

**THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN
STAFF DEVELOPMENT**

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(i)

ABSTRACT

This study examines the role of the school management team in staff development as well as factors that help and hinder the team in this regard. The effectiveness of strategies that have been put in place by school management teams is also analysed.

The literature review, which involves various textbooks, magazines, newspapers and journals related to the study, makes it clear that the school management team is responsible for staff development in schools. Various approaches to staff development were furthermore identified in order to relate them to staff development practice.

Questionnaires with open and closed-ended questions were used to obtain information from the respondents. The population of the study included members of the school management team and post level-one educators.

Analysis of information received from the respondents indicated that staff development could be improved with the cooperation of subject advisers, the organisation of workshops on staff development, by conducting regular staff appraisals, encouraging educators to further their studies, providing intensive induction and by socialisation.

The findings of the study necessitated recommendations by the investigator regarding staff development. The findings also established that both the post level-one educators and school management team were familiar with the roles of the school management team in staff development. The school management teams were seen not to be doing what was expected of them. It also became clear that post level-one educators were not prepared to accept changes as demanded by the Department of Education and that staff development programmes and policies have to be put in place.

It is recommended that funds should be earmarked for staff development and that workshops on staff development must be offered. The school management team should encourage educators to further their studies and thus improve their teaching strategies

(ii)

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CM Khambule

(iii)

Dedication

This work is dedicated to my Grandparents, Maqili and Mamjilo Khambule, who passed away many years ago. Their love and spiritual support whilst they were alive provided me with enthusiasm and a great sense of achievement.

(iv)

Declaration

I hereby declare that the dissertation “The role of the school management team in staff development” is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'CM Khambule', written over a dotted line.

CM Khambule

September 2007

ACRONYMS

HO.D: HEAD OF DEPARTMENT

IQMS: INTERGRATED QUALITY MANAGEMENT SYSTEMS

OBE : OUTCOMES BASED EDUCATION

PL1 : POST LEVEL ONE EDUCATORS

SMT : SCHOOL MANAGEMENT TEAM

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CHAPTER 1

1. ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The problem of inadequately qualified staff is common in the education system of South Africa. What exacerbated this problem was the government of the day's policy of providing education along racial lines. The net effect of this policy was that different standards were applied in the preparation and employment of educators. For example, because of teacher shortages in African schools, people who had not been trained as educators were employed as privately paid educators and were eventually permanently absorbed into the education system. Whilst an attempt was and is still being made to address the problem of inadequately qualified educators, there is still a great deal that has to be done in order to improve the quality of teaching and learning. The demise of apartheid led to South Africa being accepted by the world as a member of the global village. For this reason, it is incumbent upon educators to discharge their professional duties as teachers responsibly by imparting the necessary knowledge and skills to learners in such a way that they will be able to stand on their own in the open competitive world.

Also coupled with quality teaching and learning is the issue of sound management and administration of schools. It is a well-known fact that good management and administration is a *conditio sine qua non* for effective teaching and learning.

As one of the attempts to improve the management of the education system of the country, the Ministry of Education has created a number of promotional posts. Filling these posts has become problematic due to the scarcity of suitably qualified personnel in the existing pool of trained/ qualified school managers and administrators in the education system. As a result some educators assume duties, for example, as Heads of Departments and Schools Managers, without being adequately prepared for such posts.

It is against the above background that this study has attempted to analyse the role of the school management team in staff development. It focuses, inter alia, focus on how the available staff developmental tools, for example, the educator

appraisal system and in-service educator training, can help to bridge the knowledge and skills gap which the educators have to contend with. Different approaches to staff development will also be discussed.

1.2 STATEMENT OF THE PROBLEM

According to Rebores (1998:147), some staff members often have misconceptions about staff development. They feel that if they are invited to attend workshops their intelligence and capacity is undermined. Also, in most instances they do not receive enough encouragement from the school management teams to further their studies and improve themselves, due to the following reasons:

- The school management team feels that educators will concentrate on their studies at college or university, while paying less attention to schoolwork.
- The school management team fears that once the teacher has improved his or her qualifications he or she will be promoted and leave the school.

Staff development programmes past and present have had a poor reputation for some educators. Sysbut and Wendel (1990:194) attribute this to the following reasons:

- Programmes are poorly planned. There is no year plan or schedule that is followed. The school management team and the educators may not come together and plan, nor may they be supplied with a year plan on staff development.
- Programmes are irrelevant to educators' work. In most cases programmes are not meant to improve educators in their work. For example, currently more emphasis is placed on legislation affecting the education system of the country, which does not make educators better teachers in the classroom.
- Programmes may not be planned properly. For example, the Revised National Curriculum Statement programmes have to be understood as related to, as well as distinguished, from outcomes based education. A meaningful workshop

should serve the purpose of highlighting the distinction and the relationship of the two.

- Programmes are badly aligned with other scheduled commitments. For example, one day an educator may be expected to attend a workshop on HIV/AIDS, and the following day he or she may be required to attend a workshop on gender equity. There would be no time for concentration, implementation and co-ordination.
- Programmes are often designed so that educators can play a passive role. There is one-way communication, from the tutors to the educators that are attending a workshop.

Apart from the poor reputation staff development programmes may have, there is also a problem with regard to funding and the handling of funds earmarked for staff development at school level. This observation is supported by Sysbut and Wendel (1990:149), who believe that staff development is seldom suitably funded in many schools. Also, according to Rebore (1998:167), it is common practice in staff development practice to ask staff members to pay from their own pockets and then reimburse them later on for expenses incurred in attending seminars, workshops or refresher courses. This may be a problem to educators who do not have money to spend on their development.

One of the functions of the school management team is to provide educators with skills and knowledge that will help them improve teaching and learning at school. In order to meet this challenge that they face, school management teams should strive for continuous staff growth and development. This ideal is confirmed by Reed (2003:62) when he says that staff development seeks to foster change in the operation of the school system in order to increase the organisation's capacity for continuous growth and improvement

A well-developed staff will function as a cohesive unit with the express purpose

of maintaining a high professional standard. The maintenance of high professional standards is hindered, amongst others, by the existing gap between what the school management expects from staff and what the staff members know and are capable of doing. In order to bridge this gap, attention needs to be focused mainly on the educators that are already in the field of teaching. Hewton (1988: 109), in support of this view, argues that staff development should be about assisting, guiding and encouraging educators to acquire the necessary knowledge and skills to do the job better.

Although staff development does take place in some institutions, it tends to be ad hoc and uncoordinated. For instance, very few workshops and courses are organised to help educators to improve on their work. This negates the view that educators are eligible for in-service education from the first day that they assume duties, to the day on which they retire. Jones et.al. (1989:5) confirm this view when they say that staff development is a process, not a once-off occurrence. Therefore, during their period of service, educators must be exposed to a variety of learning situations that will produce change in their knowledge, understanding, skills and also attitude.

Another problem faced by educators, is that the knowledge and skills that they acquired at a college or university was sufficient to qualify them as educators at a particular point in time. Knowledge and skills are not static; every day something new is added to the body of knowledge. For example, subjects that were taught in the olden days have been changed, or their content has been made redundant or has been supplemented by new phenomena. It is, therefore, important that educators be trained and developed as and when curriculum change and modification takes place.

Other changes also take place in educational management. For instance, with the abolition of corporal punishment educators are challenged to devise alternative and non- threatening modes of maintaining discipline in the schools or classrooms, without having to resort to corporal punishment.

Changes may also be seen in the approaches to teaching. For example, outcomes

based education (OBE), which was introduced to South Africa a few years ago, and is being refined continuously. This is a challenge for many educators who are expected not only to use it, but also to contribute to its refinement and adaptation. Educators, therefore, need to undergo workshops on these changes so that they are able to meet new challenges and developments in the field of education.

Management is about helping the organisation to adapt to change – and the school, as an organisation, is no exception to this fact. Therefore, it is the duty of the school management team to ensure that the staff is comfortable about changes that impact on them and their work. According to Burke et.al. (1990:94), readiness for change is reached at the stage where resistance to change is overcome and commitment to high quality service is demonstrated. The school management team has to embark on a conscious and deliberate effort to make educators aware of the ever-shifting expectations and demands on them. Failure on the part of the school management team to equip educators with relevant and current knowledge about the new developments in education will leave educators unprepared for change, or at worst, resisting change.

School management teams have at their disposal a number of tools that they can use to develop educators and to help them to cope with changes and to become ready for development. A tool that can be used by the school management team is the developmental appraisal system. According to Read Educational Trust (2001: 36), the developmental appraisal system can help a an educator to improve in his/her work because, being appraised, he/she is not only given feedback on how she/he is doing in the work situation, but this is followed up by an action plan that is developed and agreed upon, also with regard to points that the educator needs to concentrate on in order to improve and to overcome weaknesses that were diagnosed during the appraisal.

1.3 OBJECTIVES OF THE STUDY

Against the above background, the objectives of the study will be as follows:

- To investigate the school management team's perception of their role in staff development.

- To determine factors which help the school management team in promoting staff development.
- To examine factors which hinder the school management team in promoting staff development.
- To examine the effectiveness of strategies that school management teams have put in place for staff development.

1.4 ASSUMPTIONS OF THE STUDY

Assumptions made in this study are as follows:

- The school management teams are not fully aware of their roles in staff development.
- The school management teams do not succeed in promoting staff development.
- The majority of staff members are underdeveloped in their work because they have not been developed adequately.
- The strategies of school management teams in staff development are not effective.

1.5 OPERATIONAL CONCEPTS

1.5.1. Role:

Role refers to one's function, or to what a person is appointed to do, or expected to do. Role embraces the position, task and job. According to the manual entitled "Towards effective school management role is defined as a set of expectation and interpretations (Doe 2003:32). In the Oxford Advanced Learners Dictionary) role is described as the function or position that somebody has or is expected to have in an organization, in society or relationship. (2003:1021) Jones (1989:37) on the other hand define role as the function that somebody is expected to have in an organisation.

In this study "role" means a part or function played by the school management team in staff development.

1.5.2 School management team

School management team refers to the principal, deputy principal, and head of department. In the Advanced Learner's Dictionary (2003: 1123), school management team refers to staff members who are occupying senior or top management positions at an institution. In the manual entitled "Towards Effective School Management", school management team refers to the top management in a school (Doe (2003:26).

The module entitled "professional studies in educational administration and management", school management team means a school based management structure that is responsible for the day to day operation of the school. This structure usually comprises of the Principal, Deputy Principal and the Heads of Departments

1.5.3 Staff development:

Jones (1993:11) defines staff development as planned process, which enhances the quality of pupil learning. Staff development involves appraisal, IQMS, evaluation, whole school evaluation, class visits and formation of the support group.

Carrel et.al. (1998) in the manual entitled "Towards Effective School Management", staff development is a process aimed at introducing members of the staff to the goals of the organisation, the policies and procedures, tasks, duties, roles and responsibilities of the organization (Doe (2003:38).

In this study, staff development means an initiative intended to support and assist the professional development that educators ought to experience throughout their working lives. Staff development will also mean an ongoing process in the organisation, which should start when the educator joins the teaching profession.

1.6 DELIMITATION OF THE STUDY

This research was conducted in primary and secondary schools in the Ixopo Circuit. The Ixopo Circuit has 5 wards .They are Nokweja, Jolivet, Highflats, St Faiths and Hlokozi ward. The research was conducted in the Nokweja ward. This

area was selected because time and cost constraints could be minimized due to the accessibility of the population to the researcher.

1.7 METHOD OF INVESTIGATION

1.7.1. Literature review

Different sources were used in literature review. This was done to find out about the theoretical and conceptual framework of the study.

1.7.2. Empirical survey

1.7.2.1. Research design

This is a descriptive study conducted among the school management team and post level one educators, to elicit valuable information about the study.

The survey method was used in the form of questionnaires to collect data from both the school management teams and post level one educators in the schools. This method was used because of the nature of the study that requires the testing of opinions of the designated population. The sample was drawn from Nokweja ward primary and secondary schools. The sample comprised of both the school management team members and the post level one educators.

1.7.2.2 Population and sampling

The school management teams and the post level one educators of both secondary and primary schools circuits served as the population for the study. There are 28 schools in the Nokweja ward. There are 10 secondary schools and 18 primary schools. All the schools in the circuit were represented. This ensures representativity. The population is balanced. One school was used in the pilot study and subsequently excluded from the sample because the questionnaire pre-test had been conducted there. The pilot study was conducted at Ncomani high school. The population included in the questionnaire survey therefore comprised the Principals of 27 schools, one Head of Department and two post level one educators. The Head of Department and the two post level one educators were randomly selected.

The researcher requested the principals to allow two post level one educators per school to be part of the sample. Finally, the sample comprised of 25 male and 27

female school management team members. It also had 24 male and 26 female post level one educators

1.7.2.3. Instrumentation

The questionnaire was used as instrument to collect data. The questionnaire was designed and it included both the closed and open-ended questions. The questionnaires were given to principals of 27 schools and were expected to give them to one HOD and two level one educators in their respective schools.

1.8 ORGANISATION OF THE STUDY

Chapter one provides background and orientation to the problem, as well as the statement of the problem, objectives of the study, operational concepts, procedure for data collection, assumptions of the study and conclusion.

In chapter two, literature on the role of the school management team in staff development will be reviewed.

Chapter three outlines the research methodology used in the study.

Collected data was analysed and interpreted in chapter four.

Conclusions and recommendations were made in chapter five.

1.9 CONCLUSION

This chapter covers the orientation to the study, the statement of the problem, as well as, the aims and assumptions of the study. It also dealt with the method of investigation, operational concepts and the organisation of the study. The next chapter will be dealing with the conceptual framework and literature review for the study. It also covers the aims of the staff development, approaches to staff developments, strategies for staff development, staff development policy, role functionality for staff development, model of staff development and the modes of delivering staff development

CHAPTER 2

2. LITERATURE REVIEW

2.1 INTRODUCTION

The school management team must develop, support and equip staff with knowledge and skills that will make them better educators.

In order to achieve this, it has to provide effective staff development programmes drawn up in consultation with the staff. The school management team ensures that the staff fully understands the programmes and the reasons why these have to be followed.

According to Griffen (1983:229), the guiding assumption is that staff development involves people in interaction with one another in a particular context to accomplish certain goals. This chapter discusses the aims of staff development, approaches to staff development, staff development policy, role functionary of staff development, models for staff development, modes of delivering a staff development programme and strategies that can be used to develop staff

2.2 AIMS OF STAFF DEVELOPMENT

Aims give direction to an organisation or institution and form the foundation of whatever action will be taken. They also help to map the way forward for any organisation. In a school situation, the school management team formulates aims for staff development. The most important aim of staff development is to make the school better than it was before. This is confirmed by Read Educational Trust (2001:21) when it says that staff development aims at improving the effectiveness of schools, to develop a competent, confident, critical and reflective corp of teachers and the transformation of teacher management and support systems. The aims of staff development are further on stressed by Heath (1989: 15) when he says that staff development aims at actually improving the quality of teaching which will also have some impact on the teacher's own personal growth and awareness; helping teachers

find satisfaction in their work and developing their potential for future work, ensuring that each teacher, and the school as a whole, can recognize what students need now, and will need in future and using resources more effectively to achieve the aims and policies of the education department and the school itself. This can be achieved by means of various strategies, including symposiums and courses. Griffen (1983:4) supports this view by stating that staff development is the appropriate school improvement strategy. Therefore, the school management team must ensure efficiency in staff development by coming up with comprehensive staff development strategies that will be monitored and followed up.

Day and Moore (1986:4) envisage the aim of the school management team as embracing, not only individual education and training, individual appraisal and career enhancement, but also whole or holistic staff development as part of a dynamic and changing organisation. They furthermore view the aim of the school management team as going beyond the mere improvement of teaching techniques within a given learning area to the all round development of the individual educators' different learning areas and levels of responsibility. The school management team has to make it a point that each staff member of a school is a fully competent and dedicated teacher of his subject and its teaching.

Mcnergney and Carrier (1981:181) furthermore highlight the importance of staff development by their view that it should be aimed at accomplishing simple personal tasks, simple instructional tasks as well as complex instructional task.

The school management team aims at indicating opportunities that can be utilised to meet the urgent needs of the school and of staff. According to the Read Education Trust (2001:15), the aim of the school management team is to make school needs known to the staff.

The aims of staff development are also raised by Emerson and Goddard (1993:102), who believe that staff development needs to have as its central aim the improvement of the school as well as of individuals.

2.3 APPROACHES TO STAFF DEVELOPMENT

The school management team can use different approaches in order to realise the aims of staff development. The approaches are helpful in bringing about a common understanding on the importance of staff development. The following approaches were tested and found to be adequate by Kruger (1995:65), Little (1981:15) and Webb (1996:85) in their countries respectively

2.3.1 Collaborative approach

According to Kruger (1995:59), a collaborative approach means that people work together for the benefit of all members. It involves each individual's contribution. The aim is to accomplish shared outcomes. In collaborative approach the staff obtains guidance both from other staff members and from the school management team. A collaborative approach requires a person to be co-responsible. For a collaborative approach to be successful, according to Kruger (1995: 59), it requires:

- Positive interdependence,
- Positive interaction,
- Individual accountability,
- Interpersonal and small group skills,
- Feedback, reflection and self-evaluation.

In this approach the school management team is expected to work hand in hand with the educators at school level. When a collaborative approach is adopted, the people involved own the decision and the process and thus bring about the smooth running of the staff development programme. The collaborative approach to staff development can also be aligned closely with school improvement and change processes in schools because it is able to bring about shared perceptions of improved job performance. According to Little (1981:16), successful schools support the need for collaboration in staff development.

It is important to say that the target population was the school management team members and the post-level one educators of Nokweja circuit .The sample was drawn from Nokweja Circuit because it was convenient for the researcher to reach

schools and it was the most cooperative Circuit.

2.3.2 Communicative approach

According to Reed (2003:23), the communicative approach is another approach that can be put in place to ensure that staff development does take place in an effective manner. It helps the school management team to obtain the level of commitment among staff necessary to implement a staff development programme successfully. This is achieved because the people who are involved come together and talk. Reed (2003:24) also believes that the communicative approach to staff development is of utmost importance because it helps in answering the following questions about staff development at an earlier stage:

- Why is staff development being introduced?
- What does it develop?
- How is it to be applied and by whom?
- What will be the outcomes?
- How are the results to be recorded and where will they be kept?
- When is the scheme to be operational?
- To what extent is staff going to be involved in the development of the programme?
- Does the staff have the necessary resources to run this programme successfully?

When the communicative approach is used, the concerns conveyed by the above questions are allayed.

Although this approach is time consuming, it helps in creating a positive attitude towards staff development among all concerned.

2.3.3 Negotiation approach

According to Webb (1996:37), the negotiation approach is a formal discussion between people who are trying to reach an agreement. It entails an act or a process of talking about something in order to try and come to an agreement. It requires an

attitude that is positive among the people that are involved in negotiations. This approach is helpful in:

- Getting members' opinions,
- Sharing ideas positively,
- Reaching compromise,
- Alleviation of fear about the decision taken,
- Leading to confidence about the decision,
- Leading to ownership of the decision.

According to Pratt and Stenning (1989:75), negotiation demands a level of trust between the staff and the school management team. This will make the staff to own the staff development means, and they will also understand the needs.

Although negotiations are of great importance to staff development, they are also time-consuming.

2.3.4 Consultation approach

According to Read Educational Trust (2001: 14), a consultation approach is an act of discussing something with somebody or with a group of people before taking a decision about it. It may be regarded as a formal meeting to discuss something.

The aim of consultation is to:

- Get opinions and ideas,
- Get people's feelings,
- Share feelings,
- Reach consensus and take action.

This approach requires a person from inside the institution to get more information from outside people who have more knowledge about staff development. The school management team as well as the educators can undertake the consultation with the assistance of external experts, but consultation may also take place within the institution. According to Pratt and Stenning (1989:89), staff consultation is an important vehicle in the process of obtaining the necessary information from the staff. The approaches to staff development could not be put into practice in the

absence of the staff development policy.

2.4 STAFF DEVELOPMENT POLICY

Effective human resource management in 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' skill and expertise. 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 (1993:104) point out that the staff development policy has to indicate opportunities, which are needed to match the schools and the staff 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 (1993:105) state that the staff development policy should define:

- The aim of staff development in the school,
- Who is responsible for managing staff development,

- Procedures to be followed, and
- Arrangement for monitoring the process.

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

2.4.1 Aims

- To encourage individual to take advantage of development opportunities and 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 development, and
- To improve teaching and learning by enhancing the qualification, skills and expertise of staff.

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

2.4.2 Responsibility

- The head teacher will have overall responsibility for ensuring that the staff development policy is implemented, and
- The in-service education training (INSET) co-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 professional development of members of their team, 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.

2.4.3 Procedures

- Arrangement for the regular appraisal of teaching and non-teaching staff;
- Consultation with staff about whole school priorities and association training needs;
- Criteria for prioritising and allocation the in-service training budget;
- Arrangement for briefing for course attendance and dissemination on return;
- System and responsibilities for providing information about training and development opportunities, and;
- System 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 disruption or misunderstanding.

2.4.4. 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 evaluation school-based activities will be agreed upon during the planning of the activities.
 - The result of evaluation 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 staff development

policy caters for all level 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 structure. This means that individual at school should have a right to say what should happen regarding staff development. Besides the staff development policy the role functionary for staff development is of great importance.

2.5 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), 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 arrangement 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 resolution no.8 of (ELRC's 1998) the principal, deputy principal and head of department, have to perform the following personnel functions relating to staff development:

2.5.1 Principal

This officer performs the following duties:

- Provides professional leadership within the school;
- To be responsible for the development of staff training programmes for both school-based, school-focused and externally directed, and to assist educators, particular new inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school, and

- To participate in agreed school /educator appraisal process in order to regularly review their professional practice with the aim of improving teaching, learning and management.

2.5.2. Deputy Principal

This officer performs the following duties:

- 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

2.5.3 Head of department

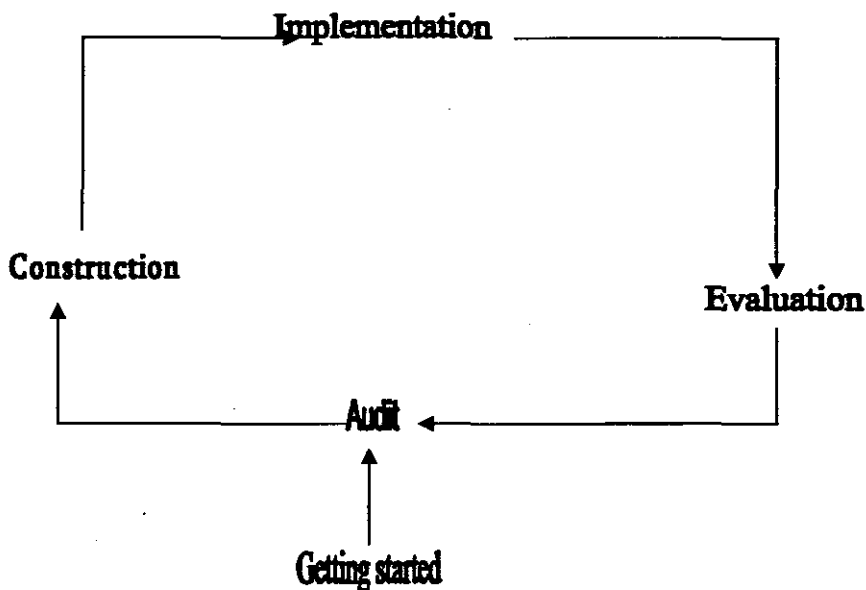
- To participate in agreed school/educator development appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management;
- To assess professional development needs by using questionnaires, informal methods and development appraisal
- 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 institution 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 role functionary should be coupled with the model of staff development.

2.6. THE MODEL OF STAFF DEVELOPMENT

The model of staff development involves five basic phases. They are getting started, audit, construction, implementation and evaluation

Model for staff development



Source: Bradley (1991:19)

The model for staff development can be defined as follows: getting started means the point of departure. Audit refers to the examination of the quality or standard of something. In this context it means looking at the present conditions, determining and deciding what should be done. Construction refers to the creation of something from ideas, opinions and knowledge. Implementation means putting something into practice. Evaluation means the continuous review of what has been done. It may also refer to reflection.

A common thread connecting all these phases of staff development 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) also argues that staff

development and programmes need to take care of the 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.

Furthermore, it is of utmost important to know the modes of delivering staff development.

2.7. 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), and Hewton (1988:20) some of the modes include:

- Work of institutes, conferences, external courses, professional reading, professional association work, radio instruction, television instruction session, open forums, social gatherings and private study.
- Staff interviews, workshops, class visits, team teaching, liaison meeting with other schools, induction schemes, in-school courses, staff meetings, planned task experience and curriculum research.
- Guidance and counselling sessions, problem solving groups, informal discussions, sessions with a consultant or subject advisor, and community organisation.
- Cultural experiences, travelling, camping, work experience and field trips.

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. The modes of staff development should go hand in hand with the strategies that could be used to develop staff.

2.8. MEASURES THAT CAN BE USED TO DEVELOP STAFF

Different measures can be put in place by the school management team to develop staff. According to Mcnenergy and Carrier (1989:91) the formation of the staff development team is one of the measures that can be used and it should be arrived at through involving the educators or a representative group in a school. It is the school management team that is responsible for the formation of the staff development team.

The school management team must conduct appraisal of staff in their work. This will help in identifying the shortcomings and strengths of the educators and will also lead to an action plan. Staff appraisal is a measure that can be used to develop the educators at school. According to the Read Educational Trust (2001:141), regular appraisal of the staff in their work is a vehicle for development.

Induction is another measure that can be used to develop staff. According to Burke and others (1990), it is the duty of the school management team to ensure that induction develops a staff member as he enters a new position. This will help in reducing the adjustment problems of the new and promoted employees by creating a sense of security, confidence and belonging.

The other measure that can be used to support and reinforce staff development is mentorship. Mentorship is a system whereby an experienced person advises and helps somebody with less experience over a period of time. Kring (1992:117) maintains that persons who were assisted by mentors can develop faster and may be promoted faster than persons that did not have mentors as part of their training and development programme.

Involvement of advisors/experts from outside the school is another measure that can be put in place by the school management team in order to develop the staff. According to Day and Moore (1986:22), inviting people from outside to participate in staff development can help teachers to see themselves as others do and help them overcome isolation, which leads to growth in team work.

2.9 CONCLUSION

In this chapter literature review was dealt with. The aims of staff development and approaches to staff development were done. The measures to develop staff were highlighted. The modes of delivering a staff development programme were also discussed. This chapter also dealt with the model of staff development, role functionary for staff development, and staff development policy. The next chapter deals with the method of investigation used in the study.

CHAPTER 3

3. METHOD OF INVESTIGATION

3.1. INTRODUCTION

This chapter discusses the research methodology used in the study. It covers the methods, delimitation of the study, permission to conduct the study, population and sampling, research tools, the construction and the administration of the questionnaire, characteristics of a good questionnaire, type of questions, pilot study, data processing and how the study was designed and conducted.

3.2. PERMISSION TO CONDUCT THE STUDY

The researcher wrote letters to the Chief Superintendent of Education Management to request permission to conduct research. Permission was sought because of the presence of the various written codes of ethics outlining the behavioural standards that researchers should follow when they conduct research.

3.3. RESEARCH TOOLS

Data in this study was collected by means of questionnaires because the questionnaire continues to be one of the best available instruments for obtaining data from widely spread sources if properly constructed and administered. Also, the questionnaire proved to be appropriate for the size of the sample chosen. One questionnaire was used to gather research data from both the post-level one educators and the school management team members. It was expected that responses of these two levels of educators might express different views in particular questions.

3.4. CONSTRUCTION AND ADMINISTRATION OF THE QUESTIONNAIRE

3.4.1 Construction.

The questionnaire is made up of four sections. Section A deals with the analysis of

biographical data. Section B with the school management teams perception of their role in staff development. Section C deals with factors which help the school management team in promoting staff development. Section D, deals with factors, which hinder the school management team in promoting staff development. All the above four sections contains both the open and closed ended. In the first part of each of the four sections the respondents were expected to indicate their responses as follows.

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

In the second part of each section, the respondents were expected to give their own answers, comments, suggestions and recommendations.

3.4.2 Administration.

The school management teams and the post-level one educators of both secondary and primary schools served as the population for the study. There are 28 schools in the Nokweja ward. There are 10 secondary schools and 18 primary schools. All the schools in the ward were represented. This ensures representativity. The population is balanced. One school was used in the pilot study and subsequently excluded from the sample because the questionnaire pre-test had been conducted there. The population included in the questionnaire survey therefore comprised the Principals of 27 schools, one Head of Department and two post-level one educators. The Head of Department and the two post-level one educators were randomly selected.

The researcher requested the principals to allow two post-level one educators one head of department per school to be part of the sample. Finally, the questionnaires were given to 25 male and 27 female school management team members. They were also given to 24 male and 26 female post-level one educators

3.4.2.1 Pilot study

The pilot study was conducted in one of the schools in Nokweja circuit.

The draft questionnaire was piloted. The pilot sample was similar to the group from which the study sample would be selected. All respondents of the pilot study were excluded from the sample to be used. The pilot study helped in identifying ambiguities in the questions and instruction and these were subsequently modified for clarity.

According to Bell (1987:65) and Gay (1992:227) all data gathering instruments should be piloted for the following reasons:

- To test how long it takes recipients to complete them.
- To check that all questions and instructions are clear.
- To enable the investigator to remove any items which do not yield usable data.
- To make improvements needed.
- To solve administration problems.
- To clarify ambiguities.
- To check the attractiveness of the layout of the questionnaire.

Leedy (1974) as quoted by Piper (1988:59) believes that “all questionnaires should be pre-tested on a small population in what is often referred to as a pilot study.”

Piloting helped in clarifying ambiguities and in rectifying the spelling mistakes.

3.5. ETHICAL CONSIDERATION

The matter of ethic is an important one for educational researchers, hence the researcher ensured adherence to ethical practices at all times. Research intentions were communicated clearly and honesty in order to access to the schools and obtain educators’ trust and co-operation. The following ethics were taken in consideration. The letters requesting permission to conduct study were written to chief education specialist management, principals of schools involved in the sample and to all respondents. Furthermore the researcher did the following allay fear of embarrassment, threat to privacy and sensitivity to harm:

- He appealed to respondents to fill in the questionnaire
- Gave clear directions
- Avoided psychological harm

- Ensured confidentiality and anonymity
- Offered to share the findings
- Highlighted the right of privacy
- Obtained informed consent
- Ensured the objectivity of measurement.

The respondents become desensitised and they voluntarily subjected themselves to the scrutiny that is inherent in the research.

3.6. CHARACTERISTICS OF A GOOD QUESTIONNAIRE

The researcher had to consider the following characteristics of a good questionnaire in order to meet the requirements necessary for the research to be reliable.

- It has to deal with a significant topic: one that the respondent will recognize as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the cover page of the questionnaire. It must seek only that information which cannot be obtained from other sources. In order to achieve this, the researcher dealt with a *significant topic, which* was very clear. For example it was stated clearly on the cover page that, this research would help to improve staff development in schools.
- It must be as short as possible, but long enough to obtain the essential data. Long questionnaires frequently find their way into the waste-paper basket. In this case, the researcher used questions that were short and to the point.
- Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.

- Directions for a good questionnaire must be clear and complete. This was achieved in the questionnaire by stating on the cover page that the respondents should not write their names on the questionnaire. They should indicate their responses by putting a cross in the appropriate box and also give their comments, suggestions and recommendations where indicated.
- Each question has to deal with a single concept and should be worked as simply and straight forwardly as possible.

3.7. ADVANTAGES AND DISADVANTAGES OF A QUESTIONNAIRE

3.7.1 Advantages of a questionnaire

The researcher decided to use a written questionnaire because it has advantages. This is confirmed by Cohen and Manion (1989:111-112) who describe the advantages of written questionnaires as follows:

- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- A questionnaire permits anonymity; if it is arranged in such a way that responses are given anonymously, it increases the chances of receiving responses that genuinely represent a person's beliefs, feelings, opinion or perceptions.
- Questionnaires permit respondents a sufficient amount of time to consider answers before responding.
- They provide greater uniformity across the measurement situation than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.
- Generally the data provided by the questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses
- Through the use of the questionnaire approach, the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of survey results

- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.

3.7.2 Disadvantages of a questionnaire

The researcher used the questionnaire method knowing very well that it also has its own disadvantages. According to Van der Ardweg and Van den Ardweg (1988:190) and Kipper and Judd (1986: 223-224) the disadvantages of the questionnaire are inter alia the following:

- Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be probed. This makes it possible to gauge how people are interpreting the question. If different respondents interpret questions asked differently, the validity of information obtained is jeopardized.
- Some people are generally better able to express their views verbally than in writing. Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- The questionnaire does not make provision for obtaining the view of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to questionnaires must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done about it later.
- In a questionnaire the respondent examines all the questions at the same time before answering them and the answers to different questions can therefore not be treated as independent.
- The researcher is unable to control the context of question answering and specifically, the presence of people. Respondents may ask friends or family members to examine the questionnaire or comment on their answer, causing bias if the respondent's own private opinions are desired.
- The researcher was affected by the above disadvantages because the questionnaire does not cater for follow up. All the questions were examined at the same time. The researcher was unable to control the context of question

answering. Questionnaire did not provide the flexibility of interviews and it did not make provision for obtaining views from more than one person at a time. Once the respondents had answered the question it ended there. No clarification could be requested.

3.8. THE TYPE OF QUESTIONS

Closed-ended (structured) questions and open-ended (unstructured) questions were used in the formulation of the questionnaire.

Ary et.al. (1972: 169) state that structured questions contain items and alternative answers that are exhaustive of all possible answers. Unstructured questions, on the other hand, do not provide answers. The respondent is granted freedom to reveal his opinion and attitudes without being guided by given choices of answers. Open-ended questions are used in addressing things that cannot be covered by the closed-ended questions, while open-ended questions allow the respondents to freely give their views and opinions. On the other hand, closed-ended questions are easier to administer and it is also easy for the researcher to get responses.

3.8.1. Advantages of structured items

Van Dalen (1979: 152) and Ary et.al. (1972: 170) provide the following advantages for closed-ended questions:

- They are easy to administer.
- They cover a wide spectrum of the population.
- They accord greater objectivity.
- They enhance standardization of observation.
- They are less costly to administer.
- They permit anonymity and confidentiality.
- They lend themselves readily to tabulation, analysis and generalization.

3.8.2 Advantages of unstructured items

Van Dalen (1979:155) lists the following advantages of unstructured questionnaire items in an investigation:

- The participants give their spontaneous response.
- They give information of sufficient scope and depth.
- They are able to discriminate between the fine shades of meaning.
- They participate and respond in their own frame of reference.

They specify the conditions upon which their opinions are based.

3.9. DATA PROCESSING

After the researcher had collected the questionnaire, an important task was then to reduce the mass of data obtained to form a suitable analysis. The educators and school management team's responses were coded. The closed ended questions were categorised as follows:

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

Content analysis was performed on responses from open-ended question. This meant identifying themes in the responses and then tabulating the frequency with which each theme appeared.

3.10. CONCLUSION

In this chapter a description of the data collection method used in the research was given. The research instrument used to collect data was described. This chapter also discussed the sampling procedure followed in the study. Methods of data analysis were also presented. The characteristic advantages and disadvantages of a questionnaire were discussed. The next chapter deals with the presentation, analysis and interpretation of data.

CHAPTER 4

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. INTRODUCTION

In this chapter the data will be analysed and interpreted.

The questionnaire was divided into two sections. Section one covered personal data on respondents and section two the questions on themes derived from the aims of study, which are as follows:

- The school management team's perception of their role in staff development
- Factors which help the school management team in promoting staff development
- Factors which hinder the school management team in promoting staff development
- The effectiveness of strategies the school management teams have put in place for staff development

One questionnaire was used to gather research data from post-level one educators and school management team members. This being the case, it was expected that responses of these two levels of educators might express different views in particular questions. Where the views differed radically, this was highlighted and discussed when the analysis and interpretation of data was done

SECTION A

4.2. ANALYSIS OF BIOGRAPHICAL DATA AND EXPERIENCE OF RESPONDENTS

This section presents the biographical data of respondents and the experience of the respondents as educators.

4.2.1 General and biographical profile of the respondents

4.2.1.1. Respondents according to gender

In this question respondents were expected to indicate their gender.

Table.4.1 Gender

| Items | RESPONDENTS | | | | Total | |
|--------|-------------|-------|--------------------------|------|-------|------|
| | SMT | | Post level one educators | | | |
| Male | F | % | F | % | F | % |
| | 25 | 48.1% | 24 | 48% | 49 | 48% |
| Female | F | % | F | % | F | % |
| | 27 | 51.9% | 26 | 52% | 53 | 52% |
| Total | F | % | F | % | F | % |
| | 52 | 100% | 50 | 100% | 102 | 100% |

Table 4.1 shows that 48% of the respondents were males and 52% were females. The data is understandable considering the fact that the survey included both primary and secondary schools. Female educators are more likely to be found in primary schools, whilst male educators are likely to be found in secondary schools

The gender of both the post-level 1 educators as well as the school management team as reflected in Table 4.1 above showed that there was a balance in number of males and females who formed the sample.

4.2.1.2 Respondents according to age

In this question respondents were expected to indicate their ages.

Table 4.2 Age – range of respondents

| Items | RESPONDENTS | | | | |
|-------|-------------|-------|--------------------------|------|----------|
| | SMT | | Post level one educators | | Total |
| 30> | F | % | F | % | F % |
| | 33 | 44.2% | 26 | 25% | 49 48% |
| 30-39 | F | % | F | % | F % |
| | 20 | 38.5% | 21 | 42% | 41 40.2% |
| 40-49 | F | % | F | % | F % |
| | 9 | 17.3% | 3 | 6% | 12 11.8% |
| Total | F | % | F | % | F % |
| | 52 | 100% | 50 | 100% | 102 100% |

The ages of both the school management teams as well as post-level one educators, as shown in Table 4.2, reveals that the majority of respondents (88.2%) were between the ages of 25 and 39 and that 11.8% were between the ages of 40 to 49.

The above age group (between 30 and 49) represents a mature age group that is still relatively young and therefore ready to adapt to changing conditions in the Department of Education. The reason could be ascribed to the increase of young teachers who are appointed in senior posts due to the transparent promotions offered by the Department of Education.

4.2.1.3 Respondents according to highest qualification

In this question respondents were expected to state their highest qualification.

Table 4.3. Highest qualification

| Items | RESPONDENTS | | | | Total | |
|-------------|-------------|------------|--------------------------|------------|----------|------------|
| | SMT | | Post level one educators | | | |
| PTD | F 13 | % 25% | F 9 | % 18.4% | F 22 | % 21.8% |
| STD | F 12 | % 23.1% | F 12 | % 24.5% | F 24 | % 23.8% |
| Degree | F 15 | % 28.8% | F 17 | % 34.7% | F 32 | % 31.7% |
| Honours/Bed | F 12 | % 23.1% | F 11 | % 22.4% | F 23 | % 22.8% |
| MED | F 0 | % 0% | F 0 | % 0% | F 0 | % 0% |
| DED | F 0 | % 0% | F 0 | % 0% | F 0 | % 0% |
| Total | F 52 | % 100% | F 50 | % 100% | F 102 | % 100% |

Table 4.3 reveals that respondents held a wide range of professional qualifications. It is also interesting to note that 54, 5% of the school management team members and post-level one educators had university degrees.

This implies that most educators might see the rationale behind staff development as aiming not so much at improving their knowledge of subject matter per se, but would be more supportive of staff development that would equip them with better techniques and methods of imparting subject matter to the learners

4.2.1.4 Respondents according to teaching experience in years

In this question respondents were expected to indicate their teaching experience

Table 4.4 Teaching experience in years

| Items | RESPONDENTS | | | | | |
|--------------|-------------|------|--------------------------|-------|-------|------|
| | SMT | | Post level one educators | | Total | |
| | F | % | F | % | F | % |
| 0-5 | 9 | 17.3 | 11 | 22% | 20 | 19.6 |
| 6-10 | 21 | 40.4 | 21 40.4% | % | 43 | 42.2 |
| 11-15 | 19 | 36.5 | 19 | 36.5% | 33 | 32.4 |
| 16 and above | 3 | 5.8 | 3 | 5.8% | 6 | 5.9 |
| Total | 52 | 100 | 50 | 100% | 102 | 100 |

Table 4.4 shows that 94% of the respondents had between 5 and 15 years of teaching experience. It is also noted that only 5.9% of the respondents had teaching experience between 16 and 20 years. The above percentage (94%) could be caused by the fact that over the last 10 years a high percentage of school management teams as well as educators have taken severance packages and new appointments have been made to replace them. However, it is also noticeable that there is a balance between younger and older school management teams and educators

4.2.1.5. Respondents according to experience as a member of SMT

In this question respondents were expected to indicate their experience as members of the school management team

Table.4.5 Experience as a member of SMT

| Items | RESPONDENTS | | | | |
|-------|-------------|------------|--------------------------|-----------|---------------|
| | SMT | | Post level one educators | | Total |
| 0-5 | F 27 | % 51.9% | F 22 | % 44% | F 49 48% |
| 6- 10 | F 21 | % 40.4% | F 28 | % 56% | F 49 48% |
| 11-15 | F 4 | % 7.7% | | | F 4 3.9% |
| Total | F 52 | % 100% | F 50 | % 100% | F 102 100% |

Table 4.5 reflects that 96% of both members of the school management teams and educators had experience of between 0 and 10 years of teaching, while 3.9 % of the respondents had 11 to 15 years experience. This shows that people included in the sample were also familiar with the role that the school management team should be playing.

4.2.1.6. Respondents according to type of schools

In this question respondents were expected to indicate the type of schools in which they were teaching.

Table 4.6. Type of schools

| Items | RESPONDENTS | | | | |
|-------------|-------------|------------|--------------------------|-----------|---------------|
| | SMT | | Post level one educators | | Total |
| Public | F 51 | % 98.1% | F 50 | % 100% | F 101 99% |
| Independent | F 1 | % 2% | | | F 1 1% |
| Total | F 52 | % 100% | F 50 | % 100% | F 102 100% |

Table 4.6 shows that 99% of the respondents who participated in the research were attached to public schools and only 1% of the respondents taught at independent schools. The number of independent schools is fewer than public schools because most independent schools were taken over by the state after the 1994 elections.

4.2.1.7. Respondents according to level of schools

In this question the respondents were expected to indicate the levels of schools that they were coming from, i.e. either from primary or secondary schools.

Table.4.7.Levels of Schools

| Items | RESPONDENTS | | | | | |
|-----------|-------------|-------|--------------------------|-------|-------|-------|
| | SMT | | Post level one Educators | | Total | |
| Secondary | F | % | F | % | F | % |
| | 30 | 57.7% | 27 | 24.0% | 57 | 55.9% |
| Primary | F | % | F | % | F | % |
| | 22 | 42.3% | 23 | 46. | 45 | 44.1% |
| Total | F | % | F | % | F | % |
| | 52 | 100% | 50 | 100% | 102 | 100% |

Table 4.7 shows that 55, 9% of the respondents were from secondary schools while 44.1% were from primary schools. Although both primary and secondary schools were subjects of the study, the results of staff development (as expressed in the quality of the teachers teaching) is believed to be more visible to learners and teachers at secondary schools where an educator (also a subject specialist) who is not clear about the content of his or her subject matter is quickly spotted. In the primary school this would not necessarily be the case. For this reason (the heightened vulnerability of secondary school teachers) educators' attitudes to staff development may differ at these two levels.

4.2.1.8 Respondents according to involvement in any form of teaching

In this question the respondents were expected to indicate their involvement in teaching.

Table.4.8 :Involvement in any form of teaching

| Items | SAMPLE | | | | | |
|--------------------------|--------|------|--------------------------|------|-------|------|
| | SMT | | Post level one educators | | Total | |
| Involvement in teaching | F | % | F | % | F | % |
| | 52 | 100% | 50 | 100% | 102 | 100% |
| Not involved in teaching | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | F | % | F | % | F | % |
| | 52 | 100% | 50 | 100% | 102 | 100% |

Table 4.8 reveals that 100% of the respondents were involved in some form of teaching. This point was valuable to the study because all respondents were candidates for staff development by virtue of the fact that they all teach and therefore, at some or other stage, have to attend in-service training workshops.

SECTION B

4.3 THE SCHOOL MANAGEMENT TEAMS' PERCEPTION OF THEIR ROLE IN STAFF DEVELOPMENT

Respondents were expected to respond on the school management team's perception on staff development

TABLE 4.9: SMT's perception of their role in staff development

| Items | | SA | | A | | UD | | D | | SD | | Total | |
|---|-----|-----|------|-----|------|----|------|----|----|----|---|-------|-----|
| 4.9.1 The SMT perceives the preparation of staff development programmes as their role | SMT | F | % | F | % | - | - | - | - | - | - | F | % |
| | | 2.4 | 46.2 | 2.8 | 53.8 | - | - | - | - | - | - | 52 | 100 |
| | PL1 | F | % | F | % | F | % | - | - | - | - | F | % |
| | | 11 | 22 | 31 | 62 | 8 | 16 | - | - | - | - | 50 | 100 |
| | | 35 | 34.1 | 59 | 58 | 8 | 7.9 | - | - | - | - | 102 | 100 |
| 4.9.2 The SMT encourages educators to attended in- service training, workshops and seminars | SMT | F | % | F | % | - | - | - | - | - | - | F | % |
| | | 17 | 32.7 | 35 | 67.3 | - | - | - | - | - | - | 52 | 100 |
| | PL1 | F | % | F | % | F | % | - | - | - | - | F | % |
| | | 12 | 24 | 35 | 70 | 3 | 6 | - | - | - | - | 50 | 100 |
| | | 29 | 28.4 | 70 | 68.6 | 3 | 3 | - | - | - | - | 102 | 100 |
| 4.9.3 The SMT to provide support for attendance of workshops and seminars by staff | SMT | F | % | F | % | - | - | - | - | - | - | F | % |
| | | 13 | 25 | 39 | 75 | - | - | - | - | - | - | 52 | 100 |
| | PL1 | F | % | F | % | F | % | - | - | - | - | F | % |
| | | 27 | 54 | 20 | 40 | 3 | 6 | - | - | - | - | 50 | 100 |
| | | 40 | 39.5 | 59 | 57.5 | 3 | 3 | - | - | - | - | 102 | 100 |
| 4.9.4 The SMT conduct staff development sessions for educators | SMT | F | % | F | % | F | % | - | - | - | - | F | % |
| | | 13 | 25 | 38 | 73.1 | 1 | 1.9 | - | - | - | - | 52 | 100 |
| | PL1 | F | % | F | % | F | % | F | % | - | - | F | % |
| | | 8 | 16 | 25 | 50 | 1 | 2 | 16 | 32 | - | - | 50 | 100 |
| | | 21 | 20.5 | 63 | 61.5 | 2 | 2 | 16 | 16 | - | - | 102 | 100 |
| 4.9.5 The role of the SMT is to monitor staff development | SMT | F | % | F | % | F | % | - | - | - | - | F | % |
| | | 14 | 26.9 | 36 | 69.2 | 2 | 3.8 | - | - | - | - | 52 | 100 |
| | PL1 | F | % | F | % | F | % | F | % | - | - | F | % |
| | | 5 | 10 | 33 | 66 | 6 | 12 | 6 | 12 | - | - | 50 | 100 |
| | | 20 | 18.5 | 69 | 67.6 | 8 | 7.9 | 6 | 6 | - | - | 102 | 100 |
| 4.9.6 The role of the SMT is to ensure high quality teaching and learning | SMT | F | % | F | % | - | - | - | - | - | - | F | % |
| | | 17 | 32.7 | 35 | 67.3 | - | - | - | - | - | - | 52 | 100 |
| | PL1 | F | % | F | % | F | % | F | % | - | - | F | % |
| | | 7 | 14 | 25 | 50 | 16 | 32 | 2 | 4 | - | - | 50 | 100 |
| | | 24 | 23.5 | 60 | 58.8 | 16 | 15.9 | 2 | 2 | - | - | 102 | 100 |

Table 4.9 is a consolidation of sub-tables from 4.9.1 to 4.9.6

- **The SMT perceives the preparation of staff development programmes as their role.**

Sub-table 4.9.1 reveals that 92.1% of the school management team members accepted that preparation of the staff development programme is part of their role, while 7.8% of the respondents were undecided on the issue. It is also noticeable that there is a difference between the responses from the school management team members and the post-level one educators. Forty-six of school management team respondents strongly agreed, while 22% of post-level one educators strongly agreed. This shows that the majority of post-level one educators strongly disagreed. It is possible that whilst the post-level one educators accepted the fact that preparation of the staff development programmes is the responsibility of the school management team, they felt that the team should not monopolise this role, i.e. post-level one educators should also be involved in the development of such programmes.

- ***The SMT encourages educators to attend in-service training workshops and seminars***

Sub-table 4.9.2 above reveals that there is an overwhelming need for the school management teams to encourage educators to attend in-service training, workshops and seminars. This was endorsed by 97% of the respondents.

- ***The SMT to provide support for attendance of workshops and seminars by staff***

Sub-table 4.9.3 reveals that 97% of both the school management team and post-level one respondents were in agreement that the school management team must provide support to their staff to attend workshops and seminars. However, the agreement reflects significant difference in percentage levels applicable to the two groups, i.e. the school management team and post-level one educators. Twenty-five percent of the school management team and 54% of the post-level one respondents strongly agreed.

This shows that even the school management teams do not exactly know what they should be doing

However, it is also noticeable that 75% of the school management teams and 40% of the post-level one educators agreed that the school management team must provide support for workshops and seminars. The above percentage shows that the majority of the respondents either strongly agreed or agreed. This implies that although the school management team members support attendance of workshops and seminars, this may be in words only and not necessarily in deeds, such as in re-organising work so that the learners in the classes of educators that are attending workshops have somebody to teach them when their teachers are away on courses.

- ***The SMT conduct staff development sessions for educators***

Sub-table 4.9.4 above reveals that the majority of the respondents (82.4%) agreed that school management teams should conduct staff development sessions for educators. A further breakdown shows that only 2% of the respondents were undecided and 15.7% of the educators disagreed. This shows that staff development sessions are conducted in the majority of the schools involved in the sample, although they may not be as effective as expected

- ***The role of the SMT is to monitor staff development***

Sub-table 4.9.5 above, reveals that 86.5% of the respondents strongly agreed that the role of the school management team is to monitor staff development. Only 7.8% of the respondents were undecided. The remaining 5.9% shows that there are school management teams who are not monitoring staff development in schools.

- ***The role of the SMT is to ensure high quality teaching and learning***

Sub-table 4.9.6 above reveals that 82.3% of the respondents agreed that the role of the school management team is, amongst other things, to ensure high quality teaching and learning. The fact that 15.7% of post level one educators were undecided and 2% disagreed suggests that it is not enough for them to say that they ensure high quality teaching and learning, instead of being seen to do so.

RESPONSES TO OPEN- ENDED QUESTIONS

4.4 THE ROLE OF THE SCHOOL MANAGEMENT TEAM IN STAFF DEVELOPMENT.

Post-level one educators and members of the school management team respondents had the following to say:

4.4.1 Responses of post level one educators.

Table 4.10: Responses ranked in order of relative strength.

| | Frequency | % |
|---|-----------|----|
| 4.10.1 The SMT must conduct staff development sessions. | 20 | 40 |
| 4.10.2 The SMT must encourage educators to attend in-service training. | 16 | 32 |
| 4.10.3 The SMT must identify educator training that will help post level one educators to realise their career expectation. | 10 | 20 |
| 4.10.4 The SMT must identify educator training that will enhance their professionalism in their jobs. | 9 | 18 |
| 4.10.5 The SMT must liaise with subject advisers on courses available on staff development. | 8 | 16 |
| 4.10.6 The SMT must evaluate staff development courses that are offered. | 6 | 12 |

4.4.2 Responses of school management teams

Table 4.11: Responses ranked in order of relative strength

| | Frequency | % |
|--|-----------|----|
| 4.11.1 The SMT must ensure that there is high quality teaching and learning by exposing educators to training. | 21 | 42 |
| 4.11.2 The SMT must set achievable work standards and help educators to achieve the standards by exposing them to training where necessary | 18 | 36 |
| 4.11.3 The SMT must invite subject advisers to assist in obtaining teaching and learning quality goals. | 12 | 24 |
| 4.11.4 The SMT must support educators in their work. | 10 | 20 |
| 4.11.5 The SMT must encourage educators to attend in-service training. | 8 | 16 |

Taking into account the information from the tables, it is evident that the level of professionalism of educators must be enhanced. This could be achieved by organising training programmes. The training has to be based on standards that are achievable. There are similarities between the responses of the post-level one

educators and the school management team members. For example, both of them felt that there is a need for staff training to take place. They also felt that the subject advisers should be invited to schools. Furthermore there are things where they differ. The post-level one educators felt that the SMT must evaluate the courses that are offered, while on the other hand the SMT felt that achievable work standards must be set.

4.5 How can the school management teams discharge their roles satisfactorily with regard to staff development?

In this item, the respondents were expected to suggest how the school management team could discharge its role in staff development satisfactorily. In response to this question, the majority of both the school management team members and the post-level one educators responded by saying that the school management teams:

Table 4.12: Responses ranked in order of relative strength

| | Frequency | % |
|---|-----------|----|
| 4.12.1 Should ascertain what in-service training courses are available from the district Department of Education officials. | 55 | 54 |
| 4.12.2 Should identify staff training and development courses that they can offer in-house. | 44 | 43 |
| 4.12.3 Should draw up a year plan on staff development based on their findings during staff appraisal sessions. | 30 | 20 |
| 4.12.3 Should timeously make available all circulars from the Department of Education regarding staff development. | 20 | 20 |

The above quoted statements make it clear that both the school management team and post-level one educators share the same feelings on how the SMT could discharge their role satisfactorily. It should be clear that clear that planning is of great importance and that it should be done in consultation with the relevant stakeholders i.e. educators and school management team members. It is also noted that the training of staff is emphasised as something of great importance.

SUMMARY OF RESPONSES FROM OPEN-ENDED QUESTIONS

It is evident that a lot of work has to be done by the school management team to improve the standard of the educators. Training sessions have to be organised by the school management team. This will help in improving the quality of teaching and learning in schools. There should be proper communication between the Department of Education and schools. Availability of communication channels will help in updating the schools with regard to workshops organised by the Department of Education. The circulars should be made available to the educators.

SECTION C

4.6. FACTORS, WHICH HELP THE SCHOOL MANAGEMENT TEAM IN PROMOTING STAFF DEVELOPMENT

Respondents were expected to respond on factors, which help the school management team in promoting staff development

Table.4.13: Factors, which help the school management team in promoting staff development

| Items | | SA | A | UD | D | SD | Total |
|--|-----|----------------|----------------|----------------|--------------|------------|----------------|
| 4.13.1 Frequent workshops and courses help the SMT in staff development. | SMT | F % 43 82.7 | F % 9 17.3 | - - | - - | - - | F % 52 100 |
| | PL1 | F % 16 32 | F % 27 54 | F % 5 10 | F % 2 4 | - - | F % 50 100 |
| | | F % 59 37.8 | F % 36 35.3 | F % 5 4.9 | F % 2 2 | - - | F % 102 100 |
| 4.13.2 The invitation of subject specialists to share information with the staff helps the SMT in staff development. | SMT | F % 15 28.8 | F % 34 65.4 | F % 3 5.8 | - - | - - | F % 52 100 |
| | PL1 | F % 7 140 | F % 36 72 | F % 7 14 | - - | - - | F % 50 100 |
| | | F % 22 21.6 | F % 70 68.6 | F % 10 9.8 | - - | - - | F % 102 100 |
| 4.13.3 Provision of intensive induction and socialisation by the SMT contributes to staff development. | SMT | F % 15 28.8 | F % 34 65.4 | F % 3 5.8 | - - | - - | F % 52 100 |
| | PL1 | F % 7 14 | F % 36 72 | F % 7 14 | - - | - - | F % 50 100 |
| | | F % 22 21.6 | F % 70 68.6 | F % 10 9.8 | - - | - - | F % 102 100 |
| 4.13.4 Regular appraisal of teaching and non-teaching staff helps the SMT in staff development. | SMT | F % 32 61.5 | F % 18 34.6 | F % 2 3.8 | - - | - - | F % 52 100 |
| | PL1 | F % 14 28 | F % 30 60 | F % 6 12 | - - | - - | F % 50 100 |
| | | F % 46 45.1 | F % 48 47.1 | F % 8 7.8 | - - | - - | F % 102 100 |
| 4.13.5 Provision of sufficient time to staff development programmes helps the SMT in developing staff. | SMT | F % 29 55.8 | F % 21 40 | F % 2 3.8 | - - | - - | F % 52 100 |
| | PL1 | F % 10 20 | F % 31 62 | F % 8 16 | F % 1 2 | - - | F % 50 100 |
| | | F % 39 38.2 | F % 52 51 | F % 10 9.8 | F % 1 1 | - - | F % 102 100 |
| 4.13.6 Sharing innovative knowledge and skills with the educators by the SMT promotes staff development | SMT | F % 23 44.2 | F % 25 48.1 | F % 4 7.7 | - - | - - | F % 52 100 |
| | PL1 | F % 3 6 | F % 27 54 | F % 17 34 | F % 3 6 | - - | F % 50 100 |
| | | F % 26 25.5 | F % 52 51 | F % 21 20.6 | F % 3 2.9 | - - | F % 102 100 |
| 4.13.7 The SMT encourages staff to further their studies | SMT | F % 19 36.5 | F % 32 61.5 | - - | F % 1 1.9 | - - | F % 52 100 |
| | PL1 | F % 12 24 | F % 28 56 | F % 4 8 | F % 4 8 | F % 2 4 | F % 50 100 |
| | | F % 31 30.4 | F % 60 58.8 | F % 4 3.9 | F % 5 4.9 | F % 2 2 | F % 102 100 |

Table 4.13 is a consolidation of sub-tables from 4.13.1 to 4.13.7.

- ***Frequent workshops and courses help the SMT in staff development.***

Sub-table 4.13.1 reveals that a total of 93.1% of the respondents endorsed the view that workshops and courses presented frequently helps the school management team in staff development, while only 4.9% of the respondents were undecided and 2% disagreed. Although the figures 4.9% and 2%, as indicated on the table above are relatively small, they nevertheless indicate that some schools do not recognise the value of frequently-held workshops as contributing to staff development.

There was a marked difference between the respondents of the school management team and those of the post-level one educators. When it comes to frequent workshops and courses only 17.3% of respondents from school management team agreed, while 54% of the post level one educators agreed. The conclusion that could be drawn from the differences in numbers is that post-level one educators would expect school management team members to organise workshops and courses frequently, but this is not happening. Furthermore, school management team members seem to want to see educators teaching rather than spending time attending workshops.

- ***The invitation of subject specialists to share information with the staff helps the SMT in staff development.***

Sub-table 4.13.2 reveals that 21.6% of the respondents strongly agreed that it helped; 68.6% agreed, whereas 9.8% of the respondents were undecided. This shows that some school management teams do not see the invitation of subject specialist as of great importance.

- ***Provision of intensive induction and socialisation by the SMT contributes to staff development.***

Sub-table 4.13.3 reveals that while 90.2% of the respondents agreed that the school management team must provide intensive induction and socialisation programmes, the remaining 9, 8% was uncertain. The responses suggest that some school management teams do not provide induction and socialisation programmes to newly appointed

educators. However, it is believed that the importance of the provision of intensive induction and socialisation by the school management team cannot be underestimated. The number of respondents who agreed proves this. However, the figures 28% and 14% showing the views of the school management teams and post-level one educators, respectively, show a divergence of opinion between these two levels of educators. This divergence of opinion could perhaps be ascribed to a feeling by school management team members that the induction of an educator is a superfluous activity, as educators are trained professionals who should know the requirements of the job by the time they graduate at college or university

- ***Regular appraisal of teaching and non-teaching staff helps the SMT in staff development.***

Sub-table 4.13.4 reveals that 92.2% of the respondents viewed regular appraisal as helping the school management team in staff development, whereas 7.8% of respondents were not sure whether or not regular appraisals was of any help to the staff. There is a difference of opinion because the majority (61.5%) of the school management team strongly agreed of this view, whilst only 28% post-level one educators strongly agreed. The difference is seen as significant, because it might to derive from the old system of staff assessment by school inspectors, which was judgmental and one-sided. It is believed that it will take time for educators to become used to the new appraisal system, which allows for peer involvement during appraisal and also requires that an action plan be drawn up jointly by the appraisal teams in order to correct weaknesses identified in the educator. The above table shows that even the school management teams are not sure about appraisals.

- ***Provision of sufficient time to staff development programmes helps the SMT in developing staff.***

Sub-table 4.13.5 reveals that 89.2% of the respondents agreed that providing enough time to staff development programmes helped the school management teams in staff development. Although the majority of the respondents were for the idea, 9.8% of the respondents were undecided and 1% disagreed. The respondents suggest that some

respondents do not see the value of staff development.

- *Sharing innovative knowledge and skills with the educators by the SMT promotes staff development*

Sub-table 4.13.6 reveals that 25.5% of respondents strongly agreed, whereas 51% agreed that sharing of innovative knowledge and skills with educators promotes staff development. The difference between respondents who strongly agreed and those who merely agreed was wide. Perhaps post-level one educators have little confidence in the idea that sharing innovative knowledge and skills with the educators promotes staff development. Only 6% of them agreed. However, 20.6% of the respondents were uncertain whereas 2.9% of the respondents disagreed. The respondents who were uncertain are a cause for concern because innovative knowledge and skills certainly helps educators in discharging their teaching duties well. This suggests that not all respondents believe that sharing innovative knowledge and skills with the staff promotes staff development. It is not enough for the school management teams to say that they share knowledge and skills with the staff. The educators must see them to be doing so.

- *The SMT encourages staff to further their studies*

Sub-table 4.13.7 reveals that 30.4% of respondents strongly agreed, whilst 58.8% agreed that the school management team encourages educators to further their studies. This seems to show that the majority of the respondents experienced or provided some form of encouragement for furthering

4.7: In what ways can the SMT members promote staff development in the schools?

In response to this question, both members of the school management team and post level one educators stated the following as factors, which could help in promoting and facilitating staff development:

Table 4.14: Responses ranked in order of relative strength

| | Frequency | % |
|---|-----------|----|
| 4.14.1 Presentation of workshops | 55 | 54 |
| 4.14.2 Inviting subject advisors | 37 | 36 |
| 4.14.3 Providing enough time for staff development | 20 | 20 |
| 4.14.4 Encouraging educators to further their studies | 10 | 10 |

There appears to be a great need to invite specialists from outside the school to come and help with their expertise. The experts can share their knowledge with the educators who will, in turn, share that knowledge with the learners. Besides the invitation of subject specialists to schools, workshops could be organised either by the school management team or by the department of education.

4.8: HOW HELPFUL ARE THE WORKSHOPS AND COURSES ORGANISED BY THE SCHOOL MANAGEMENT TEAM TO DEVELOP STAFF?

In response to this question, all the respondents from both the school management team and post-level one educators viewed workshops and courses as:

Table 4.15: Responses ranked in order of relative strength

| Items | Frequency | % |
|----------------------------|-----------|----|
| 4.15.1 Very helpful | 65 | 64 |
| 4.15.2 Equipping educators | 45 | 44 |
| 4.15.3 Updating educators | 22 | 21 |

It is interesting to note that both the post-level one educators and the school management team shared the same feeling regarding the importance of workshops and courses. The workshops were seen as very important in equipping and updating educators in the work that they are expected to do.

SUMMARY OF RESPONSES FROM OPEN- ENDED QUESTIONS

The majority of respondents agreed that workshops and seminars should be frequently organised by either the School Management Team or the Department of Education.

Respondents felt that, apart from the presentation of frequent workshops and courses, subject specialists should also be invited to schools to share their knowledge with the teachers and learners.

Regular appraisal of staff was also seen as of great importance because it allowed staff to become aware of their weaknesses and strengths. This knowledge promises to help in the planning of the staff development programmes.

It also became evident that enough time has to be allocated to staff development programmes. This was proved by the majority number of respondents who agreed with the idea that sufficient time must be provided for staff development.

SECTION D

4.9. FACTORS WHICH HINDER THE SCHOOL MANAGEMENT TEAMS IN PROMOTING STAFF DEVELOPMENT.

Respondents were expected to come with factors, which hinder the school management team in staff development

Table 4.16: factors which hinder the school management team in staff development

| | | SA | A | UD | D | SD | Total |
|---|------|-------------------------|-------------------------|----------------------|-----------------------|---------------------|--------------------------|
| 4.16.1 Lack of support for staff development by SMT hinders staff development. | SMT | F % 12 23.1 | F % 40 76.9 | - - | - - | - - | F % 52 100 |
| | PL1. | F % 6 12 18 17.6 | F % 34 68 74 72.5 | F % 9 18 9 8.8 | F % 1 2 1 1 | - - | F % 50 100 102 100 |
| 4.16.2 Reluctance to learn new things by the educators hinder staff development. | SMT | F % 14 26.9 | F % 38 73.1 | F % 2 3.8 | - - | - - | F % 52 100 |
| | PL1. | F % 7 14 21 20.1 | F % 37 74 75 73.5 | F % 6 12 6 5.9 | - - | - - | F % 50 100 102 100 |
| 4.16.3 Insufficient knowledge about staff development on the side of the SMT hinders staff development. | SMT | F % 32 61.5 | F % 20 38.5 | - - | - - | - - | F % 52 100 |
| | PL1 | F % 21 42 53 52 | F % 28 56 48 47 | F % 1 2 1 1 | - - | - - | F % 50 100 102 100 |
| 4.16.4 Lack of funds earmarked for workshops and seminars hinder the SMT from promoting staff development in schools | SMT | F % 16 30.8 | F % 14 26.9 | F % 5 9.6 | F % 12 23.1 | F % 5 9.6 | F % 52 100 |
| | PL1. | F % 24 48 40 39.2 | F % 18 36 32 31.4 | F % 2 4 7 6.9 | F % 3 6 15 14.7 | F % 3 6 8 7.8 | F % 50 100 102 100 |
| 4.16.5 Negative attitude of the staff towards development and training hinders the SMT from promoting staff development in schools. | SMT | F % 12 23.1 | F % 37 71.2 | F % 2 3.1 | F % 1 1.9 | - | F % 52 100 |
| | PL1. | F % 11 22 23 22.5 | F % 33 66 70 68.6 | F % 6 12 8 7.9 | F % - - 1 1 | - - | F % 50 100 102 100 |

Table 4.16 is a consolidation of sub tables from 4.16.1 to 4.16.5.

- ***Lack of support for staff development by SMT hinders staff development***

Sub-table 4.16.1 reveals that 17.6% of respondents strongly agreed and 72.5% agreed with the statement. This response reveals that a lack of support with regard to staff development programmes by the school management teams hindered staff development in schools.

- ***Reluctance to learn new things by the educators hinder staff development.***

Sub-table 4.16.2 reveals that 20.1% of the respondents agreed, and that a significant number of respondents (73.5%) affirmed that educators' reluctance to learn new things hindered staff development, whilst 5.9% of the respondents were undecided. This proves that staff development is hindered when people are reluctant to learn new things. Therefore attempts have to be made to bring such reluctance under control.

- ***Insufficient knowledge about staff development on the side of the SMT hinders staff development.***

Sub-table 4.16.3, item 4.3 above indicates that while 52% of respondents strongly agreed, 47.1% agreed that insufficient knowledge about staff development indeed hindered staff development programmes. This indicates that the school management teams should be exposed to workshops so as to obtain sufficient knowledge about staff development.

- ***Lack of funds earmarked for workshops and seminars hinder the SMT from promoting staff development in schools***

Sub-table 4.16.4 above reveals that 70.6% of the respondents viewed lack of funds earmarked for attending workshops and seminars as a factor in hindering the school management team in the promotion of staff development in schools. The combined percentage of respondents who were undecided, or disagreed, or strongly disagreed was 29.4%. This shows that not all respondents believed that lack of funds hindered the school management team in staff development

- *Negative attitude of the staff towards development and training hinders the SMT from promoting staff development in schools.*

Sub-table 4.16.5 above reveals that 22.5% of the respondents strongly agreed while 68.6% agreed that the negative attitude of staff members hindered the school management team in promoting staff development in schools. The respondents who displayed an undecided attitude towards staff development is viewed as a cause for concern because something new is added to the body of knowledge every day and this, requires staff members to be assisted to cope with the new developments.

RESPONSES TO OPEN-ENDED QUESTIONS

4.10 WHAT IN YOUR VIEW HINDERS THE IMPLEMENTATION OF STAFF DEVELOPMENT IN YOUR SCHOOL?

In this question the respondents were expected to indicate what hindered staff development in their schools.

The majority of both the school management team and post-level one educators responded by saying that staff development is hindered by:

Table 4.17: Responses ranked in order of relative strength

| | Frequency | % |
|--|-----------|----|
| 4.16.1 Reluctance to learn new things. | 45 | 44 |
| 4.16.2 Resistance to change. | 35 | 34 |
| 4.16.3 Insufficient knowledge about existing staff development programmes. | 32 | 32 |
| 4.16.4 SMT members tend to see work at school as "being in the classroom," rather than attending training workshops. | 12 | 12 |
| 4.16.5 Lack of funds earmarked for staff development. | 6 | 6 |
| 4.16.6 Negative attitude of educators towards staff development. | 4 | 4 |

From the data collected, it was established that lack of funds earmarked for staff development hindered the staff as well as the school management team in staff development. Funds have to be put aside for staff to attend workshops because this does not only benefit the teachers but the learners in particular.

The educators will then be motivated and encouraged to work diligently and thus improve in their work.

It is evident that staff development cannot be implemented effectively if there are people who are still not prepared to accept changes. Resistance is often due to fear of something new or negative attitudes to staff development. Therefore, it is important that the mindset of the staff should change in order to accommodate new ideas and additional knowledge. It is indeed necessary for teachers to search for new information in order to update themselves.

It is also interesting to note that educators are reluctant to learn new things, yet changes are brought in day in and day out in the Department of Education. New approaches to teaching and learning are therefore introduced time and again. It is therefore the responsibility of the school management team to ensure that teachers are updated and familiarised with regard to current information. From the responses obtained it is evident that some school management teams are blocking the attendance of workshops and thus hinder staff development in schools.

SECTION E

4.11. Effectiveness of the measures that school management teams have put in place for staff development.

Responses on measures of staff development.

Respondents were expected to respond on the effectiveness of measures that the school management teams have put in place for staff development

Table 4.17: Effectiveness of measures that the SMT have put in place to develop staff

| | | SA | | A | | UD | | D | SD | Total | |
|---|------|----|------|----|------|----|------|---|-----|-------|-----|
| 4.17.1. Formulation of the policy on staff development is one of the measures that may be used by the SMT in staff development. | SMT | F | % | F | % | F | % | - | - | F | % |
| | | 9 | 17.3 | 39 | 70 | 4 | 7.7 | - | - | 52 | 100 |
| | PL1. | F | % | F | % | F | % | F | % | F | % |
| | | 5 | 10 | 24 | 48 | 20 | 40 | 1 | 2 | 50 | 100 |
| | | 14 | 13.7 | 63 | 61.8 | 24 | 23.5 | 1 | 1 | 102 | 100 |
| 4.17.2. Mentorship is one of the measures used by the SMT in staff development. | SMT | F | % | F | % | - | - | - | - | F | % |
| | | 14 | 26.9 | 38 | 73.1 | - | - | - | - | 52 | 100 |
| | PL1. | F | % | F | % | F | % | F | % | F | % |
| | | 11 | 22 | 31 | 62 | 7 | 14 | 1 | 2 | 50 | 100 |
| | | 25 | 24.5 | 69 | 67.6 | 7 | 6.9 | 1 | 1 | 102 | 100 |
| 4.17.3. Provision of individual help and counselling to staff is one of the measures the SMT has put in place to develop staff | SMT | F | % | F | % | F | % | - | - | F | % |
| | | 7 | 13.5 | 42 | 80.8 | 3 | 5.8 | - | - | 52 | 100 |
| | PL1. | F | % | F | % | F | % | F | % | F | % |
| | | 1 | 2 | 24 | 48 | 16 | 32 | 6 | 12 | 50 | 100 |
| | | 8 | 7.8 | 66 | 64.8 | 19 | 18.6 | 6 | 5.9 | 102 | 100 |
| 4.17.4. Organising frequent workshops is a measure used by the SMT | SMT | F | % | F | % | - | - | - | - | F | % |
| | | 18 | 35.3 | 34 | 64.7 | - | - | - | - | 52 | 100 |
| | PL1. | F | % | F | % | F | % | F | % | F | % |
| | | 11 | 22 | 35 | 70 | 2 | 4 | 2 | 4 | 50 | 100 |
| | | 29 | 28.7 | 69 | 67.3 | 2 | 2 | 2 | 2 | 102 | 100 |

Table 4.17 is a consolidation of sub tables from 4.17.1 to 4.17.4

- *Formulation of the policy on staff development is one of the measures that may be used by the SMT in staff development.*

Sub-table 4.17.1 above reveals that 13.7% of the respondents strongly agreed, 61.8% respondents agreed, 23.5% of the respondents were undecided and only 1% disagreed that the formulation of the policy on staff development is one of the measures that can be used for staff development. This shows that there is a need for the formulation of a staff development policy. This will help in setting up the programmes to be followed

and the procedures that could be put in place in order to ensure that staff is developed.

- ***Mentorship is one of the measures used by the SMT in staff development.***

Sub-table 4.17.2 above reveals that 92.1% of the respondents agreed that mentorship is a measure that can be put in place by the school management team whereas only 6.9% respondents were undecided and 1% disagreed. There is no significant difference amongst the respondents.

- ***Provision of individual help and counselling to staff is one of the measures the SMT has put in place to develop staff***

Sub-table 4.17.3 above reveals that 72.5% of the respondents agreed that the provision of individual counseling to staff is also a strategy that can be used to develop staff. 18.6% of the respondents were undecided and 8.8% disagreed. The 18.6% response shows that the respondents were not certain about the provision of individual help and counseling.

It is interesting to note that whilst both the school management team members and post level one educators agreed that counselling could be used as a shows for staff development, significant differences occurred in responses, as can be seen in sub-table 4.17.3. For instance, 80.8% of the school management team members agree that counselling is a strategy that can be used whilst only 48.9% post level one educators agree. This can be attributed to the fact that in any given school day both levels of educators are occupied with teaching and very little time is available for the two levels to concentrate on other issues affecting staff, including counseling. Also, the percentage of undecided post level one educators, i.e. 32%, is a cause for concern because it can mean that they have either not received enough counselling to help them improve or have received no counselling at all from their departmental heads.

- ***Organising frequent workshops is a measure used by the SMT***

Sub-table 4.17.4 above reveals that 28.8% of the respondents strongly agreed and 67.3% agreed that organising frequent workshops is a measure that could be used by the SMT to develop staff, whereas 2% of respondents were undecided and 2%

disagreed. The table shows that there is a need for workshops to be frequently organised

RESPONSE TO OPEN ENDED QUESTIONS

4.12. What measures have your school management team put in place to develop staff?

The following responses were obtained from the respondents:

Table 4.18: Responses ranked in order of relative strength

| Items | Frequency | % |
|---|-----------|----|
| 4.18.1 Formulating and communicating a staff development policy | 51 | 50 |
| 4.16.2 Mentorship | 32 | 31 |
| 4.16.3 Counselling | 20 | 20 |
| 4.16.4 Provision of feedback on attended workshops | 10 | 10 |
| 4.16.5 Developmental of an appraisal system | 9 | 9 |

For the school management team to succeed in staff development, there should be a staff development policy, which will serve as a guide. Such a policy will help in keeping people involved and in line with the set time frames and objectives. It is evident that a staff development policy should be coupled with mentorship, counselling and the provision of feedback on workshops attended

4.13 How effective are the measures that the school management team uses to develop the staff?

The following responses were obtained from the respondents.

Table 4.19

Responses ranked in order of relative strength.

| Items | Frequency | % |
|---|-----------|----|
| 4.19.1 Very effective | 60 | 59 |
| 4.19.2 Updating and supporting educators. | 50 | 49 |
| 4.19.3 Advise educators | 12 | 12 |

The measures that the school management team uses to develop staff are of great importance. The majority of the respondents indicated that the measures that the school management use are effective.

4.14 CONCLUSION

This chapter dealt with the presentation, analysis and the interpretation of data. The next chapter deals with the summary of findings and recommendations of the study.

CHAPTER 5

5. SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION.

This study has examined the role of the school management team in staff development at various schools in the Nokweja ward. It had also sought to assess the understanding of both the school management teams and educators with regard to their roles in staff development. An effort was made to identify and describe staff development practices that are carried out in schools. In order for this study to achieve success, it was necessary for the researcher to review literature on staff development and carry out the empirical survey. The findings of the study are therefore based on the literature review and empirical data.

5.2 FINDINGS OF LITERATURE REVIEW.

- The most important aim of staff development is to make schools better than it has been. It aims at improving the effectiveness of schools in order to develop, confident, critical and reflective corp of teachers. Staff development also aims at improving quality of teaching.
- Different approaches to staff development have been used. Their presence shows that staff development cannot be done in isolation. These approaches are collaborative, communicative, negotiation and consultation approach.
- Staff development policy ensures that there is effective human resource management. The policy helps in guiding the process of staff development.
- The role of the principal, deputy principal and HOD was highlighted in this study. Their inclusion is of great importance because they are the people who are expected to implement staff development.

5.3. FINDINGS FROM EMPIRICAL INVESTIGATION

5.3.1 The school management teams' perceptions of their role in staff development.

It was found and concluded that the role of preparing staff development programmes belongs to the school management team. It was also established that the school management team is responsible for encouraging educators to attend in-service training workshops and seminars. School management teams have to provide financial support for staff development and in this regard they are also expected to conduct staff development workshops themselves. The school management team was seen as the structure that is responsible for monitoring staff development in schools.

5.3.2. Factors, which help the school management team in staff development.

Based on the views expressed by educators, it was found that frequent presentation of workshops and courses helps the school management team in staff development. The invitation of subject specialists to share information with the staff would assist the school management team in staff development. The contribution of subject specialists in sharing information with the staff could help the school management team in staff development. This showed that subject specialists needs to be invited to schools. Therefore, the school management teams should also provide intensive induction and socialisation workshops. This will help the teachers to get used to the policies and practices of the school.

Providing enough time for staff development programmes proved to be of great importance. Educators support provision of sufficient time for staff development.

It was also found that the school management team should arrange for the sharing of knowledge and skills among educators, as this of great importance, in that it contributes to staff development.

It was found important for educators to further their knowledge. This practice contributes to self-development with regard to knowledge and skills. The study emphasised duty of the school management team as to encourage the staff to enrol for further studies and to develop themselves and thus improve their work performance.

5.3.3. Factors, which hinder the school management team in staff development.

It was found that most members of school management teams fail to encourage staff with regard to staff development. Their failure to conduct workshops hinders the staff development programme. The educators' reluctance to learn new things also hinder staff development. As some school management teams lack adequate knowledge regarding staff development, they are not able to make a positive contribution in this regard.

The majority of schools also lack the necessary funds to earmarked for staff development. This impact negatively on staff development. Some teachers do not attend workshops and seminars because funds are not available. It was also found that although many educators have a positive attitude to staff development, there are also educators and school management team members that are either undecided or negative on this issue. As a result, staff development is hindered.

5.3.4 Effectiveness of measures that the school management teams have put in place for staff development

One of the findings of this study is that measures for staff development should be effective. Effectiveness of measures depends on the presence of a well-defined policy. The formulation of the policy on staff development has to be the starting point for staff development. It is therefore clear that the policy needs to be formulated jointly by the staff.

Teachers who attended workshops and seminars need to report back to the rest of the educators. This was seen as being helpful in developing the rest of the educators.

It was discovered that without guidance, especially with regard to newly appointed educators, the schools couldn't function properly. The majority of the respondents were of the view that mentorship should be part and parcel of school practice.

A developmental appraisal system was indicated as yet another tool that could be used

to develop staff at school. Such a tool would enable the school management team to provide individual help and guidance to the staff.

5.4 RECOMMENDATIONS

In the light of the above mentioned findings, the following recommendations were made:

5.4.1 The school management team should prepare staff development programmes for educators

The school management team should prepare a staff development programme for the educators, as this will assist educators to learn new things and be effective in their work. The programme should be devised in collaboration with the staff and the relevant stakeholders and its progress has to be monitored by the school management team. For this programme to succeed, the school management team should be consistent, fair and transparent.

The study has established that, the role of the school management team is to ensure that staff development programmes are developed and implemented. This is a process which ensures capacity building for all educators.

5.4.2 The school management team should motivate the staff about the importance of staff development

Emphasis should not only be on factors that promote and facilitate staff development as implemented by the school management team, but also on factors that hinder development. Awareness about such negative factors would assist school management teams in overcoming them, thereby strengthening the influences in favour of staff development. Staff development does not only assist the teachers, but has a positive effect on the learners. Well-informed teachers help and inspire learners and ensure that they aspire to great heights.

5.4.3. The school management teams should encourage staff to learn new things

The school management team should try to change the mindset of the educators with regard to staff development in schools. The educators have to be persuaded to accept changes that are inevitable and to improve the standard of teaching and learning. The

educators should be encouraged to learn new things, such as outcomes based education and the national curriculum statements. Informal discussions and exchange of information brochures could sensitise educators regarding the need for need for self development.

5.4.4 Funds to be earmarked for staff development

Funds should be earmarked in school budgets for staff development. This fund could help in the re-training and redevelopment of educators. According to the Skills development Act (Act no 97 of 1998), “each public service employer must budget for at least one percent of its payroll for training and development of its employees.”(RSA: 1998:15). Staff development should be catered for in school budgets because teachers are the actual means of production. Collaboration with the offices for education would enable schools to access funding from the skills development pool.

5.4.5. Plan on staff development should be formulated

The plan on staff development has to be formulated by the school management team and put into practice. This will bring about effectiveness of staff development in schools.

5.5. Recommendation for further study

The research was only conducted in Nokweja ward. Whilst findings made could be of general experiences, it is recommended that further research be conducted on this important undertaking.

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Appendix A

P O Box 767
Ixopo
3276
15 - 03 - 2005

The Circuit Manager
Umzumbe Circuit
P O Box 133
Highflats
3306

Dear Sir

Request for access to school to conduct educational research

I wish to request the SEM to give me permission for access to schools under his supervision. I am conducting a research project on "the role of the school management team in staff development"

This research will not take place during school hours. The respondents will be expected to answer questions in their own spare time.

I will be very grateful if my request to have access to schools in your circuit is accepted

Yours faithfully

CHISTOPHER MTHULISWA KHAMBULE

Appendix B

Umzumbe Circuit Office
P O Box 133
Highflats
3306
20 – 05 –2005

CM Khambule
The Researcher
P O Box 767
Ixopo
3276

Dear Sir

Permission to conduct research for MED

Permission is hereby granted to MR. C.M. Khambule to conduct his research at schools in Nokweja circuit. The research will be based on “The role of school management team in staff development”.

It is hoped that no disruption of classes will take place, as the research will be by means of a questionnaire.

This office will appreciate your co-operation.

We wish you good luck in your project

Yours faithfully
B.S. Mkhize
(Circuit manager)

Appendix C

P O Box 767
Ixopo
3276
26 – 05 – 2005

The Principal
Umzumbe Circuit
P O Box 133
Highflats
3306

Dear Sir / Madam


Request for permission to conduct research in your school

I hereby seek your permission and assistance to administer the enclosed questionnaire to two post level one educators and two school management team members.

I am conducting a research entitled “the role of the school management in staff development”. Your school has been selected to participate in the research programme.

In anticipation, thank you for your kind assistance.

Yours faithfully


.....
CM Khambule

Appendix D

P O Box 767
Ixopo
3276
03 – 06 –2005

The respondent

Dear Sir / Madam

I wish to request you to answer the questionnaire attached here to. The questionnaire is based on "The role of the school management team in staff development".

There is no need to write your name down. Your responses to the questionnaire will not be used against you. All you need to do is to state your opinion. There are no right or wrong answers. It is important that all questions be answered. You must indicate your responses by putting a cross (x) in the appropriate space or by commenting as requested.

Thank you
Yours faithfully


.....
CM Khambule

Appendix E

QUESTIONNAIRES TO SMT AND POST LEVEL ONE EDUCATORS

You need not write your names. Indicate your answers 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 information

1.1 Gender

| MALE | FEMALE |
|-------------|---------------|
| | |

1.2 Age

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

1.3 Highest qualifications

| | |
|--------------------|--|
| PTD | |
| STD | |
| DEGREE | |
| HONOURS/BED | |
| MED | |
| DOCTORATE | |

1.4 Teaching experience in years

| 0 to 5 | 6 to 10 | 11 to 15 | 16 to 20 | over 20 |
|---------------|----------------|-----------------|-----------------|----------------|
| | | | | |

1.5 Experience as a member of SMT

| 0 to 5 | 6 to 10 | 11 to 15 | 16 to 20 | over 20 |
|---------------|----------------|-----------------|-----------------|----------------|
| | | | | |

1.6 Type of schools

| | |
|----------------------|--------------------|
| Public School | Independent |
| | School |
| | |

1.7 Levels of school

| | |
|-------------------------|-----------------------|
| Secondary school | Primary School |
| | |

1.8 Involvement in any form of teaching.

| | |
|------------|-----------|
| YES | NO |
| | |

SECTION B

Respond by making cross (x) in the appropriate space.

2. The school management teams' perception of their role in staff development.

2.1 The SMT perceives the preparation of staff development programme as their role.

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

2.2 The SMT encourages educators to attend inservice training, workshops and seminars

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

2.3 The SMT provides support for attendance of workshops and seminars by staff.

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

2.4 The SMT conducts staff development sessions for educators.

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

2.5 The role of the SMT is to monitor staff development.

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

2.6 The role of the SMT is to ensure that high quality teaching and learning take place.

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

Briefly answer the following questions.

2.7 What should be the role of the SMT in staff development?

2.8 How can the SMT discharge their role on staff development satisfactorily?

SECTION C

Respond by making a cross (x) in the appropriate space.

3. Factors which help the SMT in staff development.

3.1 Frequent organisation of workshops and courses helps the SMT in staff development.

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

3.2 The invitation of subject specialists to share information with the staff helps the SMT in staff development.

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

3.3 Providing intensive induction and socialisation by the SMT contributes to staff development.

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

3.4 Regular appraisal of teaching and nonteaching staff helps the SMT in staff development.

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

3.5 Providing enough time to staff development programmes helps the SMT in developing staff.

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

3.6 Sharing innovative knowledge and skills with the educators by the SMT contributes to staff.

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

3.7 The SMT encourages the staff to further their studies.

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

Briefly answer the following questions on space provided.

3.8 In what ways can the school management team members promote staff development in the school?

3.8 How helpful are the workshops, seminars and courses organised by the SMT in developing staff.

SECTION D

Respond by making a cross (x) in the appropriate space.

4. Factors which hinder the SMT in staff development.

4.1 Lack of support of staff development by the SMT hinders staff development.

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

4.2 Reluctance to learn new things by the educators hinders the SMT in staff development.

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

4.3 Insufficient knowledge about staff development by the SMT hinders staff development programme.

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

4.4 Lack of funds earmarked for workshops and seminars hinders the SMT in staff development.

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

4.5 Negative attitude of staff towards development and training hinders the SMT from promoting staff development in schools.

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

Briefly answer the following questions in the space provided.

4.6 What, in your view, hinders the successful implementation of staff development programme in your school?

SECTION E

Respond by making a cross (x) in the appropriate space.

5. The effectiveness of strategies the SMT have put in place for staff development.

5.1 Formulation of a policy on staff development is one of the strategies that may be used by the SMT in staff development.

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

5.2 Mentorship is one of the strategies used by the SMT for staff development.

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

5.3. Provision of individual help and counseling staff is one of the strategies the SMT have put in place to develop staff.

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

5.4. Organizing frequent workshop is a strategy used by the SMT for staff development in your school.

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

Briefly answer the following questions in the space provided.

5.5. What strategies have your SMT put in place to develop staff?

5.6. How effective are the strategies that the school management team has developed for staff in staff development for school?
