **CHAPTER FOUR**

This chapter comprises detailed analysis and interpretation of data.

### **CHAPTER FIVE**

Chapter five gives a synthesis of findings and recommendations.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Effective school management is centred around the principal's ability to provide direction and instruction to the people under his or her charge. Staff development is one of the human resources management functions which plays a vital role in bringing about a high level of performance on the part of staff in the school. Principals are faced with the challenge of making opportunities available for staff development activities to take place in their schools. According to Bondesio and de Witt (1991:273) principals should be aware of the fact that the educational and teaching task of the school can only be carried out with continued, dedicated cooperation on the part of the entire staff, be it teaching, management or auxiliary component. Thus, there is a need for principals in their institutions to support and better equip staff, because such initiatives can lead to better chances of organisational success. This means that the principal should have a positive attitude to staff development. This chapter discusses the nature of staff development; staff development policy; the process of delivering a staff development programme : planning, implementation and evaluation; benefits of staff development; barriers of staff development; and the challenges of staff development in schools.

#### **2.2 THE NATURE OF STAFF DEVELOPMENT**

According to Heideman (1990:4) staff development offers a process of growth to staff with regard to enhancement of knowledge, attitudes and skills. This view is supported by

Hewton (1988:109) who defines staff development as all planned activities organised at the school or elsewhere, and directed towards improving the professional knowledge, skills and capacity of teachers. It should be clear from the preceding explanation that staff development offers the opportunity to improve skills for all staff members. For instance, educators in the school should be helped to improve their instructional, disciplinary, socialisation and management skills.

Joannides and Morrison (1993:4) regard staff development as an initiative which is aimed at supporting staff in the work that they do. A similar view is shared by Morant (1981:1) who asserts that staff development is the educational initiative intended to support and assist the professional development that educators ought to experience throughout their working lives. Staff development is therefore, seen in this context as an on-going process in the workplace from the moment the educator takes up employment. Jones and others (1989:5) argue that staff development is a process, not a one-off occurrence and is aimed at producing change in the educators' knowledge, understanding, skills and attitude. This means staff development provides the means for staff to experience continuing education as a team as well as an individual in the organisation. Assisting staff to do the job better is what staff development strives to achieve in the organisation. According to Ron (1986:3) staff development can achieve the following objectives :

- raise work standards;
- orientate staff for changing tasks;
- train staff for promotion posts, and
- achieve a higher degree of job satisfaction .

If one looks at the foregoing characterisation it becomes clear that staff development can raise the level of performance as well as prepare the individual for change in the organisation.

Developmental activities are conducted for teachers on new instructional approaches. During the times of change, staff development provides the means for teachers to acquaint themselves with the new expectations. Jones and others (1989:5) state that one should “expect poison from the standing water”. This shows that staff development helps educators to acquire knowledge and understanding of changes in education. Teachers may need staff development programmes on outcomes-based education (OBE), national qualifications framework (NQF), curriculum 2005, developmental appraisal system (DAS) and other educational innovations. Staff development becomes an answer in providing the means for teachers to experience continuing education and on-going conceptualisation of their roles.

Bradley (1991:2) reveals the following aims of staff development:

- to make people feel valued in the job they do,
- to enable them to do the job well so that they receive the positive feedback essential for job satisfaction and for motivation,
- to help them to anticipate and prepare for changes in their work,
- to encourage them to derive excitement and satisfaction from their involvement in change,
- and to make them feel willing and competent to contribute constructively to the development of the school.

This view supports and extends Ron's idea of amplifying the dimension that staff development encourages educators to develop a "sense of ownership" of the organisation.

In this study, as it was stated in chapter one staff development is regarded as an initiative aimed at assisting, guiding and encouraging educators to do their job better, to acquire knowledge and understanding of changes in education, to act on this knowledge and understanding, and to become informed and creative educators and promoters of transformation, *human rights culture and education renewal*.

Effective staff development programmes are intertwined with organisational development. This means staff development caters for organisational needs, and vice versa. The principals in schools are faced with the challenge of combining staff needs with organisational needs. Staff needs cannot be seen in isolation from organisational needs because what institutions strive to achieve is a high level of performance which will benefit their learners. In most cases schools consider what parents, learners and the community at large expect from them, and that must be communicated to everybody in the organisation. The ideal way of doing this is to have a staff development policy which outlines all the rules of the game in both black and white.

## **2.3 STAFF DEVELOPMENT POLICY**

Effective human resource management in a school is crucial for its adequate functioning. The processes of staff development need to be guided by a clearly articulated staff development policy.

A policy can be viewed as a statement of intentions, together with the procedures to be followed to put these intentions into action. The policy further states role functionaries and recipients of the programme. In most cases school policies require the approval of the governing body. In the case of drafting the staff development policy the principal can consult his or her management team. The policy can then be presented to the governing body for consideration, amendment and, finally, approval.

According to Emerson and Goddard (1993:102) a policy for staff development needs to have as its central aim the improvement of the school as well as the development of individuals' skills and expertise. This view is in line with what has already been discussed in 2.2 that staff development should balance the needs of individual members of staff and the school needs. An effective staff development policy needs to inform staff and governors about the training and development opportunities that are available, and the procedures to be followed. The basis for producing a staff development plan should be complement to the school development plan which is outlined in the staff development policy. Emerson and Goddard (1993:102) point out that the staff development policy has to indicate opportunities which are needed to match the school's and the staff's priorities. When the broad plan has been produced, the final stage is to devise a staff development programme which will select activities intended to match current needs.

Emerson and Goddard (1993:102) state that the staff development policy should define:

- (a) the aims of staff development in the school;
- (b) who is responsible for managing staff development;
- (c) procedures to be followed, and

(d) arrangements for monitoring the process

Both authors also give examples of what might be entailed in each of these areas:

*aims*

- to encourage individuals to take advantage of training and development opportunities and to plan their career development;
- to secure the development of the skills, knowledge and understanding of all members of staff;
- to encourage the involvement of all members of staff in whole school developments, and
- to improve teaching and learning by enhancing the qualifications, skills and expertise of staff.

Emerson and Goddard in these examples of the aims have attempted to illustrate that individual and organisational needs are inseparable when designing a staff development policy.

*responsibilities*

- the head teacher will have overall responsibility for ensuring that the staff development policy is implemented, and
- the in-service education and training (INSET) coordinator will have as his or her major responsibility the promotion, planning and evaluation of staff development;

- head of department and curriculum coordinators will be responsible for advising on the development needs in their subject areas and for the professional development of members of their teams, and
- each member of staff will be responsible for seeking to enhance his or her own skills by taking advantage of opportunities for training and development.

It should be clear from the above statements of responsibilities that a good policy will clearly indicate duties for all role-functionaries for staff development.

### ***procedures***

- arrangements for the regular appraisal of teaching and non-teaching staff;
- consultation with staff about whole school priorities and associated training needs;
- criteria for prioritising and allocating the in-service training budget;
- arrangement for briefing for course attendance and dissemination on return;
- systems and responsibilities for providing information about training and development opportunities, and
- systems for recording participation in training.

The outline of procedures to be followed in the staff development policy helps the process of staff development to continue without any disruptions or misunderstandings.

### ***monitoring***

- staff are expected to contribute to the evaluation of individual in-service activities and of the overall staff development plan;

- staff attending courses do so on the understanding that they will disseminate information to appropriate colleagues;
- criteria and methods for evaluating school-based activities will be agreed upon during the planning of the activity, and
- the results of evaluations will be used to inform the planning of future staff development activities.

A good policy indicates how the staff development plan will be evaluated formatively and summatively. This helps to demonstrate the level of success that has been achieved.

It is necessary to plan for situations which might interfere with the smooth progress of work. According to Hewton (1988:119) staff development policy allows for induction, development and appraisal procedures. This means that staff development policy caters for all levels in which an individual staff member can find himself or herself in. A staff development policy sets the parameters within which the staff development activities will be carried out. It will identify the target group and the purpose of the activities. Staff development policy is based on the analysis of the structure of the organisation and the need to negotiate that policy with all structures. This means that individuals at school should have a right to say what should happen regarding staff development.

## **2.4 DELIVERING A STAFF DEVELOPMENT PROGRAMME**

The process of delivering an effective staff development programme has to cater for three important stages, namely planning, implementation and evaluation.

### **2.4.1 PLANNING FOR STAFF DEVELOPMENT**

Readiness is an important stage in the planning of staff development programmes. According to Burke, and others (1990:94) readiness is the stage where resistance to change must be overcome and where commitment to high quality programming is established. It should, therefore, be clear that readiness is crucial for successful implementation of staff development programmes. The involvement of principals, district officers, teachers, support staff, as well as governing bodies is essential at this stage. According to Burke, and others (1990:95) emphasis during this stage of planning is on developing new role expectations and responsibilities for both educators and administrators. This stage clearly indicates the established governance structure, rationale of activities and programme goals.

According to Emerson and Goddard (1993:117) it is at this stage that staff development practitioners have to consider the following aspects of planning:

- Coordinating the planning of the school's annual staff development programme;
- Planning the use of school in-service days;
- Managing the school's staff development budget;
- Coordinating the development of the school's induction programme for newly qualified teachers and others new to the school, and
- Making available information about development opportunities, both school-based and externally provided.

The above-mentioned points shows that role funtionaries for staff development need to be clear about what needs to be done in schools. There are also some important stages of planning a comprehensive staff development programme which have to be followed by staff developers in schools.

#### **2.4.1.1 Needs Assessment**

Staff development programmes exist within a broader context of district wide goals and priorities as well as regional, provincial and national requirements. In conducting needs assessment, those persons responsible for planning and implementation of staff development programmes should keep in mind three general purposes to be served by the programmes, (Joyce and Showers, 1988 pp. 6-7, cited in Burke, and others 1990:91) :

- Enhancement of individual clinical skills and academic knowledge;
- The study of school improvement, and the
- District-wide initiatives to improve the educational programme.

In designing staff development programmes a balance between activities desired by educators and those needed by schools and/or district-wide programmes has to be achieved. The highest priority should go to improving the competencies “to do one’s job”.

The process of assessing educators’ needs is regarded as a process of determining the discrepancy between the existing and the needed competencies of the staff. Thus, for staff

development programmes to take place there is a need for situation analysis. This is usually carried out in organisations through needs assessment.

Staff developers have to think carefully of data sources and data collection methods. Rowland and Ferris (1982:311) argue that organisational analysis, departmental analysis and individual analysis are three essential elements of training needs analysis. In other words the organisation may experience or may undertake an analysis and so may the department and individuals. These analyses may serve to inform individuals about their needs for training. It is the duty of the school management team, especially the principal, to identify areas where the staff shows signs of “asking for help”. Byars and Rue (1991:207) are of the view that a needs assessment questionnaire, interviews, or official records can be used in order to determine the educators’ needs.

The process of needs assessment entails what teachers are doing, what they need to do, what they are lacking in, what areas they need development in and in what proportion. Staff developers have to choose effective methods of assessing needs. Burke, and others (1990:91) state that needs assessments usually take three forms :

- Supervisors determine needs based on their assessment of the quality of work being performed by persons reporting to them.
- Staff members are asked to report their perceived needs on a survey questionnaire or to respond to a checklist.
- Groups of individuals, departments, schools, district-wide councils collaboratively identify needs and develop plans to bring about change.

The above-mentioned three forms also indicate individuals and structures that have to be involved in the process of needs assessment.

Teacher evaluation is also an important data source for an assessment-based staff development model. Burke, and others (1990:92) state that teacher assessment can reveal both needs that should be addressed by individual professional development plans as well as consistently occurring needs, for example weaknesses related to classroom management skills or instructional strategies that could be effectively addressed by a staff development programme. For teacher evaluation to be effective teachers should be encouraged to engage in self-evaluation. Information-sharing sessions also need to be encouraged. It should, therefore, be clear that staff development activities have to be based on growth needs agreed upon by teachers and their superiors.

According to Emerson and Goddard (1993:117) staff development practitioners have to be involved in the process of identifying needs through the following ways :

- Overseeing the production of a policy statement for staff development;
- Suggesting areas for training in response to national or provincial developments;
- Advising staff about their training needs for both their current posts and their future careers;
- Assisting in the selection and briefing of staff for attendance at external training courses. This view is also expressed in the Education Labour Relations Council's resolution no. 8 of (1998:5). In this document a role functionary for staff development

is responsible for the development of staff training programmes, both school-based and externally directed.

- Taking the lead role in the development of the school's procedures for appraisal;
- Assisting the *senior management team* in planning and developing the structure and in the formulation and interpretation of job descriptions;
- Contributing to the formulation of the school development plans and their evaluation, and
- Keeping the governors or stakeholders informed of the school's staff development needs.

It should, therefore, be clear that the process of needs assessment needs a dynamic person who is able to perform different tasks.

Harper (1987:167) points out that a staff development need exists in an organisation when there is a gap between the present skills and knowledge of its employees and the skills and knowledge they require or will require. In most instances, poor performance is caused by lack of competence. Rebores (1998:165) states that a staff development programme may be concerned not only with the abilities of the individuals, but may serve as a facilitator in the promotion to higher positions of responsibility. It is through staff development that an employee may be able to say he or she has acquired certain skills, attitudes and knowledge, and then he or she becomes eligible for promotion.

Some of educators' needs are felt as a result of improper or unsuccessful training received from college or university. For instance, some educators may find it difficult to

deal with disruptive learners in the classroom. Poor methods of teaching may also be an area of need felt by these teachers. Needs are sometimes felt by educators during probation which is an early career period. According to Chiodo and Li-Hung (2000:3) beginning educators experience a variety of problems related to discipline and management; work relationships with administrators, colleagues and parents; instruction and evaluation; and student concerns. This shows that beginning educators also experience needs which may affect their performance and work relationships in schools.

The recent changes represented by the curriculum 2005 and outcomes-based education (OBE) require that experienced and inexperienced teachers attend staff development seminars. Cursory observations of South African education system indicate that educators can be categorised into three groups, namely learners, solid citizens and stars. The first category of “learners” consists of educators who are energetic, adaptive and change oriented. They stand a good chance of becoming stars if they are developed. “Learners” need to be encouraged through relevant staff development programmes to develop a positive attitude towards the job. Sound induction programmes may help teachers who belong under this category.

The second category of “solid citizens” consists of old, unimaginative, stubborn and bored teachers. They feel as if they have reached the ceiling in the profession. Various staff development needs emerge for educators at this level. These teachers may have a negative attitude to attending workshops, courses, seminars or conferences. They may be very discouraging on the part of educators belonging under the first category, for instance educators belonging to the first category may be told that, “...we all started in this

fashion, but look at us today. There is absolutely nothing you can do in order to change the way things are done in the school". The "solid citizens" require motivational programmes. It is also important for principals to identify the needs of educators who are at this level of solid citizens and be assisted to become agents of educational renewal.

The last category is that one of "stars". These can be energetic, responsible, imaginative and dynamic educators. They are high achievers in their fields. These people may be viewed by educators at category two as though they are trying to be "darlings" of the principals or school management teams. The principals need to identify the needs of these educators and provide development activities which will boost their morale. The "stars" need to be used as trend setters of high performance and good behaviour in schools. They may also require some motivational programmes. Needs of educators who have spent a long period of service in the school also need to be identified and re-directed. This may be helpful in enhancing the level of performance in the organisation.

The extension of one's horizon or knowledge is also an important aspect of staff development. This means staff development needs to address the needs of educators who may wish to know various avenues available in their careers. The principals, therefore, may have to provide information regarding the change of specialities. This means teachers may have to be encouraged to undertake private studies or curriculum research projects. Knowledge gained through private studies or curriculum research projects can make educators to grow professionally and to become competent in the classroom. The department of education (DoE) has to provide funds for educators to undertake private studies or curriculum research projects. Funds collected through school fees also need to

be made available to educators by principals and governing bodies. Educators may also be referred to relevant sponsors where they can get some funding. As an organisational activity, a staff development intervention to meet educators' needs will require resources, support and some structured activities. Harper (1987:164) further suggests that the traditional boundaries of the process of identifying staff needs must be extended from "what has to be learnt" to include "how the learning can be achieved".

#### **2.4.1.2 Establishing Staff Development Goals And Objectives**

Staff development goals and objectives are outlined in the policy. Goals and objectives clearly state the target areas, for instance, there may be a need for staff development on administration or instruction. According to Burke, and others (1990:96) goals are general statements of desired outcome, broad in nature and few in number, which may guide programming for as long as three to five years. The goals established for staff development include goals related to system needs as well as individual needs. Objectives are different from goals in that they are short-term focussed and highly specific in nature. Burke, and others (1990:97) assert that the objectives should spell out what will happen, when it is to be accomplished, and who will be involved. The objectives set standards of and achieve and tell the staff developer how knowledge, skills, attitudes or values will be measured. In most cases goals and objectives are determined through the mission statement and needs assessment. Rebore (1998:165) argues that staff development goals and objectives will continually change to meet the continually changing needs of individual staff members and the institution. This means new changes will require that goals and objectives be reviewed and redrawn. When the goals and

objectives have been clearly articulated the next step will be to design the relevant staff development programme.

#### **2.4.1.3 Timing For Staff Development**

Effective staff developers arrange for a convenient venue for learning. The organised venue has to be ventilated and comfortable to participants. Educators may not like unattractive venues. This clearly indicates that the environment plays a vital role in staff development.

The material to be used for staff development programmes needs to be carefully chosen, relevant and made available to the participants. This further indicates that staff developers have to prepare thoroughly for the programmes. Effective staff development practitioners design programmes which provide for participation, practical work and reflection phase. The well-thought out programmes also provide for “after sales service” or follow-up at the end of the sessions. A system of evaluating the successes or failures achieved during staff development is also considered in the process of designing the programmes.

Staff development programmes need to be timed in such a way that they do not cause a loss in one’s experience of process in order to gain by means of another. This means there is a need for staff development to be scheduled during school breaks, after school hours or during weekends.

Enough time needs to be available for staff development programmes. Learners may be released earlier, so that staff development activities can get appropriate attention and adequate time. According to Bradley (1991:117) staff development days are very significant in the development of a school and its staff in the following ways:

- They bring together the whole staff for a much longer time than is normally available. This means teachers get to know one another better during staff development sessions.
- They are very intensive events which build up a team and a sense of shared achievement. It is during staff development days that the staff grow as a team of workers and devise mechanisms of doing the job better.
- They allow a mixture of learning styles – lecture, discussion, experiential learning, and so forth. This is usually determined by the staff development facilitator.
- They can be devised as a part of a longer developmental programme. This means an effort is made during staff development sessions to develop teachers' abilities which are essential in improving the level of work performance.

It should, therefore, be clear that during staff development days or sessions, teachers get to know one another better, and become clear about the skills, attitudes and approaches that are important in doing the job better. Teachers tend to become more cohesive and this probably helps to improve organisational performance. It is staff development that helps individuals to understand their needs and organisational needs better, as a result of rubbing shoulders with other fellow teachers involved in the staff development programme.

Staff development programmes are, or may also be facilitated by means of appropriate incentives being offered to participants. Appropriate incentives do not necessarily mean earnings, but recognition of learning that has taken place. They may mean certificates of recognition as well as reimbursement for expenses incurred on workshops and courses. According to Rebores (1998:167) inducements could include :

- credit for certificate renewal
- reimbursement for expenses incurred for attendance at meetings, workshops and other qualified programmes
- college or university credit
- promotion and
- salary increments.

#### **2.4.1.4 The Conditions Of Adult Learning**

The school management and staff development teams need to consider that staff development is meant for adults. Conditions of adult learning need to be given first preference. Rebores (1998:160) asserts that the emphasis in the training component of a staff development programme is on the acquisition of motor skills and on producing simple conditioning methods that will improve an employee's ability to perform his or her task. This means that staff development should be directed towards bringing about change in human capability. It does not matter whether that will be a professional core or support staff. It is, therefore, necessary that the environment of learning be effectively managed, because the environment presents an opportunity for people to come out and

work, and those that have certain needs to address by means of development will easily come out depending on the overall environment. This makes it possible for people to display their abilities.

According to Rebores (1998:162) a comfortable and stimulating environment certainly enhances learning; and especially for adult learners, the instruction should take place at a time of day when when they are not fatigued. Knowledge gained from staff development should have some practical applications for the staff. Rebores (1998:162) is also of the view that adults generally learn more material in less time than children, but they must see that the material can help them in their work. This sometimes require that a certain amount of planning must precede the instruction in order to determine the most appropriate learning structure for the material that will be presented.

Rebores (1998:162) states that learning rarely takes place at a constant rate; rather, it fluctuates according to the difficulty of the subject matter or skill to be learnt and the ability of the learner. For instance, educators learning about computers may master the skills at different times.

#### **2.4.1.5 Programme Design**

According to Rebores (1998:165) programme design is a process of matching needs with available resources through an effective delivery method. A similar view is also shared by Burke, and others (1990:97) who state that planning at this stage focusses upon translating goals and identified priorities into activity formats and delivery systems. Activities have to meet goals and objectives of staff development. Burke, and others

further state that staff development planners need to consider the nature of adult learners, the change process, and teacher career stages when determining specific objectives and planning activity forms. It is, therefore, unproductive for staff developers to consider only one method of delivering a staff development programme. The examples of some of the modes of delivering staff development programmes are given in 2.5.3 of this chapter. The choice of relevant delivery method is essential in order to meet the needs of different participants in the programme. Rebores (1990:167) views programme design as an organic process that will continually change to meet the needs of individual staff members and the needs of the school, district, regional, provincial or national levels.

## **2.5 IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAMMES**

This is another crucial aspect in the process of staff development. The point where planning and implementation become separate elements of the staff development process is not so easily discernible. Implementation endeavours to satisfy identified needs. This process involves staff development practitioners and educators collaborating in an attempt to achieve stated goals and objectives. The staff developers take a leading role while educators become learners. According to Emerson and Goddard (1993:117) staff developers have to perform the following tasks during the process of implementation :

- Briefing staff in preparation for training activities;
- Providing support to enable staff to apply skills acquired in their training;
- Arranging for dissemination of experiences following training or development activities;

- Taking part in the induction programme for new staff, and
- Arranging for opportunities for school-based development and off-site activities.

One of the above-mentioned tasks indicates a need for staff developers to possess effective net-working skills.

This process of implementation calls for continuous review and monitoring to determine whether new behaviours are still being practiced and goals being met. Monitoring may take many forms, including the regular supervisory process, (Burke, and others 1990:106).

Another important consideration in administering a staff development programme is providing the administrative mechanism or strategy to deal with problems that occur as a result of human interaction. Rebores (1998:168) suggests the following specific problems that tend to hinder staff participation:

- When participants are unclear as to what they hope to achieve;
- When participants consider past programmes as a waste of time;
- When some programmes are so highly structured as to hinder creativity;
- When the best available individuals are not employed;
- When there is no orderly plan for a given programme, and
- When the group involved with a specific programme is so large that participation is hindered, and when there is no acceptable method of evaluation being used for the programme.

Staff developers have to deal with all the above-mentioned problems so that educators could be more ready to participate and be satisfied with the staff development programmes.

#### 2.5.1 ROLE FUNCTIONARY FOR STAFF DEVELOPMENT

There is a need for one person to play a co-ordinating role for developing coherent staff development programmes. According to Glatter, and others (1989:351), Emerson and Goddard (1993:117), and Bayne-Jardine (1988:75) it is the task of principals, deputy principals, heads of department and senior staff to create an environment in which people can grow. Office-based educators can also play a role in staff development. Once the needs emerge it is understood that the role functionary can consider a variety of methods for helping staff development. Whatever the arrangements in the particular school, the role functionary for staff development has a key role in the on-going programmes for improvement.

According to Education Labour Relations Council's (ELRC's) resolution no.8 of (1998:5) the principal, deputy principal, head of department and office-based educators, namely director of education / chief / deputy chief / first / senior / education specialist have to perform the following personnel functions relating to staff development:

##### **The principal**

- Provide professional leadership within the school;

- To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school, and
- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

#### **The deputy principal**

- To guide and supervise the work and performance of staff, and
- To participate in agreed school/educator development appraisal processes in order to regularly review their professional practice

#### **The head of department**

- To participate in agreed school/educator developmental appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management;
- To assess professional development needs by using questionnaires, informal methods and developmental appraisal;
- To support/plan staff development activities, based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans;
- To contribute, to implement and participate in staff development programmes;
- To evaluate success/problems of staff development programmes in terms of the goals of the institutions or department of education;

- To provide support for professional growth of educators with an appraisal programme, and
- To participate in agreed educator developmental appraisal processes in order to regularly review their professional practice.

#### **The office-based educators**

- To assess professional development needs by using questionnaires, informal methods and developmental appraisal;
- To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans;
- To contribute, to implement and participate in staff development programmes;
- To evaluate success/problems of staff development programmes in terms of the goals of the institutions/department;
- To assist in capacity building programmes for students representative councils (SRCs) school management teams (SMTs) and school governing bodies (SGBs);
- To provide support for professional growth of educators within an appraisal programme, and
- To participate in agreed educator appraisal processes in order to regularly review their professional practice.

The document entitled “The Role Function of the Subject Adviser in the KwaZulu-Natal Department of Education” (undated:1), indicates the following duties of the subject adviser regarding staff development :

- Promoting, coordinating and guiding the continued professional growth of educators through regular needs-based in-service and orientation courses;
- Identifying available source materials and bringing these to the attention of educators;
- Establishing structures on regional basis for meaningful interaction among educators;
- Visiting schools in order to provide guidance and to interact with educators, with the purpose of glean and sharing material methodologies;
- Appraising educators' work as an integral part of the general staff development initiative, and
- Assisting with the induction of newly appointed educators and heads of department.

It is important for the above indicated role functionaries to clearly understand what they should do for staff development in schools. They need to assist, guide and encourage educators to do their job better. The inclusion of other role functionaries for staff development indicates that principals need not function in isolation. This means that there is a need for a partnership in order to produce a skillful and competent workforce in schools.

The staff development practitioner needs to be given enough time to carry out the tasks required. There is also a need for well-developed management skills: counselling, ability to motivate, systematic planning, organisation, implementation and evaluation, and the ability to negotiate and persuade.

### 2.5.2 MODELS FOR STAFF DEVELOPMENT

Below are views of some authors regarding models for staff development :

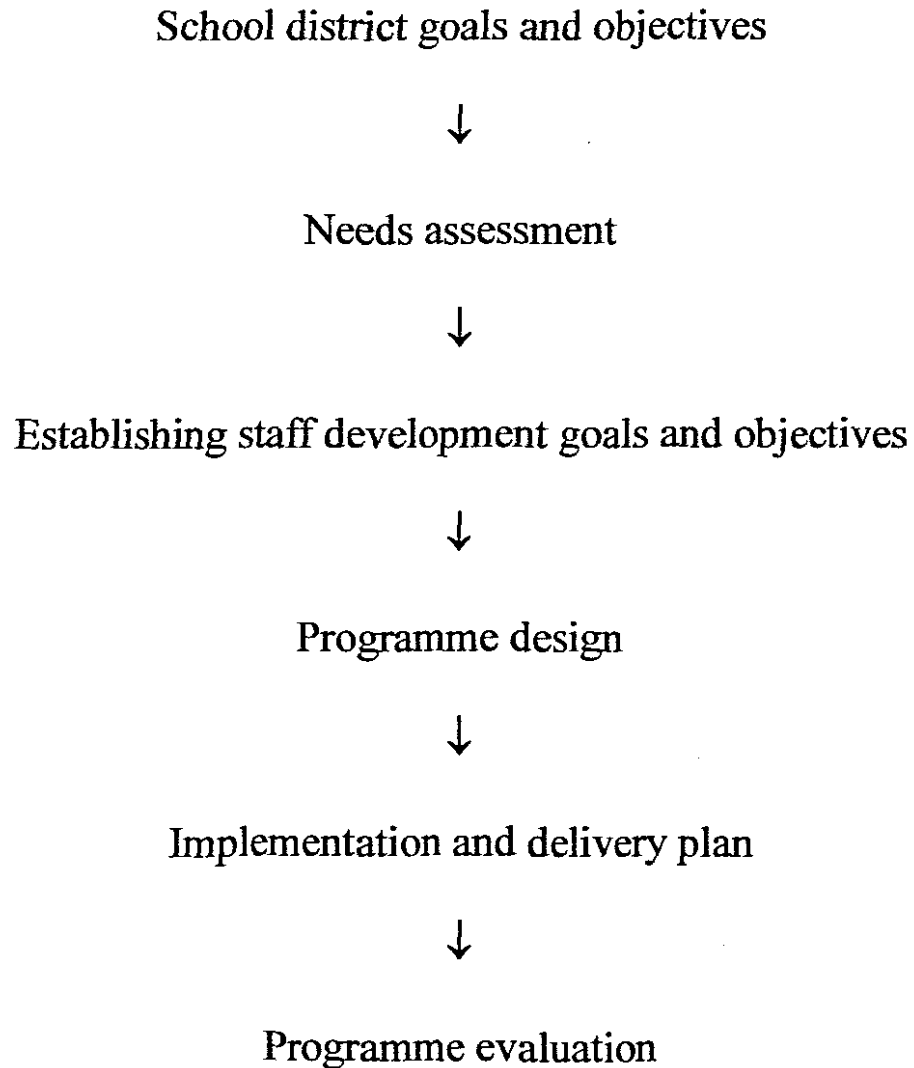


**Figure 1 :** *The model for staff development programme, quoted from Rebore (1998:163)*

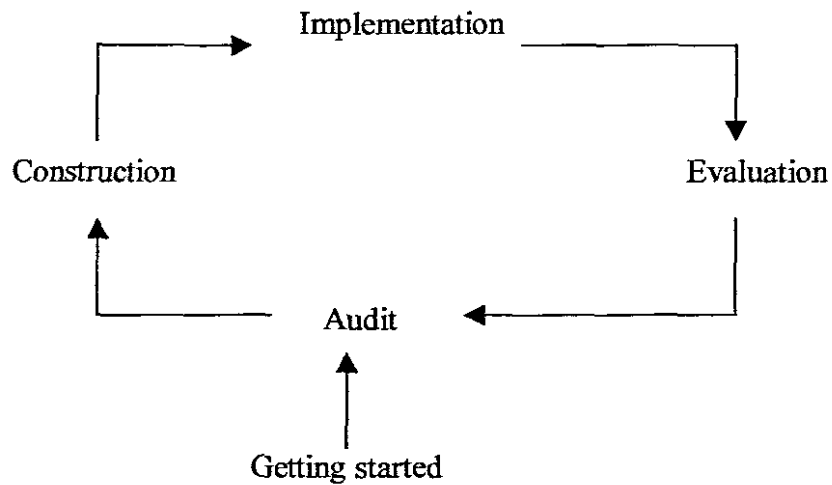


**Figure 2 : The model for staff development, quoted from Bradley (1991:19)**

A common thread connecting all these models is the desire to bring about effective instruction through clinical supervision. According to Rebore (1998:163) as principals evaluate and supervise teachers in order to improve instruction, staff development programmes become a vehicle through which teachers can enhance skills and remedy deficiencies. Burke (1987:viii) also argues that staff development programmes need to take care of teachers from induction to development and evaluation periods. This means that staff development has to be an on-going process in the organisation. Staff development is informative, because every year something new is passed on to educators.

### 2.5.3 MODES OF DELIVERING A STAFF DEVELOPMENT PROGRAMME

Modes of delivering a staff development programme need to consider the level of development of individuals or groups. Rebore (1998:166) also states that it is unproductive to consider only one mode of delivering a staff development programme. This means no-one technique will satisfy all individuals; but that different techniques will

meet different needs. According to Morant (1981:18) Rebore (1998:166), Bolam (1982:102) and Hewton (1988:20) some of the modes include:

staff interviews; work of institutes; classes; conferences; external courses; workshops; staff meetings; committee work; professional readings; field trips; travelling; camping; work experience; teacher exchanges; curriculum research; professional writing; professional association work; cultural experiences; community organisation work; television instruction session; team teaching; seminars; radio instruction session; liaison meetings with other schools; open forums; planned task experience; induction schemes; in-school courses; small-scale investigations; problem-solving groups; visits to other schools; counselling or guidance sessions; social gatherings; private study; informal discussions, and sessions with a consultant or subject advisor.

Staff development programmes need to allow individual maximum creativity in matching personal interests and needs to the goals and objectives of the school, district, region, provincial or national education department.

## **2.6 EVALUATION OF STAFF DEVELOPMENT PROGRAMMES**

Bradley (1991:120) argues that if staff development is to become a much more significant part of the life of a school and to take more of its resources, it is inevitable and desirable that it should be evaluated. Formative evaluation is used in staff development in order to improve processes that have been put together. This means that the programme is evaluated continuously from its first day of implementation.

Summative evaluation is used at the end of the programme to determine whether or not objectives have been achieved. Evaluation measures the extent to which objectives set in the beginning or during implementation have been achieved or not achieved. According to Rowland and Ferris (1982:316) evaluation can also measure the extent to which the programme has impacted on an employee's ability to perform the task. The essence of evaluation is to determine if the programme has brought about certain behaviour changes regarding the performance of the target group, for instance educators in this study. The focus, therefore, is both on the improvement of the programme and the achievement of certain outcomes.

Byers and Rue (1991:214) also state that through evaluation weaknesses within established staff development programme can be identified and remedied. Participants could be asked to evaluate the programme on the basis of its content, the manner in which it has been organised, the time that has been used, the place of the programme, the manner of presenting it and the learning points or experiences of participants. These evaluations are usually conducted at the end of a session. The point that is being highlighted here is that programmes are designed and implemented in order to achieve certain objectives, and therefore it is essential that evaluation be conducted in order to establish if the objectives that were set for the programme have indeed been achieved, and what possible improvements could be effected in all aspects of programme design and implementation.

According to Emerson and Goddard (1993:117) staff developers have to perform the following tasks during evaluation :

- Coordinating the evaluation of school-based activities;
- Writing an evaluation report on overall staff development programme, and
- Keeping records of training attended and other development activities for each member of staff.

For the above-mentioned tasks to be performed effectively staff development practitioners have to devise appropriate evaluation strategies. Bradley (1991:121) suggests the following evaluation strategies:

#### **By correspondence**

- Tick-in-box questionnaire
- Structured free-response questionnaire
- Open-ended essay-type questionnaire
- Letters before and after:

“tell me your hopes and expectations of the course and your pressing concerns at school”.

“this is what you said before the course; would you now comment on it in the light of the course?”

- Keeping a diary

#### **Face to face**

- Interview after- structured or unstructured
- Interview before and after
- Interview at regular intervals before, during and after

### **By participation**

- Participant observer

### **By objective measures**

- Measures of attitude change
- Teacher performance indicators
- Pupil performance indicators

Evaluation of staff development efforts using various strategies is based almost entirely on the opinions of participants and “success rests on whether they enjoyed the activity and whether it was perceived as helpful”.

Bradley (1991:123) identifies direct and indirect criteria for measuring the impact of the staff development programme:

#### ***Direct effects***

- The direct effects of the programme relate to the objectives that have been met during the process of learning;
- The factors that facilitated or impeded the achievement of objectives;
- The level of activity and support increased;
- Satisfaction of individual needs;
- Organisational and individual needs which still need to be met;
- Needed changes in teaching or management practice;

- Criteria used in identifying individual needs, and
- Impact of individual needs on student performance.

The direct effects indicate areas of difficulty and some possible changes which may have to be effected in the programme.

### *Indirect effects*

The indirect effects have to do with unanticipated outcomes and benefits, negative and unintended differences of opinion, and intensification perhaps of conflict. One of the unanticipated outcomes of staff development is that a programme empowers, opens new vistas, that means people begin to understand things anew or acquire new levels of understandings, and they may begin to question procedures that they have been following, because they now measure those procedures against the understandings they have acquired. This means knowledge is power and this is one of the unintended consequences that one creates an informed staff which begins to challenge things that it has been accepting without question.

Evaluation of staff development programme looks at the preparation of the programme, planning of the activities, execution of activities and the impact the programme has had for the school and individuals. For effective evaluation of staff development programmes, principals or staff development committees may have to create a conducive environment or climate in which teachers' learning and development is not only supported, but

stimulated. Bradley (1991:125) also supports this idea that there is a need for an open and supportive climate for evaluating staff development programmes.

## **2.7 BENEFITS OF STAFF DEVELOPMENT**

If staff development programmes are properly designed, they can create an effective workforce and sound institutional image. Educators may improve their skills and knowledge in certain subject areas. Burgess, and others (1993:2) are also of the view that staff development can make it easier for principals to manage the teaching force, because some programmes can be directed to particular areas which are given national priority.

According to Rebores (1998:169) staff development may help educators to keep abreast of developments in their respective subjects, as well as in the development of education in general. This usually depends on what staff development is intended to achieve. Hargreaves and Fullan (1992:46) state that staff development may be helpful in increasing the ability of educators to be in tandem with students and society. Educators can be agents of community development and can engage in issues that are meant to help students, orientate or reorientate students with regard to what is happening today, motivating students, dealing with students' problems, dealing with issues of punishment without a stick or discipline, showing ideas on how to deal with current matters, respecting the democratic nature of the constitution, at the same time practicing rights and observing obligations that are a responsibility of everybody. This view is also shared by Harris (1989:1) who states that staff development is important in improving the performance of personnel in already assigned positions.

According to Rebore (1998:169) staff development can help educators to become acquainted with research on the instructional process and on new methods of teaching. Through staff development educators can be exposed to findings of research on instructional processes, new methods and approaches. Educators may also be helped to develop their capacity to do research, because there can be a staff development programme on action research. For instance, educators may be involved in research in order to find out alternatives to the use of corporal punishment.

Staff development programmes which are intended to have a bearing on instructional process may have an impact on students' learning. For instance, a staff development workshop on simplified subject approaches may increase learners' performance at the end. Joyce and Showers (1988:3) are of the similar view that student learning can be greatly increased through effective instructional staff development programmes. Rebore (1998:169) also asserts that staff development can make educators become acquainted with the new or advances in instructional materials and equipment. This means that educators may be introduced to innovations for improving the quality of classroom instruction, for instance the use of educational television and computer-assisted instruction.

## **2.8 BARRIERS TO STAFF DEVELOPMENT**

Staff development may have some setbacks in schools. This may be caused by the failure on the part of educators to understand its intentions. This means there may be resistance on the part of educators who feel that proposed changes are a threat on how they

normally do things. The challenge for a staff development practitioner will then be to clearly explain the goals and objectives of staff development programmes to all staff members.

The lack of expertise on the part of the role-functionary for staff development may also pose a problem in the process of designing, delivering and evaluation of programmes. Some educators may refuse to attend workshops or meetings convened by people whose expertise they doubt. Staff development programmes which appear to undermine educators' creative thinking may also be resented.

The lack of commitment on the part of both the school management team and teachers may pose a threat to the success of staff development programmes. The principal or school management team may not provide enough time for staff development activities to take place. Teachers may also see staff development activities as ineffective if they are not given a chance of implementing what they have learnt. This point has been clearly explained early in this chapter. Fixed school timetables may also be a stumbling block in the provision of staff development programmes.

Needs identified are supposed to be met with appropriate staff development programmes. Relevant or appropriate resources need to be made available in order to match the needs. If the resources or programmes designed fail to meet the needs the whole process is bound to fail. This view is supported by Rebore (1998:165) who points out that a staff development programme or resources need to match individual and group needs.

The lack of funds to initiate or attend courses, workshops, seminars, and learning activities could also cause setbacks in staff development. Some schools function without funds allocated for staff development. According to Rebore (1998:167) a common practice in staff development is to reimburse employees for tuition and fees incurred in attending seminars, workshops or refresher courses. This can be a problem for schools which do not have funds allocated for staff development.

Lack of positive relationship between a staff development practitioner and teachers may also pose a threat to the planned learning activities. Some educators find it difficult to be taught by a person who is a bully. A conducive environment needs to be created for learning to take place.

## **2.9 OTHER ISSUES OR CHALLENGES OF STAFF DEVELOPMENT**

There is a need to develop and implement comprehensive and integrated staff development programmes by the staff development practitioner. A sense of ownership of the programmes by teachers needs to be developed by the staff development practitioner. Principals may have to take staff development as an important human resource function in schools. Staff development has to cater for all individuals in the school, including the non-teaching staff. Emerson and Goddard (1993:119) also argue that the value of non-teaching staff for the effectiveness of school is acknowledged widely, but it is surprising that so little attention is paid to their needs for training and development. Just like their teaching colleagues, non-teaching staff also face new demands.

Staff development needs to be an on-going process and linked to organisational development. A learning organisation is important in order to enhance the level of performance.

## **2.10 CONCLUSION**

It is clear throughout this chapter that staff development can improve the performance of individuals and organisations. Staff development objectives need to be clearly stated. The policies have to be designed and staff development programmes need coordination through designated individuals or committees.

## **CHAPTER THREE**

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

#### **3.1 INTRODUCTION**

In chapter one it was stated that a descriptive method of research would be used for the purpose of collecting data. According to Charles (1988:81), and Isaac and Michael (1995:46) descriptive research describes conditions, situations and events of the present. Descriptive research was suitable for this study because an effort was made to describe, clarify and interpret aspects of staff development as they presently exist in schools. Of the various types of descriptive research available, namely case studies, surveys and development studies, this study used the survey approach. In this chapter attention is given to empirical research procedures and techniques used in the study. This chapter covers a restatement of the aims of the study, discussion of the data collecting instrument, pilot study, the target population and sampling for questionnaires, administration of data collecting instrument and treatment of data.

#### **3.2 AIMS OF THE STUDY RESTATED**

This study looks at staff development practices at secondary schools in the Mthunzini district. To carry out the analysis of practices, the study has attempted to determine what principals do for staff development in schools. The study has also attempted to reveal staff development programmes that are designed, as well as the processes involved in

implementing them. After the analysis of the practices, the study makes recommendations concerning improvement of staff development in the Mthunzini district.

The main aims of the study were the following :

- To present theoretical perspectives on staff development as a human resources management function ;
- To determine if there are perceived needs for staff development in secondary schools ;
- To find out if principals provide for staff development programmes ;
- To establish characterisation of staff development processes ;
- To determine the nature of relationship between staff development programmes and the educators' needs , and
- To provide recommendations based on the findings of the study.

The data collected concerning the practices have been analysed and interpreted. Specific questions on learning or developmental activities, provision of staff development materials and sharing of knowledge and tasks have been asked in respect of staff development practices that prevail and encouraged by the principals in schools.

### 3.3 SELECTION AND DESCRIPTION OF DATA COLLECTING INSTRUMENT

In conducting the study the following procedures were adhered to:

- The problem was, firstly, identified and clearly defined in chapter one.
- The literature relating to the problem under investigation was carefully considered in chapter two.
- After the literature review attention was given to the design of the survey. This step involved decision on sample size, research instruments and procedures to be followed in executing the plan.
- Before the instrument was administered a pilot study was undertaken.

Bell (1987:58) argues that a researcher should decide on the research instruments or tools that would be suitable for research objectives. In line with this thought and after considerable in-depth study of the various research tools, the questionnaires were considered to be suitable for the nature and purpose of this study. A questionnaire is a device which enables the respondent to answer questions, (Vockell, 1983:78). In this study the data collecting instrument, namely questionnaire, was constructed for principals.

The questionnaire was also considered appropriate for secondary school principals, since the study entails description of existing practices and conditions by way of collecting data from the respondents beyond the physical reach of the researcher. Gay (1992:224)

also supports the view that a questionnaire permits collection of data from a much larger sample. Cohen and Manion (1989:106) argue that a questionnaire needs to be clear, unambiguous and uniformly workable in order to elicit answers and encourage co-operation from respondents. This means that the questionnaire needs to be designed in such a way that it facilitates rather than impedes the respondent's ability to provide information that is close to the truth. No other viable method of investigation was going to enable the student to reach forty - one secondary schools in the Mthunzini district.

The questionnaire was deemed fit for this investigation for the following reasons:

- The respondents, such as principals, would be able to respond at their convenience. *This means that there would be no disruption of administration and teaching functions.*
- Instructions were clearly stated on the questionnaire. There would be no need to train administrators and this would mean considerable savings in costs.
- The chosen research instrument would permit a wide coverage at minimum expense *both in terms of money and effort. Travelling costs would be minimized.*
- A written questionnaire would provide a vehicle for expression without fear of embarrassment to the respondent. An effort was made to assure respondents that their answers would be kept confidential.

Besides many advantages, the investigator was also aware of the potential flaws of the questionnaire as a research instrument. Some of the criticisms levelled against the use of questionnaires are as follows:

- The possibility of low returns since the researcher cannot check the respondents' level of motivation. This can lead to biased results in the study, hence the investigator decided to send some copies of the questionnaire personally to principals who were close to his residential area. Other copies of the questionnaire were then mailed to schools.
- There is a possibility of the curtailment of free expression because of the design of the questionnaire.
- Some respondents may misinterpret questions. This can be caused by the failure of the respondents to understand the question or the controversial nature of the issue.
- In some instances there is no assurance that the intended respondent actually completed the questionnaire.
- The respondents may also fail to answer certain questions because of faulty memory, faulty perception or lack of interest.

### 3.3.1 CONSTRUCTION OF QUESTIONNAIRES

One questionnaire was constructed for secondary schools in Mthunzini district. The principals were chosen as the target population because of their direct occupational physical involvement in managing and developing the organisation's vital human resources, namely, teachers. The research topic and instructions are clearly indicated on the first page of the questionnaire. The questionnaire is divided into sections. This division is based on the grouping of different items which call for related answers. The

division of the questionnaire into sections has also been effected to make it look attractive, ( Gay ,1992:224).

The items in the first section inquire into personal particulars of the respondents, namely, gender, age, educational qualifications and work experience. Items in the subsequent sections inquire into the learning or developmental activities offered in the school, provision of staff development materials, sharing of knowledge and tasks, major areas of needs that principals have identified and factors that hinder staff development processes from taking place (see appendix C).

The questionnaire comprised open and closed type of items. The format used in constructing questionnaires was such that closed items relating to the central theme were answerable on two to five-point scales; yes/no; strongly agree/agree/ undecided/ disagree/ strongly disagree; extremely important / very important/ somewhat important/ of little importance/ of no importance. Closed-form items helped to facilitate responses from respondents and to make data analysis efficient and objective. Criticism levelled against the use of structured questions is that they tend to force the respondent to adapt to pre-conceived answers or ideas. Vockell (1983:82) argues that the major advantage of the open-ended format over the closed format is that in the open-ended format, it is the respondent himself or herself who takes the initiative in deciding what answer to supply; whereas with closed formats the respondent merely selects from among answers supplied by the writer of the questionnaire.

The nature of this study demanded that both restricted and unrestricted items be included. According to Eichelberger (1989:134) to contribute to knowledge, the items in the questionnaire must address as comprehensively as possible the conditions, problems or controversies, that are to be studied. In this study unrestricted items took the form of follow-up probes immediately after the respondent's choice of an alternative. The student interpreted recorded reasons for, or discussion on, the chosen alternatives, as well as comments or lack of comments by the respondents with the intended purpose of the question. It should, therefore, be clear that unstructured items are essential in research because they do not limit the respondents to express their feelings. Gay (1992:224) asserts that to meet the above, the researcher needs to carefully plan both the content and the format of the questionnaire. This means no item should be included that does not directly relate to the objectives of the study.

#### **3.3.1.1 Pilot study**

According to Bell (1987:65) and Gay (1992:227) all data gathering instruments should be piloted to test how long it takes recipients to complete them; to check that all questions and instructions are clear, and to enable the investigator to remove any items which do not yield usable data. In this research study the questionnaire was tried out on a group similar to the one that was going to constitute the population of investigation. This was done in order to establish the following:

- major topics

- improvement needed
- administration problems
- clarity or ambiguousness of questions
- attractiveness of the layout of questionnaires
- clarity of instructions

The pilot study was conducted on the group of five secondary school principals in the lower Umfolozi district. Two questionnaires were also sent to lecturers in the faculty of education at the university of Zululand.

The responses received from the pilot study respondents showed that only minor correction was warranted. The questionnaire format and content did not need any changes. It was felt that the presence of unrestricted items would require respondents to be patient and to spend more time on them. This was unavoidable as it would ensure the achievements of the aims of the study.

#### **3.3.1.2 The target population and sampling for questionnaires**

After minor correction the instrument was finalised for administration (see appendix C ). The target population of the study comprised principals of secondary schools in the Mthunzini district. There was no need for sampling because the questionnaire was to be completed by all forty-one secondary school principals in the district.

Information pertaining to the total number of secondary schools in the Mthunzini district was obtained from the office of the district manager. The Mthunzini district has four circuits, namely Gingindlovu, Esikhalenisenkosi, Ensingweni and Ongoye. The document received showed Ensingweni and Ongoye circuit as the biggest. There are fifteen secondary schools at Ensingweni circuit and twelve at Ongoye circuit. The other fourteen secondary schools are shared by Gingindlovu and Isikhalasenkosi circuits. There are seven secondary schools in each one of the two (see appendix F ).

Forty-one copies of questionnaires were sent to all secondary schools in the Mthunzini district. This was hundred percent of the target population. The student anticipated the rate of returns to be good because the time of the year was not much demanding on the part of the target population. To facilitate the process of data collection, the respondents were requested by means of the authorising letter from the district office and the covering letter to return the completed questionnaire in the post-paid and self-addressed envelope. The covering letter stated the expected date of completion and the significance of the study. Table 1 below shows how the distribution of questionnaire was done:

**Table 1 : Distribution of questionnaire (Principals)**

| Number of secondary Schools | Total | Percentage |
|-----------------------------|-------|------------|
| 41                          | 41    | 100%       |

### **3.4 ADMINISTRATION OF DATA COLLECTING INSTRUMENT**

#### **3.4.1 QUESTIONNAIRE TO PRINCIPALS**

The questionnaire was initially mailed to secondary schools in the district. Of the 41 copies of the questionnaires dispatched only four were returned punctually. This was about 9% of the respondents. The student, thereafter, decided to visit some schools and found that some principals do not check the mail regularly. The student decided to hand out copies of questionnaires to principals who had not received them. It was also established that in some schools certain individuals served in the acting capacity. This could influence the rate of response or attitude towards the study, since such incumbents were not appointed permanently as principals. There were also schools which were disturbed by violence in their surrounding areas, to such an extent that they were not even functioning. The period of investigation also coincided with workshops on developmental appraisal system, organised by the district office for principals. This might have led to some delay in the completion of questionnaires.

The student sent reminders to urge the respondents to return the outstanding scripts by those schools which were difficult to reach. The student also happened to be familiar to some principals. As a result some responses were returned personally after reminders. About twenty eight responses were subsequently received, bringing the total to thirty two (32), or seventy eight percent of the target figure.

### **3.5 TREATMENT OF DATA**

#### **3.5.1 QUESTIONNAIRES**

The grouping and tabulating responses to items for different sections of the questionnaire were done in order to facilitate the processing of data. In structured items tables were used to indicate the respondents' preferred responses, attitudes, frequencies and percentages in relation to the total number of respondents for the items of the questionnaire.

### **3.6 CONCLUSION**

The researcher considered the return rates of 78% for the questionnaires from principals as satisfactory as some schools were difficult to reach, and some might have not paid their annual charge fees for mail boxes at post offices. Since no sampling was done in this study the thirty two (32) responses which were received out of forty one (41) dispatched to all secondary schools represented a significant fraction of the total population. The investigator, thereafter, decided to go ahead with data analysis as reported in Chapter 4.

## **CHAPTER FOUR**

### **4. PRESENTATION, DISCUSSION AND INTERPRETATION OF DATA**

#### **4.1 INTRODUCTION**

This chapter reports on officially sanctioned staff development guidelines in the Mthunzini district. The analysis of responses given on personal information is given. In addition the respondents' responses on various items of the questionnaire are discussed. The groups of tables illustrating responses are analysed and discussed under specified sub-headings related to the problem under investigation.

#### **4.2 FACTUAL INFORMATION ON STAFF DEVELOPMENT IN THE MTHUNZINI DISTRICT**

The national and provincial departments of education have produced manuals for development appraisal of all teachers in the country. The KwaZulu-Natal department of education has eight regions ( see 1.6 ). The regions liaise with the provincial department as well as the districts. The regions and districts are responsible for implementing education policies at institutional levels. The districts provide workshops to principals, teachers and staff development teams on what ought to be done in the developmental appraisal system. These workshops are usually conducted at district and circuit levels.

According to the Educator's voice (January/February 2000, vol. 4 no. 1 p. 8) the aim of the developmental appraisal system is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and educational management. With regard to the aims of developmental appraisal the published document indicates the requirements which must be met, namely, :

- democratic organisational climate;
- conducive learning culture at institutions;
- commitment of educators to development, and
- openness and trust.

According to the Educator's voice (January/February 2000, vol. 4 no. 1 p. 3) the developmental appraisal system is important for the following reasons:

- to promote accountability amongst educators;
- to promote quality teaching;
- to provide data on the developmental needs of educators, and
- to guide national and provincial policy and strategy on teacher development.

The department of education's developmental appraisal manual (1998:4) states that each institution shall elect a staff development team (SDT) consisting of the head of institution, elected staff members and other members agreed to by

members of staff. The SDT initiates, co-ordinates and monitors developmental appraisal in terms of the management plan. The developmental appraisal system requires that all educators be trained prior to its implementation in order to ensure that the spirit of appraisal is observed in practice. Below is the format of the developmental appraisal management plan :

**TABLE 2 : DEVELOPMENTAL APPRAISAL MANAGEMENT PLAN**

| <b>WEEKS IN CYCLE</b> | <b>ACTION</b>                                                                                                                                                                                                                                                                                                                                                                                           | <b>RESPONSIBILITY</b>                                       |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Week 1                | Head of an institution calls a staff meeting to elect the SDT                                                                                                                                                                                                                                                                                                                                           | Head of an institution                                      |
| Week 2 – 3            | <ul style="list-style-type: none"> <li>• training of staff</li> </ul>                                                                                                                                                                                                                                                                                                                                   | SDT                                                         |
| Week 4                | <ul style="list-style-type: none"> <li>• identification of appraisees for the 1<sup>st</sup> and 2<sup>nd</sup> phases of cycle one</li> <li>• constitution of panels and election of chairpersons</li> <li>• appraisees complete personal details form</li> </ul>                                                                                                                                      | SDT<br>Staff members<br>Identified appraisees               |
| Week 5 – 7            | <ul style="list-style-type: none"> <li>• decide on optional and additional criteria and motivate for the decision on the Needs identification and Prioritisation Form</li> <li>• submission of educator portfolios to the Panel</li> <li>• observation of educators in practice</li> </ul>                                                                                                              | Appraisee<br>Panel<br>SDT                                   |
| Week 8 – 10           | <ul style="list-style-type: none"> <li>• self-appraisal on the Needs Identification and Prioritisation Form</li> <li>• Peer/Union Representative/Senior appraisal Needs Identification and Prioritisation Form</li> <li>• Finalise Needs Identification and Prioritisation Form</li> <li>• Complete Professional Growth Plan (PGP) Form</li> <li>• Panel discusses and finalise the PGP Form</li> </ul> | Appraisee<br>2 panel members<br>Panel<br>Appraisee<br>Panel |
| Weeks 11 – 22         | <ul style="list-style-type: none"> <li>• Appraisee implements the Professional Growth Plan</li> </ul>                                                                                                                                                                                                                                                                                                   | Appraisee                                                   |
| Weeks 23 – 24         | <ul style="list-style-type: none"> <li>• Appraisee fills in the discussion paper in preparation for the review</li> <li>• Panel works through the discussion paper</li> <li>• Appraisal Report is prepared</li> </ul>                                                                                                                                                                                   | Appraisee<br>Panel<br>Panel                                 |

*Source : Developmental Appraisal Manual for Educators (1998:08)*

The developmental appraisal system is based on the fundamental principle of life-long learning and development. This means that SDTs have to prioritise areas for development and growth throughout one's career in education. The process of developmental appraisal consists of the following ongoing activities :

- reflective practice
- self-appraisal
- peer appraisal
- collaboration
- interaction within panels.

Developmental appraisal in the Mthunzini district is part of in-service education and training in the sense that it considers the teacher when he/she joins the organisation up to his or her exit point. The primary site for development is the workplace or learning site. This requires principals and management teams to design practical staff development programmes which are or will be in line with expectations of various cores, namely curriculum development; creation of a learning environment, lesson presentation and methodology; classroom management, learner assessment; recording and analysing data; development of learning-field competency; professional development in field of work/career; participation in professional bodies; human relations; leadership; extra-curricular activities, and contribution to school development.

The developmental appraisal panel consists of the appraisee and three other members drawn from the following groups :

- The peer
- The union representative
- The senior staff members [head of department (HOD), deputy principal, principal]
- Outside support, for example; subject advisors, educators from other institutions (recognised for expertise), district /circuit manager, non-governmental organisation (NGO), university/college lecturer, and other recognised body. **(developmental appraisal manual for educators ,1998:4)**

The school keeps developmental appraisal records. The files contain the following information:

- Personal details (filled once, unless there are changes)
- Need identification and prioritisation form
- Professional growth plan (stating objectives, activities and resources)
- Learner questionnaire (optional)
- Discussion paper
- Developmental appraisal report **(developmental appraisal manual for educators, 1998:9)**

Below is the rationale of the developmental appraisal system, which has been introduced in the Mthunzini district:

*Figure 3 : The rationale of developmental appraisal*

**1.What is the developmental appraisal?**

- The process allows educators to acquire/refine knowledge,skills and attitudes.
- It is a process that is on-going.
- The primary responsibility for the development lies with the educator and primary site for development is the workplace.

**2.Why is it needed?**

- Personal and professional development.
- Individual performance is improved.
- Helps build capacity of the institution/office.
- Part of lifelong learning and development for quality assurance.

**3.Who is it meant for?**

- Educators in institutions.
- Educators working in offices.
- Educators on probation.

**4.Who benefits from developmental appraisal?**

- Educators : improved performance and preparation for career progression.
- Our primary clients, namely learners.

Below is the model of the developmental appraisal system, which has been introduced in the district :

Figure 4 : The model of developmental appraisal.

**Stage 1**

Achieving clarity about the process,  
core criteria and job descriptions.

**Staff development team :**

Initiates, co-ordinates and monitors  
appraisal in the institution / office

**Stage 3**

Formulating a professional growth plan (PGP) :

\*Setting objectives

\*Time frames

\*Development activities

\*Resources

\*Performance indicators

**Appraisal panel :**

Is the support structure for development  
of an individual educator.

**Stage 5**

**Performance review :**

\*Discussion paper and appraisal report

**Stage 2**

**Needs assessment :**

\*Self assessment

\*Panel assessment after analysis of

\*portfolios and observation of teaching.

**Stage 4**

**Implementation of PGP :**

\*Reflective practice

\*Collaboration

\*Reading and study

\*Workshops

(The educator's voice, January/February 2000, Vol 4 No.1 p.8)

If the developmental appraisal system is properly implemented, it will assist educators to  
improve their level of performance in schools.

#### 4.3 PRESENTATION, DISCUSSION AND INTERPRETATION OF DATA

This part of the study deals with the information gained from the respondents. The first section of the questionnaire comprised questions on personal data. The aim of the questions on personal information was to elicit responses on variables that might influence the principals' attitudes towards, and knowledge about, staff development at various secondary schools in the Mthunzini district. The second part of the questionnaire comprised questions on learning or developmental activities. The aim of the questions on learning or developmental activities was to identify initiatives which have been taken by the schools in this regard. The third section of the questionnaire looked at the provision of staff development materials. The aim of the questions on the provision of staff development materials was to elicit responses on the materials that are readily available to provide educators' support, so that they could do the job better. The fourth section of the questionnaire deals with sharing of knowledge and tasks. The aim of the questions on the sharing of knowledge and tasks was to elicit responses on the means or strategies used during different sessions. Lastly, section E (general) required principals in the first place to list the five most important areas in which staff need assistance/development or improvement. The second part of section E requires principals to indicate five factors, which inhibit meaningful processes on staff development. The last part of Section E requires principals to make comments on staff development in the Mthunzini district. Respondents' answers, comments, suggestions and recommendations as from Section B to E of the questionnaire are discussed.

#### 4.3.1 RESPONSES ACCORDING TO PERSONAL AND WORK-RELATED PARTICULARS

In chapter three it was stated that there were 32 school principals who responded to questionnaires on staff development at secondary schools in the Mthunzini district.

##### 4.3.1.1 SCHOOL PRINCIPALS (N=32)

**Table 3(a) : Respondents according to gender (Principals)**

| SECONDARY SCHOOLS    |       |            |
|----------------------|-------|------------|
| GENDER OF PRINCIPALS | TOTAL | PERCENTAGE |
| Male                 | 24    | 75%        |
| Female               | 08    | 25%        |
| Total                | 32    | 100%       |

Table 3 (a) shows that 75% of the respondents were male and 25% female. The high percentage of males can be attributed to the fact that in many black communities, males are still regarded as symbols of authority. Parents tend to trust male principals as people who are capable of managing schools. The table also shows that gender imbalances inherited from the previous system have not yet been properly addressed. Females are not given challenging or senior positions in secondary schools. Senior posts are sometimes more attractive to males than females. The challenging nature of the principalship post may elicit a negative attitude from the married women who could apply for it. Some women may not feature in senior positions as a result of lack of gender equity. The table, therefore, clearly shows that senior positions in secondary schools are male-dominated.

**Table 3(b) : Respondents according to age (Principals)**

| SECONDARY SCHOOLS |       |            |
|-------------------|-------|------------|
| AGE IN YEARS      | TOTAL | PERCENTAGE |
| Under 30          | 0     | 0%         |
| 30 - 39           | 19    | 59.4%      |
| 40-49             | 12    | 37.5%      |
| 50 - 59           | 01    | 3.1%       |
| 60 upwards        | 0     | 0%         |
| Total             | 32    | 100%       |

Table 3(b) shows that no respondents were under 30 years of age and that 59.4% of the respondents are between 30 and 39 years of age. This could be ascribed to the increase of young educators to senior posts due to flexible promotion requirements offered by the

department of education. A significant number such as 37.5% of the respondents are also between 40 and 49 years of age. This figure shows that some senior posts are still occupied by people with a long teaching service. The age of these respondents may have an impact on their leadership styles. A total of 3.1% of the respondents is between 50 and 59. This figure suggests that most people between 50 and 59 tend to opt for early retirements. Age may have an influence on how principals manage staff in schools.

**Table 3(c) : Respondents according to highest academic qualifications (Principals)**

| <b>SECONDARY SCHOOLS</b>       |              |                   |
|--------------------------------|--------------|-------------------|
| <b>ACADEMIC QUALIFICATIONS</b> | <b>TOTAL</b> | <b>PERCENTAGE</b> |
| Matric                         | 3            | 9.4%              |
| Degree courses                 | 0            | 0%                |
| Degree                         | 7            | 21.8%             |
| Honours                        | 4            | 12.5%             |
| B.Ed.                          | 12           | 37.5%             |
| M.Ed.                          | 3            | 9.4%              |
| MA/M.Sc/MPA,etc.               | 3            | 9.4%              |
| Doctorate                      | 0            | 0%                |
| Total                          | 32           | 100%              |

Table 3(c) shows that 9.4% of the respondents had matric as the highest qualification. No respondents had degree courses. About 21.8% of the respondents had degrees. This shows that most of the respondents were considering qualifications as an important part of their positions. There were 12.5% of the respondents who had honours degrees. The table further illustrates that a significant high percentage, namely 37.5% of the respondents had B.Ed. degrees. This could be attributed to the fact that some schools are close to the universities in KwaZulu-Natal or that B.Ed. programmes are more accessible than others. The table also shows that 9.4% of the respondents had M.Ed. degrees. There were 9.4% of the respondents who had M.A., M.Sc., MPA or other masters' degrees. The percentage at masters' level demonstrates that there were few principals holding such qualifications in the district. The failure of the department of education to provide incentives for further studies, tends to discourage principals from engaging in this activity. No respondents appeared to hold doctoral degrees. The absence of respondents with doctorates should be linked to the fact that educators holding such qualifications are usually offered or attracted to senior positions in the district, regional,

provincial and national education offices. Some are lured by tertiary institutions with lucrative offers or packages for jobs and career advancement opportunities.

**Table 3(d) : Respondents according to professional qualifications (Principals)**

| SECONDARY SCHOOLS           |       |            |
|-----------------------------|-------|------------|
| PROFESSIONAL QUALIFICATIONS | TOTAL | PERCENTAGE |
| T4                          | 1     | 3.1%       |
| JSTC                        | 1     | 3.1%       |
| STD                         | 20    | 62.5%      |
| SSTD                        | 6     | 18.7%      |
| HED / HDE                   | 2     | 6.3%       |
| UED                         | 2     | 6.3%       |
| Total                       | 32    | 100%       |

Table 3(d) reveals that respondents held different professional qualifications. There were 6.3% of the respondents who held old professional qualifications, namely T4 or JSTC. These qualifications have long ceased to be offered. A total of 93.7% of respondents held most recent or current professional qualifications for secondary schools, namely STD, SSTD, HED and UED.

**Table 3(e) : Respondents according to teaching experience in years. (Principals)**

| SECONDARY SCHOOLS            |       |            |
|------------------------------|-------|------------|
| TEACHING EXPERIENCE IN YEARS | TOTAL | PERCENTAGE |
| 0 – 5                        | 0     | 0%         |
| 6 – 10                       | 8     | 25%        |
| 11 – 15                      | 11    | 34.4%      |
| 16 – 20                      | 9     | 28.1%      |
| Over 20                      | 4     | 12.5%      |
| Total                        | 32    | 100%       |

According to table 3(e), there were no respondents who had teaching experience between 0 and 5 years. This indicates that senior positions need people with a lot of teaching experience. The table also shows that 25% of the respondents had teaching experience between 6 and 10 years. There were 62.5% of the respondents who had teaching experience between 11 and 20 years. This clearly shows that most senior positions in education are given to people who have spent time in the profession. These promotions seem to have come to them not necessarily after a period of some preparation for the

posts, but largely as a reward for their long service in the teaching profession. There were 12.5% of the respondents who were over 20 years in the teaching profession. If one looks at the percentage shown in the above table, it is likely that most respondents indicated the number of years they have spent teaching, before and after receiving senior positions.

**Table 3(f) : Respondents according to their experiences in years as principals.**

| SECONDARY SCHOOLS                 |       |            |
|-----------------------------------|-------|------------|
| EXPERIENCE IN YEARS AS PRINCIPALS | TOTAL | PERCENTAGE |
| 0 – 5                             | 22    | 68.7%      |
| 6 – 10                            | 6     | 18.7%      |
| 11 – 15                           | 2     | 6.3%       |
| 16 – 20                           | 2     | 6.3%       |
| Over 20                           | 0     | 0%         |
| Total                             | 32    | 100%       |

Table 3(f) shows that a significant percentage of respondents, namely, 68.7% are between 0 and 5 years as principals. This could be ascribed to early retirement. The table shows that there are many new faces occupying senior positions. Of the total of 32 respondents, 18.7% had principalship experience between 6 and 10 years. Such a percentage further illustrates that there were new people in senior positions. Twelve and half percent of respondents had experience of between 11 and 20 years as principals. This low figure could be attributed to attractive offers at district, regional, provincial and national levels, that tend to lure experienced people. There were no respondents, who had experiences over 20 years as principals.

**Table 3(g) : Respondents according to types of their schools (Principals)**

| SECONDARY SCHOOLS  |       |            |
|--------------------|-------|------------|
| TYPE OF THE SCHOOL | TOTAL | PERCENTAGE |
| Public             | 32    | 100%       |
| Independent        | 0     | 0%         |
| Total              | 32    | 100%       |

According to table 3(g) 100% of the respondents indicated that public schools were the only type existing in the Mthunzini district. This means that principals adhere to departmental policies in order to carry out their management tasks. For instance, staff

development policies are communicated to all heads of institutions in the district. There was no respondent who indicated the independent school as a place of work.

**Table 3(h) : Responses on senior staffing in schools**

| <b>TOTAL NUMBER OF SECONDARY SCHOOLS : 32</b> |                                   |                                       |       |       |       |       |       |                            |                                   |
|-----------------------------------------------|-----------------------------------|---------------------------------------|-------|-------|-------|-------|-------|----------------------------|-----------------------------------|
| No. of Schools with Deputy Principals         | No. Of Schools with subject heads | No. Of Educators Per Secondary School |       |       |       |       |       | No. of Schools with clerks | No. Of Schools with support staff |
|                                               |                                   | 1-5                                   | 6-10  | 11-15 | 16-20 | 21-25 | 26-   |                            |                                   |
| 18                                            | 30                                | 3                                     | 7     | 9     | 5     | 4     | 4     | 14                         | 13                                |
| 56.3%                                         | 93.7%                             | 9.4%                                  | 21.8% | 28.1% | 15.6% | 12.5% | 12.5% | 43.7%                      | 40.6%                             |

Table 3(h) indicates that 56.3% of the respondents had deputy principals serving under them. This percentage does not show whether these role functionaries were designated for the senior positions by the respondents, or were officially appointed by the department of education. According to the table, 93.7% of the respondents indicated that they have subject heads. This means that even in smaller schools there is a person who is a subject head, who might also act as a deputy principal or principal during the absence of the principal. The presence of such a figure may indicate that there is a lot which needs to be done to train and develop educators in their respective subjects or learning areas.

The respondents indicated that there were 25% of the schools which have educators between 21 and 26 and above. These are big schools characterised by members occupying senior positions. Thirty one percent of the respondents indicated that they were employed in schools which have between 1 and 10 educators. Such schools are commonly without deputy-principals. The other 43.7% of the respondents had staff of between eleven and twenty. Schools which have enough personnel are expected to form staff development teams and thereafter, to embark on developmental appraisal programmes designed internally.

Table 3(h) also indicates that 43.7% of the schools have clerks. Such a figure shows that many schools are not provided with the clerical staff. This may be ascribed to the fact that the department of education does not pay some school clerks. As a result this

becomes a burden on the part of parents who must foot the bill. Of the 32 respondents, 40.6% had support staff in their schools. This figure does not differentiate between support staff employed by the department of education and the staff employed by schools through the fees which are levied on parents.

The principals are faced with a mammoth task of training and developing personnel in schools. Everyone in the organisation needs to be developed, therefore, it was the aim of this study to look at what principals do for staff development at various secondary schools in the Mthunzini district.

**Table 3(i) : Respondents according to involvement in teaching tasks (Principals)**

| SECONDARY SCHOOLS       |       |            |
|-------------------------|-------|------------|
| Involvement in teaching | Total | Percentage |
| YES                     | 30    | 93.7%      |
| NO                      | 2     | 6.3%       |
| TOTAL                   | 32    | 100%       |

Table 3(i) reveals that 93.7% of the respondents were involved in teaching, or had some teaching periods per week. The table does not indicate the number of periods per week. If principals are overloaded with teaching tasks, this tends to disturb their involvement in effective management of the school. Only 6.3% of the respondents were not directly involved in teaching. Such principals may have enough time to design staff development programmes for their schools.

#### 4.3.2 RESPONSES ON LEARNING/DEVELOPMENTAL ACTIVITIES

This part was Section B of the questionnaire to principals. The reasons for its inclusion have been elaborated earlier on in this chapter (see 4.3). The analysis is based on learning/developmental activities that principals arrange for educators.

**Table 4 (a) : Responses of Principals on learning/developmental activities to be done.**

| Nature of Activity                                                                     | Response category |       |           |          |                   |       |
|----------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                        | Strongly Agree    | Agree | Undecided | Disagree | Strongly disagree | Total |
| There is a need for teachers to attend workshops on new teaching methods.              | 23                | 8     | 1         | 0        | 0                 | 32    |
|                                                                                        | 71.9%             | 25%   | 3.1%      | 0%       | 0%                | 100%  |
| Teachers need to visit other schools as a way of sharing ideas on educational matters. | 20                | 12    | 0         | 0        | 0                 | 32    |
|                                                                                        | 62.5%             | 37.5% | 0%        | 0%       | 0%                | 100%  |

Table 4(a) consolidates items 2.1 and 2.2 of the questionnaire to principals (see appendix C ). The frequency of responses shows that there is an overwhelming need for teachers to attend workshops on new teaching methods. There were 96.9% of the respondents who supported the attendance of workshops and one respondent was undecided. The table also shows that 100% of the respondents affirmed the need for teachers to visit other schools as a way of sharing ideas on educational matters.

The respondents (68.7%) revealed that workshops are available to staff whilst 31.3% negated this. There were about 34.4% of the respondents who remarked that workshops are needed to equip teachers with new teaching methods and developments as South Africa is trying to shape itself for the twenty first century. There were 6.3% of the respondents who indicated that the regional and district offices need to send circulars for workshops in time because some schools miss out. Of the 32 respondents, 6.3% indicated that time does not allow teachers to attend workshops.

The respondents (62.5%) indicated that they arrange for visits whilst 37.5% rejected such visits. There were 21.9% of the respondents who revealed that they have visited other schools as a way of seeking information on the achievement of best results. About 12.5% respondents indicated that they have visited and shared information with other schools on new methods of teaching. Of the 32 respondents, 37.5% revealed that visits have

focussed on matters concerning discipline, school management, team-teaching, and teaching of mathematics, physical science and commercial subjects. Other respondents, namely 28.1% revealed that teacher visits have been about the following issues: acquired immune deficiency syndrome (AIDS) and drugs awareness programmes; external examination; relevant literature books, sharing of equipments and facilities; curriculum development; outcomes-based education (OBE) in general education and training (GET) and further education and training (FET) phases.

There were 62.5% of the respondents who suggested that enough time should be made available for educators to visit other schools. Only 6.3% of the respondents recommended that school policies need to allow for such visits. Other respondents suggested that visits are essential to encourage networking among schools as a way of meeting the needs of their customers, namely parents, learners, employers and the whole South African nation. This is in line with the department of education's *tiriso* (working together) principles of fostering the culture of learning and teaching in schools. There were also suggestions that the department of education or schools need to make funds available for such an activity to take place.

**Table 4(b) : Responses of Principals on Learning/Developmental initiatives for teachers.**

| Nature of Activity                                                                                        | RESPONSE CATEGORY |       |           |          |                   |       |
|-----------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                           | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There is a need for educators to form study groups which could help enrich them for their teaching tasks. | 14                | 11    | 4         | 3        | 0                 | 32    |
|                                                                                                           | 43.7%             | 34.4% | 12.5%     | 9.4%     | 0%                | 100%  |

Table 4(b) presents responses to item 2.3 of the questionnaire to principals (see appendix C ). There were 78.1% of the respondents who favoured educators' need to form study groups which could help enrich them for their teaching tasks. Only 12.5% of the respondents were undecided and 9.4% negated the idea. The negative response may have stemmed from lack of strategies to use in order to form such groups. A small fraction of respondents (18.7%) affirmed the existence of study groups, whilst 81.3% denied the existence of such groups. This shows that study groups are neglected in some schools.

There were 12.5% percent of the respondents who indicated that educators come together as subject committees, organised by subject heads. These subject committees usually discuss learner problems and promote interest in the subjects. Other respondents described the make-up of their study groups as mixed, and there was no explanation of what they consist of. It is, therefore, difficult to describe what they are composed of and their purpose.

Further responses on the formation of study groups indicated that 50% of the respondents perceived study groups as helpful for sharing information. There were 12.5% of respondents who felt that study groups lead to improved learner performance. Six percent of the respondents indicated that their schools were planning to form study groups in the near future. Some responses revealed that through study groups, educators with problems are easily identified and assisted to develop in the work that they do. There was also a negative view that study groups are not necessary because all educators have knowledge of the subjects. This view contrasts with the need for on-going professional development as a challenge facing today's managers to invest in human potential or development so as to increase productivity in the organisations.

**Table 4(c) : Responses of Principals on learning/developmental tasks for educators.**

| NATURE OF TASK                                                                                                            | RESPONSE CATEGORY |       |           |          |                   | Total |
|---------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                                           | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree |       |
| There is a need for subject educators to attend in-service training courses and seminars organised by education officers. | 23                | 9     | 0         | 0        | 0                 | 32    |
|                                                                                                                           | 71.9%             | 28.1% | 0%        | 0%       | 0%                | 100%  |

Table 4(c) reflects on the overwhelming support for subject educators to attend in-service training courses and seminars organised by education officers. A total of 100% of the respondents agreed that educators' attendance of in-service training courses and seminars is essential.

A total of 93.7% of the respondents affirmed that their staff members attend courses and seminars whilst 6.3% answered in the negative. This shows that some principals do encourage educators to attend in-service training courses and seminars organised by

education officers. There were 37.5% of the respondents who indicated that they have attended physical science workshops and seminars. Only 12.5% of the respondents reported to have attended courses and seminars on continuous assessment. Other respondents indicated courses and seminars attended recently on OBE, developmental appraisal system, leadership, mathematics, biology, history, geography, isiZulu, accounting, economics, english, afrikaans, motor mechanics, technical drawing and school library.

The respondents (46.9%) commented that in-service training courses and workshops help educators to become well equipped with current educational developments. There were 9.4% of the respondents who suggested that courses and seminars should be organised for all grades. The respondents (6.3%) were of the idea that in-service training courses and workshops should be held during holidays, week-ends, school breaks and after-school hours. This may, however, require incentives for educators to attend such courses and seminars. The respondents (6.3%) favoured regular contacts between educators and subject advisors. There were also 6.3% of the respondents who suggested that there must be a follow-up after attendance of courses and seminars. Some respondents indicated that courses and seminars could improve staff performance only if the quality of in-service training can improve. Other respondents indicated that not all education officers organise in-service courses and seminars. If this is the case, such education officers may require to be developed as well.

**Table 4(d) : Responses of Principals on Learning/developmental activities**

| NATURE OF ACTIVITY                                                              | RESPONSE CATEGORY |       |           |          |                   |       |
|---------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                 | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There is a need for personnel interviews in order to identify educators' needs. | 16                | 13    | 3         | 0        | 0                 | 32    |
|                                                                                 | 50%               | 40.6% | 9.4%      | 0%       | 0%                | 100%  |

Table 4(d) presents responses to item 2.5 of the questionnaire to principals (see appendix C ). As shown in the table the need for personnel interviews is overwhelming. There were 90.6% of the respondents who supported the idea for personnel interviews while 9.4%

were undecided. The respondents may be undecided due to their lack of understanding of what really needs to be done during personnel interviews. No respondent disagreed.

There were 59.4% of the respondents who affirmed that they arrange for personnel interviews with their staff whilst 40.6% denied such arrangements. The study established that some schools were still planning to conduct personnel interviews. This shows that some schools do not identify educators' needs. Some respondents (50%) indicated that they have identified such educators' needs as effective use of teaching aids, curriculum development, alternative textbooks, morale or motivation and proper understanding of developmental appraisal. Other educators' needs which the respondents identified are basic skills in handling subject matter, time management, classroom management, problem solving, human relations, self-confidence, training in handling learners of different learning abilities, strategic planning, induction programmes for beginning educators, laboratory equipments, team teaching initiatives, and extra-reading materials to improve English competence. Educators' needs may affect the work performance.

Further investigation revealed that 75% of the respondents regarded personnel interviews as important in promoting professionalism and cooperation at school. Other respondents suggested that personnel interviews really help the principal to identify educators' needs.

**Table 4(e) : Responses of Principals on Learning/Developmental Activities**

| Nature of Activity                                                                       | RESPONSE CATEGORY |       |           |          |                   |       |
|------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                          | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There is a need for team-teaching to help educators to learn from one another.           | 22                | 10    | 0         | 0        | 0                 | 32    |
|                                                                                          | 68.7%             | 31.3% | 0%        | 0%       | 0%                | 100%  |
|                                                                                          |                   |       |           |          |                   |       |
| There is a need for subject teams to be formed for educators who teach the same subject. | 21                | 11    | 0         | 0        | 0                 | 32    |
|                                                                                          | 65.6%             | 34.4% | 0%        | 0%       | 0%                | 100%  |
|                                                                                          |                   |       |           |          |                   |       |

Table 4(e) represents a consolidation of items 2.6 and 2.7 of the questionnaire to principals (see appendix C ). The frequency of responses shows that there is an overwhelming need for learning/developmental activities. The table shows that 100% of

the respondents endorsed the need for team teaching in schools. The table also reflects 100% of the respondents as supporting the formation of subject teams.

A total of 71.9% of the respondents indicated that they provide for team teaching sessions in their schools, whilst 28.1% denied such provision. The figure of 71.9% shows that there is something that is being done in the Mthunzini district for teacher development. The respondents (53.1%) commented that through team teaching educators are helped to handle aspects that they understand better. The positive response does not necessarily give a clear indication of the mode of learning and teaching.

There were 9.4% of the respondents who indicated that through team-teaching learners get a variety of teaching methods from various educators and that they do not become bored because educators specialise in topics or themes they can handle best. Some respondents (12.5%) suggested that team-teaching is feasible if the staff is enough and the school atmosphere is sound. Some respondents (6.3%) revealed that educators were reluctant to involve themselves in team-teaching, because they do not want to expose their weaknesses. Other respondents stated that the concept of team-teaching was unfamiliar to them and that learners tend to categorise educators as good or bad. There was also a suggestion that before team-teaching is embarked on, common goals must be clearly defined and discussed so as to avoid confusion and conflict.

A significant number of respondents (62.5%) affirmed the existence of subject teams in their schools whilst 37.5% denied their existence. The respondents (34.4%) indicated the unavailability of subject teams due to the shortage of staff and time to establish them. Some respondents (31.3%) stated that they have never thought of the formation of subject teams. Other respondents stated negligence on the part of the principals and management teams, as well as poor human relations in schools. The lack of subject teams in schools may be due to the lack of understanding of the value of subject teams in improving performance in schools.

In commenting on subject teams 62.5% of the respondents indicated that subject teams encourage good team spirit and improve the tone of the school. Some respondents (12.5%) stated that subject heads should form subject teams and be serious about the goals of such teams. The respondents (6.3%) indicated that the department of education should provide enough teachers so that subject teams can be formed. Other respondents suggested that subject teams help subject heads to identify educators' capabilities in particular subjects.

**Table : 4 (f) : Responses of principals on learning/developmental activities.**

| NATURE OF ACTIVITY                                                                                  | RESPONSE CATEGORY |       |           |          |                   |       |
|-----------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                     | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There is a need for consultants to be invited in the school for assistance in fostering discipline. | 13                | 12    | 3         | 0        | 4                 | 32    |
|                                                                                                     | 40.6%             | 37.5% | 9.4%      | 0%       | 12.5%             | 100%  |

Table 4(f) presents responses to item 2.8 of the questionnaire to principals (see appendix C ). A total of 78.1% of the respondents endorsed the need for consultants to be invited to the school for assistance in fostering discipline. Only 12.5% of the respondents disagreed while 9.4% were undecided. The figures on the table indicate that some schools do not recognise the value of consultants.

A significant number of 90.6% of the respondents indicated that they do not invite consultants whilst only 9.4% acknowledged such provision. The respondents (9.4%) indicated that they have invited consultants on issues pertaining to child abuse, women empowerment, drug abuse, effective teaching and learning strategies that can reduce the use of a stick. The picture that is given shows that schools have done little in this regard.

The respondents (40.6%) indicated that the lack of funds hinders this activity to be done in schools because resource persons are expensive. A total of 21.9% of the respondents stated that they are not aware that such help from resource persons does exist. Some respondents (6.3%) also pointed out that educators know how to discipline learners, and that there is no need for external assistance. Other reasons stated by respondents for not inviting consultants were as follows:

- learners are disciplined;
- the school punishes learners by using various methods;
- the time factor does not allow the school to engage in such an activity;
- the schools do not have disciplinary problems, since parents are actively involved in the education of their children;
- black schools are not used to this practice of inviting consultants;
- nobody has come with a quick and effective disciplinary measure so that the school can ask for his/her service, and
- that educators are aware of the South African Schools Act (Act no.84 of 1996) and the bill of rights as stipulated in the constitution of the Republic of South Africa (Act no.108 of 1996).

Further investigation revealed that 59.4% of the respondents conceded that consultants may only be invited after the principals, educators, governing bodies and school management teams have failed. Other respondents indicated the following comments/suggestions: through effective teaching strategies the school is able to discipline learners; consultants are expensive because they always think about making money or profit; the employing department needs to send consultants to schools; consultants should be invited only if they were educators, otherwise the initiative will be a futile exercise; a replacement of the stick in schools need to be introduced because learners have seriously become unruly; schools need to be provided with information on the help of consultants; the help of consultants in african schools will not achieve anything, because when “you spare the rod, you spoil the child”, and that the department

of education has not yet provided educators with alternatives which can replace corporal punishment in schools.

**Table 4(g) : Responses of Principals on Learning/Developmental tasks.**

| NATURE OF TASK                                                                                                                                                         | RESPONSE CATEGORY |       |           |          |                   |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                                                                                        | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There is a need for educators to engage in research project(s) or projects of investigation to get more understanding of their subject fields or the learning thereof. | 18                | 11    | 1         | 1        | 1                 | 32    |
|                                                                                                                                                                        | 56.3%             | 34.4% | 3.1%      | 3.1%     | 3.1%              | 100%  |

Table 4(g) shows responses to item 2.9 of the questionnaire to principal(see appendix C ). An overwhelming majority of respondents (90.6%) endorsed the need for educators to engage in research project(s) or projects of investigation, whilst 6.3% disagreed and 3.1% were undecided. The table clearly indicates that the respondents were very much in favour of the involvement of educators in research projects or projects of investigation.

Twenty five percent of the respondents affirmed engagement of their staff in research project(s) or projects of investigation, while 75% denied such engagement by staff. The low level of involvement in research is related to lack of research staff or awareness of the importance of research projects. Some respondents (21.9%) indicated that they have researched about effective teaching strategies. Others indicated the culture of learning and teaching service (COLTS).

Further comments or suggestions on this matter pointed to the need for the department of education to provide time and incentives for engagement in research projects or projects of investigation. A few respondents (6.3%) felt that research is associated with universities, not schools and colleges, hence there is a need to be encourage them in schools. Some respondents (6.3%) revealed that lack of funds and laziness hinder

educators' involvement in research projects. Some respondents (6.3%) commented that changes taking place in the country demand that educators be involved in research projects in order to come up with new ideas on improving education. Other respondents indicated the following comments or suggestions:

- teachers are no longer motivated because of countless threats of retrenchment from the department of education;
- their schools have not considered this matter, but an effort will be made to encourage educators to engage on such projects;
- research projects can help educators to understand the subjects better;
- learners should also be encouraged to do research, and
- that engagement in research projects depends on teacher qualifications.

Research projects need to be encouraged because they assist in educators' professional development.

**Table 4(h) : Responses of Principals on Learning/Developmental Activities**

| NATURE OF ACTIVITY                                                              | RESPONSE CATEGORY |       |           |          |                   |       |
|---------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                 | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There is a need for educators to observe one another during classroom teaching. | 17                | 13    | 0         | 0        | 2                 | 32    |
|                                                                                 | 53.1%             | 40.6% | 0%        | 0%       | 6.3%              | 100%  |

Table 4(h) refers to item 2.10 of the questionnaire to principals. According to the table 93.7% of the respondents agreed that there is a need for educators to observe one another during classroom teaching, while 6.3% disagreed. This shows that most principals accepted that teacher observations need to be done at collegial level. The respondents who disagreed may have done that due to lack of adequacy and unwillingness to be found with weaknesses.

There were 59.4% of the respondents who indicated that they provide for teacher observation, while 40.6% denied such provision. This figure clearly shows that not all schools have embarked on in-house or informal developmental appraisal system. The

respondents (40.6%) commented that observations lead to educators' personal and professional development. Other respondents (9.4%) revealed that many educators are afraid and do not want to be observed by their colleagues. Only 6.3% of the respondents indicated that the time does not allow the school to embark on observation. The respondents (6.3%) stated that relations need to be good if the school wants to be successful in this regard. Other respondents indicated that staff development teams recently formed will be responsible for observations. One respondent suggested that observations need to be encouraged in order to promote thorough lesson planning on the part of educators. The comments of respondents indicate that, very little has been done by the secondary schools on teacher observation. It is probable that certain educators' needs have not yet been identified by principals and school management teams. This means that the developmental appraisal system which has been introduced is beset with problems or is likely to be revisited.

**Table 4(i) : Responses of Principals on Learning/Developmental Activities**

| NATURE OF ACTIVITY                                                                                                  | RESPONSE CATEGORY |       |           |          |                   |       |
|---------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                                     | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There is a need for educators to pursue further studies in order to deepen their professional knowledge and skills. | 20                | 11    | 0         | 0        | 1                 | 32    |
|                                                                                                                     | 62.5%             | 34.4% | 0%        | 0%       | 3.1%              | 100%  |

Table 4(i) reflects an overwhelming educators' support for further studies. A total of 96.9% of the respondents agreed that educators should pursue further studies in order to deepen their professional knowledge and skills. Only one respondent disagreed. A significant number of the respondents (90.6%) affirmed that educators in their schools pursue further studies whilst 9.4% answered in the negative. This suggests that many educators are engaged in studies for upgrading their professional knowledge and skills. The examples that were given by respondents (87.5%) indicated that educators are enrolled with different colleges, technikons and universities for post-graduate and diploma studies. information technology, computer science, school management, human

resource management, accounting, mathematics, physical science and communication science studies were given as examples of market-related fields currently enrolled for. It appears though that some educators are thinking of leaving the teaching profession. The reason indicated by respondents (9.4%) for educators' unwillingness to pursue further studies is that the department of education does not provide incentives to studying. It is only a one-off payment and there are no chances of promotion. This shows that career advancement opportunities in education are perceived to be far-fetched, but that does not discourage educators from studying further. The recommendation made by respondents (62.5%) was that the department of education as the employer should provide incentives for educators to study further. A total of 6.3% respondents indicated that private studies must be encouraged because they help educators to become knowledgeable. The respondents (6.3%) also indicated that tertiary institutions should ensure that serving educators are not enrolled for studies which will interfere with their working hours, because that puts learners at a disadvantage. Some respondents (6.3%) suggested that educators must be encouraged to enrol in market-related fields in order to create further employment opportunities. Other respondents felt strongly that private studies should contribute positively to the improvement of classroom performance.

**Table 4(j) : Responses of Principals on Learning/Developmental Activities.**

| NATURE OF ACTIVITY                                                                                                           | RESPONSE CATEGORY |       |           |          |                   |       |
|------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                                              | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| Teachers need to attend educators' conferences as a way of keeping themselves abreast of new developments in their subjects. | 21                | 10    | 0         | 0        | 1                 | 32    |
|                                                                                                                              | 65.6%             | 31.3% | 0%        | 0%       | 3.1%              | 100%  |
| There is a need for staff meetings or group sessions for all staff working together.                                         | 21                | 10    | 0         | 0        | 1                 | 32    |
|                                                                                                                              | 65.6%             | 31.3% | 0%        | 0%       | 3.1%              | 100%  |

Table 4(j) combines responses to items 2.12 and 2.13 of the questionnaire to principals. The table shows an overwhelming support for educators' attendance of conferences.

There were 96.9% of the respondents who agreed to educators' attendance of conferences. Only one respondent disagreed. The table also shows that 96.9% of the respondents endorsed the need for staff meetings or group sessions for all staff working together. Only one respondent denied such a need.

Further investigation revealed that 50% of the respondents affirmed that their staff members do attend conferences on outcomes-based education (OBE) while 50% denied such attendance. A total of 9.4% of the respondents gave the examples of natural sciences, human and social sciences and life orientation as learning areas which receive attention at conferences. Other respondents indicated numeracy, mathematics, communication, literacy and language learning areas as topical areas.

In commenting on the attendance of conferences some respondents (78.1%) revealed that few OBE conferences have been arranged for secondary schools. The explanation is that that OBE has not yet been formally introduced in the secondary school phase. This was confirmed by 6.3% of the respondents who indicated that educators will attend OBE courses for grade 8, this year (2000) in order to prepare for its introduction at Grade 8 level next year (2001). Other respondents (15.6%) suggested that the employing department should make funds available for attendance and that conferences should be held during school holidays and weekends. Principals need to encourage educators to attend conferences which help in professional development.

A total of 90.6% of the respondents affirmed the provision of staff meetings or group sessions in their schools, whilst 9.4% denied such provision. The reason advanced by the latter respondents was that meetings must be conducted after school and this makes it difficult for educators who live far away from schools.

Further probe in connection with staff meetings or group sessions revealed that a total of 81.3% of the respondents would encourage educators to air their views or concerns regarding their work. There were 6.3% of the respondents who suggested that staff meetings should be held on a regular basis. Other respondents (12.5%) indicated that staff

meetings help their members to set the pace, provide for follow-ups, review the rate of commitment, motivate and change strategies if necessary. The respondents' comments clearly show that staff meetings or group sessions are largely regarded as information-sharing and monitoring sessions in schools.

#### 4.3.3 RESPONDENTS ACCORDING TO THE PROVISION OF STAFF DEVELOPMENT MATERIALS

This part was Section C of the questionnaire to principals. The rationale for its inclusion has been discussed earlier in 4.3 . The analysis of data is based on the provision of staff development materials. This means materials for staff development that are provided by principals are identified and discussed.

**Table 5(a) : Responses of Principals on the Provision of Staff Development Materials**

| NATURE OF STAFF DEVELOPMENT MATERIALS                                                                                                             | RESPONSE CATEGORY |             |           |           |                   |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------|-----------|-----------|-------------------|------------|
|                                                                                                                                                   | Strongly Agree    | Agree       | Undecided | Disagree  | Strongly Disagree | Total      |
| Principals should arrange for the procurement of instructional manuals for staff in order to enhance their skills.                                | 14<br>43.7%       | 15<br>47%   | 1<br>3.1% | 1<br>3.1% | 1<br>3.1%         | 32<br>100% |
| Principals should encourage library or classroom collection of teaching-learning materials so that staff can be aware of new teaching approaches. | 16<br>50%         | 15<br>46.9% | 0<br>0%   | 0<br>0%   | 1<br>3.1%         | 32<br>100% |
| The school should have newspaper cuttings or extracts dealing with educational matters.                                                           | 18<br>56.3%       | 12<br>37.5% | 0<br>0%   | 1<br>3.1% | 1<br>3.1%         | 32<br>100% |

Table 5(a) consolidates items 3.1, 3.2 and 3.3 of the questionnaire to principals (see appendix C ). As shown in the table, the need for the procurement of instructional manuals is overwhelming. There were 90.6% of the respondents who supported the idea

of the procurement of instructional manuals. Two respondents disagreed and one was undecided. The table also shows that 97% of the respondents affirmed the need for encouraging library or classroom collection of teaching materials. Only one respondent disagreed. Furthermore, 93.7% of the respondents supported the idea that schools should have newspaper cuttings or extracts which deal with educational matters, whilst 6.3% disagreed.

There were 81.3% of the respondents who affirmed that they provide instructional manuals to staff whilst 18.7% denied such provision. The provision of instructional manuals helps to equip educators with new teaching strategies for the work they do. Few respondents (9.4%) indicated that they do not provide instructional manuals, because of shortage of funds. The employing department appears to be faced with a mammoth task of distributing resources equally to all schools.

A total of 65.6% of the respondents affirmed library or classroom collection of teaching materials in their schools, whilst 34.4% denied existence of this. The respondents (50%) described the purpose of such collections as an effort to assist educators and learners to acquire new information. There were 50% of the respondents who indicated that collections help educators to become aware of new teaching approaches. The respondents (31.3%) indicated that they do not attend to library or classroom collection of teaching materials because their schools do not have libraries. Some respondents (12.5%) stated that books are expensive and the governing bodies do not want to provide money for books. This shows that governing bodies and the employing department should provide resources in schools. Other respondents indicated that their schools do not have school librarians. Further comments and suggestions in this connection pointed to the need for the department of education to help set up school libraries. Other respondents (6.3%) also suggested that schools should be provided with librarians. Further responses suggested that the governing bodies or the department of education as the employer should provide materials or funds for schools. Some comments touched on the need for school libraries to be equipped with books containing contemporary information, and for educators and learners to be taught about the importance of the library and information gathering.

There were 62.5% of the respondents who affirmed that their schools are provided with cuttings or extracts from newspapers, while 37.5% denied such provision. Comments made by respondents (43.7%) indicated that cuttings or extracts from newspapers really encourage educators and learners to read newspapers and magazines. A total of 15.6% of the respondents suggested that cuttings or extracts are educationally worthwhile. Other respondents 6.3% indicated that newspaper cuttings or extracts are helpful in updating educators about what is happening around them. Further responses indicated that schools do not have time, funds, photocopiers and other resources to keep or make such an initiative a great success. There is no doubt that lack of funds hinders progress of many secondary schools in the Mthunzini district.

**Table 5(b) : Responses of Principals on the Provision of Staff Development Materials**

| Nature of Staff Developmental Material                                                                     | RESPONSE CATEGORY |       |           |          |                   |       |
|------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                            | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| Principals should provide audio-visual materials so that the staff can use modernised teaching strategies. | 13                | 16    | 2         | 0        | 1                 | 32    |
|                                                                                                            | 40.6%             | 50%   | 6.3%      | 0%       | 3.1%              | 100%  |

Table 5(b) presents responses to item 3.4 of the questionnaire to principals. According to the table 90.6% of the respondents endorsed the need for provision of audio-visual materials to staff; 6.3% remained undecided, and 3.1% disagreed. This shows that the majority of the respondents supported the idea of providing audio-visual materials to educators. Further investigation in this connection revealed that 62.5% of the schools do not have audio-visual materials whilst 37.5% affirmed possession. This figure clearly shows that a significant number of schools do not have audio-visual materials.

There were 40.6% of the respondents who indicated that they have television sets in their schools. Some respondents (50%) indicated the availability of overhead projectors and video-cassette recorders. Other respondents 9.4% reported on the availability of computers and radio cassette recorders. A total of 37.5% of the respondents commented that the shortage of funds causes a hindrance to the procurement of equipments. The respondents (18.7%) also commented that the presence of audio-visual materials make

learning to be an enjoyable activity. Some respondents (9.4%) revealed that their schools do not have electricity and so there are no audio-visual materials. This becomes a challenge to the employing department to provide schools with electricity. Other respondents indicated that parents cannot afford to buy audio-visual materials because they fail even to pay school fees. One respondent suggested that educators should bring to classrooms their own audio-visual materials. On the other hand some schools are not safe to keep equipments. The need for tight security measures in many schools appears to be demanding an immediate response on the part of the department of education.

**Table 5(c) : Responses of Principals on the Provision of Staff Development Materials.**

| Nature of Staff Development Material                                                                                      | RESPONSE CATEGORY |       |           |          |                   |       |
|---------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                                           | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| Teachers should be encouraged to read journals or magazines so that they can become aware of current educational matters. | 18                | 13    | 0         | 0        | 1                 | 32    |
|                                                                                                                           | 56.3%             | 40.6% | 0%        | 0%       | 3.1%              | 100%  |

Table 5( c ) reflects an overwhelming support for teachers to read journals or magazines. A total of 97% of the respondents agreed that educators should be encouraged to read journals or magazines so that they can become aware of current educational matters. Only one respondent disagreed. Fifty percent of the respondents affirmed that there are provisions in their schools for staff members to read journals or magazines, whilst another 50% denied such provisions.

There were 53.1% of the respondents who commented that reading journals or magazines can help educators to become knowledgeable. A total of 12.5% of the respondents revealed that educators are lazy to read journals or magazines. This means that they enjoy listening rather than reading information. Other respondents 34.4% indicated the shortage of funds in this connection and that their schools are still planning to do this. It is, therefore, clear that principals have not adequately attended to the issue of encouraging educators to read journals or magazines.

**Table 5 (d) : Responses of Principals on Provision of Staff Development Materials.**

| Nature of Staff Development Materials                                                                                        | RESPONSE CATEGORY |       |           |          |                   |       |
|------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                                                              | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| Teachers should be encouraged to visit teachers' centres in order to get materials which can help them to do the job better. | 16                | 14    | 1         | 0        | 1                 | 32    |
|                                                                                                                              | 50%               | 43.8% | 3.1%      | 0%       | 3.1%              | 100%  |

Table 5(d) refers to item 3.6 of the questionnaire to principals. The frequency of responses shows that there is an overwhelming need for teachers to visit teachers' centres. There were 93.8% of the respondents who agreed that teachers should be encouraged to visit teachers' centres in order to get materials which can help them to do the job better. Only one respondent disagreed and the other one was undecided. Further investigation in this matter revealed that 59.4% of the respondents provide for teachers to visit teachers' centres, whilst 40.6% denied such provision. These figures show that some respondents may not be aware of the assistance which is obtained from teachers' centres.

A total of 75% of the respondents indicated that they visit the university of Zululand's science centre in Richards bay. Some respondents (18.7%) indicated the National African Teachers' Union (NATU) and the South African Democratic Teachers' Union (SADTU) centres in Empangeni. Other respondents (6.3%) reported that they visit the university of Zululand, Esikhawini college of education and the centre for the advancement of science and mathematics education (CASME) in Durban.

In commenting on the visit to teachers' centres, a total of 62.5% of the respondents reported that teachers' centres are few and far away from schools. Some respondents (28.1%) suggested that the department of education must build more teachers' centres, and that their functions be known to all schools. Other respondents (9.4%) indicated that their schools were not aware of teachers' centres and that money should be provided for educators to attend such centres. There is a need for teachers' centres to be known to educators. The department of education also needs to make funds available for building more teachers' centres.

**Table 5(e) : Responses of Principals on the Provision of Staff Development Materials**

| Nature of Staff Development Materials                                          | RESPONSE CATEGORY |       |           |          |                   |       |
|--------------------------------------------------------------------------------|-------------------|-------|-----------|----------|-------------------|-------|
|                                                                                | Strongly Agree    | Agree | Undecided | Disagree | Strongly Disagree | Total |
| There should be demonstrations on how to use teaching materials in the school. | 13                | 15    | 1         | 1        | 2                 | 32    |
|                                                                                | 40.6%             | 46.9% | 3.1%      | 3.1%     | 6.3%              | 100%  |

Table 5(e) shows that most responses were favourably disposed to the need for demonstrations on how to use teaching methods in the school. According to the table 87.5% of the respondents endorsed the need for demonstrations in the school. Only three respondents disagreed and one was undecided. The investigation also revealed that 65.6% of the respondents do not arrange for demonstrations in their schools, whilst 37.5% affirmed such arrangements.

There were 50% of the respondents who described how they went about demonstrating the use of the overhead projector to staff. The activities were based on planning for the use of overhead projectors, preparation of transparencies, and operation of the gadgets. Some respondents (31.3%) have demonstrated the functions of the computer mouse, keyboard, monitor and central processing unit (CPU) to staff members. Other respondents indicated that they have demonstrated how to insert video cassettes in the video cassette recorders.

According to some respondents (65.6%) the need for demonstrations depends on the type of the teaching material. Otherwise there is no need for them because educators were trained at colleges and universities on how to use teaching materials. Some respondents (18.7%) indicated that demonstrations can make learning an enjoyable activity and that improvement of performance may eventually occur. Other respondents (15.6%) suggested that principals should be assisted by the teaching media specialists, district offices and governing bodies in order to get more teaching materials, and to make effective demonstrations to their staff members. It is important for principals to arrange for demonstrations, because such initiative could lead to skillful workforce.

#### 4.3.4 RESPONDENTS ACCORDING TO SHARING OF KNOWLEDGE AND TASKS

This part gives an analysis of the responses of principals on Section D of the questionnaire. The purpose for its inclusion has been indicated in 4.3 . The systems or activities that are used by various secondary schools for sharing knowledge and tasks are identified and discussed.

**Table 6(a) : Responses of Principals on Sharing of Knowledge and Tasks.**

| Nature of Activity                                                                                         | RESPONSE CATEGORY   |                |                    |                      |                  | Total |
|------------------------------------------------------------------------------------------------------------|---------------------|----------------|--------------------|----------------------|------------------|-------|
|                                                                                                            | Extremely important | Very important | Somewhat important | Of little importance | Of no importance |       |
| Principals should organise coaching or guidance sessions to determine educators' strengths and weaknesses. | 15                  | 12             | 5                  | 0                    | 0                | 32    |
|                                                                                                            | 46.9%               | 37.5%          | 15.6%              | 0%                   | 0%               | 100%  |
| Principals should enlist services of senior staff members to assist other educators.                       | 15                  | 11             | 5                  | 1                    | 0                | 32    |
|                                                                                                            | 46.9%               | 34.4%          | 15.6%              | 3.1%                 | 0%               | 100%  |

Table 6(a) shows that 100% of the respondents regarded coaching/guidance sessions as important. Of these respondents 84.4% rated coaching or guidance sessions for determining educators' strengths and weaknesses as very important or extremely important. The responses, therefore, reflected a high degree of endorsement in connection with the need for coaching or guidance sessions. According to further responses 37.5% of the respondents indicated the presence of coaching or guidance sessions in their schools, whilst 62.5% denied such presence. This figure shows that schools have not done enough in respect of coaching or guidance sessions.

The table also reflects an overwhelming support for enlisting services of senior staff members. A total of 96.9% of the respondents regarded the exercise of enlisting services of senior staff members as important. There were 81.3% of the respondents who rated

this matter as very important or extremely important. Only one respondent rated it as of little or no importance. Further investigation in this matter revealed that 81.3% of the respondents delegate guidance or coaching tasks to senior staff members. This figure indicates that principals empower senior staff members to take part in managerial tasks.

Table 6(a)(i) shows the ways in which guidance or coaching sessions are covered in schools.

**Table 6(a)(i) : Mode of Guidance or Coaching Sessions.**

| NATURE OF TASK             | NO. OF RESPONDENTS | PERCENTAGE |
|----------------------------|--------------------|------------|
| Class visits               | 27                 | 84.4       |
| Personnel interviews       | 5                  | 15.6       |
| Subject committee meetings | 2                  | 6.3        |
| Staff development meeting  | 1                  | 3.1        |

Table 6(a)(i) shows that 84.4% of the respondents conduct guidance or coaching sessions through class visits. However, it was not possible to determine class visits covered by principals, subject heads and staff development teams. There were 15.6% of the respondents who indicated personnel interviews. This figure may rise due to developmental appraisal initiative that is being introduced. Of the respondents, 6.3% indicated the coverage of coaching or guidance sessions through subject committee meetings. Only one respondent indicated staff development meeting. Class visits have remained a dominant mode of coaching or guidance to educators.

A number of respondents (78.1%) suggested that principals should not be overloaded with teaching tasks if they have to attend to, or organise, coaching or guidance sessions for educators. Some respondents (15.6%) suggested that subject heads should organise guidance or coaching sessions, and that developmental appraisal system will help to reveal educators' weaknesses. Other respondents (6.3%) were for the idea that coaching or guidance sessions should be done during the induction of new educators and that this must be conducted in a cordial spirit.

In commenting on the enlisting services of senior staff members the respondents (78.1%) stated that principals should empower management teams by delegating certain functions to senior staff members, because that helps to relieve school heads of some management functions. Other respondents (21.9%) indicated that through coaching or guidance sessions, educators' needs are easily identified and met. The respondents' comments show that principals need to delegate some of the duties to senior staff members.

**Table 6(b) : Responses of Principals on Sharing of Knowledge and Tasks**

| Nature of Activity                                                                              | RESPONSE CATEGORY   |                |                    |                      |                  |       |
|-------------------------------------------------------------------------------------------------|---------------------|----------------|--------------------|----------------------|------------------|-------|
|                                                                                                 | Extremely Important | Very important | Somewhat Important | Of little Importance | Of no importance | Total |
| Principals should share information about issues affecting education.                           | 19                  | 12             | 0                  | 0                    | 1                | 32    |
|                                                                                                 | 59.4%               | 37.5%          | 0%                 | 0%                   | 3.1%             | 100%  |
| Principals should invite subject specialists to the school to share information on instruction. | 17                  | 14             | 1                  | 0                    | 0                | 32    |
|                                                                                                 | 53.1%               | 43.8%          | 3.1%               | 0%                   | 0%               | 100%  |

Table 6(b) represents a consolidation of items 4.3 and 4.4 of the questionnaire to principals. According to the table 96.9% of the respondents rated sharing of information from very important to extremely important. Only one respondent rated it as of no importance. The figures, therefore, show an overwhelming support for sharing of information with staff members. The table also shows that 100% of the respondents regarded invitation of subject specialists as important. A very large percentage (96.9%) rated the invitation of subject specialists to the school to share information on instruction as very important or extremely important. One respondent rated such invitation as of average importance. It should, therefore, be clear that a large number of respondents endorsed the need for inviting subject specialists to schools in order to share information with educators.

A total of 93.7% of the respondents affirmed the existence of information-sharing sessions in their schools, whilst 6.3% denied such existence. Ten respondents (31.3%) indicated that they share information with staff members through meetings. A total of 21.9% of the respondents reported that they distribute and discuss documents or circulars

received from the district and regional offices. Some respondents (15.6%) indicated that educators informally discuss issues observed on television programmes or newspapers. Other respondents indicated that their schools have morning sessions for briefing staff about educational issues, and that site stewards supply relevant documents or circulars to staff. Only 6.3% of the respondents indicated that they do not arrange such information-sharing sessions. The explanation was that educators read newspapers; so they are aware of what is happening around them. According to one respondent information-sharing sessions have not yet been successfully arranged at his or her institution. This may be due to the fact that human relations in schools are not sound. The lack of information-sharing sessions may be attributed to the shortage of capable individuals to initiate and direct the process in schools.

The respondents (81.3%) suggested that principals should not hide information in their filing cabinets, since educators have a right to information. Two respondents (6.3%) indicated that bulletin boards as well as staff meetings can be used for sharing information. Other respondents (12.5%) suggested that principals should encourage educators to voice out their feelings during information-sharing sessions, because that helps in organisational development.

There were 96.9% of the respondents who affirmed invitation of subject specialists, whilst 3.1% of the respondents denied such invitation. This figure shows an overwhelming support for invitation of subject specialists. Hundred percent of the respondents revealed that they have received assistance from subject specialists on matters pertaining to instruction.

A significant number of respondents (71.9%) suggested that the department of education should provide transport to subject specialists so that they could reach all schools. This could help educators and learners who are in remote areas and, therefore, tend to experience isolation. The respondents (18.7%) also suggested that the employing department should employ more subject specialists, and that they should be available at a district or circuit level. Other respondents (9.4%) commented that subject specialists

seriously need training and development as well as clear job descriptions. The respondents' comments clearly indicate a need for subject specialists to contact educators on a regular basis.

**Table 6(c) Responses of Principals on Sharing of Knowledge and Tasks**

| Nature of Task                                                                                     | RESPONSE CATEGORY   |                |                    |                      |                  | Total |
|----------------------------------------------------------------------------------------------------|---------------------|----------------|--------------------|----------------------|------------------|-------|
|                                                                                                    | Extremely important | Very Important | Somewhat Important | Of little Importance | Of no importance |       |
| Principals should conduct training sessions on how educators have to deal with learner behaviours. | 10                  | 13             | 7                  | 1                    | 1                | 32    |
|                                                                                                    | 31.3%               | 40.6%          | 21.9%              | 3.1%                 | 3.1%             | 100%  |

Table 6(c) presents responses to item 4.5 of the questionnaire to principals. The table shows that 93.8% of the respondents regarded the need for conducting training sessions as important. Of these 71.9% rated such training sessions as very important or extremely important. Only 6.3% of the respondents rated training sessions as being of little or no importance. Further investigation revealed that 53.1% of the respondents affirmed the existence of training sessions in their schools, whilst 46.9% totally denied their existence.

A large number of the respondents (84.4%) indicated that they have shared ideas during staff meetings on how educators should deal with learners who misbehave. A few respondents (6.3%) reported that they invite experts to deal with this matter, in line with the South African Schools Act ( Act no.84 of 1996) and the constitution of the Republic of South Africa (Act no. 108 of 1996).

There were two respondents (6.3%) who indicated that their schools watch the behaviour of learners and thereafter present the cases to educators for discussion. Only one respondent (3.1%) stated that his or her school conducts informal discussions with educators who experience behaviour problems with learners.

The respondents (68.7%) suggested that all educators should show concern about how learners should conduct themselves inside and outside the schools. In this respect the task should not only be for the governing body, principal or the school management team (SMT). Some respondents (15.6%) were for the idea that social workers, psychologists or

experts in other helping fields should be invited to train educators on how to cope with learner problems. A few respondents (6.3%) also indicated that if principals have more time to spend on management, it is easy to conduct training sessions for educators. But if they are overloaded with teaching tasks the whole initiative becomes a futile exercise. Two respondents (6.3%) revealed that their schools need assistance in this matter. Only one respondent (3.1%) suggested that training in this regard needs to be an on-going process and should involve all educators. The respondents further suggested that principals should identify and provide training and development sessions to educators who experience problems with learners.

#### 4.3.5 GENERAL

The aim of the questions in the general section of the questionnaire was to obtain responses on general matters of staff development at secondary schools in the Mthunzini district. The respondents (principals) were required to arrange in order of importance to them, five areas in which staff members need assistance or development or improvement. The respondents were further required to list five major factors which inhibit meaningful processes of staff development in their schools. There was also a provision for further comments on staff development in the Mthunzini district.

#### 4.3.5.1 RANKING OF IMPORTANT AREAS IN WHICH THE STAFF NEED ASSISTANCE / DEVELOPMENT / IMPROVEMENT.

**Table 7 (a) Ranking of Important Areas in which the Staff need Assistance/Development/Improvement. (N=32)**

| DEVELOPMENTAL NEEDS                                  | FREQUENCY | RANK |
|------------------------------------------------------|-----------|------|
| Recent methods of instruction                        | 6         | 1    |
| Development appraisal system                         | 5         | 2    |
| Human relations                                      | 5         | 3    |
| Classroom management                                 | 4         | 4    |
| Motivation to do the job                             | 3         | 5    |
| Outcomes-based education training                    | 3         | 5    |
| Time management                                      | 3         | 5    |
| Coping with behavioural patterns of learners         | 3         | 5    |
| Conflict management                                  | 3         | 5    |
| Lesson preparation                                   | 2         | 10   |
| Disciplinary action                                  | 2         | 10   |
| Current education transformation matters             | 2         | 10   |
| Training for different extra-mural activities        | 2         | 10   |
| Professionalism                                      | 2         | 10   |
| Administrative skills                                | 2         | 10   |
| Use of teaching aids                                 | 2         | 10   |
| Team-teaching                                        | 2         | 10   |
| Scheming of work                                     | 1         | 18   |
| English proficiency                                  | 1         | 18   |
| Self-evaluation of teaching                          | 1         | 18   |
| Effective evaluation of learners                     | 1         | 18   |
| Academic development                                 | 1         | 18   |
| Problem-solving strategies                           | 1         | 18   |
| Effective teaching-learning strategies               | 1         | 18   |
| Planning activities                                  | 1         | 18   |
| Organising                                           | 1         | 18   |
| Curriculum development                               | 1         | 18   |
| Professional support to other colleagues             | 1         | 18   |
| Attendance of workshops                              | 1         | 18   |
| Parent-teacher relationship                          | 1         | 18   |
| Teacher-learner relationship                         | 1         | 18   |
| Fostering discipline without a stick                 | 1         | 18   |
| Continuous assessment                                | 1         | 18   |
| Labour relations                                     | 1         | 18   |
| Strategic planning                                   | 1         | 18   |
| Coping with overcrowded classrooms                   | 1         | 18   |
| Active involvement of learners in learning situation | 1         | 18   |
| Lesson presentation                                  | 1         | 18   |

|                                                                 |   |    |
|-----------------------------------------------------------------|---|----|
| Networking with other schools                                   | 1 | 18 |
| Communication skills                                            | 1 | 18 |
| Positive self-image                                             | 1 | 18 |
| Stress management                                               | 1 | 18 |
| Management functions                                            | 1 | 18 |
| Labour Relations Act (Act no. 66 of 1995)                       | 1 | 18 |
| South African Schools Act (Act no. 84 of 1996)                  | 1 | 18 |
| Human rights understanding                                      | 1 | 18 |
| Knowledge of the constitution of the Republic of South Africa   | 1 | 18 |
| Educators' employment Act (Act no.138 of 1994)                  | 1 | 18 |
| Quality assurance                                               | 1 | 18 |
| Open forums or indaba for personal and professional development | 1 | 18 |
| Participative management                                        | 1 | 18 |

Table 7 (a) reflects a list of 52 developmental needs identified by respondents (principals). It is likely that principals identified the same needs as well as a list of less than five.

According to the table the need of recent methods of instruction had the highest frequency, namely 6. Such a high frequency shows that there is a need for educators to change their approaches since the department of education has introduced outcomes-based education and curriculum 2005. The second highest rated needs with the frequency of 5 each is based on the developmental appraisal system and human relations. The recent approach to education requires that educators be developed. As a result the department of education has set up staff development teams in schools which are responsible for the developmental appraisal system. Another identified need on human relations indicates that poor school climates hinder progress and change in some schools. Classroom management need is ranked number 4 on the table. This may indicate that the respondents felt that some educators have not done enough in this regard. The other high-ranking developmental needs identified by respondents (rank 5) were motivation to do the job, outcomes-based education training, time management, coping with behavioural patterns of learners and conflict management. It should be clear that the high-ranking developmental needs may affect the work performance.

A further analysis of the table of 52 identified needs shows that eighteen (56.3%) refer to instruction; ten (31.3%) relate to knowledge of management; nine (28.1%) involve education transformation matters; six (18.7%) have to do with professionalism; another six (18.7%) deal with human behaviour, and two (6.3%) concern the management of external relations. Meeting or fulfilling all the developmental needs would require principals to become dynamic organisational leaders. The important thing is not to manage change, but to change the way the principals manage change in their organisations.

#### 4.3.5.2 RANKING OF FACTORS WHICH INHIBIT MEANINGFUL PROCESSES OF STAFF DEVELOPMENT

**Table 7 (b) Ranking of Factors which Inhibit Meaningful Processes of Staff Development.**

| INHIBITING FACTORS                                                                                        | FREQUENCY | RANK |
|-----------------------------------------------------------------------------------------------------------|-----------|------|
| Time factor                                                                                               | 7         | 1    |
| Financial constraints                                                                                     | 6         | 2    |
| Shortage of resources                                                                                     | 5         | 3    |
| Lack of motivation                                                                                        | 3         | 4    |
| Lack of commitment                                                                                        | 3         | 4    |
| Irresponsible school management team                                                                      | 3         | 4    |
| Lack of interest from educators                                                                           | 3         | 4    |
| Lack of personnel or specialists from the department of education to conduct staff development programmes | 2         | 8    |
| Resistance to change                                                                                      | 2         | 8    |
| Lack of incentives for staff development                                                                  | 2         | 8    |
| Duty load                                                                                                 | 2         | 8    |
| Lack of training of staff developers or staff development teams (SDTs)                                    | 2         | 8    |
| Poor human relations                                                                                      | 1         | 13   |
| Lack of follow-up after staff development                                                                 | 1         | 13   |
| Demotivated school management                                                                             | 1         | 13   |
| Poor work ethic for educators                                                                             | 1         | 13   |
| Lack of teacher appraisal                                                                                 | 1         | 13   |
| Violence in the area                                                                                      | 1         | 13   |
| Influence of unionism                                                                                     | 1         | 13   |
| Uncooperative staff members                                                                               | 1         | 13   |
| Lack of professionalism                                                                                   | 1         | 13   |
| Laziness                                                                                                  | 1         | 13   |
| Unavailability of workshops for staff development                                                         | 1         | 13   |
| Too many changes and confusing plans for change                                                           | 1         | 13   |
| Lack of support from other stakeholders                                                                   | 1         | 13   |
| Educators' arrogance                                                                                      | 1         | 13   |
| Stereotyped education officers                                                                            | 1         | 13   |
| Inadequate principal's expertise in subjects taught                                                       | 1         | 13   |
| The know-it-all attitude among educators                                                                  | 1         | 13   |

According to table 7(b) the respondents identified a total of 29 factors which inhibit staff development in their schools. It is probable that principals identified the same inhibiting factors and gave a list of less than five. The table also reflects a total number of 57

frequencies. This shows that some respondents did not give the required number of inhibiting factors.

The table shows that time factor had the highest frequency, namely 7. The shortage of time to organise staff development may be due to administrative tasks or negligence on the part of the principals, school management or staff development teams. Ranked number 2 are financial constraints. Most staff development programmes require schools to allocate funds or budget for training. The third high-ranking factor is the shortage of resources. Adequate resources, namely physical, human and financial need to be provided for staff development. The other high-ranking factors with the frequencies of 3 each, are lack of motivation, lack of commitment, irresponsible school management team, and the lack of interest from both educators and principals.

A further analysis of the factors which inhibit staff development in schools shows that ten (31.3%) refer to confusion and lack of effective and more training workshops for principals in this regard; five (15.6%) have to do with the lack of motivation and enthusiasm; four (12.5%) relate to the shortage of time; three (9.4%) are about poor human relations in schools; two (6.3%) involve the lack of professionalism; another two (6.3%) touched on the shortage of resources, namely human , physical and financial; and three (9.4%) concern other matters.

#### 4.3.5.3 FURTHER COMMENTS

There were very few respondents who made further comments on staff development in the Mthunzini district. The reason for non-response was probably that some of the responses had been elicited by means of other items of the survey instrument. The respondents' further comments focused on administration, developmental appraisal system and recommendations.

The respondents reported that staff development in the Mthunzini district is conducted by the department of education and teacher unions. Some respondents felt that this need is

not properly addressed in the district because of some problems on the part of the department. The respondents also commented that some schools get information very late or from friends, but not through the official channels. This shows that all is not fine in the management of education in the district. Comments were also made on the lack of contact between educators and subject advisors. The respondents favoured the formation of problem-solving teams at the district and circuit levels. It should be clear that further comments touched on what principals perceived as essential for staff development in the Mthunzini district.

Some respondents indicated that the Mthunzini district has recently embarked on a mission to conduct workshops aimed at educators' personal and professional growth at work. One respondent revealed that the Mthunzini district has tried to assist schools on developmental appraisal system, but the problem is that schools without photocopiers have to spend large sums of money to get the material required. Some respondents commented that the Mthunzini district has produced a management plan for the developmental appraisal system with clear time frames.

The recommendations made by the respondents suggested some varied measures for staff development in the Mthunzini district. The respondents were for the idea that the Mthunzini district office should be manned by capable people who understand the importance of human resource development (HRD). Other respondents stressed the need for educators to be dedicated to their duties and to rid themselves of the negative attitude towards work. One respondent saw a need for the district office to hold planning meetings with principals, school management and staff development teams. The focus of the meetings would be on how staff development programmes should be conducted for educators. There were also respondents who stated that the department of education should make funds available for professional support to educators and principals.

Some recommendations made by respondents indicated a need for teacher-exchanges in the district or circuit level. One respondent also saw a need for education specialists or subject advisors to formulate a policy on induction or orientation of beginning educators.

The point that was stressed is that new educators become neglected in many secondary schools because principals, governing bodies, school management and staff development teams do not know what to do. It should, therefore, be clear that such nonchalance costs schools and hampers new educators' opportunities to grow at the workplace.

#### **4.3.6 CONCLUSION**

This chapter presents a picture of staff development thought and practices in the Mthunzini district. The responses suggest a need for the district to pay attention to this aspect of human resource development. The respondents also identified various factors which inhibit meaningful programmes of staff development. The next chapter deals with the findings of this study and offers recommendations regarding staff development in the Mthunzini district.

## **CHAPTER FIVE**

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

#### **5.1 INTRODUCTION**

The main aim of the study was to identify staff development practices at various secondary schools in the Mthunzini district. An effort was made to identify and describe staff development activities that are carried out by secondary schools in the district. For the study to achieve its aims, it was necessary for the investigator to review literature on the nature and theories of staff development. Literature review provided the conceptual framework for investigating staff development practices in the schools in question. A questionnaire was used to collect empirical data for this study. Data analysis and interpretation provided the basis for the presentation of findings and recommendations. This chapter gives a summary of findings, conclusions and recommendations that were established during the course of the investigation.

#### **5.2 FINDINGS AND CONCLUSIONS**

This chapter concludes with the discussion of some theoretical findings and conclusions of the study. Empirical findings and conclusions are also covered. An investigation of the two sets of findings throws light on the nature and extent of staff development at secondary schools in the Mthunzini district.

##### **5.2.1 THEORETICAL FINDINGS AND CONCLUSIONS**

In chapter one it was observed that educational leaders, such as principals, are faced with the big task of mobilising human resources for change in the education system. The department of education has introduced a new educational policy and instructional approach which, in turn, require staff development and support. There is no way in which the schools can perform adequately unless they have skilled and informed personnel. This explains why principals in schools should make a sustained commitment to staff development.

The review of literature in chapter two revealed the need for staff development to be an on-going process in schools. Various staff development models were also identified in chapter two, which are important when designing programmes.

## 5.2.2 EMPIRICAL FINDINGS AND CONCLUSIONS

The study has established that there are schools which do not invest on human resource development. There is no doubt that educators' needs in those schools are not identified and met. The study has also established that some schools are led by incapable people. It is, therefore, difficult for such schools to organise staff development sessions.

In chapter four a detailed presentation was made on staff development practices at various secondary schools in the Mthunzini district. Comments and inferences were made with regard to responses to questionnaire items. This part of the study is a comprehensive interpretative summary of the findings and conclusions. It should be pointed out that such an effort helps the reader to have a general overview of the staff development activities that are carried out at secondary schools in the Mthunzini district.

### 5.2.2.1 FOCUS ON THE ROLE FUNCTIONARY FOR STAFF DEVELOPMENT

The study established that it is not only the principals who are involved in staff development at secondary schools in the Mthunzini district. Various responses to the questionnaire revealed that the school management team (SMT), namely deputy-principal, subject head and senior staff member is involved in school-focussed staff development. The responses also pointed to the need for office-based educators from the district and regional offices to make provisions for staff development in secondary schools. This clearly indicates that all those who are in authority should make provision for staff development.

#### 5.2.2.2 GENDER

The study established that most of the secondary schools had male principals. This shows that there is an imbalance when it comes to promotion to school headship. Various factors that lead to the shortage of females in management positions were discussed in 4.3.1.1 of this study.

#### 5.2.2.3 QUALIFICATIONS

The study revealed that most of the principals at secondary schools in the Mthunzini district had degree qualifications. It is, therefore, probable that the knowledge and skills that principals possess could assist them when designing staff development programmes.

#### 5.2.2.4 EXPERIENCE IN YEARS IN TEACHING AND PRINCIPALSHIP POSTS

This study revealed that no principal had taught less than 10 years. This indicates that experience is valued as a criterion for promotion. The level of experience that principals had may have an effect on how they create opportunities for growth at the workplace. Experienced and informed principals may design effective staff development programmes for their schools. The study also found that the majority of the principals have been in authority in their schools for less than five years. This clearly indicates that there are new faces occupying offices due to retirements, promotion, resignation and death.

#### 5.2.2.5 TYPE OF SCHOOLS

The study established that an overwhelming number of secondary schools in the Mthunzini district were public schools. The existence of public schools is a clear indication of the character of the community that is being served. Private schools are either church initiatives or a feature of the affluent community in an urban environment in South Africa.

#### 5.2.2.6 STAFFING AT SECONDARY SCHOOLS

It was found in the study that some secondary schools had less than five educators. This indicates understaffing in those schools. A number of factors contribute to understaffing in schools. For instance, the size of enrolment, rightsizing, new schools still waiting for staffing and resignation without replacement. The study also revealed that very few schools had school clerks and support staff. This means that principals have to deal with some clerical tasks which minimise time for staff development.

#### 5.2.2.7 INVOLVEMENT IN TEACHING

With regard to involvement in teaching, the study revealed that the majority of the principals were involved in teaching or had teaching periods per week in their schools. Such involvement in teaching may hinder some management functions if the principal has a sizable load. Some principals teach or have teaching periods due to the shortage of staff in their schools. As a result it may be impossible to devote adequate time to some administrative tasks, like staff development.

#### 5.2.2.8 LEARNING/DEVELOPMENTAL ACTIVITIES

The study found that some learning or developmental activities, for instance workshops, visits to other schools, courses, seminars, personnel interviews, team-teaching, subject teams, teacher observations, private studies, outcomes-based education (OBE) conferences and staff meetings are a way of life in many secondary schools. Others such as study groups, invitation of consultants and engagement in research projects or projects of investigation are ignored or not given much attention. Lack of knowledge and funds were regarded as major factors influencing the provision of learning/developmental activities. Various modes of delivering an effective staff development programme were discussed in 2.5.3. The challenge which faces staff developers is that one of matching the identified needs with an appropriate mode.

#### 5.2.2.9 PROVISION OF STAFF DEVELOPMENT MATERIALS

With regard to the provision of staff development materials the study established that many schools were not in possession of audio-visual materials. This indicates the shortage of teaching materials in schools. Audio-visual materials may help to improve educators' performance during classroom teaching. Some respondents even commented that audio-visual materials make learning an enjoyable activity. The study further revealed in respect of audio-visual materials that there were school governing bodies who did not want to buy staff development materials.

The provision for staff members to read journals or magazines was one of the areas which appeared to be somehow neglected by principals. This shows that available information is neglected in some schools. Recent information on education is made available through journals or magazines, therefore the staff need to be provided with these important documents.

This investigation further revealed that very few principals conduct demonstrations on how educators should use teaching materials in schools. This may be caused by the wrong assumption that, as educators went to teacher-training institutions, there is no longer a need for training them on the use of teaching materials. Curriculum and technological changes demand that new teaching materials be demonstrated to staff members. It would be appropriate for principals to provide enough resources for staff development activities to take place.

#### 5.2.2.10 SHARING OF KNOWLEDGE AND TASKS

The study revealed that principals in general do not organise coaching/guidance sessions to determine educators' strengths and weaknesses. It was also established that lack of training for management and skills training further hindered principals from engaging themselves on this matter. It should, therefore, be clear that principals do not devote time or attention to this important aspect of staff development.

The study also found that principals do not conduct coaching/guidance sessions on how educators have to deal with learner behaviours. It is clear that principals assume that educators are adults, hence there is no need for staff development in this regard. All people need to be developed in the organisations.

#### 5.2.2.11 ADDITIONAL VIEWS ON STAFF DEVELOPMENT AT SECONDARY SCHOOLS IN THE MTHUNZINI DISTRICT

The findings were derived from the questionnaire items relating to the ranking of developmental needs, inhibiting factors to staff development and further comments on staff development practices in the Mthunzini district.

##### 5.2.1.11.1 RANKING OF AREAS IN WHICH THE STAFF NEED DEVELOPMENT / ASSISTANCE / IMPROVEMENT

With regard to the ranking of developmental needs, the investigation established that staff development programmes on recent methods of instruction were highly needed by educators. Curriculum transformation matters demand that educators be informed about OBE and other issues impacting on South African education system. For instance, the introduction of the developmental appraisal system necessitates programmes which will keep educators informed about the whole exercise. The study also established that principals considered human relations as one aspect which needed attention in schools. Poor human relations may affect work performance and lead to the formation of pressure groups in schools.

##### 5.2.1.11.2 RANKING OF FACTORS WHICH INHIBIT STAFF DEVELOPMENT

The investigation revealed that the time factor was ranked the most important by principals. This shows that overwork caused by teaching function and routine management tasks prevent principals from devoting attention to staff development. The financial resource constraints were also identified as important inhibiting factors of staff

development in secondary schools. This indicates that schools may have interests to design some staff development programmes, however the shortage of funds hinders the whole exercise.

#### 5.2.1.11.3 FURTHER COMMENTS

Further comments revealed a need for effective management of staff development at secondary schools in the Mthunzini district. This means that a systematic attempt to bring the very best of educators to life long learning was regarded as crucial.

### 5.3 RECOMMENDATIONS

Recommendations are derived from the theoretical and empirical findings of the study, and from conclusions on the study.

#### 5.3.1 DESIGNATED STAFF DEVELOPMENT PRACTITIONERS SHOULD IDENTIFY EDUCATORS' NEEDS IN SCHOOLS

The inadequacy of office-based educators, principals and school management team, namely deputy principals, subject heads or senior staff members to provide for various aspects of staff development, especially needs assessment was indicated in the study. There is no doubt that educators need to be developed on how they should teach and do some administrative tasks effectively in schools. The developmental appraisal system, quality assurance and other transformational issues demand that educators be provided with relevant staff development programmes. This clearly points out to a need for staff developers to identify educators' needs and to arrange for relevant programmes in schools. The office-based educators in the regional and district levels should also play a vital role in staff development. They can identify educators' needs and assist educators in schools. Office-based educators can also provide resources to schools so that educators can do the job better. This clearly indicates that more school visits are essential on the part of the office-based educators. For this task to be carried out properly, there is a need

for effective training of all staff developers with regard to the process of identifying educators' needs.

### 5.3.2 THERE IS A NEED FOR EDUCATIONAL LEADERS TO UNDERSTAND THE PROCESS OF STAFF DEVELOPMENT

There is a need for regional and district offices to be manned by capable people, who understand what needs to be done in staff development. The principals and school management teams should also have an understanding of staff development. This indicates that the process of staff development should be driven by people with a clear vision. The regions or districts have to plan for staff development; conduct needs analysis; design programmes; monitor the process; provide feedback; issue certificates for participation, and provide follow-up strategies. This can be arranged on a monthly or quarterly basis. This is also possible when service providers are clearly stated and possess necessary skills of delivering the staff development programmes. The duties of various role functionaries for staff development were discussed in 2.5.1 of this study. Proper planning, effective presentations and "after sales service" or follow-up are essential in staff development. The incentives for participation in the form of prizes, awards certificates and promotion need to be clearly stated.

The principals and staff development teams have to design effective school-focused staff development programmes. The staff developers in schools have to plan, conduct needs assessment, *implement programmes*, monitor the process and device follow-up strategies. The modes of delivering the programmes should match the individual needs. Performance indicators will clearly indicate whether the whole process of learning was properly understood.

The regions or districts should demand reports from schools on how they are faring with staff development. The reports may contain established staff development structures, identified needs and strategies of assisting educators to do the job better in schools. These reports can be submitted quarterly or annually to the respective districts or regions.

Some staff development activities require management competencies which are mostly acquired through theoretical knowledge and understanding. This means that office-based educators, principals, deputy principals, subject heads or staff development teams should be well versed or informed about recent staff development legislations or developments taking place nationally and internationally. It is, therefore, recommended that people in leadership positions should have an interest and understanding of human resource development.

### 5.3.3 THERE IS A NEED FOR EDUCATORS TO BE PROVIDED WITH JOB DESCRIPTIONS

The lack of job descriptions in some schools affects the ways in which educators perform their duties. This shows that educators in some cases do their work without a clear understanding of their role expectations. Education officers, including principals should make it a point that all educators are provided with ELRC's resolution no.8 of 1998 which indicates the duties of all role players in schools. Performance indicators will indicate whether educators are in need of support to do their job better or not.

### 5.3.4 THE LINKS BETWEEN OFFICE-BASED EDUCATORS AND SCHOOLS SHOULD BE ENCOURAGED

There is a need for office-based educators to work closely with educators in schools. Office-based educators have a crucial role to play on issues relating to staff development in schools. The staff development tasks of office-based educators are discussed in 2.5.1.

Frequent visits to schools by office-based educators, especially superintendents of education management and subject advisers are essential to guide and assist educators. Office-based educators can also visit schools on a mission to identify educator's needs. Educators need to know about the kind of assistance that is provided by different office – based educators. This study established that some secondary schools in the Mthunzini district were functioning in isolation, in the sense that they are hardly visited or hardly

know their subject advisers. Poor performance on the part of educators can be the order of the day in such schools. It is, therefore, recommended that clear communication channels between office-based educators and schools be encouraged or developed so that educators can do their job better.

#### 5.3.5 ADEQUATE FUNDS FOR STAFF DEVELOPMENT SHOULD BE AVAILABLE IN SCHOOLS

Adequate funds need to be made available for staff development. According to the skills development act (Act no.97 of 1998:15), each public service employer in the national and provincial spheres of government must budget for at least one percent of its payroll for the training and education of their employees with effect from 1 April 2000; and may contribute funds to Sector Education and Training Authorities (SETA). This shows that the department of education should provide funds for staff development to the provinces, regions, districts, circuits and institutions. The availability of funds can make it possible for principals and school management teams to purchase resources for staff development. Adequate financial resources in the regions and districts can help office-based educators to provide materials and visit schools regularly. The shortage of transport for office-based educators can be reduced if the regions and district have enough funds for providing support services in schools. The principals and governing bodies need to have a budget for staff development, through the money collected in the form of school fees. The availability of funds can also assist to finance educators when attending staff development programmes organised outside the school. The funds for staff development may be administered by the principal or staff development team. It is, therefore, recommended that the department of education, principals and governing bodies should provide funds for staff development.

#### 5.4 CONCLUSION

The investigation has made an effort to indicate findings, conclusions and recommendations regarding staff development practices at various secondary schools in

the Mthunzini district. Management development programmes need to be encouraged so that principals would know what to do in schools. It is also clear in the study that some secondary schools have not yet adequately attended to staff development. The findings, conclusions and recommendations made in this chapter are essential for effective management and understanding of staff development in schools.

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# **APPENDIX A**

PROVINCE OF  
KWAZULU - NATAL

ISIFUNDAZWE  
SAKWAZULU - NATAL

PROVINSIE  
KWAZULU - NATAL

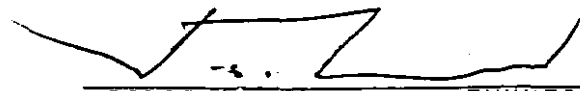
DEPARTMENT OF EDUCATION & CULTURE  
UMNYANGO WEMFUNDO NAMASIKO  
DEPARTEMENT VAN ONDERWYS & KULTUUR

|                              |                  |                           |            |
|------------------------------|------------------|---------------------------|------------|
| <i>Ikheli Locingo</i> :      |                  | <i>Isikhwama Seposi</i> : | X8512      |
| <i>Telegraphic Address</i> : |                  | <i>Private Bag</i> :      | ESIKHAWINI |
| <i>Telegrafiese Adres</i> :  |                  | <i>Privaatsak</i> :       | 3887       |
| <i>Fax No.</i> :             | 035-7960134      | <i>Imibuzo</i> :          | MN PEWA    |
| <i>Ucingo</i> :              |                  | <i>Enquiries</i> :        |            |
| <i>Telephone</i> :           | 035-7964012      | <i>Navrae</i> :           |            |
| <i>Usuku</i> :               | 29 February 2000 | <i>Inkomba</i> :          | RESEARCH   |
| <i>Date</i> :                |                  | <i>Reference</i> :        |            |
| <i>Datum</i> :               |                  | <i>Verwysing</i> :        |            |

TO: Principals of Secondary  
Schools within the  
MTHUNZINI DISTRICT

PERMISSION TO CONDUCT RESEARCH FOR MED PURPOSES.

1. Permission is hereby granted to Mr AB Buthelezi to conduct his research at secondary schools within this District. His research will be centred around 'STAFF DEVELOPMENT AT SECONDARY SCHOOLS IN MTHUNZINI DISTRICT'
2. It is envisaged that no disruption of classes will take place as the research will be by means of a QUESTIONNAIRE.
3. This office will appreciate your co-operation in assisting him.

  
DISTRICT MANAGER: MTHUNZINI

## **APPENDIX B**

P.O.Box 23945  
KWADLANGEZWA  
3886

05 April 2000

The Principal

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-----  
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Dear Sir/Madam

Considering your involvement in educational administration, it is assumed that you are in possession of **valuable information** which can be of great assistance in the study of staff development, if you are willing to help with the matter. Today, it is evident that principals have to devote much of their attention on human resource development as the way of bringing about informed and skillful workforce. You are in a position to give important information about the present state of staff development in your organisation. Data gathered will be analysed so that **staff development needs revealed could be given appropriate attention**. The information you give will be kept confidential and will serve no other purpose other than pursued by this study entitled :

**STAFF DEVELOPMENT AT SECONDARY SCHOOLS IN MTHUNZINI DISTRICT.**

It is because of importance of staff development at institutional levels, that I have decided to ask your assistance in gathering information. All I request from you is to **answer the questionnaire attached hereto**, and to return it to me in the enclosed self-addressed envelope. I am aware that your position demands that you remain busy the whole day and the questionnaire may appear necessarily long. I request you to work on it in stages that suit your time schedule and return it completed by ----- . Please read introductory statements or instructions carefully before attempting to answer the questions.

The study **has been approved** by the KwaZulu-Natal Department of Education and Culture (see enclosed letter) and the University of Zululand. This makes your contribution as a principal very **essential, relevant and significant**. The questionnaire requires you to state your opinion, preferences, attitude or way of doing things as they are. In this study, there are no right or wrong answers. It is, therefore, important that **all questions be answered** either briefly or elaborately as you choose. You need not to sign or write your name on the questionnaire.

You are requested to furnish the required answer either by indicating an answer with a cross (X) or by writing as directed. If you are not able to reach a decision on a particular item **go on to the next item. Come back later** to those items you have skipped.

Your contribution to the success of this research is **highly essential**. The findings of the investigation will enable the researcher to make worthwhile recommendations with regard to the need and practices of staff development in secondary schools.

Thank you for your assistance.

Yours faithfully

---

ALAN BHEKISISA BUTHELEZI  
**INVESTIGATOR**

Telephone no. 035 3404271 (Work)  
Cellphone no. 0829635355

## **APPENDIX C**

# QUESTIONNAIRE TO PRINCIPALS

**This is a study of staff development at  
Secondary Schools in the Mthunzini district**

Kindly provide information about practices at your institution. You need not write your name. Indicate your answer to items by means of a cross (x) in the appropriate box. Some items require you to give your own answers/comments/suggestions/recommendations.

## SECTION A

### 1. PERSONAL DATA

1.1 Gender

| Male | Female |
|------|--------|
|      |        |

1.2 Age in years

| Under 30 | 30-39 | 40-49 | 50-59 | 60 upwards |
|----------|-------|-------|-------|------------|
|          |       |       |       |            |

1.3 Highest qualification

|                             |  |                  |  |
|-----------------------------|--|------------------|--|
| Matric                      |  | B.Ed             |  |
| Degree courses              |  | M.Ed             |  |
| Degree, e.g. BA., B.Sc, etc |  | MA/M.Sc/MPA, etc |  |
| Honours                     |  | Doctorate        |  |
| Other (specify)             |  |                  |  |

1.4 State your professional qualifications, e.g. PTC, STD, etc.

---

1.5 Teaching experience in years

| 0-5 | 6-10 | 11-15 | 16-20 | Over 20 |
|-----|------|-------|-------|---------|
|     |      |       |       |         |

1.6 Experience in years as principal

| 0-5 | 6-10 | 11-15 | 16-20 | Over 20 |
|-----|------|-------|-------|---------|
|     |      |       |       |         |

1.7 Type of your school

| Public school | Independent school |
|---------------|--------------------|
|               |                    |

1.8 State the number of staff in each of the following categories.

| Deputy principal(s) | Departmental head(s) | Teacher(s) | School clerk(s) | Support staff |
|---------------------|----------------------|------------|-----------------|---------------|
|                     |                      |            |                 |               |

1.9 Are you involved in any form of teaching in the school?

| Yes | No |
|-----|----|
|     |    |

## SECTION B

### 2. LEARNING/DEVELOPMENTAL ACTIVITIES

2.1 There is a need for teachers to attend workshops on new teaching methods.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.1.1 Are these workshops available to your staff?

| Yes | No |
|-----|----|
|     |    |

2.1.2 What comments can you make in this regard?

---



---



---

2.2 Teachers need to visit other schools as a way of sharing ideas on educational matters.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.2.1 Does your school provide for such visits?

| Yes | No |
|-----|----|
|     |    |

2.2.2 If yes, what matters have your staff had discussion on?

---



---

2.2.3 What suggestions/recommendations can you make in this regard?

---



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- 2.3 There is a need for educators to form study groups which could help enrich them for their teaching tasks.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

- 2.3.1 Do such study groups exist in your school?

| Yes | No |
|-----|----|
|     |    |

- 2.3.2 If yes, briefly explain their make up and activities.

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- 2.3.3 Any further comments in this connection?

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- 2.4 There is a need for subject educators to attend in-service training courses and seminars organised by education officers.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

- 2.4.1 Does your school staff attend such courses and seminars?

| Yes | No |
|-----|----|
|     |    |

- 2.4.2 If yes, give particulars of courses and seminars attended recently or in the course of the current year.

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- 2.4.3 What comments/suggestions can you make in this respect?

---



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---

- 2.5 There is a need for personnel interviews in order to identify educators' needs.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.5.1 Do you arrange for personnel interviews with your staff?

| Yes | No |
|-----|----|
|     |    |

2.5.2 If yes, what needs have you identified?

---

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2.5.3 Any further comments/suggestions on this matter?

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2.6 There is a need for team-teaching to help educators to learn from one another.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.6.1 Do you provide for team-teaching sessions in your school?

| Yes | No |
|-----|----|
|     |    |

2.6.2 What comments/suggestions would you like to make in this regard?

---

---

---

2.7 There is a need for subject teams to be formed for educators who teach the same subject.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.7.1 Do such subject teams exist in your school?

| Yes | No |
|-----|----|
|     |    |

2.7.2 If no, to 2.7.1 give reasons.

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2.7.3 Any additional comments/suggestions in respect of subject teams?

|  |
|--|
|  |
|  |
|  |

2.8 There is a need for consultants to be invited in the school for assistance in fostering discipline.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.8.1 Is such service provided in your school?

| Yes | No |
|-----|----|
|     |    |

2.8.2 If yes, briefly explain issues that were discussed.

|  |
|--|
|  |
|  |
|  |

2.8.3 If no, give reasons.

|  |
|--|
|  |
|  |
|  |

2.8.4 Any further comments/suggestions on this matter?

|  |
|--|
|  |
|  |
|  |

2.9 There is a need for educators to engage in research project(s) or projects of investigation to get more understanding of their subject fields or the learning thereof.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.9.1 Do your staff engage in such research or investigation?

| Yes | No |
|-----|----|
|     |    |

2.9.2 If yes, which subject areas have been the point of focus?

---

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2.9.3 What further comments/suggestions can you make in this regard?

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2.10 There is a need for educators to observe one another during classroom teaching.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.10.1 Do you provide for such observations in your school?

| Yes | No |
|-----|----|
|     |    |

2.10.2 What comments/suggestions can you make in this regard?

---

---

---

2.11 There is a need for educators to pursue further studies in order to deepen their professional knowledge and skills.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.11.1 Do your staff members pursue such studies in your school?

| Yes | No |
|-----|----|
|     |    |

2.11.2 If yes, briefly give examples.

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2.11.3 If no, to 2.11.1 give reasons.

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2.11.4 Any further comments/suggestions on private studies?

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2.12 Teachers need to attend educators' conferences as a way of keeping themselves abreast of new developments in their subjects.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.12.1 Do your staff attend subject conferences on Outcomes-Based Education (OBE)?

| Yes | No |
|-----|----|
|     |    |

2.12.2 If yes, provide examples of subjects/learning areas involved.

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2.12.3 What comments/suggestions would you like to make in this regard?

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2.13 There is a need for staff meetings or group sessions for all staff working together.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

2.13.1 Does your school provide for such staff meetings or group sessions?

| Yes | No |
|-----|----|
|     |    |

2.13.2 If no, give reasons.

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2.13.3 Any further comments/suggestions in this connection?

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## SECTION C

### 3. PROVISION OF STAFF DEVELOPMENT MATERIALS

- 3.1 Principals should arrange for the procurement of instructional manuals for staff in order to enhance their skills.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

- 3.1.1 Do you provide for such instructional manuals to staff?

| Yes | No |
|-----|----|
|     |    |

- 3.1.2 If no, why?

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- 3.2 Principals should encourage library or classroom collection of teaching-learning materials so that staff can be aware of new teaching approaches.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

- 3.2.1 Does your school have such collection?

| Yes | No |
|-----|----|
|     |    |

- 3.2.2 If yes, briefly describe its purpose.

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- 3.2.3 If no, give reasons.

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---

- 3.2.4 What further comments/suggestions can you make in this connection?

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- 3.3 The school should have newspaper cuttings/extracts dealing with educational matters.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

- 3.3.1 Is your school provided with such information?

| Yes | No |
|-----|----|
|     |    |

- 3.3.2 What comments/suggestions can you make in this regard?

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- 3.4 Principals should provide audio-visual materials so that the staff can use *modernised teaching strategies*.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

- 3.4.1 Does your school have audio-visual equipments?

| Yes | No |
|-----|----|
|     |    |

- 3.4.2 If yes, which equipments are available?

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- 3.4.3 What comments/suggestions would you like to make in this connection?

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- 3.5 Teachers should be encouraged to read journals or magazines so that they can become aware of current educational matters.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

- 3.5.1 Is there any provision for your staff to read such journals or magazines?

| Yes | No |
|-----|----|
|     |    |

3.5.2 What comments/suggestions would you like to make in this regard?

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3.6 Teachers should be encouraged to visit teachers' centres in order to get materials which can help them to do the job better.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

3.6.1 Does your school provide for teachers to visit such centres?

| Yes | No |
|-----|----|
|     |    |

3.6.2 If yes, which centres do you visit?

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3.6.3 Any further comments/suggestions in this connection?

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3.7 There should be demonstrations on how to use teaching materials in the school.

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|----------------|-------|-----------|----------|-------------------|
|                |       |           |          |                   |

3.7.1 Have you arranged for such demonstrations in the school?

| Yes | No |
|-----|----|
|     |    |

3.7.2 If yes, give a brief description of the event(s).

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3.7.3 What further comments/suggestions can you make in this regard?

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## SECTION D

### 4. SHARING OF KNOWLEDGE AND TASKS

- 4.1 Principals should organise coaching/guidance sessions to determine educators' strengths and weaknesses.

| Extremely important | Very important | Somewhat important | Of little importance | Of no importance |
|---------------------|----------------|--------------------|----------------------|------------------|
|                     |                |                    |                      |                  |

- 4.1.1 Are there any coaching/guidance sessions in your school?

| Yes | No |
|-----|----|
|     |    |

- 4.1.2 If yes, what way are they covered?

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- 4.1.3 Further comments/suggestions in this connection.

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- 4.2 Principals should enlist services of senior staff members to assist other educators.

| Extremely important | Very important | Somewhat important | Of little importance | Of no importance |
|---------------------|----------------|--------------------|----------------------|------------------|
|                     |                |                    |                      |                  |

- 4.2.1 Do you delegate guiding/coaching tasks to senior staff members?

| Yes | No |
|-----|----|
|     |    |

- 4.2.2 What comments/suggestions would you like to make in this regard?

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- 4.3 Principals should share information with the staff about issues affecting education.

| Extremely important | Very important | Somewhat important | Of little importance | Of no importance |
|---------------------|----------------|--------------------|----------------------|------------------|
|                     |                |                    |                      |                  |

4.3.1 Do you provide for such information-sharing sessions?

| Yes | No |
|-----|----|
|     |    |

4.3.2 If yes, briefly explain how you go about arranging for them.

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4.3.3 If no, give reasons.

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4.3.4 Any comments/suggestions in this connection?

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4.4 Principals should invite subject specialists to the school to share information on instruction.

| Extremely important | Very important | Somewhat important | Of little important | Of no importance |
|---------------------|----------------|--------------------|---------------------|------------------|
|                     |                |                    |                     |                  |

4.4.1 Do you extend such invitations to subject specialists?

| Yes | No |
|-----|----|
|     |    |

4.4.2 If yes, what form of assistance has your school obtained to date?

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4.4.3 What comments/suggestions would you like to make in this connection?

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4.5 Principals should conduct training sessions on how educators have to deal with learner behaviours.

| Extremely important | Very important | Somewhat important | Of little important | Of no importance |
|---------------------|----------------|--------------------|---------------------|------------------|
|                     |                |                    |                     |                  |

4.5.1 Do you conduct such training sessions in your school?

|     |    |
|-----|----|
| Yes | No |
|     |    |

4.5.2 If yes, briefly explain the procedures you have been involved in.

---

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4.5.3 Any further comments/suggestions in this regard?

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## SECTION E

### 5. GENERAL

5.1 Arrange in order of importance (to you) five most important areas in which staff need assistance/development/improvement.

1. 

---
2. 

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3. 

---
4. 

---
5. 

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5.2 Arrange in order of importance (to you) five major factors which inhibit meaningful processes on staff development.

1. 

---
2. 

---
3. 

---
4. 

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5. 

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5.3 Any further comments on staff development in Mthunzini district?

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

## **APPENDIX D**

P.O.BOX 23945  
KWADLANGEZWA  
3886

10 APRIL 2000

The Principal

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-----  
-----  
-----

Dear Sir/Madam

**RE : RETURN OF QUESTIONNAIRE**

This letter requests you to complete and return the questionnaire which was sent to your school last month ( **March 2000**). Questionnaires were sent to all 41 secondary schools in the Mthunzini district. Information gathered will be analysed and made available to all those parties with an interest in education management. I reckon your receipt of the said document really coincided with your busy period in the first term of the school calendar. I hope it is now possible for you to give immediate attention to this important document.

Your response is requested for as an important part of the research study entitled "**STAFF DEVELOPMENT AT SECONDARY SCHOOLS IN THE MTHUNZINI DISTRICT.**" Out of the total of 41 questionnaires only 05 have been returned, that is, about 09%. This clearly indicates how important your return of the questionnaire is for this study.

I shall be grateful for a positive response to this request. If you have already filled and dispatched the questionnaire, kindly ignore this reminder.

Yours faithfully

-----  
  
ALAN BHEKISISA BUTHELEZI  
*Investigator*

Telephone no. : 035 3404271(Work)  
Cellphone no. : 0829635355

# **APPENDIX E**

### **LIST OF TEACHERS' DIPLOMAS / CERTIFICATES**

|      |   |                                                       |
|------|---|-------------------------------------------------------|
| T4   | - | Teachers' Certificate Grade 4 (Junior primary)        |
| JSTC | - | Junior Secondary Teachers' Certificate                |
| STD  | - | Secondary Teachers' Diploma (Secondary)               |
| SSTD | - | Senior Secondary Teachers' Diploma (Senior Secondary) |
| HED  | - | Higher Education Diploma (Senior Secondary)           |
| UED  | - | University Education Diploma (Senior Secondary)       |

## **APPENDIX F**

## **LIST OF SECONDARY SCHOOLS IN THE MTHUNZINI DISTRICT**

### **A. GINGINDLOVU CIRCUIT**

1. Somshoko High
2. Mathubeszwe High
3. Sikhuthela High
4. Ndondakusuka High
5. Isinyabusi High
6. Ingobamakhosi High
7. Amatigulu High

### **B. ESIKHALENISENKOSI CIRCUIT**

1. Mcabango High
2. Ndeshezi High
3. Tisand Technical High
4. Hlamvana High
5. Matamzana-Dube High
6. Khula High
7. Ikhandlela High

### **C. ENSINGWENI CIRCUIT**

1. Emoyeni High
2. Uphindo High
3. Nzuza High
4. Majiya J.S.
5. Zithume J.S.
6. Hlakaniphani High
7. Mashananandane High
8. Zimeme J.S.
9. Mthunzini High
10. Ezakheleni High
11. Sibhakuza High
12. Ngwenya J.S.
13. Sihubela J.S.
14. Njingili High
15. Zinqobele High

### **D. ONGOYE CIRCUIT**

1. Isikhalasenkosi High
2. Qantayi High
3. Umdlamfe High
4. Dlamvuzo High
5. Dlangenzwa High
6. Ongoye High
7. Qhakaza High
8. Mbuyiseni High
9. Nikiza High
10. Muntonokudla High
11. Siyabonga High
12. Zenzeleni-Mashamase J.S.

## **APPENDIX G**

DEPARTMENT OF EDUCATION & CULTURE

# MTHUNZINI DISTRICT (SKETCH MAP)

## KEY

ENSINGWENI

ESIKHALENISENKOSI

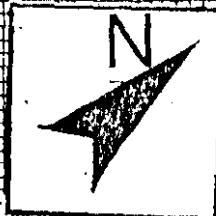
GINGINDLOVU

ONGOYE

POST-PRIMARY

PRIMARY

SKILLS



INDIAN OCEAN

