

THE ESSENCE OF STAFF DEVELOPMENT FOR ENHANCING
TEACHERS EFFICACY IN MOSES KOTANE EAST AREA
PROJECT OFFICE

BY

E.M. MODISANE

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THE REQUIREMENT FOR MASTERS OF EDUCATION IN
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SUPERVISOR: PROF. J.R. DEBEILA

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DECLARATION

I, Evelyn Monki Modisane, hereby declare that this dissertation for the degree of Master of Education at North-West University - Mafikeng campus hereby submitted, has not previously been submitted by me for a degree at this or any other university, that this is my own work in design and execution, and that all sources used have been duly acknowledged.

Signature:

Date:



DEDICATION

This document is dedicated to my parents who raised me with love.

Johanna Mmane Ngoma

Piet Ngoma

Elizabeth Ngoma

Alfred Ngoma

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To my twin sons Phenylo and Phemelo who were able to read my handwriting so well and typed so neatly the often complicated text. To my little girl Bernadette for always making me smile and reminding me of what is really important in life.

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ABSTRACT

The study was about the essence of staff development for enhancing teachers' efficacy in Moses Kotane East Area Project Office. The study sought to answer the following research questions: What is the significance of staff development in schools? Which major factors necessitate staff development in schools? What are the characteristics of an effective staff development initiative?

The researcher opted for both qualitative and quantitative research methods. Both the questionnaires and interviews were administered for data collection. The study was conducted on a sample of respondents randomly selected from the population. Data were collected and analysed using different statistical techniques. In order to conform to requirements in social sciences research analysis, SPSS version 14 was used for data analysis. Frequencies, percentages and tables were used to capture raw scores and to depict response rates, as well as to facilitate data analysis, interpretation, and recording. To assist the researcher to analyse qualitatively derived data, Textually Oriented Data Analysis (TODA) strategy was used.

The findings revealed that staff development was essential, not only for institutional and curriculum development in the school, but also for personal staff growth and empowerment. Staff development is necessary for the acquisition of required skills for effective teaching. Schools should have a staff development teacher who focuses on helping teachers develop skilful teaching in a non-judgmental way. The findings further revealed that coaches for Maths and Literacy need to be introduced in schools to assist teachers with lesson plans and model lessons and that continuous training of teachers is necessary and should be done by experts and not by every person who claims to understand what effective teaching is all about.

Finally, Networking with other schools and organizations should be encouraged to ensure inter-sectoral collaboration amongst specialists who have an interest in education. Mentoring programmes that orient new employees, foster executive development and improved job performance should be encouraged in schools.

Key words

- Staff development
- Teachers' efficacy
- Continuous teacher empowerment programme
- Mentoring programmes
- Outcomes - based Education
- Life -long learning

LIST OF ABBREVIATIONS

ANC	African National Congress
APO	Area Project Office
BESO	Basic Education Support Objective
CIE	Christian Institute of Education
CPD	Continuous Professional Development
CPP	Career Progression Plan
CPTD	Continuous Professional Teacher Development
DoE	Department of Education
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
HEI	Higher Education Institutions
HOD	Head of Department
HSRC	Human Science Research Council
ILSTs	Institutional Level Support Teams
IQMS	Integrated Quality Management System
LNT	Learning Network Theories
NAPTOSA	National Professional Teachers Organization of South Africa
NCS	National Curriculum Statement
NGOs	Non-Governmental Organizations
OBE	Outcomes-Based Education
PA	Personnel Assignment
PDPs	Personal Development Plans
PDS	Professional Development Schools

PP	Personnel Planning
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SADTU	South African Democratic Teachers Union
SMP	Staff Movement Planning
SMT	School Management Team
TODA	Textually Oriented Data Analysis
UK	United Kingdom
USA	United States of America
WSD	Whole School Development

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CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Economic globalisation and societal changes have necessitated that education systems raise educational standards in order for countries to be competitive in the global arena. In addition, changes in technology, science, political systems and social structures have also rendered traditional forms of education, particularly teaching approaches and methods, irrelevant and out-of-date in the present-day (Mathibe, 2005:50). For example, in the post-1994 period the South African education system was expected to act as a conduit for the government's reconstruction and development programme [RDP]. To this end, Mbeki (1995:34) stated that in the reconstruction and development of South Africa, investment in education is both a key to redressing the legacy of apartheid and the way for enhancing the productive capacity of the economy. Similarly, Winston Churchill, a former British Prime Minister, once said that "to improve is change, and to be perfect is to change" (Van der Linde, 2000:28).

Changes in education policies and paradigms will necessitate reciprocal changes in the way staff development is undertaken and implemented. In the light of the preceding discussion it can be argued that continuous development of skills, through structured and unstructured staff development programmes, is imperative if teachers are to manage changes that are implemented in an education system. As a matter of fact, empowering teachers to present lessons efficaciously and enabling children to learn is an investment in human potential (Borko, 2004:4). In South Africa - just like in other parts of the world, teachers rely on Department of Education sponsored staff development programmes and

university course work to improve their individual skills, to qualify for salary increases, and to meet certification requirements. Recently an awareness that learning occurs in many different aspects of practice including classrooms, school communities, and professional development courses or workshops has proliferated. For example, staff development may also occur in a brief hallway conversation with a colleague, or after school when counselling a troubled child. For one to fully understand how teachers learn, one must study their learning habits and experiences within multiple contexts by taking into account teachers' interaction – both as individuals and as a collective – with learners and the social systems in which they are participants (Borko, 2004:4; Desimone, 2009:182).

The essence of staff development for teachers' efficacy should be lucid in the discussion on rationale for the study.

1.2 RATIONALE OF THE STUDY

Staff development imbues teachers with knowledge and experiences which are essential for personal development and growth as well as job security and career advancement opportunities. In the same vein, Normore (2003:10) contends that if countries want teachers to radically change school results and get all learners achieving desired outcomes, they must give teachers the tools, support and training to radically change their practices. In addition, staff development aimed at improving teacher's knowledge and teaching skills is essential to raising learners' performance (Clair & Adger, 2000). In spite of the essence of staff development at personal and workplace levels, teachers, researchers and policymakers consistently indicate that the main challenge to implementing an effective staff development is lack of time (Clair & Adger, 2000:1). Teachers need time to understand new concepts, learn new skills, develop new attitudes, research, discuss, reflect, assess, try new approaches and integrate them into

their practice, and time to plan their own staff development requirements (Starkey, Yates, Meyer, Hall, Taylor, Stevens & Toia, 2009:181-189).

In the absence of substantial staff development and training, many teachers naturally adopt familiar methods they remember from their own years as learners, and as a result teachers continue to teach as they were taught in the past. The paradox of using traditional teaching approaches and methods in a high-tech environment is similar to the polarisation inferred in the debate on 'new wine in old bottles'. It is to do the same old things and expect different results. It stands to reason that in the present-day teachers must be equipped with the necessary skills and knowledge to make a paradigm shift from the old teaching approaches and methods to current education practices (Potgieter, 2004:14). It is also essential to state that what teachers know, and what they can do in classrooms directly affects the quality of learning. In order to improve the efficacy of teaching, and in order to ensure that teachers' untapped potential and talents are unfurled, an education system should develop plans for ongoing staff development. This also requires a set of conditions such as policies that support coherent and integrated professional development.

Just as the preceding discussion elaborated on the rationale for staff development as a strategy for enhancing teachers' efficacy, the following discussion underlines the significance of the study on the essence of staff development for enhancing teachers' efficacy in Moses Kotane East Area Project Office.

1.3 SIGNIFICANCE OF THE STUDY

According to Klonsky (2003:1) staff development should build capacity in teachers to overcome the complexities of imbuing the millennium generation

with advanced skills and knowledge. In the light of the preceding discussion, the study should indicate how staff development should enhance teachers' efficacy. The study should indicate how well-planned, relevant and focused staff development enhances the efficacy of teachers.

According to Rebores (2000:171), it is literally impossible in the present-day for any individual to take on a job or enter a profession and remain in it for forty years or so with his or her skills basically unchanged. Effective staff development requires that continuous inquiry be embedded in the daily life of the school, and that intervention - in the form of staff development - should be context specific and relevant to school situations. An empirical investigation that was undertaken in this study would thus indicate teachers' views about staff development. Staff development is not only desirable, but it is also an essential activity that schools should participate in vigorously and intensively in order to maintain a skilled and knowledgeable staff. The study should indicate how staff development has been used to empower teachers to be relevant to the present-day needs in schools.

It is envisaged that education practitioners and education planners should find the study informative and relevant for improved teaching practice in schools. Furthermore, the study should provide recommendations that would lead to customisation of staff development to fit in with teachers' and learners' needs. The study should thus indicate points and factors related to staff development and teachers' efficacy that need further research.

Just as the researcher hopes that the study would contribute to the body of existing knowledge regarding the essence of staff development for enhancing teachers' efficacy, it is also envisaged that the findings of the study would inform

educationists and education practitioners to develop more appropriate staff development programmes to enhance teachers' efficacy.

Having discussed the significance of the study, focus will now be on the statement of the research problem.

1.4 STATEMENT OF THE RESEARCH PROBLEM

The problem that was researched is on the essence of staff development for enhancing teachers' efficacy in schools in Moses Kotane East Area Project Office. The culture of despondency, and the spirit of apathy are typical conditions in many schools. To correct the unacceptable conditions in such schools, Johnson and Onwuegbuzie (2004:25) state that there is a need to create an ethos that generates motivated and effective teachers as well as inspired learners to continuously search for new ways of doing their respective tasks in schools. Interventions might include new curricula, new technologies, new instructional methods, new forms of teacher preparation and in-service training, and new ways of organizing schools to support effective practice. To put the research problem under spotlight, the study should respond to the following sub-problems.

Changes that occurred in South Africa after 1994 have been extensive, and as a result it has become necessary that staff development be instituted to keep education practitioners up-to-date with those changes. While one may focus on implications of changes in South Africa for staff development, one may also consider the impact that changes in the world may have on educational practices in schools. On a cautionary note, Sono (2002:87) contends that it should not be assumed that all people in management positions understand changes in education, and the situation may be worsened by the fact that some managers

may not even comprehend the implications of changes in the education system. Undoubtedly, implementation of changes in an education system requires appropriate staff development, not only for an understanding of the need for changes, but also on how changes should be implemented. In this respect, the study should respond to the question: *To what degree does staff development prepare teachers to become more efficacious within the context of the changes taking place in South Africa?*

It is also necessary for education managers to have an in-depth understanding about the content and implementation of staff development. For example, one may state that the purpose of staff development is to help teachers become better teachers (Elmore, 2002:2; Lewis & Shaha, 2003:3), but in most cases education officials who drive the staff development programmes have a limited knowledge of what they should be doing during staff development. It is necessary to state that staff development should be intended to equip teachers with new or refined skills and not to confuse them. A good grounding in staff development is necessary for transference of techniques for achieving better results for their learners, and helping teachers themselves to be more confident, capable and fulfilled (Farnsworth, Shaha, Bahr, Lewis & Benson, 2002:121). Evidently, staff development should provide teachers with competencies and skills that are the *sine qua non* for effective teaching and learning in an efficiency-orientated society. The study should respond to the question: *How can staff development be implemented to ensure teachers' efficacy?*

Changes in production patterns and infrastructure have had an adverse impact on educational practices since teachers are also expected to embrace and use the technology that is used in industries. Brush, Glazewski, Berg, Stromfors, Hernander van Nest, Stock & Suttan (2003: 60) state that the modern formal sector is characterised by large-scale investments, infusion of technology in

work-processes and the quest for high productivity. Subsequently, there is a need for creation of staff development that imbues teachers with appropriate skills in order that they prepare learners appropriately for a labour market that is techno-wise and technologically vibrant. Consequently, Mathibe (2005:45) states that just as industries need highly skilled workers to ensure their productivity and competitiveness, schools need qualified and highly skilled teachers who will respond appropriately to the drive towards technological awareness and expertise in the labour markets. The question that needs to be addressed is: *Which factors should be considered for staff development to enhance teachers' efficacy?*

The appropriateness of an education system to respond to the needs of society is measurable in terms of the degree to which it cultivates self-reliance and self-employment in learners. To this end, verification of staff development's efficacy should at the very least provide tangible data substantiating improvements in teacher-level knowledge and capability. The value of staff development should also be measured by the impact teaching has in the learning processes (Farnsworth *et al.*, 2002:130). For example, with the introduction of outcomes-based education [OBE] in the South African education system there was a need for a paradigm shift in teachers, learners and school management teams. However, the change towards OBE has been replete with tension and resistance since teachers did not want to relinquish 'traditional' methods of teaching - with which they were comfortable - and welcome the new methods that transformed their roles to facilitators of learning. The investigation should respond to the question: *Why do teachers and principals have negative attitudes towards staff development?*

The preceding discussion on the statement of the research problem also necessitates that the researcher should determine the nature and scope of staff

development and its essence for teachers' efficacy. The following discussion is on the aims of the study.

1.5 AIMS OF THE STUDY

The general aim of the study was to investigate the essence of staff development for enhancing teachers' efficacy. In order to achieve the general aim, the study had the following specific aims:

- To describe the relationship between staff development and teachers' efficacy;
- To determine the nature and scope of staff development from literature sources and its essence for enhancing teachers' efficacy;
- To conduct an empirical investigation to source respondents' views and attitudes on the essence of staff development for enhancing teachers' efficacy;
- To investigate why teachers and principals have a negative perception towards staff development; and
- To recommend possible enhancements in relation to staff development and teachers' efficacy.

The preceding aims of the study on the essence of staff development for enhancing teachers' efficacy in Moses Kotane East Area Project Office are linked to the choice of the research methods that were used in the study.

1.6 RESEARCH DESIGN AND METHODOLOGY

The research design or tradition is a description of the theoretical framework of the proceedings the researcher will use to give an analysis of the assumptions, principles and procedures in a particular inquiry (Schwandt, 2001:161).

The concept 'research methods' refers to a range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, as well as for explanation and prediction (Cohen & Manion, 1994:41). On the other hand, Neuman (2000:10) states that a scientific research method is not one single thing. It is a combination of ideas, rules, techniques and approaches that the scientific community uses to arrive at valid and objective results. The researcher used both quantitative and qualitative research methods in the study.

A qualitative study requires the researcher to obtain a combination of theoretical claims and evidence to produce an argument that can provide answers to the research questions (Schwandt, 2001: 229). A quantitative method uses questionnaire that enables the transmission of useful and accurate information or data from a variety of respondents (Wilkinson and Birmingham 2003:80).

Recent meta-analysis about mixed method studies have shown that qualitative and quantitative methods are often combined in ways which lead to unrelated research results (Bryman, 2005:1). It has often been emphasized that qualitative and quantitative methods should be combined to use their 'complementary strength and non-overlapping weaknesses (Johnson & Turner 2003:299). The same approach was adopted in the study, and the researcher used both qualitative and quantitative data from respondents in order to check if there were synergies in responses to qualitative and quantitative research questions.

1.6.1 Sampling and sampling methods

Just as Seaberg (1988:240) states that a population is the total set from which individuals or units of the study – the samples – are chosen, Bless and Higson-

Smith (2000:85) are of the opinion that a population is a set of elements the research focuses on and to which the results obtained are to be generalised. Similarly, McBurney (2001:248) refers to a population as the sampling frame while Strydom and Venter (2002:199) state that a sample contains elements of the population considered for actual inclusion in the study.

In this study 120 respondents – a sample – were selected randomly from 560 teachers in primary, middle¹ and high schools in Moses Kotane East Area Project Office – a population – to participate in the filling of questionnaires on the essence of staff development for enhancing teachers' efficacy. The sample consists of males and female respondents from 25 years and above. The area under study has both rural and urban area. A list of teachers in primary, middle and high schools in Moses Kotane East was requested from the Bojanala's Regional Office of the North West Department of Education. The names of the teachers were sorted alphabetically through Excel and using numbers 1 to 4. The researcher selected all the 4s for the research, and when the numbers could not reach 120, the researcher used the 2s to get the number 120.

Moses Kotane East Area Project office consists of three clusters, five principals were randomly selected to be interviewed. Random sampling was suitable for this study because it is simple and is easy to explain to others. It is a fair way to select a sample, and it is reasonable to generalise the results from the sample back to the population. Each member of the population has an equal and known chance of being selected (Creswell, 2003:156). Because the population of interest is spread over a large area, the researcher subdivided the identified areas into clusters. The sample consisted of people within each of the chosen clusters.

¹ A middle school can be equated to a junior secondary school because it caters specifically for educational needs of learners from Grade 7 to Grade 9 in North West Province.

1.6.2 Aspects of measurement

According to Delport (2002:166), a valid measuring instrument does what it is intended to do since it measures what it is supposed to measure and it yields scores whose differences reflect the true differences of variables being measured. The researcher used a pilot study to check the content validity of the questionnaire that was given to the 120 respondents. The researcher checked the face validity of the questionnaire to assess if it was right or wrong for the study that was undertaken.

1.6.3 Research instruments

Research instruments refers to the tools that are used to collect data. There are several research tools such as interviews, questionnaires, literature study such as books, journals etc. Creswell (2003:47).

In this study the research tools that were used are as follows:

1.6.3.1 Questionnaire

According to Wilkinson and Birmingham (2003:80), an effective questionnaire is one that enables the transmission of useful and accurate information or data from a variety of respondents.

Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. They offer an objective means of collecting information about people's knowledge, belief, attitudes, and behaviour. They are easy to analyse. They reduce bias and are less intrusive than telephone or face-to-face surveys. It is selected as a data collection method to obtain facts, experiences and

for testing the opinions of respondents regarding their knowledge of staff development in schools. In order to conduct the survey, a structured questionnaire was developed as a measurement instrument to capture the required data from the study population (Boyton, 2004:328).

1.6.3.2 Interviews

The researcher decided to use interview as well in data collection because it is a powerful means of both obtaining information and gaining insight. It is a suitable tool to tap into the depths of reality of the situation and discover subjects' meanings and understandings (Pratt,2006:11). The purpose of an interview is to generate data that can determine a possible future course of action, open - type questions were used (Lowe, 2007:82).

1.6.3.3 Literature study

Hart (1998:12) indicates that there is always relevant literature to review since the researcher needs to show the relationship between what he/she is doing and what has already been done. This implies a display of thorough knowledge about information related to the topic. A literature study is the effective evaluation of selected documents on a research topic. The field of study has to be located in the research paper and is usually done through a literature review that maps out the main issues in the field being studied and should point out where this particular research fits in.

A study of primary and secondary sources was made to analyse information regarding the essence of staff development for enhancing teachers' efficacy. Secondary sources such as books, journal articles and commentaries were also consulted. The following key words were used to conduct a Dialogue search for

sources: teacher, staff development, outcomes-based education, new curriculum, implementation, inclusive education, change management, teacher efficacy, effective teaching, learner performance and mentoring.

1.6.4 Data analysis

Data were collected and analysed using different statistical techniques. In order to conform to requirements in social sciences research analysis, SPSS version 14 was used for data analysis. Frequencies, percentages and tables were used to capture raw scores and to depict response rates, as well as to facilitate data analysis, interpretation, and recording. To assist the researcher to analyse qualitatively derived data, Textually Oriented Data Analysis (TODA) was used (Fairclough, 2003).

Further, in-depth discussion of research methods was done in chapter 3. The following discussion focuses on the definition of operational concepts.

1.7 DEFINITION OF OPERATIONAL CONCEPTS

Concepts are defined to assist readers to comprehend the concepts as they are used by the researcher. This is necessary to address – in advance – misunderstanding and misinterpretations which may dilute the content of this document.

1.7.1 Staff development

Hassel (1999:67) defines the concept 'staff development' as the process of improving staff's skills and competencies which are needed to produce outstanding educational results for learners. Teachers are recognized as the

centre-piece of educational change, they are active and powerful change agents who have the power to make a difference both individually and collectively. According to Engelbrecht, Ankiewicz and De Swardt (2006:3), the concept 'staff development' can be aggregated to be equivalent to continuous professional teacher development which requires that *teachers be trained because they are ill-equipped to implement a new learning area because they have inadequate background or experience*. In this document the concept 'staff development' refers to programmes - which may be formal or informal - designed to train, empower and equip teachers in order to improve standards, and the quality of teaching, and learning experiences in schools.

1.7.2 Outcomes-based education

The Department of Education (1996:64) defines the concept 'outcomes-based education' (OBE) as an approach to education whereby education is driven by the outcomes achieved by the learners at the end of an education experience or process. OBE, as it was adopted in the South African education system, is an education reform model largely aimed at primary and secondary education which is intended to objectively measure learner performance. In this document OBE refers to the approach to teaching and learning used in public schools in South Africa.

1.7.3 Mentoring

The concept 'mentoring' refers to a relationship in which an experienced, highly regarded, collegial person guides another individual in the development and examination of their own ideas, learning, and personal and professional development (Leslie-Resta, 2001:53). According to Donaldson, Ensher and Grant-Vallone (2000:26) 'mentoring' is used to describe a relationship between a less

experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor. Traditionally, the concept 'mentoring' was viewed as a two-way, face-to-face, long-term relationship between a supervisory adult and a novice learner that fosters the mentee's professional, academic, or personal development. The mentorship relationship is dynamic, complex and reciprocal. The mentor-mentee relationship identifies the talents the mentee already possesses and the nurturing and encouragement of these talents in order to fully develop them (Barker, 2006:18). In this research the concept 'mentoring' refers to a relationship that supports growth and it bridges the gap between the educational process and the real world.

1.7.4 Efficacy

The concept 'efficacy' indicates the combination and synthesis between efficiency and effectiveness. Tschannen-Moran and Woolfolk (2001:17) define 'efficacy' as an intellectual activity by which one forges one's beliefs about his or her ability to achieve a certain level of accomplishment. A teacher with high self-efficacy tends to exhibit greater levels of enthusiasm, be more open to ideas, more willing to try a variety of methods to better meet the needs of their learners, and be more devoted to teaching. In this research the concept 'efficacy' refers to a balance between professional acumen, effectiveness, efficiency and personal drive in teachers.

Seeing that the operational concepts have been defined, the following discussion focuses on how the data in this document have been arranged.

1.8 LIMITATIONS OF THE STUDY

While the researcher attempted to reveal the research problem as it manifests itself, there are possibilities that the methodology used in the investigation may

not have helped the researcher to dig deeper into the roots of the nature of the problem. Furthermore, some of the interviewees may not have told the truth about the degree to which staff development was given priority at their schools. It is further noted that while the researcher attempted to be as objective as she possibly could, her interpretation of the responses from interviewees may have been contaminated and tainted by her personal values.

1.9 TRUSTWORTHINESS OF THE STUDY

Trustworthiness is seen as an indication of methodological reliability and soundness in qualitative research (Babbie and Mouton, 2001: 276). This is comparable with aspects of quantitative research (Creswell, 1998:193). Showing the trustworthiness or “believability” of a research study, further illustrates the researcher’ ability to persuade the reader that the research findings are reliable, important and worth considering (Lankshear and Knobel, 2004:366).

In this study the researcher combined both the qualitative and quantitative methods and data sources to overcome the intrinsic bias that comes from a single method. Studies that use only one method are more vulnerable to errors linked to that particular method. The combinations of questionnaires, interviewing, observation and document analysis check the consistency of the findings generated by different data collection methods. Triangulation of sources was used to check the consistency of different data sources within the same method such as comparing the consistency of what people say about the same thing over time (Patton, 2002).

1.10 CHAPTER DIVISION

The final report was divided into chapters in order to capture data according to topics and knowledge pockets that were identified. The following are the chapters into which the document has been divided:

- Chapter 1 focuses on orientation, significance of the study, research methods, limitations of the research, aims of the study and definition of concepts
- Chapter 2 deals with literature review on staff development, the nature and scope of staff development and the theoretical framework.
- Chapter 3 focuses on the implementation of the research design and methodology as well as the administrative procedures and recording of raw data.
- Chapter 4 focuses on data analysis, interpretation of data and recording of responses as well as the recording of findings.
- Chapter 5 presents the summary, discussion of findings, recommendations and conclusion.

1.11 SUMMARY

In the preceding discussion an outline of the investigation on the essence of staff development for enhancing teachers' efficacy in Moses Kotane East Area Project Office was provided. It is noted that:

The rationale for the study was discussed and indications are that staff development is a universal phenomenon because all education systems implement it. The unique nature of staff development is grounded in the fact that

it should be instituted according to local and particular needs and challenges in a country or education system. The significance of the study was elaborated on and mention was made that the study should unveil new knowledge on the essence of staff development for enhancing teachers' efficacy. The statement of the research problem indicated the changes, challenges and conditions that require the implementation of staff development in order to enhance teachers' efficacy. Aims of the research were elaborated on with particular distinction between the general aim of the study and the specific aims which the study should respond to. The overview of research methods that were used in the investigation provided some elementary requirements for conducting research. Operational concepts were defined to create a platform for readers to understand the concepts as the researcher used them; and the chapter division - according to knowledge pockets and areas of focus - was provided.

The following chapter, that is chapter 2, provides an elaboration and critical and analytical assessment of literature sources that were referred to in 1.6.4.

CHAPTER 2

LITERATURE REVIEW ON THE ESSENCE OF STAFF DEVELOPMENT FOR ENHANCING TEACHERS' EFFICACY

2.1 INTRODUCTION

This chapter focuses on literature review in order to provide a solid ground for an empirical investigation that the researcher would conduct. Literature study – as a data collection method – precedes literature review. According to Creswell (1994:20-21), literature review accomplishes the following:

- It shares with the reader the results that are closely related to the study being undertaken;
- It relates a study to the larger ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies; and
- It provides a framework for establishing the importance of the study and benchmarking for comparing the results of the study with other research findings.

Even if there are many research reports and commentaries on staff development, the actual impact of staff development on teachers' efficacy is difficult to assess because researchers and commentators deal with the topic – staff development – from different perspectives. In the same vein, greater recognition has been given to the significance of life-long learning and to continuing staff development. Staff development is necessary for acquisition of the required skills for effective teaching, and Hagel (2003:2) aptly states that the pursuit of competitiveness accelerates the quest for development of new skills. In this regard, staff development unfurls teachers' latent talents and imbues them with positive work

habits. In addition, to amplify effectiveness and to correct imbalances in the teachers' output and productivity, schools need to generate and cultivate flexibility in the teacher corps in order to move them from one skilled task to another according to their operational requirements (Hagel, 2003:2).

The following discussion focuses on the theoretical framework and factors necessitating staff development.

2.2 THEORETICAL FRAMEWORK ON STAFF DEVELOPMENT

With the increasing demands for education in the present-day, and the rapid discovery and obsolescence of knowledge, schools need teachers who are efficacious not only in imparting the subject matter, but also in responding to the diverse needs of the learners. As a result, staff development is undertaken in all education systems for one reason or another. For example, Moon (2007:20-21) listed the following points on staff development in selected countries:

- In Croatia a catalogue of thematic courses is offered to teachers in schools. The range of courses and the involvement of teachers are monitored;
- In England professional development courses are being targeted at national priorities;
- In France central priorities are set, but how these are achieved is left to local decision-making;
- In Hungary schools receive per capita grants – per teacher – for training to spend freely on accredited programmes; and
- In Ireland an In-Career Development Unit of the Education Ministry has been established to coordinate professional development, and teachers are given three days' leave per year to attend courses approved by it.

From the preceding discussion it can be concluded that staff development is non-negotiable in all education systems. In the following discussion the researcher focuses on the United States of America [USA], United Kingdom [UK], Ethiopia and South Africa with particular focus on staff development programmes aimed at enhancing the efficacy of teachers.

2.2.1 Staff development in the United States of America [USA]

Even if staff development initiatives are undertaken in each of the American States, the Quakertown Community School District has been selected as a model for staff development initiatives in the USA. Beerer (2002:67) states that the Quakertown community school district established the New Teacher Academy that aimed at ensuring that beginning teachers were ready to face learners on opening day, and in order to ensure that they continue to grow professionally in their initial years of teaching. The academy is aimed at giving teachers a strong understanding of the district curriculum and the best instructional practices to support learner achievement. In addition, Beerer (2002:89) further states that the academy operates on a five-year plan that aims at assisting both beginning teachers and experienced teachers.

2.2.1.1 *The first year of the Quakertown five-year plan.*

The first year of the Quakertown five-year plan focuses on the following processes aimed at inducting a novice teacher into the field:

- Standards-based classroom: participants are introduced to local standards, characteristics and development;
- Positive classroom management such as discipline and strategies;

- Teaching with technology: teachers are given a laptop or computer to integrate technology in the classroom. New teachers are introduced to Internet resources that support the curriculum and are qualified on the district's grading software; and
- Principal's panel: Principals at each level share their expectations and discuss questions in a relaxed and comfortable forum (Marzano, 2003:37).

It is noted that in the first year veteran teachers conduct workshops whereby new teachers meet with their peers to plan, prepare and commiserate. In addition, teachers are matched with qualified mentors to plan activities. Typically, follow-up continues through the school year in the afternoon and also online to allow flexibility. It is also stated that formal and informal observations are done in the classroom to assess the new teacher's effectiveness.

2.2.1.2 The Second Year of the Plan

Year two and three of the Quakertown five-year plan are characterised by consolidation of what has been learnt in Year one of the Plan. During the summer of the second year in the New Teacher Academy, participants spend one week studying and discussing instructional practices that impact on learner achievement. Relevant books are explored and discussed during workshops and teachers plan how they can incorporate new strategies into their classrooms. It is also expected that beginning teachers videotape lessons in their classrooms for viewing and discussions in their small groups at the Academy (Marzano, 2003:36). These collaborative sessions help teachers to discuss their classroom practices with their peers and also to notice that some elements of quality instruction are universal irrespective of grade level.

2.2.1.3 The Third Year of the Plan

In year three, teachers explore work on Dimensions of Learning as part of combining their growing content knowledge with solid instructional practices (Marzano, 2003:37). It is also assumed that at the end of the third year in teaching teachers are able to develop remediation programmes for learners.

2.2.1.4 The Fourth year and Fifth Year of the Plan

During the fourth and fifth years of the plan, time is spent on honing teachers' skills through enrichment or remediation programmes. Most teachers spent their time upgrading themselves professionally, and as a result they develop, grow and improve. It is noted that staff development should ensure continuous improvement, and Sparks and Hirsh (2000:120) state that when teachers feel confident, prepared and supported, opportunities for effective learning exist.

Having discussed staff development in the USA, the following discussion focuses on staff development in the United Kingdom (UK).

2.2.2 Staff development in the United Kingdom [UK]

In the [UK] many schools prefer to conduct their own staff development programmes that are targeted to their needs and presented by their staff (Marzano,2003:13).

2.2.2.1 In-house staff development

Programmes which are conducted at school level are known as in-house staff development. In-house staff development programmes involve formal

instruction, reflection and correction with a heavy focus on mentoring and coaching new and struggling teachers. Since schools conduct staff development themselves, they adapt training to their needs and place emphasis on areas of concern such as responsibility for teacher improvement (Olaniyan and Ojo, 2008). In-house programmes encourage all teachers and administrators to attend training when a new curriculum is introduced. To introduce an ongoing staff development programme, a staff development teacher is assigned to every school (Marzano, 2003:137). The staff development focuses on helping teachers develop teaching skills in a non-judgemental way. Besides staff development, schools also have literacy and maths coaches who work side-by-side with teachers, helping teachers with lesson plans and model lessons. Literacy coaches also work with principals to plan staff development sessions, to lead study groups and to organise visits to other schools. In-house staff development encourages teachers to give feedback on what they learned from the workshops (Marzano, 2003: 37; Blandford, 2005:3-5).

2.2.2.2 Head Teachers Leadership Management Programme (Headlamp)

To ensure that head teachers attend staff development, the New Vision Programme, funds are made available from Headlamp. Bush (2003:3) states that the New Vision Programme has an unusual mix of content and processes with an emphasis on personal and school contexts. The key learning processes and protocols of the New Vision Programme are:

- Action enquiry and action learning sites;
- Coaching and mentoring;
- Diagnostic instruments;
- Leadership learning portfolios; and
- Peer coaching and inter-visitations

An outstanding factor in staff development in the UK is the emphasis on establishing and responding to teachers' needs before, during and after staff development programmes (Bush, 2003:7).

The following discussion focuses on staff development in Ethiopia.

2.2.3 Staff development in Ethiopia

According to Gidey (2002:2) staff development in Ethiopia is carried out through the mandates from Tigray Education Bureau and the Basic Education Support Objective [BESO] project.

2.2.3.1 *Tigray Education Bureau*

When the present government took power in 1991 in Ethiopia, many changes took place in education provision. According to Gidey (2002:2-3) many African states share the same problems of improving the quality and equity of education while trying to ensure greater access. To improve the quality of education in Ethiopia, staff development was initiated by the Tigray Education Bureau. The introduction of a new primary education curriculum and policies in the Tigray Region of Ethiopia encouraged a dramatic increase in primary school enrolment, leading to an extreme shortage of teachers and deterioration of educational quality. Despite an increase in enrolment, girls remained under-represented due to cultural, financial and social factors.

2.2.3.2 *The Basic Education Support Objective (BESO) project*

The in-service training offered to teachers by the BESO project included a new paradigm of teaching and learning, with an integrated curriculum in the lower grades (Gidey, 2002:3). Furthermore, there is a thrust for development of new strategies of teaching and learning based on active learning and learner-centered approaches as well as new approaches to classroom management. The Ethiopian approach is based on the assumption that it is what teachers think, believe and do in classrooms that ultimately shapes learning. As a result, the skills and ideas learned in training activities and staff development are practiced immediately in the classroom and followed up with sessions in which teachers can share ideas and work collaboratively to discuss the implementation of new ideas (Villegas-Reimers, 2003:7; Leu, 2004:3).

Ethiopia, like the UK, promotes ongoing staff development as an essential element for sustained school improvement. This approach is a complete departure from the traditional "one shot" workshop approach or large-scale in-service workshops that had proved to be ineffective (Joyce & Showers, 2002:38). The following are the characteristics of staff development programmes of Tigray Education Bureau and the BESO conducted by Gidey (2002:4);

- Needs assessment should be conducted to determine the needs, interests, strengths, weaknesses and training gaps;
- Careful planning in the wider context. Effective programmes are well planned and tend to be formal in nature. Staff development should be structured in such a way as to reduce anxiety and fear of change, incorporating activities that have proved to be successful in existing practice; and
- Participatory planning and implementation are important.

The following discussion focuses on staff development in South Africa

2.2.4 Staff development in South Africa

In the South African context the Department of Education (DoE) is responsible for formulating policy and staff development. Lessing and De Witt (2007:53) argue that while the changes that have occurred in education policy in South Africa since 1994 allowed teachers some freedom, they have caused stress since many teachers are not equipped to deal with such changes. Various strategies have been used to provide staff development.

2.2.4.1 The Cascade model

Engelbrecht *et al.* (2006:3) state that initially a cascade model was used for providing staff development in order to equip teachers to implement the new curriculum underpinned by OBE. Not only was the cascade model challenged as ineffective, research by the National Department of Education on the implementation of Curriculum 2005 has indicated discrepancies between what was initially aimed at with Curriculum 2005 and the actual challenges faced by teachers in classrooms. While it is acknowledged that curriculum change influences the way teachers teach, how principals manage schools and how learners learn, distortions that accompanied the use of the cascade model led to apathy in misinterpretation and misunderstanding that hampered the implementation of the new curriculum. When Curriculum 2005 was implemented, teachers were called for once off workshops lasting for three days and they were expected to introduce the new curriculum to the learners. This strategy proved futile since teachers did not live up to the expectations of the Department of Education (DoE), and, contrary to expectations curriculum changes have not always been welcomed (Lessing & De Witt, 2007:53).

2.2.4.2 *Involvement of Higher Education Institutions [HEI] in staff development*

Potgieter (2004:34) states that the DoE's recent strategy is to outsource staff development to HEIs, which have not been involved in such large scale staff development projects in the past. In the same vein, HEIs do not have any substantial experience and, in some cases, do not have the infrastructure to carry out large scale staff development programmes. Furthermore, Engelbrecht *et al.* (2006:3) argue that HEIs, colleges and non-governmental organizations (NGOs) that are contracted to carry out staff development are not directly nor adequately involved in the training since they also contract some other private providers. As a result, the intensiveness and efficacy of staff development becomes questionable, and the conclusion that can be made is that teachers are not sufficiently trained.

From the preceding discussion on staff development in the USA, UK, Ethiopia and South Africa it cannot be disputed that staff development is an essential part of education provision. However, from the four exemplars it is clear that successes of staff development differ in degree of accomplishment and influence on teachers' efficacy. The following discussion focuses on factors necessitating staff development, and the South African situation is used as a point of reference.

2.3 FACTORS NECESSITATING STAFF DEVELOPMENT SEEN FROM THE SOUTH AFRICAN PERSPECTIVE

The new education system of the post 1994-era is designed to respond to diversity in learning needs, based on a belief that all learners can learn successfully. According to Malan (2000:26), many teachers in South Africa work with learners who have been mainstreamed by default, and this serves as an advantage for the call for 'equal education opportunities' and the 1955 Freedom Charter which stated that 'the doors of learning shall be opened' to all children.

The introduction of OBE – as a paradigm shift from the pre-1994 era – has necessitated that teaching practice be tied to the national agenda driven by the quest for a democratic, non-racist, non-sexist and free society in South Africa.

2.3.1 Staff development as linked to OBE

Since 1994 South Africa has experienced many changes in education. For example, one of the most important national changes has been the development and implementation of Outcomes-Based Education and the subsequent revision of the National Curriculum Statement (NCS). This change is significant as it moved South African schools away from a fragmented, racially defined and ideologically based curriculum that entrenched inequality. According to Spady (1994:16), the fundamental aim of OBE is for all learners to succeed, and school experiences have been redefined as preparation for life rather than preparation for schooling. A transformational value attached to OBE is that its guiding vision is the production of self-directed learners who should leave school with an integrated and solid ability to solve problems.

Undeniably, it is necessary that teachers be exposed to staff development to be amenable to the underlying principles of OBE. An OBE curriculum is more flexible than the traditional curriculum since it makes allowances for variations in learning pace and style. Pottas (2005:64-65) found in his research that in South Africa teachers in mainstream classrooms were positively disposed towards inclusion, and therefore the methods of teaching used in schools indicate that teachers accommodated learners with a diverse range of needs. As a matter of fact, the successful implementation of OBE – with its affinity towards inclusion – may be effective only if teachers are adequately prepared and equipped for the changes OBE has brought into the classroom (Mathibe, 2005:12).

Policy and legislation which are developed in South Africa are aimed at producing not only a numerate and literate workforce, but also to produce skilled workers – including teachers – who can participate actively in the economic life of the country. In the light of the preceding statement, the following discussion focuses on staff development in the context of the Skills Development Act.

2.3.2 Skills Development Amendment Act of 2003

The main objective of the Skills Development Amendment Act of 2003 is to provide an institutional framework to devise and implement national sector and workplace strategies to develop and improve the skills of the South African workforce, and this also includes teachers. According to the Skills Development Amendment Act of 2003 the objectives are to:

- Improve the quality of life of workers, their prospects of work and labour mobility;
- Improve productivity in the workplace and the competitiveness of employers;
- Promote self-empowerment;
- Improve the delivery of social services; and
- Increase the levels of investment in education and training in the labour market.

The preceding objectives of the Skills Development Amendment Act of 2003 create a platform for intensification of programmes aimed at the development of human resources in South Africa. As a result, it can be concluded that the Skills Development Amendment Act of 2003 is aimed at:

- Encouraging employees to use the workplace as a learning environment;
- Providing employees with the opportunity to acquire new skills;
- Enabling new entrants to the labour market to acquire work experience;
- Improving the employment prospects of persons previously disadvantaged by unfair discrimination and to redress such disadvantage through training and education; and
- Assisting work seekers to find work (Skills Development Amendment Act, 2003:5).

It stands to reason that the Skills Development Amendment Act of 2003 is founded on the notion that the acquisition of competitive and requisite skills is a necessary pre-condition for the country's competitiveness in the global arena. Ostensibly, teaching and learning in schools should fit in with national requirements for a skilled workforce, and staff development is therefore a non-negotiable if teachers have to ensure that the schooling system produces learners who have the capacity to keep the country's flag aloft in global settings. In essence, the 1999 Education Labour Relations Council Manual for Developmental Appraisal captures fundamentals of staff development within the context of the Skills Development Act when it states the skills that teachers should acquire which include:

- Self-evaluation;
- Peer-evaluation;
- Collaboration;
- Reflective practice; and
- Interaction with panels (Department of Education, 1998:16).

From the Amendment discussion evidence abounds that while the Skills Development Act put the onus for employee development on employers, it also ushered in a period of self-directed learning for teachers. Similarly, changes in the Constitutional framework highlighted a thrust towards a new understanding of children's rights.

2.3.3 A new understanding of children's rights

Corporal punishment has for long been a disturbing factor and bone of contention in South Africa. As a signatory to the Convention on the Rights of the Child, South Africa has passed laws and taken social, educational and administrative measures to protect the child from physical and mental violence, injury and all forms of abuse. Furthermore, the South African Constitution and the African Charter on the Rights and Welfare of the Child ensures that a child subjected to school or parental discipline shall be treated with humanity and respect. It is in this context that the National Education Policy Act of 1996 states that no person shall administer corporal punishment at any educational institution. Similarly, the South African School Act of 1996 states that no person may administer corporal punishment at a school to a learner, and any one contravening the law is guilty of an offence liable to conviction (South African School Act Act, 1996). The new emphasis on children's rights - as alluded to in the preceding discussion - creates a new dilemma for schools as much as it creates the necessity for staff development because children who were accustomed to being punished using corporal punishment suddenly became immune to such punishment while teachers who were used to corporal punishment lost their 'tool of authority'.

From the discussion of legislation in the previous statement it seems apparent that there is a need for teachers not only to understand these pieces of legislation,

but they also need to be trained to adopt new strategies and measures to instill discipline in the learners and maintain order in schools. The following major considerations are essential when dealing with discipline in schools:

- Discipline: it is regarded as an educative approach that can be used towards learners to exercise self-control, respect others and accept the consequences of their action. Discipline is constructive, corrective and rights-based; and
- Empathy: sometimes the bad manners of learners are caused by problems at home or the learner has barriers to learning that need to be addressed (Mathibe, 2005:66).

Since change is inevitable and challenges evolve every day in the lives of individuals and countries, staff development for teachers should be continuous. The following discussion focuses on the nature and scope of staff development in schools.

2.4 THE NATURE AND SCOPE OF STAFF DEVELOPMENT IN SCHOOLS

According to various authors, effective staff development should be based on an awareness that there are specific needs to be addressed to assist teachers (Bredeson and Scriber, 2000:9). For example, staff development may be carried out for the following reasons:

- Equalization of teachers through upgrading academic and professional qualifications, as well as classroom skills and teaching strategies;
- Efficiency of classrooms and schools as macrocosms through proper management training;

- Classroom competence through effective input on subject knowledge, theory, subject methodology and educational philosophy;
- Change brought on through curriculum development and design, social awareness programmes and new roles such as multicultural teaching or sex education; and
- Empowerment through action research and teacher-led initiatives (Steyl, 1998:34-35).

Before staff development is instituted or launched it is essential that appropriate strategies be developed in order to ensure the efficacy of such staff development.

2.4.1 Teachers as learners

The adult learner's attitudes towards the environment, instructor, and topic, self and immediate needs, knowledge, and disposition towards reflection and beliefs should be acknowledged and addressed during the learning process. According to Penuel, Fishman, Yamaguchi and Gallagher (2007:929), curriculum reforms are extremely demanding on teachers, and as a result, adult learners need to be interested, feel successful and supported in their learning and such intrinsic motivators are critical to programme success. To ensure that staff development for teachers is effective the following descriptors of adult learners should be considered:

- The adult learner is a person with a sense of self, bringing all previous life experiences, both personal and professional, to bear on new learning.
- Past experiences affect what the learner learns and are the foundations for current learning; and

- The adult learner controls what is learned, selecting new information and deciding how to use it.

Just as staff development develops sophistication in teachers, Stuart (1988) lists the following points about training aimed at staff development:

- Teachers become ready to learn when they recognise a deficiency in their own performance level;
- Teachers want learning to be problem-based and leading to the solution of a particular problem facing them as individuals;
- Teachers want to be involved as equal participants in planning, carrying out and evaluating learning;
- Teachers want to be treated as teachers, enjoying mutual respect with the trainer; and
- Teachers bring with them to the learning situation their unique:
 - ✓ Motives for wanting to learn;
 - ✓ Previous learning experiences [good and bad];
 - ✓ Learning styles and pace of learning; and
 - ✓ Self-confidence and self-image.

From Stuart's assertions it can be deduced that teachers may become motivated to participate in staff development if they know that it will be of benefit to them since at the end of staff development teachers must feel a sense of competence and a reinforcement of their value. The following discussion focuses on the teacher as a learner.

2.4.2 Staff development enhances teachers' efficacy

Roberts and Pruitt (2003:54) are of the opinion that beginner teachers should not only be qualified to teach well, but they should also be able to bring about change if necessary. Teachers should remain active learners so as to develop and grow to enable them to bring about changes in classroom practices. Roberts and Pruitt (2003:54) state the following aspects about teachers-as-learners:

- Technical Repertoire: mastery of a variety of skills and practices which increase instructional certainty;
- Reflective Practice; careful consideration that results in enhancement of clarity, meaning and coherence in teacher practice,
- Research: exploration and investigation to discover ways to improve practice; and
- Collaboration: focuses interchange with fellow teachers to give and receive ideas and assistance.

A school principal needs to set up mechanisms for nurturing teachers' potential in order to enhance effective teaching and learning. The quality of staff is central to the effectiveness of schools, and it is for this reason that the World Bank (1994:66) stated that a high quality and well-qualified staff is essential for excellence in education. Similarly, Ganser (2000:6) states that where the necessary skills and knowledge are lacking among teachers, principals should develop a multiple-strategy approach to train them in order to ensure that they fulfill their roles effectively. Lenyai (2000:3) captures the essence of suitably qualified teachers when he states that:

..... the teacher is the keystone in the multiple arch of education... eliminate the finest buildings and the most wisely developed curriculum but leave the learner with an intelligent, cultivated and humane teacher and the educational process

may continue satisfactorily. Provide all the material necessities without the teacher or the wrong kind, and the results will be catastrophic ...

Lenyai's quote demonstrates the value of skilled and qualified teachers for effective teaching and learning within the schooling system. On the other hand, Coleman, Graham-Jolly and Middlewood, (2003:124) contend that because staff development is the oxygen for teachers to survive in their work, a well-structured staff development programme should have the following characteristics:

- It should be integrated with educational goals to improve education;
 - It should be guided by a coherent long-term plan;
 - It should be primarily school-based;
 - It should address the teacher as a person;
 - It should address the teacher as a member of a profession;
 - It should address the teacher as a classroom practitioner;
 - It should be continuous and ongoing, providing follow-up support for further learning; and
 - It should be evaluated on the basis of its impact
- (Westchester Institute for Human Services Research, 2004:3).

Because the previous discussion portrays effective staff development as being school-centered, good trainers who are knowledgeable, credible and skilful at reaching participants during staff development should be used. Engelbrecht *et al.* (2006:6) note that a common weakness in staff development delivery is to utilize trainers who experts in their field but who cannot communicate effectively with their audience. In other words, trainers should be able to involve, cajole and motivate the audience into full participation. In the same vein, trainers

should always be aware that teachers attending staff development have their own personal experiences – the blobs – which should act as advance organizers for the content of the staff development programme. The following discussion focuses on a discussion of training as a model of staff development.

2.4.3 Training

According to Reitzug (2002:3), training is a traditional and still dominant form of staff development. Training includes direct instruction, skill demonstration, workshops and presentations. An essential point is that training should be done by an expert or experienced teacher and not by every person who pretends to understand what effective teaching is all about (Grobler, Warnich, Carrel, Elbert and Hatfield, 2002:323). Similarly, Cronje, Du Toit, Marais and Motlatla (2004:207) are of the opinion that training involves providing teachers with knowledge, skills, values and attitudes to do a particular job effectively and efficiently.

Through training teachers engage in individual or group instruction in which they acquire knowledge or skills. Gage (2002:92) states that in-service education training is fairly effective when it is undertaken to change teachers' dispositions or to improve learner achievement, attitudes and behaviour. It can be construed that training assists teachers to acquire effective techniques, skills and knowledge to carry out their responsibilities efficaciously. Training boosts teachers' ability and competence in the teaching of various subjects, and consequently Gettly (2002:67) concludes the following about training:

- it should be aimed at the needs and expectations of the teachers;
- it should be practical;
- it should occur continuously;

- it should give teachers the opportunity for professional development and growth; and
- the school management team [SMT] should be informed about staff development undertaken and be supportive to teachers.

Training, as a form of staff development, should therefore deal with concrete and practical problems that teachers encounter on a daily basis in their schools. The following discussion focuses on on-site training processes.

2.4.4 On-site processes

On-site training processes necessitate that teachers be involved in activities that promote enquiry, discussion, evaluation, consultation, collaboration and problem-solving (Reitzug,2002:3). For example, subject committees and assessment committees provide problem-solving initiatives which teachers can find useful. Workplace learning is a major contributor to competitiveness of the school. Significantly, on-site learning is distinguished by:

- Acquisition of skills and knowledge in the midst of action;
- Collective action; and
- An outstanding experience of the learning process itself (Raelin, 2000:3).

On-site training and learning is important because teachers are observed directly during the course of their work, and they can be given direct, relevant and objective data and feedback about their classroom performance. According to the Westchester Institute for Human Services Research (2004:3), on-site learning processes include joint work that requires shared responsibility for tasks such as teaching, curriculum writing, assessment development, as well as creating

interdependence and cooperation among teachers. In this context staff development is aptly described by Day, Hall and Whitaker (1998:79) when they state:

...it is all natural learning experiences and those conscious and planned activities which are intended to be of direct benefit to the individual, group or school and which contribute, through these to quality of education in the classroom...

On-site staff development is always preferred to other forms of staff development because it enables teachers and their peers to review, renew and extend their own practices. Another form of staff development is that of forming networks and interfaces.

2.4.5 Networks

Networks are teams of education officials from across different schools that interact regularly to discuss and share practices around particular foci (Reitzug, 2002:3). Through networks teachers do not only share experiences in good education practices, they also discuss approaches to dealing with classroom challenges. In the light of the preceding discussion one may conclude that networks may also assist teachers to get learners more actively involved in learning. Furthermore, networks boost teachers' morale and effectiveness (Reitzug, 2002:3), and in this context Poell, Chivers, Van der Krogt and Wildemeersch (2000:34) state that learning network theories [LNT] emphasise learning processes in the social-organisational dimension of schools. The significance of networks for teachers is evident, and as the Westchester Institute for Human Services Research (2004:3) states, networks are characterised by:

- Supportive staff community beyond the school building;
- Being organised around specific subject matter;
- Deepening teachers' understanding of content; and

- Diversity, because some are national and others are international such as the Carnegie Corporation and Pew Charitable Trusts.

From the preceding discussion it can be deduced that networks ensure inter-sectoral collaboration amongst specialists who have an interest in education. This may be evident in the concept of institutional level support teams [ILSTs] proposed as a necessary vehicle or implementation of inclusive education in South Africa (Department of Education, 2001:23). The following discussion focuses on professional development schools.

2.4.6 Professional development schools

The goals of Professional Development Schools [PDS] are met through the active participation of university faculties, practising teachers and prospective teachers engaging in study groups, curriculum development, peer observation, and through collaborative school-based research (Lieberman & Miller, 2009:66). Reitzug (2002:3) states that PDS enhance teaching experience and improve professional development of personnel in schools. According to the Westchester Institute for Human Services Research (2004:3), PDS is analogous to teaching hospitals and they are a form of collaboration between K-12 schools and higher education.

An inter-sectoral approach in the PDS capacitates teachers to engage in research in order to identify challenges in the classroom situation and to select appropriate measures to address these challenges. In most cases PDS is linked to mentoring.

2.4.7 Mentoring

One of the most used staff development strategies is mentoring. Mathibe (2009:5) draws the following distinctions:

- **Mentoring** refers to an enabling system for selected and interested individuals to develop and gain work and life experiences through a formal/informal development programme under the guidance of another individual(s);
- **Mentorship** refers to a relationship between a mentor and mentee, during which the maximum potential of the mentee is unlocked through an influencing process, which is mutually beneficial to the mentee, company, and mentor
- **Mentor** is an individual who will facilitate the transfer of knowledge, work and life experience based on shared values in confidence through networking, advising, coaching, and directing/counselling and who will guide the mentee in reaching his or her full potential; and
- **Mentee** refers to the selected employee or group who participate in formal or informal mentorship.

Recognising the important role of mentors in the private sector has led an increasing number of institutions to establish formalised mentor programmes. For many years mentor connections have been created to orient new employees, assist in career advancement, improve job performance, lower employee turnover, enhance creativity and increase leadership potential. The mentoring programme benefits individuals who are mentored, those who provide mentoring, and the organisation (Leslie-Resta, 2001:2; Rudney and Guillaume, 2003:2-3).

A useful mode of mentoring is work-shadowing. Mentorship programmes report some outstanding success with a number of mentees gaining promotions, research grants and better employment opportunities (Erasmus and Van der Westhuizen, 1994:119). According to College of Nurses Aotearoa (2007:34) the benefits of a mentoring relationship which need to be mentioned to emphasise the importance of mentoring are:

- Mentees are given direction, and recommendations on what additional courses are to be taken to enhance their career mobility;
- Mentees look for new challenges;
- Mentees accept constructive criticism and use feedback wisely;
- Mentees are helped to establish contact within the networks;
- Younger aspiring workers move up the career ladder more quickly;
- Mentees enjoy greater happiness on the job, are more productive and more likely to experience greater success;
- Visibility of the mentees is increased and they become known to the top administrative officials;
- Protégés are taught the technical and unwritten rules of an organisation, for example; working habits, mannerisms; and
- Mentees could in time become mentors.

The preceding discussion on mentoring implies that teachers can learn and benefit a lot from mentoring programmes. The following discussion focuses on types of staff development in schools.

2.5 TYPES OF STAFF DEVELOPMENT AND THEIR IMPACT ON TEACHERS' EFFICACY

Knight (2002:230) states that regardless of how ingrained and flexible a terminal qualification is, it is not cognisant of the fact that by mid-life the majority of learners will be living and working in fundamentally different life-situations from the ones into which they were educated. Knight seems to intimate that education and training should be viewed as a continuum of living and learning in order to enable learners to augment their ability to cope with changes at the speed at which they arise in a society. In this context, the dualism of lifelong learning is apparent since teachers are equipped with skills they currently do not have while simultaneously being imbued with skills to change jobs or roles as needed within the unfolding market place (Kraak, McGrath, Badroondien and Unwin 2004:165). The following discussion focuses on staff development in the context of lifelong education and training.

2.5.1 Lifelong education and training

The African National Congress [ANC] (1994:85) states that lifelong learning is a necessity in the labour market that requires training and retraining for new and existing jobs. Similarly, one may argue that teacher training in the past has left the South African education system with a mass of poorly qualified and under skilled teachers (Mncwabe, 1990:33). In this context, lifelong learning is viewed as an imperative approach for continuing education and training that is essential for staff development in schools. In the light of the preceding statement the Human Science Research Council [HSRC] (1981:86-87) states that:

The demand for continuing education outside the formal education is of special importance in providing the economy with the necessary personnel in the short term, and in improving the quality of life of semiskilled and unskilled teachers in particular...

From the HSRC's report it suffices to state that the challenge facing the South African education system is to ascertain that more teachers acquire not only teaching qualifications that are comparable with those of their peers in other countries, but also to acquire the required skills and knowledge to ensure effective teaching in schools. According to Van Rooy (2001:123), continuing education is imperative not only for insuring equity and redressing imbalances of the past, but also for greater personal fulfilment, productivity and growth of civic awareness and responsibility. There is a need for skill amplification in relation to teachers' development and employability (Kraak, et al, 2004:165).

Staff development programmes are to be directed towards the promotion of career training in order to provide schools with sufficiently qualified teachers.

The following discussion focuses on continuous professional development

2.5.2 Continuous professional development [CPD]

According to Steyn (2002:35), continuous learning should be based on a process of skill development that is broader than plain training. For example, just as staff development should be aimed at responding to short-term learning goals, it should also emphasize the learning of specific knowledge and skills that may result in re-engineering of education and training. Parallel to this view, Van der Stoep and Louw (1991:100) contend that non-formal education creates an infrastructure for continuing education and training with the aim of accommodating large numbers of teachers who have a need for retraining in a variety of practices. In this context, it may be construed that staff development should be undertaken to ensure that teachers respond appropriately to the vagaries of contemporary demands on schooling (Werner, 2002:247).

Just as Haasbroek (2002:442) states that it is the quality of the workforce and not its size that counts, it is the quality of teachers that ensures school effectiveness. Similarly, Mathibe (1998:132) notes that the quest for effectiveness in and of schools, and the thrust towards sustainable development in the Republic of South Africa [RSA] necessitate that staff development initiatives should be instituted to nurture teachers' skills and expertise. Conversely, in order to respond to the challenge of producing high calibre graduates, teachers need to be qualified and highly skilled (Mathibe, 1998:133). In the light of the preceding statement, Rothwell and Kazanas (2004:6) state the following essences of lifelong education and training:

- Improved quality in output;
- Restricted labour turnover and absenteeism;
- Promotion of job satisfaction and motivation; and
- Rectifying poor performance resulting from poor knowledge and skills.

Parhar (2002:98) also illustrates another challenge necessitating continuous staff development by maintaining that every day new knowledge is created, technology advances and new scientific inventions are unveiled. Within this context, the knowledge of today may not be pertinent tomorrow, and Toffler (1980:132) asserts that in the contemporary age knowledge is applied and disposed of at an alarming rate. In light of the previous discussion, the Department of Environmental Affairs and Tourism (1997:37) contends that the core theme of education for sustainable development includes lifelong learning, interdisciplinary education and education for personal development. The following discussion focuses on the essence of continuing staff development.

Falikowski (2002:230) observes that even if teacher professionalism was considered an important factor in the past, it is only recently that the issue of professionalism is pushed to the forefront of debates in educational circles in South Africa. It is acknowledged that in the ever-changing reality of education in South Africa, Continuous Professional Development [CPD] is imperative for teacher productivity and competitiveness (Education, Training and Development Practices Sector Education and Training Authority [ETDP SETA], 2002:12). The need for CPD is also captured in the view that the South African education system is driven by two imperatives which ETDP SETA (2002:3) states as:

... first we should overcome the devastating legacy of apartheid and provide a system of education that ensures that South Africans have the knowledge, values, skills, creativity, and critical capacities required to build democracy, development, equity, cultural pride, and social justice. Secondly, we should establish a system of lifelong learning that should enable South Africans to respond to challenges of the 21st century...

One needs to caution that the degree to which CPD will succeed depends mainly on the capacity of the South African education system to implement its principles effectively without diluting its essence. For example, unlike in USA which has long adopted the quota system for renewal of teaching licences for teachers South Africa has no history of enforcing CPD (ETDP SETA, 2002:13). In addition, Nel (2002:498) states that South Africa does not have performance indicators [PIs] to measure in success rates of CPD, and thus its implementation may not be easy to monitor. Nevertheless, the ETDP SETA (2002:28) states the following factors that necessitate adoption of CPD:

- Changes in learning areas: the need to keep abreast of changes in areas of specialisations;
- Changes in pedagogy: the need to keep abreast of new approaches to teaching, learning and assessment;

- Policy changes: the need to keep up-to-date with key policy changes in teacher development;
- Teacher motivation: CPD motivates, encourages and revitalizes teachers; and
- improves the knowledge of teachers both individually and as groups.

It would appear that the ETDP SETA assumes that CPD enhances effective teaching and learning in schools. In this respect, Hoy & Miskel (1991:130) state that programmes directed at developing individual teachers should be adopted in conjunction with uniqueness and efficacy criteria of schools. It is essential to bear in mind that just as an appropriate staff development evokes confidence in teachers, it also fosters appropriate attitudes in employer-teacher relationships. As a result, Nel (2002:499) states that CPD builds cohesiveness in groups and helps teachers to attempt new tasks with confidence. It suffices to state that a well-planned and proficiently implemented CPD should transform teachers' values, perceptions, attitudes and thinking. The ETDP SETA (2002:27) lists the following advantages of proficiently implemented CPD programmes:

- Improving teacher effectiveness;
- Enabling experienced teachers to prepare for more senior roles in schools. for example, management, leadership, mentoring and quality assurance; and
- Building capacity in the education system as a whole.

CPD cannot be separated from whole school development [WSD]. For example, while it is evident that CPD programmes should be relevant to the specific needs of teachers, they should also promote quality in schools. However, the efficacy of CPD may be spurred by personal development plans drawn by teachers.

2.5.3 Professional development plans

Professional development plans are imperative in schools since there is a need to maintain continuity in teachers' productive capacity. Appropriately, South Africa (2009:6) states that teachers should be assisted to develop personal development plans [PDPs] that address the following needs:

- Personal development: activities in this domain include stress management, promoting effectiveness and fitness, time management, self-management and interpersonal relationships;
- Pedagogical development: activities in this domain are seminars, conferences and programmes that focus on classroom management, school discipline, cognitive development, the learning process, parental participation, assessment and evaluation;
- Leadership enhancement: workshops and seminars are attended to gain proficiency in policy development, staff development, instructional counselling and motivation; community relations and mediation; and
- Instructional content: in-service training is provided to capacitate teachers to acquire subject-specific skills and knowledge, understanding the relationship between learning and child development and critical thinking skills.

Individual teachers should be the focal point and primary determinants of the content of a staff development plan. According to Dawson and Taylor (1998:127), staff development should be person-centered, and human resource planning in schools should thus ensure that proper mechanisms exist to plan for future personnel needs. The following discussion should elucidate the essence of staff development for personnel planning in schools.

2.5.3.1 *Personnel planning [PP] in schools*

Towler (2000:39) describes PP as a method of establishing a school's personnel requirements in terms of quality and quantity for a specific period of time, as well as determining how these requirements might be met. For example, changes in the educational scene require that schools incessantly engage in processes of personnel planning in order to diversify their production as the outside labour market necessitates. According to Dawson and Taylor (1998:129), the inherent feature of a principal's job is to plan the school's personnel requirements, to train teachers, to liaise with teacher groups, and to deal with personal problems of individual teachers in schools. In this fashion, PP gives teachers opportunities for staff development with an aim of creating diverse skills in teachers and for the schools.

2.5.3.2 *Career Progression Plan [CPP]*

Nel (2002:503) states that career progression planning is a process whereby an individual teacher sets career goals and identifies the means to achieve them. However, CPP provides a career development plan that a teacher has to follow through his or her employment (Mabale 2004:67). CPP requires an individual teacher to draw up a personal development plan that acts as a guide for staff development and career-pathing. South African Democratic Teachers' Union (2000:33) states the following CPP is important for:

- Promoting professionalism, leadership and co-ordination;
- Improving teachers' competence through affording assistance with ethical issues and mentoring support;
- Ensuring effective teacher regulation including public accountability; and

- Enhancing community outreach efforts through developmental and advocacy work.

In line with SADTU's view of CPP, Towler (2000:43) states that it ensures that teachers' skills and expertise are linked to forecasted career prospects within the education system. On the other hand, Mabale (2004:67) states that CPP assists principals to recommend opportunities for re-tooling and retraining of teachers in line with future requirements of schools. Accordingly, Nel (2002:504) contends that CPP is based on job trends and specific opportunities in the employment market. There appears to be a close link between CPP and staff movement planning.

2.5.3.3 *Staff movement planning [SMP]*

Schools may learn from what is happening in industries to prepare teachers for flexibility and mobility that characterize modern organizational development (Mason, 2002:145). For example, Nel (2002:505) states that staff transfers within departments and between schools may help teachers to acquire new skills and knowledge needed for further promotion. SMP is based on the premise that staff may be transferred and moved to new roles when there is a demand for diversification in the school's output. While SMP is new to education, it is one of the most exciting possibilities for re-engineering of education and teacher mobility. For example, Mabale (2004:78) states that with the use of SMP teachers are not locked in dead-end roles since they are given new roles and responsibilities in the school situation. Additionally, SMP reduces teachers' tedium since they do not stagnate in routine work (Nel, 2002:506). The versatility advanced by SMP is significant since it enables teachers to acquire more knowledge and skills about the functioning of schools. There is a link between SMP and personnel assignment.

2.5.3.4 *Personnel assignment [PA]*

Just as schools need to encourage career development, it is equally important that young and newly appointed teachers be exposed to constant support, feedback and development (Nel, 2002:505). There is a tendency in the business sector to allow job entrants to define their roles and contribute to the drawing up of their personnel assignments (Nel, 2002:505), and therefore principals should allow newly appointed teachers to do the same. PA assists the incumbent to work prudently and judiciously towards satisfying the requirements for consideration for progression up the occupational ladder.

The nature of staff development has been elaborately dealt with, and focus will now rest on essentials for implementation of successful staff development.

2.6 ESSENTIALS FOR SUCCESSFUL IMPLEMENTATION OF STAFF DEVELOPMENT

Gage (2002:46) states that staff development can have positive effects on learner performance. Whether it is a training programme, individual inquiry or any other programme outlined earlier, staff development continues to be a critical element that contributes to teacher effectiveness and school improvement. As a result, the following essential elements of staff development are stated:

- Information transfer: Participants receive information about new approaches, techniques, requirements etc.
- Skills acquisitions: Participants are taught a particular way to do something;

- Behaviour change: New information and skills are taught with the expectation that participants will apply the new learning and change their behaviour.

According to Lanier and Little (1986:56), staff development is essential because it serves teachers as individual members of a profession, adding knowledge, skills and intellectual vigour to staff life, as well as involving teachers as responsible members of an institution. According to Gage (2002:70) the following are types of development used by teachers:

- Observation assessment;
- Involvement in a development/improvement process: Teachers develop curriculum, design programmes or become involved in school improvement processes to solve general or specific problems;
- Inquiry: Teachers identify and collect data in an area of interest, analyse and interpret data, and apply their findings to their own practice.

Fullan (1990:120) contends that the inquiry approach will become more widely used as the teacher-as-learner paradigm takes hold. The rationale for the preceding statement emanates from the fact that newly appointed teachers are faced with new challenges in their workplaces and they also have to master the way tasks are performed in their new work. Individually guided staff development means that individuals identify plans and pursue activities they believe will support their own learning. The implication is that teachers need to be continuously trained so that they teach learners things that are relevant for living and working in the present age.

The following discussion is the summary of the chapter.

2.7 SUMMARY

The chapter started with a discussion of the theoretical framework and the following points were raised:

- a catalogue of thematic courses is offered to teachers in schools and the range of courses and the involvement of teachers are monitored;
- professional development courses are being targeted at national priorities;
- central priorities are set, but how these are achieved is left to local decision-making; and
- schools receive per capita grants – per teacher – for training to spend freely on accredited programmes.

The discussion also indicated that the South African workforce has been undergoing turbulent change in the last few years because of a variety of factors, including the merger of the old Departments of Education, the differing approaches adopted by the provincial governments, financial resources, changes in the framework for teachers' qualification and the reorganization of teacher education. Similarly, when Outcomes-based education (OBE) was introduced a range of problems became apparent in the South African education system. The education community has been divided about whether these problems are caused by poor implementation of a good policy, or whether OBE is an inherently flawed policy. The Department of Education has tried to solve some of the problems of the OBE curriculum, without moving away from OBE.

Staff development is essential as it contributes to teachers' effectiveness and school improvement. The Skills Development Amendment Act No. 97 of 2003 stressed the need for development and improvement of skills of the workforce. Staff development is undertaken for:

- Promoting professionalism, leadership and co-ordination;
- Improving teachers' competence through affording assistance with ethical issues and mentoring support;
- Ensuring effective teacher regulation including public accountability; and
- Enhancing community outreach efforts through developmental and advocacy work.

The next chapter will focus on methodology and implementation of the research design, and recording of raw data.

CHAPTER 3

IMPLEMENTATION OF THE RESEARCH DESIGN, METHODOLOGY AND RECORDING OF RAW DATA

3.1 INTRODUCTION

In this chapter the researcher discusses how the research design and methodology were implemented, as well as the recording of raw data.

Reason for choosing both the qualitative and quantitative research paradigms are briefly discussed. The researcher will not discuss these aspects fully as they have been discussed in paragraph 1.6 in chapter 1. All research instruments used in the research are discussed in paragraph 3.3 below. Ethical considerations will be discussed in paragraph 3.4 and the summary of this chapter is discussed in paragraph 3.5.

3.2 THE REASON WHY A COMBINATION OF QUALITATIVE AND QUANTITATIVE RESEARCH PARADIGMS WERE USED

Research methodology ensures a diligent and systematic enquiry into a phenomenon in order to discover or revise facts and theories (Kumar, 2005:6). Appropriately, Neuman (2000:10) states that a scientific research method is not one single thing, it is a combination of ideas, rules, techniques and approaches that the scientific community uses to arrive at valid and objective results. A methodology develops from a loose consensus within a scientific community, and it focuses on scientific attitudes or perspectives on the world (Mouton, 2001:34). A discussion on research methodology is never complete without mentioning research paradigms.

The concept 'qualitative research paradigm' refers to a variety of approaches to educational research that involve evaluation of various strategies such as ethnography, naturalistic inquiry, close study and participant observation (Kloep & Tarifa, 1994:385). On the other hand, Burns and Grove (1993:28) state that quantitative research paradigms are scientific since they test reliability and validity of relationships that compose theory. A quantitative enquirer uses an interactive style of inquiry, drawing from diverse disciplines such as philosophy, history and curriculum criticism (Mouton, 2001:34). In addition, quantitative research methods use case study designs and analysis to focus on one phenomenon. Cascio, Quttz, Zedeck and Goldstein (1991:42) state that quantitative research methods are characterised by logic, positivism, objectivity, descriptive approaches and deductions in order to generate numerical data. There is an increasing recognition by most disciplines in the social sciences that both types of research are important for a good research study.

The researcher was mindful of the fact that both quantitative and qualitative approaches have their strengths and weaknesses, as well as advantages and disadvantages, but neither one is superior to the other in all respects (Kumar, 2005:13). In this study, the researcher opted for both quantitative and qualitative research methods in order to illustrate the extent to which respondents view the significance of staff development in schools. The empirical study was conducted in Moses Kotane East of Bojanala West Region of North West Province in South Africa.

The following discussion elucidates the research design and why such a design was chosen.

3.3 RESEARCH DESIGN

The following discussion unpacks the research design and research methodology that were used in the investigation.

3.3.1 Research design

Mouton (2001:38) defines a research design as a plan or blueprint of how one intends to conduct the research. A research design focuses on the end product of research - findings and recommendations - and this requires the formulation of a research problem as a point of departure for focusing on the logic of research. In the same vein, Kumar (2005:405) regards a research design as a blueprint according to which data are collected to investigate the research hypothesis or question in the most economical manner. It is a procedural plan that is adopted by the researcher to answer questions validly, objectively, reliably and accurately. Furthermore, Kothari (2006:31-32) states that research design specifies the most salient points and operations to be performed in order to test specific hypotheses under given conditions. In the study the research design pertains to:

- Statement of the research problem;
- Formulation of hypotheses;
- Findings and recommendations.

The research design influences the sampling methods that were used in the empirical investigation.

3.3.2 Sampling and sampling methods

It is necessary to state that a research sample is drawn from a research population. According to Seaberg (1988:240), a population is the total set from which individuals or units of the study are chosen. In addition, Bless and Higson-Smith (2000:85) are of the opinion that a population is a set of elements the research focuses on and to which obtained results are to be generalised. Kothari (2006:174) lists the principles that influence the size of the sample as:

- The heterogeneity of the population;
- The number of classes proposed;
- The nature of study;
- The desired degree of accuracy;
- The type of sample;
- Available resources; and
- The number of variables in which the data are grouped.

The principles propagated by Kothari (2006:175) were applied in this study. 120 respondents were selected randomly from 560 teachers, Head of Department (HODs) and principals in the 65 schools found in Moses Kotane East Area Project Office to participate in the filling of questionnaires on the essence of staff development for enhancing teachers' efficacy. A list of primary, middle and high schools in Moses Kotane East Area Project Office was requested from the Bojanala Regional Office of the North West Department of Education (A letter of permission to conduct research in schools is shown in Appendix II). The names of the teachers were sorted alphabetically through Excel and given numbers 1 to 4. The researcher selected all the 4s for the research, and when the numbers did not reach 120, the researcher used the 2s to get the number 120. In the same vein, 5 primary, middle and high school principals were randomly selected for

interviews from the clusters found in Moses Kotane East Area Project Office (Interview questions Appendix V1).

Random sampling was suitable for this study because it is simple and is easy to explain to others. It is a fair way to select a sample, and it is reasonable to generalise the results from the sample back to the population. Each member of the population has an equal and known chance of being selected (Creswell, 2003:156). Because the population of interest is spread over a large area, the researcher subdivided the identified areas into clusters. The sample consisted of people within each of the chosen clusters.

Before the empirical study was undertaken the researcher considered the following aspects of measurement:

3.3.3 Aspects of measurement

According to Delpont (2002:166), a valid measuring instrument does what it is intended to do since it measures what it is supposed to measure and it yields scores whose differences reflect the true differences of variables being measured. Since the questionnaire was used for data collection, attempts were made to ensure its value-neutrality and that it asked direct questions on the researched area.

3.3.3.1 Content validity

According to Delpont (2002:167), content validity is concerned with the representativeness or sampling adequacy of the content. One question that is usually asked is: does the instrument really measure the concept we assume it is? In addition, it should be ensured that items are indicated by a scale claiming to

measure normlessness. Salkind (2007:318) regards content validation as a judgmental process. The researcher used a pilot study to check the content validity of the data collection instrument.

3.3.3.2 Face validity

Delpont (2002:167) states that face validity and content validity are often used interchangeably as if they are synonymous. Face validity refers to whether the instrument is right or wrong for the study that is undertaken. According to Delpont (2002:167), face validity is a desirable characteristic of a measuring instrument since it ensures that an instrument accurately measures the attributes under consideration. Thus face validity as seen by Reinard (2006:138) can be considered as one aspect of content validity, which concerns an inspection of the final product to make sure that nothing has gone wrong in transforming plans into a completed instrument. The researcher did consider the exigency of face validity in order to:

- Bring higher cooperation with respondents;
- Reduce negative feelings among lower scores; and
- Improves public relations.

There is a close relationship between aspects of measurement and research instruments that were used in the investigation.

3.4 RESEARCH INSTRUMENTS

The following research instruments were used in this study:

3.4.1 Questionnaire

According to Clarke (1999:68) a questionnaire can be used to collect information from individuals participating in randomized control trials. It provides a wealth of descriptive data pertaining to individuals or groups.

Both the questionnaires and the interviews were administered and conducted with a sample of respondents selected from the population. Kumar (2005:126) regards the questionnaire as a written list of questions, the answers to which are recorded by participants. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. The only difference between an interview and the questionnaire is that in the former it is the interviewer who asks the questions and records the participant's replies on an interview schedule. The following suggestions were considered when questionnaire items were written:

- It should be constructed in a way that reflects quality;
- It should be brief so that it requires a minimum of respondents' time;
- Questionnaire items should be phrased in such a way that they can be understood by every respondent;
- Individual questionnaire items should be phrased in order to avoid bias that might predetermine a respondent's answer; and
- Items that might mislead because of un-stated assumptions should be avoided (Madu, 2003:4).

The questionnaire had two sections: Section A which dealt with biographical data, and Section B which contained closed multiple-choice type questions. Closed questions offered respondents the opportunity of selecting according to instructions one or more response choices from a number provided to them (Delpont, 2002). Thirty [30] items linked to the significance of staff development were used, and for each item the respondents were asked to reflect on them using a five point Likert scale [Strongly Agree (SA), Agree (A), Unsure (US), Disagree (D) and Strongly Disagree (SD)]. The questionnaire also had open-ended questions that are aimed at acquiring respondents' personal views on staff development programmes they attended.

The questionnaire was handed to specialists in Education Management for verification in order to ascertain its appropriateness and quality of items before it was pre-tested.

3.4.2 Pre-testing the questionnaire

It is essential that newly constructed questionnaires, that is, those in their semi-final form, should be pilot-tested before being utilised in the main investigation. A pilot study is a small-scale preliminary investigation designed to acquaint the researcher with flaws and problems that need attention before the major study is undertaken (Mathibe, 2005:214). The major purpose of a pilot-study is to detect errors and problems that will be identified and solved before the major study (Delpont 2002). The questionnaire was pre-tested in a pilot study in order to eliminate problems, flaws, bias and ambiguity. Room was left for respondents to comment on the acceptability of questions in the questionnaires in order to assist the researcher to obtain a general impression on the quality of the questionnaire.

3.4.3 Distribution of final questionnaires

The empirical study was conducted in Moses Kotane East of Bojanala West Region of North West Province in South Africa. primary, middle and high schools were the focus of the study. Questionnaires were delivered by hand so that respondents could complete them in their own time, and they were collected later. In this fashion, response rates were raised because of the personal contact between the researcher and the respondents (see Appendix IV)

3.4.4 Interviews

In order to obtain qualitatively derived data an interview was conducted as indicated in the next paragraph.

Clarke (1999:72) in Dexter describes interviews as a 'conversation with a purpose'. Interviews explore a specific set of issues such as peoples' views and experiences (Oates,2006:186).

According to McMillan and Schumacher (2001:267), an interview is described as "flexible, adaptable and involves direct interaction between individuals." A standardised interview was used where questions were asked for collecting rich qualitative data in order to understand whether staff development enhanced teachers efficacy in schools or not. Interview questions covering different aspects of the variables contributing towards staff development in schools were constructed. Questions were brief, objective and relevant to the topic. Questions asked derived from the literature review and related to the questionnaire in the quantitative phase of the study (see Interview questions in Appendix VI).

The researcher conducted interviews with five principals randomly selected from clusters in Moses Kotane East because they are the ones responsible for the daily running of the school, as well as the development of their staff. In addition, the researcher was flexible during the interview as questions that emerged while trying to get a clear understanding of the given information by the participants were accommodated. The researcher acknowledges that respect for persons is central to the National Statement on Ethical Conduct in Human research. During the actual interviews the researcher did not interrupt the participants because as stated by Henning, Van Rensburg and Smit (2004:53), "guidance without interference from the interviewer is important".

The researcher assured the participants of ethical considerations: privacy, confidentiality, prevention of deception and safe storage of recordings. To set the participants' minds at rest, the researcher informed the participants that the tape recorder would be used to capture the responses as well as taking some notes which is an area for ethical considerations.

3.5 ETHICAL CONSIDERATIONS

The researcher is aware of the ethical issues that needed to be attended to prior to the empirical investigation. According to Ross and Deverell (2004:43), research ethics are defined as "rules of conduct that direct us to act in a manner that is consistent with our values". Some authors choose to make a broad classification of a few guidelines, whilst others get over-involved with detail that results in more complex categories. Strydom (2002:2) therefore suggests the following guidelines: informed consent, confidentiality, protection of participants from harm and prevention of deception.

3.5.1 Informed consent

Participants must give permission for their involvement in a research programme (Trochim, 2006:1). Essentially, this means that prospective research participants must be fully informed about the procedure and risks involved in research and must give consent to participate. The researcher observed and worked according to the following informed consent procedures:

- Participants must be competent to consent;
- Sufficient information must be provided to allow for a balanced decision; and
- Consent must be voluntary and not forced.

Standard of Practice Committee (2007:213) further stressed that informed consent includes all the processes leading up to and maintaining the voluntary nature of the choice to participate in research both before and during the research. In this study the researcher sent participants letters of introduction in order to request their consent to participate in the investigation. The letters were attached to the Questionnaires, and participants were also given letters of request for their consent to be interviewed.

3.5.2 Confidentiality

According to Strydom (2002: 26), confidentiality, violation of privacy and the right to self-determination can be viewed as being synonymous. Many surveys include questions that might prove damaging to the subjects if their answers were disclosed. To prevent any disclosure of such information, it was critical for

the researcher to preserve the confidentiality expected in research ethics. In this study, the respondents were assured of confidentiality in the covering letters of the questionnaires as well as letters issued to participants for interviews.

3.5.3 Prevention of deception

The term 'deception' as used in research, refers to intentionally misinforming the subjects of a study. Fraenkel and Wallen (2008:56) argue that some form of deception has to take place as it is sometimes difficult to find naturalistic situations and also that deception is better than causing pain and trauma. However, the standard ethical guidelines are straightforward on this issue: Researchers should conduct the study using methods that do not require deception. In this study, the researcher took the stance that deception is not acceptable when doing research with human subjects because it jeopardizes the integrity of the informed consent process of the participants. Permission was granted by the Rustenburg regional office to conduct research in schools.

3.5.4 Covering letter and access to schools

A covering letter was used to introduce the questionnaire to the respondents (see Appendix 1). The purpose of the covering letter was to:

- Identify the person conducting the study;
- Explain why the study was important;
- Explain why it was important that the respondents answered the questions as honestly as they could; and

- Assure the respondents that there were no right or wrong answers, that he/she would not be identified and that his/her answers would be treated confidentially (Madu, 2003:10).

Permission to gain access to schools was granted by the APO Manager in Moses Kotane East APO. The list of schools and their location was obtained from APO Office. This information assisted the researcher in drawing up an inventory of schools and delivery of questionnaire to the schools.

3.6 SUMMARY

The researcher used both qualitative and quantitative methods to collect data. For an example, a standardised close-ended questionnaire was conducted with 120 randomly selected respondents in order to elicit their individual responses to a set of ten questions. Major points in this chapter are:

Quantitative research methods, which are characterised by logic, positivism, objectivity and descriptions were used to generate numerical data; Questionnaires which were designed and distributed to respondents; and Content validity, which implies that validation is a judgment process and therefore it is necessary that a research instrument be evaluated before it is applied.

The researcher also used interview techniques to collect rich qualitative data. Ethical issues were also carefully considered and implemented.

Having dealt with research methodology, the next chapter focuses on data analysis.

CHAPTER 4

DATA ANALYSIS AND RECORDING OF FINDINGS

4.1 INTRODUCTION

In this chapter the recorded data is analysed. Data analysis is the practice by which raw data is ordered and organized so that useful information can be extracted from it. It actually consists of three steps, namely: data reduction, data display and verification so that conclusions can be drawn (Du Plooy, 2005:203). This chapter deals with the analysis and interpretation of the responses received from teachers and principals on staff development. Frequency tables and Textually Oriented Data Analysis have been used to simplify the data.

4.2. DATA ANALYSIS STRATEGY

In quantitative research data analysis refers to the stage in the research process where the researcher, through the application of various statistical and mathematical techniques, focuses separately on specific variables. In qualitative research data analysis means breaking down the data and searching for codes and categories which are then assembled to form themes (Holloway, 1999:43; Mouton, 2002:161). Thirty [30] items linked to the study were used in the questionnaire, for each item the respondents were asked to reflect on them using a five point Likert scale. Analysis of quantitative data was done by using frequencies and percentages in table and analysis of qualitative data was done by using Textually Oriented Method of Data Analysis (TODA). Fairclough's line of study, also called textually oriented discourse analysis or TODA, to distinguish it from philosophical enquires not involving the use of linguistic methodology, is specially concerned with the mutual effects of formally linguistic textual

properties, sociolinguistic speech genres, and sociological practices (Fairclough, 2001:1). The main thrust of TODA is that if – according to Foucaultian theory – practices are discursively shaped and enacted, the intrinsic properties of discourse, which are linguistically analyzable, are to constitute a key element of their interpretation.

4.2.1 Analysis of responses to the questionnaire

A total of 101 questionnaires were collected from respondents and all of them were found to be suitable for use. Table 4.1 provides a summary of biographical data of respondents in order to summarise responses according to items such as gender, position in the school, age category, and location of the school.

Table 4.1: Biographical data of respondents

Item 1. Gender	Frequency	%
Male	31	31
Female	70	69
Total	101	100
Item 2. Position in the school		
Principal	17	17
HOD	11	11
Teachers	73	72
Total	101	100
Item 3. Age category		
25-30	-	-
31-35	2	2
36-40	26	25
41-45	23	23
46+	50	50
Total	101	100
Item 4. Location of the school		
Rural	84	84
Urban	17	16
Total	101	100

Item 1: Gender

The majority of respondents 70 or 69% are females. The researcher is aware that in an ideal situation an equal number of males and females should have participated in the survey. The high number of female respondents may be ascribed to the fact that teaching is dominated by females [which may be an area for further research], and also because Moses Kotane East Area Project Office is predominantly rural (see Item 4) [and this also falls within the further research domain on why the majority of teachers found in rural areas are female]. Gender, as a moderator variable, may have an influence - positive or negative - on the results of the empirical investigation.

Item 2: Position in school

The majority of respondents, 73 or 72% are teachers. To yield a more balanced view on the responses, data analysis took into consideration the clusters represented. This was done in order to compare and contrast the responses according to the levels or positions held in the school situation in order to have a clear picture of how these officials view staff development.

Item 3: Age category

The majority of respondents, 50 or 50% are in the 46+ years category. Few inferences that can be drawn from the profile of the +46 respondents are:

- They are well-experienced assuming that each of them has been in the teaching field for more than 20 years;
- They will resist changes in classroom practice because such change will unsettle and threaten the comfort zones they have created for themselves;
- They can be good mentors to newly qualified teachers; and

- Younger teachers do not want to work in rural areas [see Item 4 in Table 4.1].

4.3 RESPONSES TO QUESTIONNAIRE ITEMS ON TRAINING

Questionnaire items were analysed and recorded in tables. Each of the subsections of the questionnaire is dealt with separately in order to elucidate and illuminate its essence within the framework of staff development and also to indicate how it enhances teachers' efficacy.

4.3.1 Training

Five items were asked under training and the responses are captured in Table 4.2.

Table 4.2: Responses to training

Items	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
5.1. Training enhances teachers' teaching effectiveness	78	77.2	22	21.8	1	0.99	-	-	-	-
5.2. Anyone can conduct training	5	4.9	19	18.8	19	18.8	15	14.8	41	40.6
5.3. Training should be a continuous activity	69	68.3	24	23.8	6	5.9	1	1	1	1
5.4. Training should be intended to address a performance gap	59	58.4	36	35.6	5	4.9	-	-	1	1
5.5. Trainees and trainers should be partners and one should not undermine the other	80	79.2	19	18.8	1	1	1	1	-	-

Item 1: Training enhances teachers' teaching effectiveness

The majority of the respondents, 99%, agreed that training is important in enhancing teaching effectiveness. It is apparent that since respondents have positive dispositions towards training they should be amenable to training programmes that were designed for teachers. It can be concluded that training enhances teaching effectiveness.

Item 2: Anyone can conduct training

The majority of the respondents, 55.4% disagreed that anyone can conduct training. An essential point is that training should be done by an expert or experienced teacher and not by every person who pretends to understand what effective teaching is all about (Grobler *et al.*, 2002:323). It can be concluded that training should be conducted by people who are knowledgeable, skilled and experienced.

Item 3: Training should be a continuous activity

The majority of respondents, 92.1% indicated that training should be a continuous activity. This is important because Cronje *et al.* (2004:207) agree that training provides teachers with knowledge, skills, values and attitudes to do a particular job effectively and efficiently. Continuous training is thus necessary in the context of changes that occur in present-day societies.

Item 4: Training should be intended to address a performance gap

The majority of respondents, 94%, indicated that training should be intended to address a performance gap. Gage (2002:92) states that in-service education training is fairly effective when it is undertaken to change teachers' dispositions or to improve learner achievement, attitudes and behaviour. It is essential to state that teachers should first admit that they can improve their performance after attending training.

Item 5: Trainees and trainers should be partners and one should support the other

The majority of the respondents, 98%, agreed that trainees and trainers should be partners and one should support the other. It is essential to note that trainees should be involved and consulted when training is conducted. It can be concluded that teachers' experiences are critical for the success of training.

The following discussion focuses on responses to questionnaire items on on-site processes.

4.3.2 On-site training processes

On-site staff development is always preferred to other forms of staff development because it enables teachers and their peers to review, renew and extend their own knowledge. The following Table 4.3 captures the responses to questionnaire items on on-site processes.

Table 4.3: On-site processes

Item	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
6.1. On-site processes are conducted in schools	34	33.7	32	31.7	25		5	4.9	5	4.9
6.2. One-site training promotes greater teacher participation in discussions	44	43.6	40	39.6	13		4	3.9	-	-
6.3. On-site training provides teachers with opportunities to solve classroom problems	47	46.5	40	39.6	11		2	1.9	1	1
6.4. On-site training is necessary for acquisition of skills in the midst of action	50	49.5	42	41.6	7		1	1	1	1
6.5. On-site learning encourages interdependence and co-operation among teachers	62	61.4	36	35.6	2		-	-	1	1

Item 1: On-site processes are conducted in schools

The majority of respondents 65.4% indicated that on-site processes are conducted in schools. On-site training processes involve activities that promote enquiry, discussion, evaluation, consultation, collaboration and problem-solving (Reitzug (2002:3). It can be concluded that since on-site processes are school-based, they are the most effective staff development strategies.

Item 2: On-site training promotes greater teacher participation in discussions

The majority of the respondents, 83.2%, indicated that on-site training promotes greater teacher participation in discussions. In on-site training, subject committees and assessment committees provide problem-solving initiatives which teachers can find useful. It can be concluded that on-site processes promote workplace learning which acts as a major contributor to competitiveness of the school.

Item 3: On-site training provides teachers with opportunities to solve classroom problems

The majority of respondents, 86.1%, indicated that on-site training provides teachers with opportunities to solve classroom problems. On-site training and learning is important because teachers are observed directly during the course of their work, and they can be given direct, relevant and objective data and feedback about their classroom performance. Classroom problems and challenges can therefore be identified and addressed as they manifest themselves.

Item 4: On-site training is necessary for acquisition of skills in the midst of action

The majority of respondents, 91.1%, indicated that on-site training is necessary for acquisition of skills in the midst of action. On-site learning is distinguished by acquisition of skills and knowledge in the midst of action, collective action, and

an outstanding experience of the learning process itself (Raelin, 2000:3). Consequently, it can be concluded that teachers are afforded the opportunity to close their own personal performance gaps.

Item 5: On-site learning encourages interdependence and co-operation among teachers

The majority of respondents, 97%, indicated that on-site learning encourages interdependence and co-operation among teachers. According to the Westchester Institute for Human Services Research (2004:3), on-site learning processes include joint work that requires shared responsibility for tasks such as teaching, curriculum writing, assessment development, as well as creating interdependence and cooperation among teachers. Collaboration and cooperation are essential offshoots of on-site learning processes.

The following discussion focuses on networks.

4.3.3 Networks

Through networks teachers do not only share experiences in good education practices, they also discuss approaches to dealing with classroom challenges. In the light of the preceding discussion one may conclude that networks may also assist teachers to get learners more actively involved in learning.

Table 4.4 summarises the responses to questions that dealt with the role and significance of networks in staff development.

Table 4.4: Networks

Items	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
7.1. Networks encourage co-operation of teachers at a far wider level than the school set-up	45	44.5	38	37.6	15	14.9	1	1	2	1.9
7.2. Networks are an inconvenience to teachers	8	7.9	19	18.8	20	19.8	24	23.8	30	29.7
7.3. Most teachers are demoralised because they are forced to network with others	10	9.9	24	23.8	18	17.8	26	25.7	23	22.8
7.4. Networks form supportive staff communities beyond the school building	37	36.6	45	44.6	13	12.9	4	3.9	2	1.9
7.5. Professional bodies and associations are important agencies for networking	43	42.6	46	45.5	8	7.9	3	2.9	1	1

Item 1: Networks encourage co-operation of teachers at a far wider level than the school set-up

The majority of respondents, 82.1%, indicated that networks are important as co-operation at a far higher level than the school set-up is highly encouraged. Poell *et al.* (2000:34) state that the learning network theories [LNT] emphasise learning processes in the social-organisational dimension of schools. Similarly networks ensure that teachers learn more from others and thus improve their skills.

Item 2: Networks are an inconvenience to teachers

The majority of respondents, 53.5%, indicated that networks are not an inconvenience to teachers. Networks are teams of education officials from across different schools that interact regularly to discuss and share practices around a

particular focus (Reitzug, 2002:3). The implication is that teachers cannot work in isolation and they need to forge relations with their peers since networks form a supportive staff community beyond the school buildings.

Item 3: Most teachers are demoralised because they are forced to network with others

The majority of respondents, 48.5%, indicated that teachers are not demoralised because they are forced to network with others. Networks boost teachers' morale and effectiveness (Reitzug, 2002:3), and therefore they motivate rather than demoralize teachers. Demoralisation of teachers may be ascribed to other reasons while networks ensure inter-sectoral collaboration amongst specialists who have an interest in education.

Item 4: Networks form supportive staff communities beyond the school building

The majority of respondents, 81.2%, indicated that networking forms supportive staff communities as different stakeholders become involved in supporting teachers so that they can perform better in class. This may be evident in the concept of institutional level support teams [ILSTs] proposed as a necessary vehicle or implementation of inclusive education in South Africa.

Item 5: Professional bodies and associations are important agencies for networking

The majority of respondents, 88.1%, indicated that professional bodies and associations are important agencies as they are experts in the field and are able to assist teachers with specific problems. The learning opportunities offered by professional bodies are numerous, and through interaction networks are formed around specialists and teachers offering the same subjects.

The following discussion focuses on Professional Development Schools.

4.3.4 Professional Development Schools

An inter-sectoral approach in the PDS capacitates teachers to engage in research in order to identify challenges in the classroom situation and to select appropriate measures to address these challenges.

The following Table 4.5 indicates how Professional Development Schools contribute to teachers' efficacy:

Table 4.5: Professional Development Schools

Items	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
8.1. Subject meetings between university staff and teachers in schools should be encouraged	68	67.3	23	22.8	9	8.9	1	1	-	-
8.2. Curriculum development should be the responsibility of university staff because they have research skills	34	33.7	25	24.8	18	17.8	13	12.9	11	10.9
8.3. Teachers should also go to universities to assist university staff to understand trends and practices in schooling	35	34.6	39	38.6	14	13.9	7	6.9	6	5.9
8.4. Qualified teachers should act as instructors and mentors for teachers who are still training in universities	37	36.6	45	44.6	16	15.8	2	1.9	1	1
8.5. Teachers should identify researchable challenges in classrooms	58	57.4	34	33.7	7	6.9	2	1.9	-	-

Item 1: Subject meetings between university staff and teachers in schools should be encouraged

The majority of respondents 90.1% agreed that subject meetings between university staff and teachers in schools should be encouraged. Professional Development Schools are met through the active participation of university

faculties, practicing teachers and prospective teachers engaging in study groups, curriculum development, peer observation, and through collaborative school-based research. It can be concluded that the interaction of university staff and teachers on curriculum-related matters enhances their subject matter expertise.

Item 2: Curriculum development should be the responsibility of university staff because they have research skills.

The majority of respondents, 58.5%, agreed that university staff should be responsible for curriculum development because they have research skills. According to the Westchester Institute for Human Services Research (2004:3), PDS is analogous to teaching hospitals and they are a form of collaboration between K-12 schools and higher education. It can be concluded that the level of expertise of university staff, and the resources at their disposal, create a platform for them to take leadership in curriculum development for schools.

Item 3: Teachers should also go to universities to assist university staff to understand trends and practices in schooling.

The majority of respondents, 73.2%, agreed that teachers should go to universities to assist university staff to understand trends and practices in schooling since teachers are the ones experiencing challenges in the classroom. When there is interaction between staff in schools and personnel at universities there is a cross-pollination of ideas, and for this reason Reitzug (2002:3) states that PDS enhances teaching experience and improves professional development of personnel in schools. It can be concluded that meetings between teachers and personnel at universities will also enrich teaching programmes that universities offer for teachers.

Item 4: Qualified teachers should act as mentors for students in universities

The majority of respondents, 81.2%, agreed that qualified teachers should act as instructors and mentors for prospective teachers who are still at universities. One of the benefits of a mentoring relationship is that mentees are given direction, advice on career decisions and recommendations on what additional courses should be taken to enhance their career mobility. In the Netherlands, practicing teachers who were selected to be mentors have direct links with student teachers at universities, and they also participate in projects and practice teaching that the student-teachers do.

Item 5: Teachers should identify researchable challenges in classrooms

The majority of respondents, 91.1%, agreed that teachers should identify researchable challenges in classrooms since they experience them on a daily basis. In this context, the dualism of lifelong learning is apparent since teachers, as researchers, are equipped with skills to identify and participate in research to address problems which emanate from their teaching and interaction with learners.

The following discussion focuses on responses regarding teachers' efficacy:

4.3.5 Teachers' efficacy

To become efficacious, teachers need to be lifelong learners in order not to stagnate. The ANC (1994:85) states that lifelong learning is a necessity in the labour market that requires training and retraining for new and existing jobs. One may argue that teacher training in the past has left South Africa with a mass of poorly qualified teachers. The following Table 4.6 summarises responses, which are related to teacher efficacy.

Table 4.6: Efficacy

Item	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
9.1. Teachers should be life-long learners	91	90.1	10	9.9	-	-	-	-	-	-
9.2. Education should be viewed as a continuum of living and learning to augment the ability to cope with changes in society	59	58.4	34	33.7	7	6.9	1	1	-	-
9.3. Ad hoc staff development programmes are necessary when there are rapid changes in the country	49	48.5	35	34.7	10	9.9	5	4.9	2	1.9
9.4. There is no time for staff development when one considers the paper-work that is required from teachers	39	38.6	21	20.8	13	12.9	15	14.9	13	12.9
9.5. The quest for school effectiveness is closely linked with the necessity for staff development	39	38.6	49	48.5	12	11.9	1	1	-	-
9.6. There is no link between whole school development and staff development	15	14.9	13	12.9	19	18.8	23	22.8	31	30.7
9.7. Staff development should be encouraged for individual teachers' mobility in the teaching profession	50	49.5	38	37.6	10	9.9	2	1.9	1	1
9.8. Being highly qualified does not mean that one is highly productive	53	52.5	31	30.7	6	5.9	5	4.9	6	5.9
9.9. Every teacher should be responsible for drawing up his or her staff development plan	42	41.6	26	25.7	16	15.8	6	5.9	11	10.9
9.10. Principals should draw up staff development plans looking at their schools' developmental needs	50	49.5	39	38.6	3	2.9	4	3.9	5	4.9

Item 1: Teachers should be life-long learners

All the respondents, 100%, agreed that teachers should be life-long learners. The challenge facing the South African education system is to ensure that teachers acquire not only teaching qualifications that are comparable with those of their

peers in other countries, but also acquire the required skills and knowledge to ensure effective teaching in schools. As a result, South Africa (2009:6) states that teachers should be assisted to develop attributes such as management, promoting effectiveness and fitness, time management, self-management and interpersonal relationships. It can be concluded that lifelong learning through seminars, conferences and programmes that focus on classroom management, school discipline, cognitive development, the learning process, parental participation, assessment and evaluation may improve teachers' efficacy.

Item 2: Education should be viewed as a continuum of living and learning to augment the ability to cope with changes in society

The table indicates that the majority of respondents, 92.1%, agree that education should be viewed as a continuum of living and learning to cope with changes in society. ETDP SETA (2002:28) states that teachers should be lifelong learners because as changes occur in the world there is a need to keep abreast of changes in areas of specializations, the need to keep abreast of new approaches to teaching, learning and assessment and the need to keep up-to-date with key policy changes in teaching practice. Teaching is a situation-orientated profession and activity, and just as teachers teach in schools, they also learn as they teach.

Item 3: Ad hoc staff development programmes are necessary when there are rapid changes in the country

The majority of respondents, 83.2%, indicated that ad hoc staff development programmes are necessary when there are rapid changes in the country. Ad hoc staff development may be used because every day new knowledge is created, technology advances and new scientific inventions are unveiled. Similarly, Toffler (1980) concurs that in the contemporary age knowledge is applied and disposed of at an alarming rate, and the implication is that ad hoc staff development programmes be developed as soon as new changes occur

Item 4: There is no time for staff development when one considers the paper-work that is required from teachers

The table indicates that the majority of respondents, 59.4%, agreed that the paper-work that is required from teachers leave them with no time for staff development. According to Van Rooy (2001), staff development is imperative not only for ensuring equity and redressing imbalances of the past, but also for greater personal fulfilment, productivity and growth of civic awareness and responsibility. However, since 1994 a lot of paper-work has been expected from teachers to the degree that focus was turned to filling forms rather than to teaching.

Item 5: The quest for school effectiveness is closely linked with the necessity for staff Development

The majority of respondents ,87.1%, agreed that the quest for school effectiveness is closely linked with the necessity for staff development. It is essential to bear in mind that just as an appropriate staff development evokes confidence in teachers, it also fosters appropriate attitudes on the relationships of learners and their teachers. As a result, Nel (2002:499) states that staff development builds cohesiveness in the staff and helps teachers to attempt new tasks with confidence. School effectiveness can therefore be ascribed to the level of confidence the teachers have in themselves and their learners.

Item 6: There is no link between Whole School Development and staff development

The table indicated that the majority of the respondents, 53.5%, disagreed with the statement that whole school and staff development are not strongly linked. For example, while it is evident that staff development should be relevant to the specific needs of teachers, it should also promote quality in schools. In the same vein, Rothwell and Kazanas (2004:6) state that the link between WSD and staff development ensures improved quality in output, restricted labour turnover and

absenteeism as well as promotion of job satisfaction and motivation; and rectification of poor performance resulting from poor knowledge and skills

Item 7: Staff development should be encouraged for individual teachers' mobility in the teaching profession

The majority of respondents, 87.1%, indicated that staff development should be encouraged for individual teachers' mobility in the teaching profession. According to the ETDP SETA (2002:27), staff development is necessary for improving teacher effectiveness, enabling experienced teachers to prepare for more senior roles in schools, building capacity in the education system as a whole, and capacitating teachers to acquire subject-specific skills and knowledge, in order to qualify them for promotional positions.

Item 8: Being highly qualified does not mean that one is highly productive

The table indicates that the majority of the respondents, 83.2%, agreed that being highly qualified does not necessarily mean that one is highly productive. Haasbroek (2002:442) states that it is the quality of the workforce and not its size that counts, and for this reason one is tempted to state that it is not the qualification that the teacher has that makes him/her effective, but the effective use of a combination of skills that the teacher has.

Item 9: Every teacher should draw up his/her personal development plan

The table indicates that the majority of the respondents 67.3% agreed that every teacher should be responsible for drawing up his or her own staff development plan. This implies that programmes directed at developing individual teachers should be adopted in conjunction with uniqueness and efficacy criteria of schools. Furthermore, individual teachers should be the focal point and primary

determinants of the content of a staff development plan. Just as Dawson and Taylor (1998:127) state that staff development should be person-centered, the researcher is of the opinion that teachers should draw up their own individual development plans and charters.

Item 10: Principals should draw up staff development plans looking at their schools' developmental needs

The table indicates that the majority of the respondents 88.1% agreed that principals should be responsible for drawing up staff development plans looking at their school developmental needs. According to Mathibe (1998) the thrust towards school effectiveness necessitates implementation of staff development to nurture teachers' skills and expertise. Principals, as accounting officers and representatives of the DoE, should draw up staff development needs of their schools.

4.4 QUALITATIVE ANALYSIS OF THE INTERVIEW DATA

Qualitative data collected from the participants were analysed in this section with the aim of complementing the quantitative results discussed in the previous section. As stated by Delport (2002) and McMillan & Schumacher (2001), one must differentiate between categories dealing with qualitative data, and counts dealing with quantitative data.

4.4.1 Themes and categories of data from the instruments

The researcher interviewed a total of five principals from different clusters in Moses Kotane East Area Project Office. The proceedings were tape recorded and later transcribed and coded. In the study the description of the findings from each category and themes are provided simultaneously and comparisons are made. The themes are set out in the table below.

Table 4.7: Themes and categories from the interviewees' responses

Themes	Categories
1. Availability of staff development in school	Motivation and encouragement of Teachers
2. Effectiveness of staff development	Positive teachers Improvement of results
3. How do you measure it	Dedication in teachers work Positive results
4. Teachers' attitude as a result of staff development	Positive attitude Improvement in communication
5. Teachers' discipline	Dedication Improvement in late coming or Absenteeism
6. Who is responsible for staff development?	SMT Subject advisory Different stakeholders
7. On-site learning	Interdependence of staff
8. Network	Importance Inconvenience

4.4.2 Validation of data

An emerging body of knowledge suggests that staff development that focuses on subject matter content and how children learn it may be an especially important element on changing teaching practice (Garet, Porter, Desimone, Birman, & Yoon, 2001:924). The training research affirms that teachers are capable learners and are able to master a wide range of curricular and instructional strategies and to use them effectively in the classroom. The researcher worked with preset codes where concepts or topics that had emerged as important aspects from the

research literature were selected and categorized. The themes provided direction for what to look for in the data. The transcripts were verified and checked by the researcher to ensure that all essential insights that emerged from data through coding and categorization had been captured. Verification of categories also ensured that correct ideas were captured and incorrect slant or mis-interpretation to the data was eliminated.

There should be a link or connections between categories, as the researcher was working across all the analysed data sources.

The following discussion provides an analysis of responses to interview questions.

4.5 ANALYSIS OF RESPONSES TO THE INTERVIEW QUESTIONS

Theme 1: Availability of staff development in schools

Interviewee 1 indicated that:

- they had lots of workshops and meetings within the school.
- Once a month they do something to develop the teachers,
- they ask someone within the school who has experience to help workshop the other teachers.

Interviewee 2 indicated that:

- they looked at the Integrated Quality Management System (IQMS) which they review annually.
- they looked at areas that need development and they use it to draw up a school development plan.
- they invited a motivational speaker, a priest or educationist to address teachers.

Interviewee 3 indicated that:

- they conduct their own workshops

- HODs meet in their department to discuss their problems
- experienced teachers give support to the ones that are struggling.
- other developments are done by subject advisors.

Interviewee 4 indicated that:

- the school conducts their staff development monthly.
- teachers are grouped according to their learning areas and teachers share ideas, and they discuss problems they have and how to solve them
- sometimes the school principal call principals from other schools to workshop the staff on IQMS.

Interviewee 5 indicated that:

- staff development was done continuously on the basis that “every new information that you share is developing”.
- information shared could be from many sources, such as newspapers, circulars, departmental policies and different acts governing education.

From the responses the researcher received from this interviewee it can be concluded that at interviewee no. 5's school there is a lot of concern for people development. The school utilises its resources, someone with experience, to workshop other teachers in order to enhance their efficacy. In addition, staff development is not seen in isolation; it forms part of the school's development programme. The approach in this school is based on the view that one change in the system resonates through the whole system and necessitates reciprocal changes in other sub-systems. The fact that the school also uses outside people and expertise to address the teachers creates a fit between what happen in the school and outside world.

Theme 2: Effectiveness of staff development

Interviewee 1 indicated that:

- staff development in his school is effective because after attending workshops, they observe how teachers have changed.
- they had a workshop on time management and people who used to come late have stopped coming late, and their sense of time has improved;
- that somebody from the Christian Institute of Education (CIE) came to workshop them on effective teaching methods and since then learners' performance has improved.

Interviewee 2 indicated that:

- since her school was very big, she saw some improvement in some teachers, but the others do not improve;
- follow up is made on teachers whose performance do not improve;
- efforts are made to coach and talk to them to improve their IQMS marks;
- it was only through staff development that they can improve their work;
- she makes staff development more interesting by taking the staff to ex-model C schools such as Protea Park Primary, to observe how things are done there.

Interviewee 3 stated that:

- staff development was effective because of improvement in the results.
- teachers who were underperforming were grouped with more experienced ones and were "able to see an improvement of some kind".
- through motivation and staff development, the under performing teachers gained confidence.

Interviewee 4 indicated that:

- after the workshop, everybody practiced what they have learned.
- they check the progress, their files, attendance in class and monitor their own work.

Interviewee 5 indicated that:

- staff development was effective, but that depended on the persons involved
- as a manager one needs to motivate and encourage teachers even though there are barriers
- involvement of different stakeholders is important for reinforcement.

In general, all interviewees concur that staff development in their schools is effective because teachers show signs of motivation after attending staff development. They ascribed the improvement in learners' performance to the level of motivation of teachers. It is apparent that continuous staff development encourages and motivates teachers especially those who lack confidence in their work. It can be concluded that staff development should be undertaken by all schools.

Theme 3: Measurement of effectiveness of staff development

Interviewee 1 responded that:

- since they were a pilot school for Continuous Professional Teacher Development (CPTD), they measure it the same way.
- teachers are given points for the workshops they attended.
- after attending a workshop, and reporting back to the staff teachers get more points.

Interviewee 2 indicated that:

- she sees the results in the work of teachers, and children being very motivated in their work.
- the other measurement is when more parents send their children to their school

Interviewee 3 indicated that:

- the pass rate has improved from 80% to 90%

Interviewee 4 indicated that "teachers' files and attendance to class has improved".

Interviewee 5 stated that for those who perceive development as a necessity, one could measure by the improvement made in:

- conducting school projects,
- different teaching methods,
- different approach in dealing with issues and
- the ability to accept changes.

The majority of the respondents measure staff development by looking at teachers' positive attitude towards their work and learner performance. Effective schools are characterised by the level of dedication, motivation and hard work in the SMT, teachers, learners and the school's external stakeholders. The fact that one of the responses was that every parent wants his/her child to attend at that school, indicates that the school has created rapport with its clients both existing and prospective.

Theme 4: Teachers' attitudes towards staff development

Interviewee 1 indicated that:

- teachers were very positive because they can perform better in the classroom and relate in a better way with their colleagues.
- staff development takes away their stress" because they do their work with more efficiency".

Interviewee 2 stated that:

- teachers' attitudes had changed a lot.
- there are those who are still not willing to work, but they keep on encouraging and motivating them.

Interviewee 3 stated that teachers had a positive attitude and that "no one wants to be associated with a low pass rate or failure".

Interviewee 4 indicated that 80% "have a positive attitude and are happy", only 20% are not.

Interviewee 5 stressed that:

- she stands on the point of "person to person and perception".
- Some yield good results as a result of being developed and others still do things "the same old ways".

Interviewees indicated that teachers' attitudes changed as a result of staff development, but there was always room for improvement. From their responses it became obvious that teachers who are willing to learn always possess a positive attitude and are not afraid of change. The interviewees also indicated that the most obvious way to address the issue of professionalism is to engage teachers in meaningful staff development activities. During discussions the interviewees also indicated that although many schools have regularly

scheduled staff development sessions, much of what was done in those sessions was not necessarily meaningful or useful in terms of impacting on learners' achievement.

Theme 5: Correlation between teachers' discipline and staff development

Interviewee 1 indicated that:

- there is a correlation between teachers' discipline and staff development;
- teachers have improved in the case of reporting on time, submission on time, going to class on time, doing their lesson plans, delivery of lessons;
- staff development reduces absenteeism because "if a teacher is comfortable with his/her work, he will be keen to come to school".

Interviewee 2 stated that:

- teachers' discipline has improved;
- they invited a person from the National Professional Teachers Organisation of South Africa (NAPTOSA) to remind the staff about the Code of Conduct for teachers and what is expected from teachers;
- teachers "really improved a bit", they no longer "take unnecessary leave, no late coming" there is an improvement.

Interviewee 3, 4 and 5 indicated that:

- they are exemplary as they are always early at school, so they do not have a "problem with late coming";
- Discipline was not yet 100% but teachers were trying their best; and
- absenteeism was controllable.

All interviewees concurred that there was a correlation between staff development and the level of discipline shown by teachers. They all agreed that staff development motivates teachers not to stay away from school. In addition,

staff development improves teachers' dedication to their work. While the interviewees all agreed that there were challenges in their schools, all agreed that staff development breeds team-work. As a result, team members share and reflect on their practice and personal experiences, observe each other's practice, and study and apply research and best practices together. Four key strategies that these teams use are examining data, sharing and reflecting on classroom practice, applying research and best practice, and improving teamwork and collaborative skills.

Theme 6: Ownership of staff development

Interviewee 1 responded that:

- the principal, some SMT members and some teachers are responsible for staff development
- they sometimes "invite professionals from outside."

Interviewee 2 indicated that:

- the SMT was responsible.
- different departments meet and discuss their problems and try to solve them.
- the principal is responsible for "issues that involve all teachers such as discipline, motivation and encouragement".

Interviewee 3 stated that:

- staff development at school was under the directive of the principal and his deputy principal.
- they write reports about activities in different departments.
- other developments were done by subject advisors.

Interviewee 4 indicated that:

- she was responsible for staff development at her school;
- she indicated that the staff attended a computer course funded by Datacard company from Johannesburg. The company “adopted the school” and renovated the school, bought machines, air conditioner, equipped the computer room and bought toys for learners. The company donated R45 000 to be used for various activities including staff development.

Interviewee 5 stated that:

- staff development was done at different levels
- APO and subject advisors (curriculum) would conduct workshops while SMT develop and motivate teachers.
- The school manager conducted information sharing session during feedback after attending meetings or conferences.

The majority of the interviewees stated that SMT, APO and subject advisors were responsible for staff development in schools. They sometimes invited outsiders to motivate teachers to do their work well.

Theme 7: On-site learning/training encourages interdependence and co-operation amongst teachers

Interviewee 1 said that:

- Maths and Science teachers have meetings in which the principal as a maths & science teacher explains their problem areas
- they support one another on how to “tackle one particular concept”.

Interviewee 2 said that:

- they do have on-site learning.

- she encourages teachers to workshop one another.
- she believes that on-site processes assist teachers “to share knowledge” as HODs identify teachers who are good in certain areas while doing their monitoring.
- effective teachers are asked to workshop others on that particular area.

Interviewee 3 said that:

- they pair an experienced teacher with a less experienced one to assist each other;
- if there was a weakness somewhere “ it is quickly detected and remedial measures put into place”
- HODs do on-site processes in their departments.

Interviewee 4 said that:

- teachers work according to their phases.
- They come together in their phases to discuss their problems, and come up with solutions

Interviewee 5 said that:

- “theory is linked to practicality”,
- on-site learning means that one engages with colleagues
- on-site processes encourage interdependence and co-operation.

The majority of the interviewees think that on-site learning encourages interdependence and co-operation among teachers. They recommended that maths and science teachers should meet and discuss problems and their remedial measures. In some schools less experienced teachers were paired with experienced ones to guide and assist each other. According to Goddard, Goddard and Tschannen-Moran (2007:877) on-site learning enables teachers to

have an improved knowledge base, increased self-efficacy, and a greater focus on academic outcomes when they work with other teachers rather than alone.

Theme 8: Networks encourage co-operation of teachers

Interviewee 1 said that:

- as a Catholic school, they have contact with similar schools;
- once a year they “meet to share best practices”;
- they rotate venues and that the following year it will be at their school; and the researcher was invited.

Interviewee 2 said that:

- networking with other schools motivated teachers.
- they had networks with other schools
- they decided to network with predominantly white schools from next year and they accepted them with “warm hands”.

Interviewee 3 said that:

- they had teachers from neighbouring schools who were “assisting learners in maths” because they performed badly in maths the previous year.

Interviewee 4 said that:

- they networked with neighbouring schools;
- the SMTs had inter school visits to learn about “monitoring of teachers files, learner discipline and how to encourage teachers to do their work freely and be happy”.

Interviewee 5 said that:

- networking referred to communicating with people from different institutions;
- networking plays an important role because it “extends to other colleagues” apart from those you were living with every day.

Working with other teachers impacts on teaching, including improved teaching practice and changes in the professional culture focusing on collaboration, learner learning, teacher authority and continuous teacher learning (Vescio, Ross and Adams 2006:13). The interviewees indicated that networking with other schools was more necessary for assisting teachers to get learners more actively involved in learning.

4.6 SUMMARY

The majority of the respondents strongly agreed that networking with other schools motivated and encouraged teachers to improve in their work. They learnt different practices from other people. It encouraged teachers to research topics broadly before going to class. Networks encouraged teachers to be life-long learners and not to rely on textbooks only. Working with other schools encouraged teachers to be involved in extra and co-curricular activities to develop learners in totality. The following points were noted:

- the thrust towards school effectiveness necessitates implementation of staff development to nurture teachers' skills and expertise
- networking with other schools motivated teachers;
- teachers should acquire skills which include:
 - Self-evaluation;
 - Peer-evaluation;

- Collaboration;
 - Reflective practice; and
 - Interaction with panels
- on-site processes encouraged interdependence and co-operation; and
 - four key strategies that these teams used were examining data, sharing and reflecting on classroom practice, applying research and best practice, and improving teamwork and collaborative skills.

The next chapter deals with the summary of findings from literature survey and from the empirical research done in chapter 3. It also deals with a critique of findings as well as recommendations and concluding remarks.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The study examined the essence of staff development for enhancing teachers' efficacy in Moses Kotane East Area Project Office. In the preceding discussions the researcher attempted to indicate that staff development fosters collective responsibility for improved learner performance that:

- is aligned with rigorous learner academic achievement standards as well as related to school improvement goals;
- is conducted among teachers at the school and facilitated by well-prepared principals, school-based professional development coaches, mentors or other stakeholders;
- primarily occurs continuously among established teams of teachers, principals and other staff members where teachers engage in a continuous cycle of improvement that evaluates teachers and school learning needs through a thorough review of data on teacher and learner performance and
- informs ongoing improvements in teaching and learners' learning, and that may be supported by external assistance.

This chapter focuses on providing the summary of the research, research findings and further discussions, recommendations, and conclusions

5.2 SUMMARY OF CHAPTERS

In Chapter 1 an overview of the research was given. The chapter dealt with a general introduction, rationale for the study and the significance of the study. The chapter indicated that staff development enhances teacher efficacy. To put the study in perspective, the chapter also presented the statement of the research problem, research questions and purpose and aim of the study in order to reveal how staff development enhances teachers' efficacy. The chapter presented information on research design and methodology, and a definition of concepts as well as chapter divisions.

Chapter 2 dealt with the literature review regarding staff development in schools. The chapter dealt with the following sub- topics:

- a theoretical framework underpinning this study;
- theoretical framework;
- the nature and scope of staff development in schools;
- types of staff development; and
- essentials for a successful staff development.

One of the most essential aspects discussed in the chapter is dealing with adult learners since their experiences influence their attitudes and responses to staff development.

Chapter 3 dealt with the implementation of research design and methodology. The chapter presented an elaborate discussion on the following aspects of research and why and how they were used in the study:

- research design and why it is relevant;

- sampling and sampling methods;
- research instruments;
- collection of data and recording of findings;
- aspects of measurement; and
- ethical considerations.

Chapter 4 focused on analysis of data gathered through the questionnaires and interviews. The chapter also dealt with interpretation of responses and recording of findings.

5.3 RESEARCH FINDINGS AND CRITIQUE

The research findings are linked to the aims of research and have been consolidated after careful review of the literature and analysis of data gathered in an empirical study that was undertaken at Moses Kotane East Area Project Office.

Finding 1: Some teachers are demoralised due to changes in the schooling system

Teachers are demotivated and stressed out because they suffer from new policy overload and new curriculum in which little support and development is obtained from policy makers (cf. 2.3). Demoralisation of teachers may be ascribed to other reasons while networks ensure inter-sectoral collaboration amongst specialists who have an interest in education (cf.4.3.3). With the introduction of outcomes-based education, teachers were left demotivated and demoralised because changes were done too soon and training was done in too short a period of time (cf. 2.3.1). The situation was worsened by the fact that staff development instituted to assist teachers with the new changes was conducted by trainers who were themselves unsure and lacked confidence on what the changes were

expected to yield. Comparatively speaking, the situation in South Africa is different from Ethiopia where the BESO project includes in-service training to teachers in line with a new teaching and learning paradigm (cf. 2.2.3.2). Similarly, In-house staff development in the UK assists teachers to develop their skills in a non-judgemental way (cf. 2.2.2.1).

Finding 2: There is a relationship between staff development and teachers' efficacy

There is a strong relationship between staff development and teachers' efficacy. The majority of the respondents, 99%, agreed that training is important in enhancing teaching effectiveness (cf. 4.3.1). For example, through training teachers engage in individual or group instruction in which they acquire knowledge or skills (cf. 2.4). Similarly, in-service training is fairly effective when it is undertaken to change teachers' dispositions, to improve learners' performance, attitudes and behaviour (cf. 2.3). Evidently, training assists teachers to acquire effective techniques, skills and knowledge to carry out their responsibilities efficaciously (cf. 2.4.1; 2.4.2; 2.4.3). Teachers in other countries like the USA, UK and Ethiopia received ongoing staff development that helped them to be efficacious and enable learners to achieve in class. Those programs are not available in our region (cf. 2.2.1; 2.2.2; 2.2.3).

Networks – as a form of staff development – lead to the creation of a supportive staff community that is organised around specific subject matter (cf. 2.4.3). 99% of respondents agreed that training is important in enhancing teaching effectiveness (cf. 4.3.1). All interviewees concurred that there was a correlation between staff development and teacher efficacy:

- staff development improves teachers' dedication to their work.
- the interviewees all agreed that there were challenges in their schools, all agreed that staff development breeds team-work.

- as a result, team members share and reflect on their practice and personal experiences, observe each other's practice, and study and apply research and best practices together (cf. 4.5.3).

Finding 3: Teachers understand the value of staff development

Teachers know and understand that staff development is essential for them to be efficacious in their work. In on-site training, subject committees and assessment committees provide problem-solving initiatives which teachers can find useful. It can be concluded that on-site processes promote workplace learning which acts as a major contributor to the competitiveness of the school (cf.4.3.2). For this reason, in the UK the New Vision Programme has an unusual mix of content and processes which emphasise personal and school contexts (cf. 2.2.2.2). In addition, teachers become ready to learn when they recognise a deficiency in their own performance level (cf. 2.3). It is also noted that teachers want learning to be problem-based and leading to the solution of a particular problem facing them as individuals (cf. 2.3). In the same vein, teachers want to be involved as equal participants in planning, carrying out and evaluating learning (cf. 2.3).

Finding 4: Change necessitates staff development for teachers

Change is inevitable in human life, and education - as a spatio-temporal phenomenon and occurrence - is always subject to change. This change is significant as it has moved South African schools away from a fragmented, racially defined and ideologically based curriculum that entrenched inequality (cf. 2.3). Legislation in South Africa promotes a thrust towards improving the quality of life of workers, their prospects of work and labour mobility (cf. 2.3.2). According to the ETDP SETA (2002:27), staff development is necessary for improving teacher effectiveness, enabling experienced teachers to prepare for

more senior roles in schools, building capacity in the education system as a whole, and capacitating teachers to acquire subject-specific skills and knowledge, in order to qualify them for promotional positions (cf.4.3.3). Staff development in South Africa is fragmented, uncoordinated, irrelevant, inadequate and generally ineffective (cf. 2.2.4.1; 2.2.4.2). In contrast, Ethiopia and the UK provide ongoing staff development as an essential element of and for sustained school improvement (cf. 2.2.3.2).

5.4 RECOMMENDATIONS

The following recommendations are suggested:

Recommendation 1: Changes in the education system should be managed effectively

It is an undeniable fact that change is inevitable in human life, and therefore change should be managed. Whether society engages in planned change or unplanned change, resources should be mobilised to drive such change. For example, legislative changes necessitate that teachers should be equipped with new skills and knowledge to understand and implement such changes in order to achieve better results in schools. Experts and specialists should be deployed in schools to assist school governing body members, principals, teachers, parents and learners to fully comprehend the implication of new curriculum, new policies and new laws. The apathy in schools can be addressed if all and sundry are trained and workshopped on how to cope in a changing and changed environment.

Recommendation 2: Schools should have staff development programmes to enhance teachers' efficacy

Staff development programmes should be rolled out to assist teachers to adopt the latest teaching technology and teaching methods. With the present emphasis

on literacy, mathematics and science in schools it is obvious that literacy and maths coaches must be engaged to work side-by-side with teachers helping them with lesson plans and model lessons. If done appropriately staff development should boost teachers' ability and competence in the teaching of various subjects. As a rule, staff development should:

- be aimed at the needs and expectations of the teachers;
- be practical;
- be continuous; and
- give teachers the opportunity for professional development and growth.

It is an undeniable fact that continuous staff development should be undertaken to assist teachers to cope with changes in their career. For example, promotion of teachers to senior positions should not mean 'being thrown into a dead zone of swim or sink punctuated with trial-and-error'. Most of the teachers who are appointed as Departmental Heads, Deputy Principals and principals always find themselves at 'sea' and lost because they have no clue of the expectations, roles and responsibilities their new positions demand. As a result, most schools are dysfunctional and it is not surprising that matric results are so disgraceful. An education system cannot afford mistakes - because as (Snider, 2000;126) puts it 'correcting mistakes is expensive' - and therefore promotional positions should have clearly defined staff development programmes. It is a fact that teachers need more empowerment in dealing with discipline in schools, and their training should be done by experts and not by any pretender to the role of trainer.

Recommendation 3: On-site training should be encouraged in schools

Schools are sites for learning and learning, just like education, ends only when a person dies. The paradigm shift from the mindset which overlooked the fact that

teachers do not learn as they teach, to the new one which acknowledges that teachers learn as they teach is critical for enhancing quality in schools. On-site training should therefore be instituted to make teachers aware of the learning opportunities that exist in their classrooms and also in the subject matter they teach. For example, one of the fundamental arguments in the 'old teacher training programmes is that 'the whole child goes to school'. Loaded as the statement may be, the greatest contradiction in schools is that many teachers do not really know the children they teach: their backgrounds, their origins, challenges they face in life etc, but these same teachers expect those children to excel in the classroom.

On-site training processes should enable teachers to draw up the files for children in their classes, write a brief background history about each child, and know the potential of each child. The onus should be on the teachers to seek interventions that assist him/her to respond to the needs of the children as a collective or as individuals.

Recommendation 4: Mentoring and coaching should be undertaken in schools

Mentoring programmes - that induct and orientate new employees in their new positions - assist in career advancement, improved job performance, lower employee turnover, enhanced creativity and increased leadership potential should be introduced and encouraged in schools. Mentoring is imperative in schools since there is a need to maintain continuity in the school's productive capacity after a principal has left his/her position and the new person has taken over. It suffices to state that just as in private sector businesses where investor confidence should be enhanced at all times, mentoring ensures that stakeholder confidence is maintained in schools.

Someone who is successfully mentored should yield the following results:

- Personal development: activities in this domain include stress management, promoting effectiveness and fitness, time management, self-management and interpersonal relationships;
- Pedagogical development: activities in this domain are seminars, conferences and programmes that focus on classroom management, school discipline, cognitive development, the learning process, parental participation, assessment and evaluation;
- Leadership enhancement: workshops and seminars are attended to gain proficiency in policy development, staff development, instructional counselling and motivation; community relations and mediation; and
- Instructional content: in-service training is provided to capacitate teachers to acquire subject-specific skills and knowledge, understanding the relationship between learning and child development and critical thinking skills.

The researcher is of the view that the education system should learn how the private sector uses mentoring and how mentors are used to protect companies' brands and unique identities. For example, talent pools, succession plans, shadowing, individual development charters and mentor registers may be developed. The Education Department officials who have been on study missions to the Netherlands should start compiling a provincial database for mentors, champion the identification of teachers who should act as mentors and ensure that mentoring is built into their job descriptions.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

Seeing that education and educational programmes such as OBE were borrowed from United Kingdom, United States of America and Ethiopia and implemented in South African situations without modifying them, further research has to focus on developing and refining teacher training programmes that are relevant to teacher development in South African contexts.

5.6 CONCLUSION

Staff development imbues teachers with knowledge and experiences which are essential for personal development and growth, job security and career advancement opportunities. In the same vein, if South African society wants teachers to radically change school results, and get all learners achieving the desired outcomes, it must give teachers the tools, support and training to radically change their practices. It is re-emphasised that staff development aimed at improving teacher's knowledge and teaching skills is essential to raising learners' performance.

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APPENDIX I

P.O Box 184

Sun City

O316

08 May 2007

The Director
Rustenburg Regional
Rustenburg
0300

Sir

ACCESS TO SCHOOLS FOR CONDUCTING RESEARCH

I humbly request access to schools in your jurisdiction to distribute questionnaires and conduct interviews for the research I am conducting on **The essence of staff development for enhancing teachers' efficacy in Moses Kotane East Area Project Office**. The research is conducted in partial fulfillment of requirements for the Master of Education degree in Education Management at North West University-Mafikeng Campus.

I thank you in advance for your support.

Yours Truly

Evelyn Monki Modisane



education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

Palladium House
Oliver Tambo Drive, Rustenburg 0299
Private Bag X82110
Rustenburg 0300
Tel.: (014) 597-8600
Fax: (014) 597-3399
e-mail: pmokhulle@nwpg.gov.za

OFFICE OF THE CHIEF DIRECTOR: BOJANALA DISTRICT

ENQUIRIES : Mr Tlholoe
(014) 597 8665/082 709 3757

FROM : Dr D.D. MORE
Deputy Corporate Service Manager

TO : MS E.M. MODISANE
ADDRESS : P.O. BOX 184
SUN CITY
0316

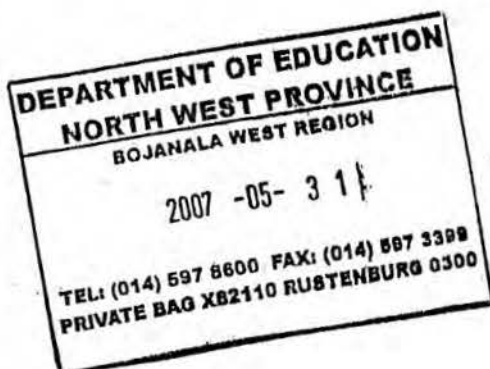
DATE : 31 MAY 2007

SUBJECT : ACCESS TO SCHOOLS FOR CONDUCTING RESEARCH

With reference to your letter dated on 31 May 2007 I give you access to conduct research in our area.

Hoping you will find this in order.

7 **Dr D.D. More**
Deputy Corporate Services Manager



APPENDIX III

Letter of introduction

P.O. Box 184
Sun City
0316
11 June 2007

Dear Respondent

You are humbly requested to spare some few minutes and respond to the questions in this questionnaire. The questionnaire is a tool used to collect data on **The essence of staff development for enhancing teachers' efficacy in Moses Kotane East Area Project Office** . Please respond to the questions as genuinely as you possibly can since the aim here is to provide authentic and reliable data on management and leadership development in schools. There are no wrong or right answer and therefore you need not fear any form of recrimination. Your responses would be treated as confidentially as possible and no one would be penalized or victimized for his or her responses.

I thank you in advance for your sincerity and your time.

Yours sincerery

.....
E.M. Modisane

APPENDIX IV

Questionnaire directed to teachers

The questionnaire has two sections: Section A and Section B. For Sections A and B please respond by putting a cross[X] next to the option you choose.

Section A: Biographical Information

1 What is your gender?

1.1	Male	
1.2	Female	

2 What is your present position in the school?

2.1	Principal	
2.2	HoD	
2.3	Teacher	

3 In which age category do you fall?

3.1	25 - 30 yrs	
3.2	31 - 35 yrs	
3.3	36 - 40 yrs	
3.4	41 - 45 yrs	
3.5	46+	

4 Where is your school situated?

4.1	Urban area	
4.2	Rural area	

Section B

In this section a five [5] point Likert scale is used with the following distribution: Strongly Agree = 5; Agree = 4, Unsure = 3; Disagree = 2; and Strongly Disagree = 1.

Please indicate your choice by marking a cross [X] in the block of your choice.

5. Training

		5	4	3	2	1
5.1	Training enhances teaching effectiveness					
5.2	Anyone can conduct training					
5.3	Training should be a continuous activity					
5.4	Training should be intended to address a performance gap					
5.5	Trainees and trainers should be partners and no one should undermine another					

6. On-site processes

		5	4	3	2	1
6.1	On-site training processes are conducted in schools					
6.2	On-site training promotes greater teacher participation in discussions					
6.3	On-site training provides teacher with opportunities to solve classroom problems					
6.4	On-site training is necessary for acquisition of skills in the midst of action					
6.5	On-site learning encourages interdependence and co-operation among teachers					

7. Networks

		5	4	3	2	1
7.1	Networks encourage co-operation of teachers at a far wider level than the school set-up					
7.2	Networks are an inconvenience for teachers					
7.3	Most educators are de-moralized because they are forced to network with others					
7.4	Networks form supportive staff communities beyond the school building					
7.5	Professional bodies and associates are important agencies for networking					

8. Professional Development Schools

		5	4	3	2	1
8.1	Subject meetings between university staff and teachers in schools should be encouraged					
8.2	Curriculum development should be the responsibility of university staff because they have research skills					
8.3	Teachers should as logo to universities to assist university staff to understand trends and practices in schooling					
8.4	Qualified teachers should act as instructors and mentors for educators who are still training in universities					
8.5	Teachers should identify researchable challenges in classrooms					

9. Efficacy

		5	4	3	2	1
9.1	Teachers should be life-long learners					
9.2	Education should be viewed as a continuum of living and learning to augment the ability to cope with changes in society					
9.3	Ad hoc staff development programmes are necessary when there are rapid changes in the country					
9.4	There is no time for staff development when one considers the paper-work that is required from teachers					
9.5	The quest for school effectiveness is closely linked with the necessity for staff development					
9.6	There is no link between whole school development and staff development					
9.7	Staff development should be encouraged for individual educators mobility in the teaching profession					
9.8	Being highly qualified does not mean that the one is highly productive					
9.9	Every teacher should be responsible for drawing up his or her staff development plan					
9.10	School managers should draw up staff development plans looking at their schools developmental needs					

Thank you for your time.

APPENDIX V

P.O Box 184

Sun City

O316

3 May 2009

Sir/Madam

REQUEST FOR CONDUCTING AN INTERVIEW

I am conducting a confidential study on **The essence of staff development for enhancing teachers efficacy in Moses Kotane East Area Project Office**. The study is part of Masters Degree with North-West University (Mafikeng Campus). I would like to invite you to participate in this study.

In the coming weeks I would be interviewing selected Principals to better understand how staff development is conducted in their schools. I would be grateful if you would be willing to confidentially share your insight with me. Your input would remain anonymous and should not require more than one hour of your time.

Participating would include being available for 45-60 minute conversation with you in the coming weeks. To ensure accuracy, I would ask for your permission to tape record and transcribe our conversation. I would be happy to provide you copies of the transcript upon your request and can forward you the outcomes and conclusion of my research.

Your privacy will be strictly preserved. Your name and any other identifying information you share will be deleted from the transcripts. I will not use your name in any writing about this study without your permission.

I look forward to hearing from you in the coming days.

Yours Truly

Modisane E.M

0728771055

APPENDIX VI

INTERVIEW QUESTIONS

1. Do you have staff development programme in you school?
2. Tell me more about it, how often is it done?
3. Does it lead improvements as the way things are done here?
4. Is it effective? If not what are you going to do to make it more effective?
5. What do educators feel about it? What make them feel that way about it?
6. If it is working, how do you measure it? How do you know it is working?
7. Can you say something about your educators' attitude as the result of their staff development
8. Is there any correlation between educators discipline and staff development?
 - Discipline in their work/their dedication to their work
 - Improvements in late coming or absenteeism
9. How does staff development impact on teacher dedication?
10. Who is responsible for staff development in your school? Is it the Area Project Officer or Subject Advisory or are you doing it amongst yourselves in school?
11. Do you think on-site learning/training encourages interdependence and co-operation among educators? Why?
12. Do you think that networks encourage co-operation of educators at a far under level than the school set-up. How so?
13. Some educators regard networks as an inconvenience to educators? Do you agree or disagree? Why?
14. Do you believe that subject meetings between university staff and educators in schools should be encouraged? Why?
15. Do you think that qualified educators should act as instructors and mentors for educators who are still training at universities?

16. Are you encouraging your educators to be life-long learners? How?
17. Do you think educators have time for staff development considering the paper-work that is required from them?
18. According to your perception, is there a link between whole school development and staff development?