

**STAFF DEVELOPMENT PROGRAMS ASSOCIATED WITH GOOD
ACADEMIC PERFORMANCE IN THE LESOTHO PRIMARY
SCHOOL LEAVING EXAMINATION: A STUDY OF FOUR
PRIMARY SCHOOLS IN THE MAFETENG DISTRICT.**

BY

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ABSTRACT

The study searches for staff development programs associated with good academic performance in the Lesotho Primary School Leaving Examination. The study was conducted mainly to:

- examine the type of programs available in schools to support staff development.

The research was conducted by means of questionnaires (Appendix 2) handed out to principals and teachers in four primary schools in the Mafeteng district in Lesotho. The results of the study indicate that there were inadequate staff development programs in schools and that the programs were not well administered.

The main recommendations of the study were:

- Considering the nature and scope of this study there is need to broaden the scope of further research to include not only few schools in Mafeteng district but also all schools in Lesotho.
- Research should not be conducted in primary schools only; but in post primary schools as well where staff development programs may just be as important as they are in the primary schools.

More research needs to be carried out in order to investigate the quality of the programs that presently exist in schools, because according to the study it seems the very few that exist do not have much impact on the academic performance in the schools studied.

DECLARATION

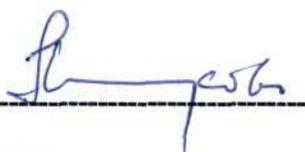
I declare that this dissertation is my own original work, except where specific acknowledgement has been made to the work of others.



M.N. Leeto

December 2002

As the candidate's supervisor, I have ~~not~~ approved this thesis/dissertation for submission.

Signed: 

Name: T. Ngwabo

Date: 12. 03. 03

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Definition of terms and abbreviations

For the purpose of this study, the following terms and abbreviations need to be established:

Academic Performance refers to some method of expressing a student's scholastic standing.

Qualified teacher refers to those with a Junior Certificate (JC), a General Certificate of Education (GCE) and a three-year primary teachers certificate, a diploma in education equivalent as minimum, a Bachelor of education or more.

Underqualified refers to those teachers with a two year teaching certificate and either a standard 7 or a J.C.

Unqualified teacher refers to those teachers with no professional qualifications at all.

ACP	Associate of the College of Preceptors.
APTC	Advanced Primary Teachers Certificate
B ED	Bachelor of Education
COSC	Cambridge Overseas School Certificate
DIP ED	Diploma in Education
GCE	General Certificate of Education
JC	Junior Certificate
LAC	Lesotho Agricultural College
LCE	Lesotho college of Education
LIET	Lesotho In-service Education for Teachers
LPTC	Lower Primary Teachers Certificate
NUL	National University of Lesotho
PH	Primary Higher
PTC	Primary Teachers Certificate
PSLE	Primary School Leaving Examination

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

In Lesotho the foundation phase is a seven-year course, which prepares learners for post primary schooling. The age entry requirement, as stipulated by the policy of the Ministry of Education, is six years and above. To confirm that a learner has benefited from the seven-year course, the learner writes a national examination prepared and set by the Examinations Council of Lesotho (ECOL). This external examination is known as Primary School Leaving Examination (PSLE). The PSLE is critical of the nations point of view because it does not only measure the attainment of those who complete primary education but is also a gauge for the foundation on which all other education and training is built upon (Education Sector Survey, 1982).

1.2. Motivation for the study

A number of primary schools that sit for the Lesotho Primary School Leaving Examination perform poorly. For example, of the one hundred and twenty eight Mafeteng district schools that sat for Primary School Leaving Examination in 2001 only 29 schools achieved a 100% pass rate, 59 schools scored between 80% and 100%, while 23 schools scored between 60% and 80%, 7 schools scored between 50% and 60% and 10 schools scored below 50% (Appendix 3) (Mafeteng PSLE Analysis, 2001).

In Lesotho, a school is said to be performing well if it scores 70% and above, while an average performing school scores between 50-69%. A low performing school scores from 49% downwards.

Good academic performance can be attributed to various reasons, staff development being one of them. So far no research has been conducted to identify staff development programs associated with good academic performance in the Lesotho Primary School Leaving Examination hence the need for the study. Due to the time frame given to the

researcher, the study was conducted on four primary schools in the Mafeteng district. Hopefully the findings will form a baseline for other similar studies in Lesotho. Furthermore, the findings from this research could be useful to:

- Assist poor performing schools improve their results;
- Help school managers improve teacher skills, knowledge and attitudes through appropriate staff development programs.

1.3. Theoretical framework

The organizational framework of the school effectiveness movement maintains that schools make a difference in pupils' performance. The organizational framework further maintains that factors that make the difference are located within the organizations. According to Cuttance 1992 (cited in Owens, 1998) this approach emphasizes the unique organizational forms of individual schools. It also acknowledges that the forms are, to a certain degree, fluid and dynamic and are influenced by the people who operate the structures (op cit). Accordingly, the critical questions that guided the study were:

- Which staff development programs exist in schools that perform well academically as compared to those that are found in poor performing schools?
- What is the perception of teachers regarding the staff development programs?

1.4. The objectives of the study

The objectives of this study were as follows:

- To examine the type of programs available in the schools to support staff development.
- To find out the teachers' perception with regard to staff development programs.
- To discuss the implications of the findings, and to make appropriate recommendations on staff development with the hope that it will lead to improvements in academic performance in the Lesotho Primary School Leaving Examination.

1.5. Method used in the study

The study surveyed staff development programs associated with good academic performance in the Lesotho Primary School Leaving Examination. The survey was conducted through questionnaires. The population consisted of principals and teachers.

1.6. Outline of the study

Chapter one basically outlines the background of the study, its rationale, key questions, objectives and methodology.

In chapter two the literature relevant to staff development programs in schools is reviewed.

The methodology of the study is discussed in chapter three.

In chapter four the research findings are analyzed and the results of the research are reported.

A summary of the findings, conclusion and recommendations for further research are presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter mainly reviews research studies on processes and benefits of staff development programs. The review will focus on five staff development programs namely: in-service training, induction, mentoring, supervision and appraisal. There is a vast amount of literature dealing with staff development in other countries; however, literature on staff development in Lesotho is very limited

The concept of staff development recognizes that all people may improve their capabilities and become more efficient at what they are doing. Staff development in education refers to efforts to assist groups of teachers to better meet the organizational needs of their schools and school system (Duke, 1987). Duke (op cit) states that staff development needs to be geared more to the improvement of schools than to the growth of individuals. For example, a principal may review all annual teacher evaluations for several years and discover that many faculty members are deficient in teaching writing. Staff development opportunities might then be provided to teachers so that they can learn the best ways to teach writing in various subject matter areas. In this connection Tomlinson (1997) says the main determinants of staff development will be the need to develop staff to implement externally imposed changes and to implement internal school improvement initiatives chosen by the school.

It is also widely believed that staff development programs improve student performance. While there are few careful studies examining the important connection between staff development programs and improved student performance, a small group of studies, for example, by Gage (1984) and Sparks and Loucks-Horsley (1990) do indicate that staff development programs can have positive effects on student performance (www.nwrel.org/scpd/sirs/6/cu12.html).

Below are some of the staff development programs, which have been found effective in improving learner academic performance.

2.2. Staff Development Programs

Davidoff and Lazarus (1997:29), emphasize the importance of staff development programs for learner academic performance by stating that:

‘ Without ongoing programs and processes to encourage and support staff development, schools become out of touch with educational trends and teachers lose the sense of renewal and inspiration which is such an essential part of a meaningful education.’

With regard to ongoing programs and processes, as indicated in the above citation, it is evident that for teachers to be up to date with the latest innovations and changes in education, schools should have different programs that will provide teachers with essential information, skills and attitudes for their improvement. Some staff development programs that have been found to provide this include: in-service training, induction, mentoring, supervision, and appraisal.

Staff development programs ideally consist of the following six separate, but sequential processes:

- establishing school district goals and objectives, which become the foundation of the programme;
 - assessing the needs of the school district employees to determine if there is a discrepancy between the competencies of the staff and the requirements of the organization;
 - establishing staff development goals and objectives;
 - designing a programme that will meet the staff development requirements;
 - implementing the designed plan in such a way that effective learning may occur;
- and

- evaluating the programme to ascertain if it is meeting its objectives, which in turn will affect future programme designs (Rebore, 1987, 173).

2.2.1. Mentoring

Shea (1992, cited in West-Burnham and Smith, 1993) defines mentoring as a process whereby mentor and mentoree work together to discover and develop the mentoree's latent abilities, provide the mentoree with knowledge and skills as opportunities and needs arise and for the mentor to serve as an effective tutor, counsellor, and a friend who enables the mentoree to sharpen skills and hone her or his thinking. Middlewood (cited in Lumby *et al.* 2002) states that professional mentorship is based on the principle that for people to develop they need the support of others and therefore, for someone beginning a new job, the support of someone more experienced will be valuable. Mentoring, therefore, can be useful at all levels, whether for beginner teachers or newly appointed principals.

Studies on mentoring in the USA and UK have traditionally been conducted in the business and industrial settings, as well as some key government departments. However, in the field of education, mentoring has also gained increasing popularity in the training of teachers and administrators. In Singapore mentoring has been used to improve the school management system (Loy Zoe Boon, 1998).

Both the mentored and the mentor have been found to benefit from the process. Mentorees gain an increased understanding of a subject and the profession. They receive guidance and advice, report higher confidence levels, and gain access to networks and other resources not otherwise available. Mentors, on the other hand, get to appreciate the opportunity for self-reflection about their own career path and gain an increased understanding of their discipline. Mentoring also gives mentors responsibility and develops supervisory and management skills (www.mentor.mmu.ac.uk/benefit.htm).

2.2.2. Appraisal

Staff appraisal is a process of review by teachers, school heads, deputy school heads and other senior teachers of individual competencies, performance, and professional needs. It is a process in which an individual teacher and senior colleague collaborate in evaluating that teachers' work. This means appraising all aspects of a teacher's organization of their classroom, how they manage classroom activities, including the use of time and materials, how they behave towards pupils, other teachers, the school head, parents and the community (Commonwealth Secretariat, 1993).

There are basically two types of appraisal systems, namely the summative and the developmental.

a) Summative Appraisal system

Summative appraisal focuses on making personnel decisions based on performance (Jantjes, 1996). This is a system which does not consider the differing contextual factors that affect an educator's work. This system is not sustainable as it is based on fear, intimidation and would judge an educator based on one classroom visit over a length of time (www.sadtu.org.za/press/speeches/2001/25-4-2001.0.htm).

b) Developmental Appraisal system

This is a process for professional improvement and enrichment that may include a formative phase and a summative phase. This is a system, which allows the classroom practitioner to identify their own development needs through a democratic process together with the participation of education managers, peers and experts.

(www.sadtu.org.za/press/speeches/2001/25-4-2001.0.htm).

The benefits of developmental appraisal are as follows:

- skills development through in-service training, experiments with teaching style often assisted by the organizational change;
- career development through in-service training;
- improved relationships i.e. each understands the other better;
- increased knowledge of the school and individuals;

- productive links between appraisal and school development and planning;
- improved learning opportunities for pupils and
- improved morale and efficiency within the school (Commonwealth Secretariat, 1993)

According to the American education in developing an appraisal process, the board of education should establish a policy on employee appraisal that will give direction to the various divisions within a school district. These divisions are responsible for developing objectives aimed at implementing the goals of the school board. Each employee is then responsible for developing personal objectives that further the divisional objectives. Consequently, employee performance is measured against the degree to which each individual has attained his or her objectives. Feedback data is then available to analyze if divisional objectives have been reached. The actual appraisal procedures for implementing this process are best developed by involving representatives of the employees who will be evaluated (Rebore, 1987).

Research conducted a decade ago in the USA on the operation of four nationally recognized teacher evaluation systems focused on factors that shed some light on why certain teacher evaluation systems were more effective than others. Wise et al. (1984) conducted case studies in four school districts in the USA with highly effective but very different evaluation systems. Despite the varying approaches prevalent in each, certain common characteristics or factors set these systems apart from less successful ones (Ellis 1986, cited in Jantjes, 1996). These characteristics are also found in literature on effective teacher evaluation systems linked to professional development by other researchers such as Duke and Stiggins 1991, Iwanicki 1991, Valentine 1992, and Olivero 1993, who linked teacher performance and development with school improvement in the context of each school and region (Jantjes, 1996).

Characteristics of teacher evaluation systems

(Wise et al., 1984) found the following three factors to be prerequisite for effective teacher appraisal:

a) Basic purposes of teacher appraisal

Purpose	(a) Improvement	(b) Accountability
(c) Individual	Individual Staff Development	Individual Staff Decision e.g. Job status
(d) Organizational	School Improvement	School Status Decisions e.g. accreditation

Wise et al. offered a matrix, which represents four distinct combinations of decision-making for purposes of:

- improvement
- accountability
- decision - making about individuals and
- about organizations

Although teacher appraisal may apply to small or large groups of teachers and to individuals or schools, it may also represent degrees of combined improvement and accountability concerns such as when promotion decisions are linked to improvement efforts, or when entire schools as institutions embark on professional enrichment programs such as curriculum innovation as suggested by Iwanicki 1991, Valentine, 1992 and Olivero, 1993 (cited in Jantjes, 1996).

The literature on teacher appraisal for school improvement clearly shows that when teachers and administrators are jointly involved in integrating appraisal processes for professional growth with school improvement efforts, both individuals and institutions improve as pointed out by Iwanicki (1990, cited in Jantjes, 1996).

b) Teachers' belief systems

It requires a responsive environment that allows for and rewards performance attainment as indicated by Bandura (1982, cited in Jantjes, 1996). Only when individuals value the goals, and the goals are personally challenging is the task valued. Teacher satisfaction with appraisal derives from the perception that it is soundly based and that the teacher has some control over both task performance and its appraisal as stated by Strike and Bull (1981, cited in Jantjes, 1996).

c) Local contextual influences

In the organizational context, formal centralized policies and procedures may constrain but do not construct outcomes of institutional endeavors in the districts with effective appraisal systems (Wise et al. 1984. cited in Jantjes, 1996). Local implementation processes and local organizational characteristics, such as expertise, leadership style and political policies determine the ultimate success of a policy in achieving its goals.

2.2.3. Supervision

Supervision may be defined as those activities engaged in by one or more individuals and which have as their main purpose the improvement of a person, group, or program (Gorton, 1976). Carl Glickman (cited in Duke, 1987) regards supervision as “the glue of a successful school.” He adds that this glue represents “the process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony toward their vision of what the school should be” (op cit, 104).

Craig, Kraft, and du Plessis (1998) say that the basic goal of supervision and support is the improvement of teacher performance in the classroom. According to Craig et al (1998), classroom supervision was developed with the hope that teachers might react positively to a supervisory style that was more responsive to their concerns and aspirations. One model of supervision (clinical) according to Goldhammer (1969 cited in McKay and Keegan, 1980), contains three stages: planning conference, classroom observation and feedback conference. Focus on this model, to the exclusion of others, is

because it is clinical in nature and assumes a collegial relationship between two professional colleagues designed to enable the teacher, being supported, to identify his own problems and devise his own solutions as a result of a jointly planned observation of his teaching.

Below is a clinical supervision process, as developed by Cogan (1973 as cited in McKay and Keegan, 1980):

- establishing a good probationer-tutor relationship;
- joint planning of a lesson or teaching sequence;
- joint planning of the tutor's observation strategy;
- observation of teaching;
- separate analysis of the lesson and record of observation;
- planning of the supervision conference by the tutor;
- the clinical supervision conference between tutor and probationer;
- renewed planning of the next phase.

2.2.4. In-service training

In-service training of teachers relates to the education and training which teachers receive while they are in the teaching situation. Thomson (1981, cited in Hartshorne, 1986) defines in-service training as the range of activities by which serving educationalists may extend and develop their personal education, professional competence and general understanding of the role which they and the schools are expected to play in their changing societies. In-service training further includes the means whereby a teacher's personal needs and aspirations may be met, as well as those of the system in which he or she serves.

According to Crossley and Smith (1985) Dude and Greenland (1983) carried out a revealing survey of In-service Education Training (INSET) policy and practice. The survey identified and classified according to purpose and scale five types of INSET. These were:

- INSET for the initial training of unqualified teachers;
- INSET for upgrading teachers with inadequate qualifications;
- INSET to support the implementation of new curricula;
- INSET to prepare teachers for new roles, and
- INSET in the form of general refresher courses.

Various studies have highlighted some shortcomings on INSET programs. In their study on traditional forms of INSET in Europe and America, Henderson and Perry (1981) came to the conclusion that there usually is a “mismatch between the needs of the teachers and the content of the course offered.” It is in this connection that Sergiovanni and Starratt (1979) criticize the main shortcomings of in-service in current American practice. Their major criticism is that activities are selected and developed for uniform dissemination without serious consideration of the purposes of such activities and the needs of individual teachers. They recommend a drastic curtailment of central decision-making and the extension of staff development approaches and programmes and activities based on collegial or joint decision-making. This allows for preliminary discussions and consultations between the providers of INSET programmes and the potential participants whereby decisions are taken on the basis of consensus.

The findings of Burrello and Orbaugh (1982) confirmed Sergiovanni and Starratt’s study outcomes. Burrello and Orbaugh affirm that collaborative approaches to INSET programmes are the most effective. Furthermore, Agne and Ducharme (1977) and Joyce, (1980) emphasize the need for all participants in INSET that is, programme planners, designers, course leaders, evaluators and teachers, to work together at all stages in order to increase motivation and achieve course objectives.

In-service training in Lesotho was offered at three levels by the Lesotho College of Education. The first two Lesotho In-service Education for Teachers (LIET), LIET I & II, were offered to unqualified teachers, already in the teaching field, who had standard 7, Junior Certificate (JC) or General Certificate of Education (GCE). LIET VI was offered

to primary school principals in order to upgrade their qualifications (Education Sector Survey, 1982). This concurs with the first two types of INSET identified and classified by Dude and Greenland (1983).

2.2.5. Induction

Induction may be defined as a systematic organizational effort to minimize problems confronting new staff so that they can contribute maximally to the work of the organization while realizing personal and position satisfaction (Schutte and McLennan, 2001). According to Schutte and McLennan (2001) the process of induction is continuous. It does not only occur at one point but is achieved slowly over time. It usually starts before a person actually enters an organization with such activities as job choice, attraction to the organization and selection. This early organizational learning period is particularly critical to the induction process.

Below are some of the things to consider in planning for the induction process:

- What does the department or organization hope to achieve through the induction process? What should happen to the department as a result of induction process? What should happen to the individual as a result of the process?
- What types of activities are needed to achieve the expectation of the induction process?
- How should the activities be phased? What actions should be taken: Prior to appointment? Before the staff member has reported for work? Before work begins? And who does what during each of the phases of induction?
- What controls should be taken to ensure that the program conforms to the plan? What type of appraisal is necessary to determine the effectiveness of the induction process? (Schutte and Mc Lennan, 2001, 52).

A common form of structured approach used in many educational institutions in England, Wales, Australia, New Zealand and USA is that of a formal induction programme. This is obviously helpful for consistency ensuring a minimum on entitlement and for efficient

use of resources, especially in larger schools and colleges (Middlewood cited in Lumby *et al.* 2002).

It is hoped that the new teachers taking part in the induction program

- develop confidence and job satisfaction.
- learn to care for their pupils and learn to appreciate their individual problems and strengths.
- Will be able to analyze their own strengths and weaknesses and find ways to improve on them (Mathot, 1988/89).

In Lesotho the induction program was started in 1988 as part of the in-service activities of the Faculty of Education (FED) at the National University of Lesotho (NUL). It is part of the Centre for In-service Education of Mathematics and Science Teachers, the in-service wing of the Science Education Department under FED. The main purpose of the induction program is to support new teachers who graduate from the NUL, the Lesotho College of Education (LCE) and the Lesotho Agricultural College (LAC), throughout their first teaching year. Thus induction program is designed to assist novice teachers to get started and survive the initial difficulty at first as well as laying the foundation for a successful career for these new teachers (Sephelane, 1993).

2.3. Summary

This chapter has focused on teacher development programs through a review of related literature. All the programs discussed above have one fundamental function. This function is to improve the teacher and to ensure that successful learning takes place for all the pupils in the school. Successful learning will only be enhanced if teachers have acquired the necessary skills, attitudes and knowledge. The researcher believes that if teachers are knowledgeable they become confident and work effectively, therefore ensuring good academic performance of the school.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction: This chapter discusses how the research was designed and how the data was collected from the four schools representing the entire population of 128 primary schools in the Mafeteng district. It was indicated earlier, that due to time constraints, the researcher could not increase the population of the researched schools. The researcher had to rather devise a means of capturing the behaviour of schools in the rural area and in town.

3.2. The context of the study

The study was conducted in the Mafeteng district, which is one of the districts found in the southern part of Lesotho. Out of the schools selected for the study one is located right in the center of the Mafeteng town, whereas one school is found in the outskirts of the town. The other two are situated in the rural area in the Mafeteng district. The rationale of selecting these schools was to investigate the extent to which the programs associated with good performance are used in different areas namely urban and rural.

3.3. Research Method

For this study, the researcher conducted a survey by means of a questionnaire. This method was appropriate for the collection of data, which would be easily quantifiable and suitable for quantitative analysis whilst also being structured to provide information for qualitative analysis (Tuckman, 1988).

3.4. Population and sampling

The population of this study comprised of teachers from four primary schools, two, which perform well, and two that perform badly. Stratified random sampling was used to select schools. One good and one bad school in town and another good and a bad were selected in the rural area.

The teacher sample consisted of twenty respondents. Four teachers, excluding the principals, from each school were selected by a simple random sampling technique. All four principals of the selected schools participated in the study.

3.5. Data collection instrument:

A questionnaire was used to collect data for the study. Some of the reasons for choosing a questionnaire were:

- Questionnaire permits the collection of reliable and reasonable valid data relatively simply, cheaply and in a short space of time
- Questionnaire provides access to large groups unlike interviews. The group of teachers and principals is too large to be able to administer interviews with a representative sample within the time available for the research. This would be too time-consuming.
- Anonymity for respondents to assure confidentiality. This promotes free participation in the questionnaire.
- It is quick for recipients to fill; and
- It can be analyzed quickly and efficiently (if closed items are used) (Oppenheim, 1992).
- The questionnaire consisted of both open and closed questions. Closed questions are easier and quicker to answer, they require no writing and quantification is straightforward. (Oppenheim, 1992). This helped the researcher in quantifying the responses. Open questions were asked in order to catch the authenticity, richness, depth and honesty of response (Cohen, Manion and Morrison, 2000).

The questionnaire statement consisted of two sections. Section one was about the teachers' backgrounds. The reason for including this section was that, it might help the researcher to draw conclusions in the analysis of the research key questions. Section two addressed the research key questions.

3.6. Validity

Validity is the extent to which a measuring instrument measures what it is supposed to measure. Basic to the validity of a questionnaire is asking the right questions, phrased in the least ambiguous way. The meanings of all terms were clearly defined so that they could have the same meaning to all the respondents. To check the validity the researcher piloted the research instrument on three colleagues. After going through the questionnaires, the colleagues were in a position to comment and make recommendations.

3.7. Procedure for Data Collection

To avoid a delay, the questionnaires and covering letters were not posted; the researcher personally delivered them to principals at four primary schools in the Mafeteng district. The purpose of the covering letter is to indicate the aim of the survey, to convey to the respondent its importance, to assure him of confidentiality and to encourage his reply.

Cohen and Manion (1989) assert that apart from the design of the questionnaire, there are four other factors, which maximize the response rate of the questionnaire and that the covering letter and incentives are some of these factors.

In this study the researcher did not use any incentives other than offer to share the outcome of the study with the respondents, if they so preferred.

The principals were requested to distribute the questionnaires and to collect them when completed. The researcher and the principals agreed on the day to collect the completed questionnaires.

3.8. Data Analysis

Data was analyzed by means of descriptive statistics, using cross tabulations. It was presented in the form of graphs, tables and percentages. Tables and graphs were seen as essential to the results section, with the text describing in words what is shown in the tables and graphs (Tuckman, 1988).

3.9. Limitation of the study

Cohen and Manion (1989) point out that human behaviour is rich and complex, and that the situations in which human beings interact are also complex. This is why the single-method approach of research in the social sciences is considered ubiquitous but vulnerable. What is advocated is triangulation or the use of two or more methods of data collection in the study of some aspects of human behaviour. Therefore one limitation of this study to be noted is the use of a single-method approach for data collection. The study is mainly a survey on school programs associated with good academic performance in only four schools in the Mafeteng district. As a result, the findings are likely to be generalized.

3.10. Summary

The chapter has dealt with methods used in the study, namely the design, population and sampling, the instrument used to collect data, how the validity was tested, the limitations of the study, the procedure for data collection as well as how the data was analyzed.

Data analysis and findings will be discussed more fully in the next chapter.

CHAPTER FOUR

FINDINGS AND DATA ANALYSIS

4.1. Introduction

In this chapter the findings of data collected pertaining to school programs associated with good academic performance in the Lesotho Primary School Leaving Examination are analyzed and discussed. Responses obtained from the questionnaires are compared and similar responses have been grouped together so as to get a clear picture of the culture of each school and identify the similarities and differences in performance.

Analysis of Biographical Data

The first six items in the questionnaire were intended to provide a description of respondents with respect to their personal particulars, their academic qualifications, professional qualifications, teaching experience, sex, status, and age. This was to determine, for example, whether the caliber of teachers determines the programs offered in the schools.

The study sample consisted of four primary schools, two of which (A and B) were high performing whilst the other two (C and D) were low performing.

Table 4.1. Background information of the respondents

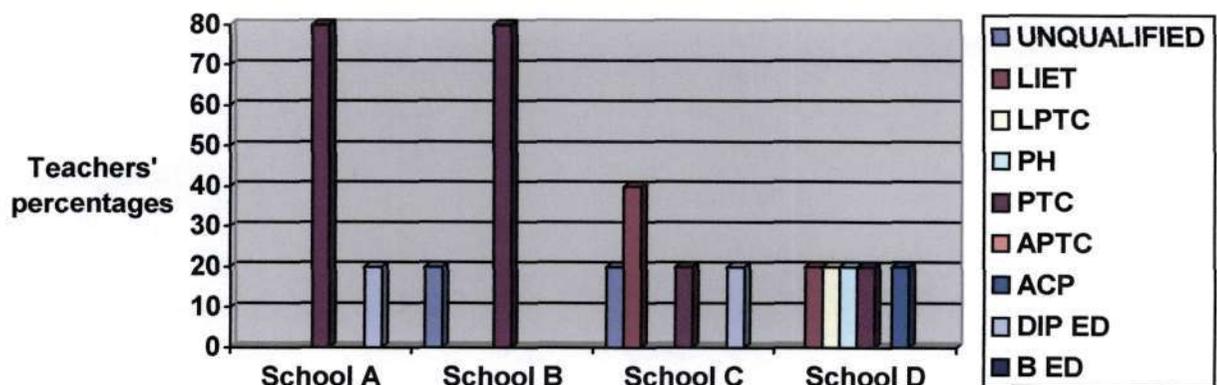
	SCHOOLS							
	A		B		C		D	
	N	%	N	%	N	%	N	%
1. Highest Academic Qualifications								
Junior Certificate (JC)	2	40	2	40	2	40	3	60
General Certificate of Education (GCE)	2	40	1	20	1	20	2	40
Cambridge Overseas School Certificate (COSC)	1	20	2	40	2	40	-	-
TOTAL	5	100	5	100	5	100	5	100
2. Professional qualifications								
Lesotho In-service Education for Teachers (LIET)	-				2	40	1	20
Lower Primary Teachers Certificate (LPTC)	-						1	20
Primary Higher Teachers Certificate (PH).	-						1	20
Primary Teachers Certificate (PTC)	4	80	4	80	1	20	1	20
Advanced Primary Teachers Certificate (APTC)	-							
Associate of the College of Preceptors (ACP)	-						1	20
Diploma in Education (DIP ED)	1	20			1	20		
Bachelor of Education (B ED)	-							
TOTAL	5	100	4	80	4	80	5	100
3. Teaching Experience								
Under 5 years	1	20	1	20	2	40	1	20
5-20 years	3	60	4	80	3	60	2	40
20-40 years	1	20					2	40
Over 40 years								
TOTAL	5	100	5	100	5	100	5	100
4. Sex								
Male	1	20	1	20				
Female	4	80	4	80	5	100	5	100
TOTAL	5	100	5	100	5	100	5	100
5. Status								
Principal	1	20	1	20	1	20	1	20
Deputy Principal								
Assistant	4	80	4	80	4	80	4	80
TOTAL	5	100	5	100	5	100	5	100
6. AGE								
20-40 years	1	20	2	40	1	20	2	40
40-60 years	3	60	2	40	2	40	2	40
Over 60 years	1	20	1	20	2	40	1	20
TOTAL	5	100	5	100	5	100	5	100

Teachers' Academic Qualifications

In as far as JC and GCE are concerned, it seems there is not much difference in the academic qualifications of teachers in all the researched schools. For example, in each of the high performing schools 40% of teachers held Junior Certificate (JC) while in the low performing schools, C had 40% and D had 60% of teachers with JC. Furthermore, in school A, 40% of the teachers had General Certificate of Education (GCE) while in school B, 20% also had GCE. In schools C 20% of the teachers had GCE whereas in school D 40% had GCE. Nevertheless, for Cambridge Overseas School Certificate (COSC), the highest academic qualification, school A had 20% of teachers with that qualification, whereas school B and school C had 40%. None of the teachers in school D possessed COSC.

Most of the teachers 80% in school A and B were female teachers while only 20% were male teachers. However, in school C and D the data reflects that all 100% of the teachers were female. Although the study is not concerned with gender, the researcher feels that there is an element of imbalance in the gender of the teaching staff in the researched schools.

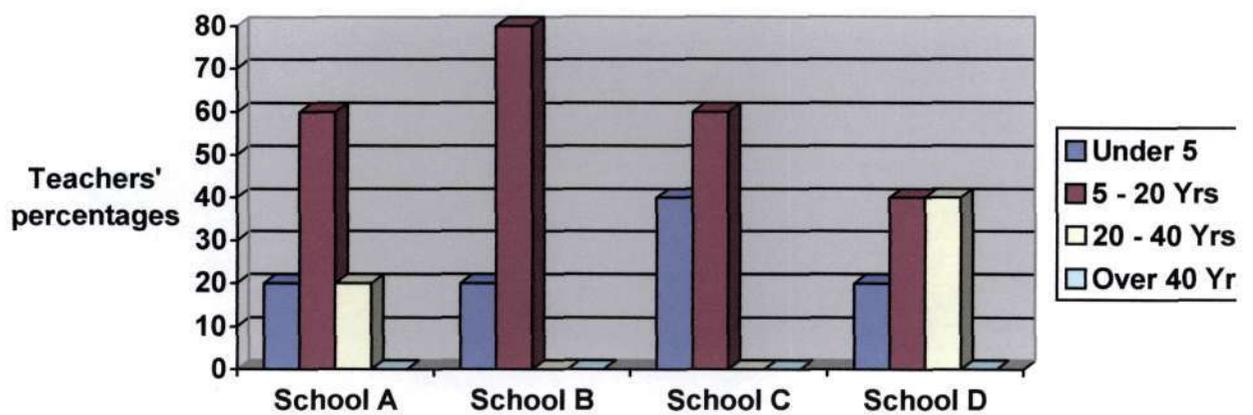
Figure 4.1: Teachers' professional qualifications



In response to question 2 where the respondents were asked to show their highest professional qualifications, figure 4.1. reveals the variety of professional qualifications held by the sample group. It seems that the majority of the respondents 80%, in high performing schools A and B, are fully qualified as teachers. The data also indicates that

teachers in the low performing schools are only slightly worse off than their colleagues in the high performing schools. For example, 40% of teachers in school C were underqualified while 20% of teachers are unqualified and 60% in school D are qualified. Although the study is not based on the teachers' qualifications it seems that they do have an impact in the performance of schools A and B.

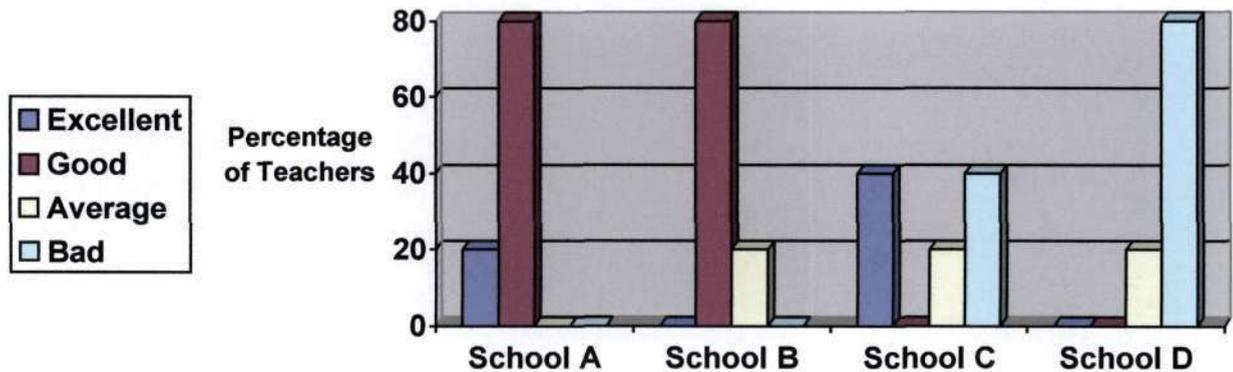
Figure 4.2: Teaching experience



In response to question 3 where teachers were asked about their teaching experience Figure 4.2. reflects that most of the teachers have been in the teaching profession for over 5 years. The data indicates that 60% of respondents in school A and 80% in school B have 5-20 years of experience, while 20% in school A have between 20-40 years of experience. 60% of respondents in school C and 40% in school D have 5-20 years of experience while another 40% has between 20-40 years in school D. This indicates that there was not much difference with regard to experience in both samples and suggests that academic performance could not be attributed to these factors.

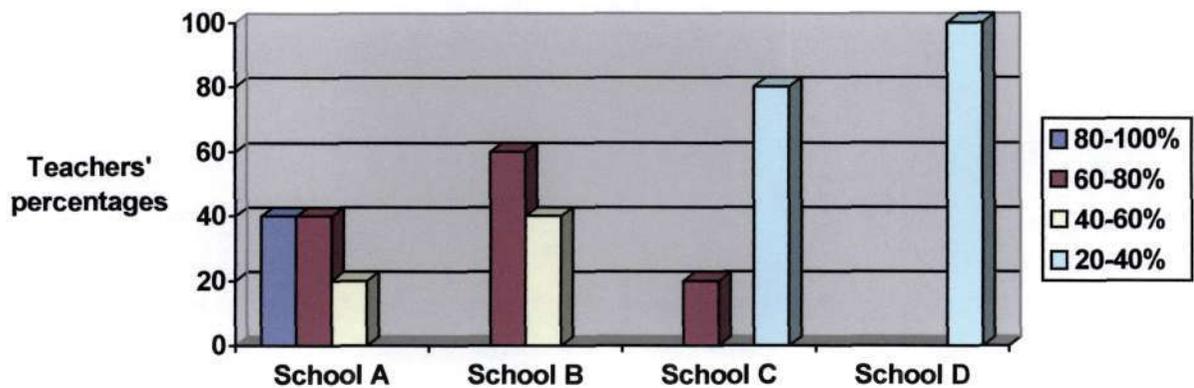
Analysis of the rate of school performance in the study schools

Figure 4. 3: Ranking of school performance by teachers



When asked to rate the performance of their school the majority of the respondents in school A and B ranked their schools' performance as good. Whereas most of the teachers in school D, on the other hand, indicated that their school performance as poor. It is interesting to note that in school C a large number 40% of teachers is of the opinion that the school's performance is excellent, and yet an equal number believe the school performs poorly. The rankings of school A, B and D are in line with the Lesotho pass rates which is 70-100% for good schools, 50-69% for the average and below 50% for poor performing schools.

Figure 4.4: Average range of teachers' perception about school performance for the past five years



In response to the question on how you would rate your schools performance? Data presented in figure 4.4. above indicates that 40% of the teachers in school A, and 60% in school B, pointed out that the average percent of their schools range between 60-80% whilst another 40% in school A showed that it ranged between 80-100%. Furthermore, 20% of the teachers in school A and 40% of the teachers in school B believe that the average percent of the school ranged between 40-60%. On the other hand in the low performing schools, only 20% in school C showed that the average percent of the school ranged between 60-80%, whereas 80% in school C and 100% in school D were of the opinion that the average percent of their school was between 20-40%. This data suggests that in schools C and D something needs to be done in order to improve the percentage of their schools.

Table 4.2: Average range of school performance

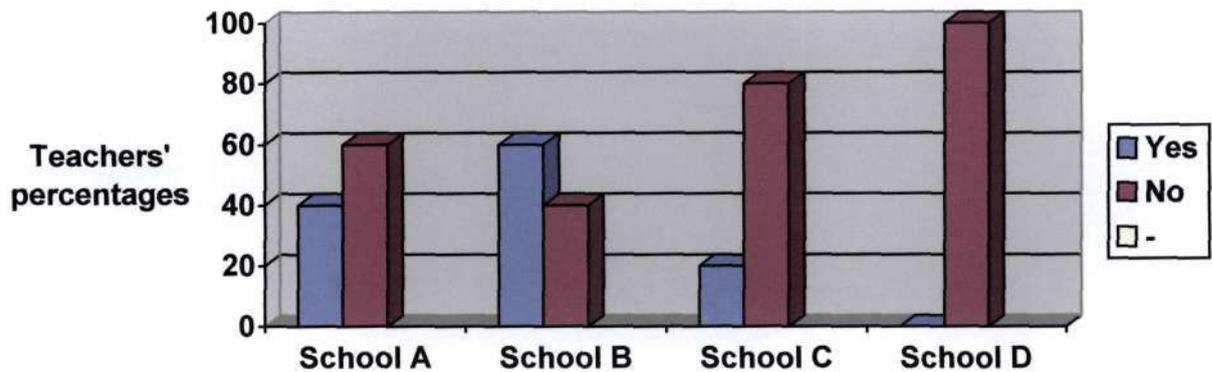
SCHOOLS	YEARS				AVERAGE PERCENTAGE
	1998	1999	2000	2001	
School A	90%	94%	96%	99%	95%
School B	47%	26%	100%	91%	56%
School C	27%	52%	100%	28%	52%
School D	93%	89%	64%	39%	71%

The only information available at the time of the study was for the duration of four years, commencing from 1998 to 2001. The information was collected from the Examinations Council of Lesotho.

Table 4.2. shows that the actual average range of school performance in school A was 95%, 56% in school B, 52% in school C and 71 % in school D. The above data indicates that only school A has constant performance. There was a drastic decline in performance in school B in the years 1998 and 1999 while in 2000 and 2001 the school has performed very well. School C performed satisfactorily in 1999 and 2000. School D is declining in performance although it seems to be performing well judging it from the average percentage of the past four years.

Analysis of school programs

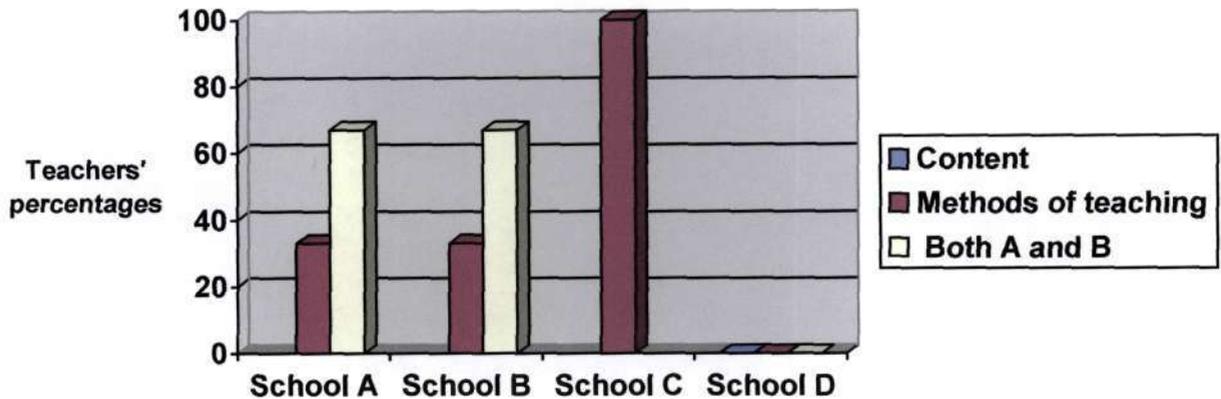
Figure 4.5: Teachers' responses on in-service training



When responding to whether teachers ever had the in-service training in their school, the data reflected in figure 4.5. suggests that minimal in-service training is conducted in schools A and B. while in schools C and D it shows that it does not occur. For example, 40% of teachers in school A and 60% in school B were of the opinion that their schools provided them with opportunities for INSET whilst only 20% in school C were of the same opinion. The above data indicates that there is some correlation between in-service training and academic performance of the schools.

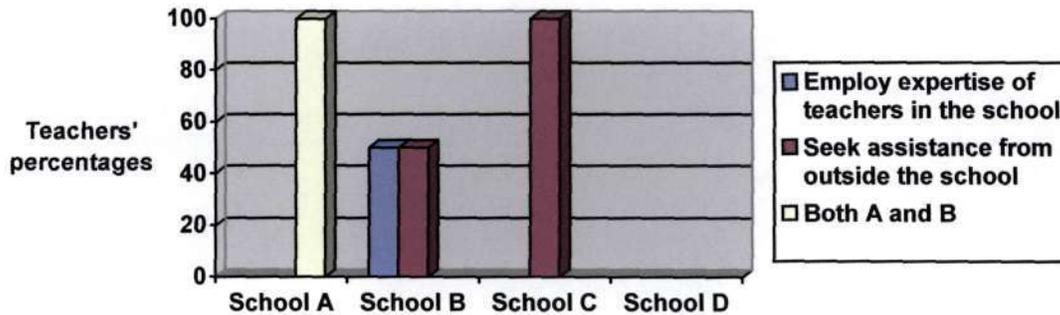
In response to whether teachers were given a chance to determine the kind of in-service they desire only 40% of the respondents from high performing schools and none from the low performing indicated that they were given that chance. This confirms earlier criticism by Henderson and Perry (1981) that in-service activities tend to be selected and developed for uniform dissemination without serious consideration to the purposes of such activities and the needs of the individual teacher.

Figure 4.6: Teachers' responses on preferred in-service topics



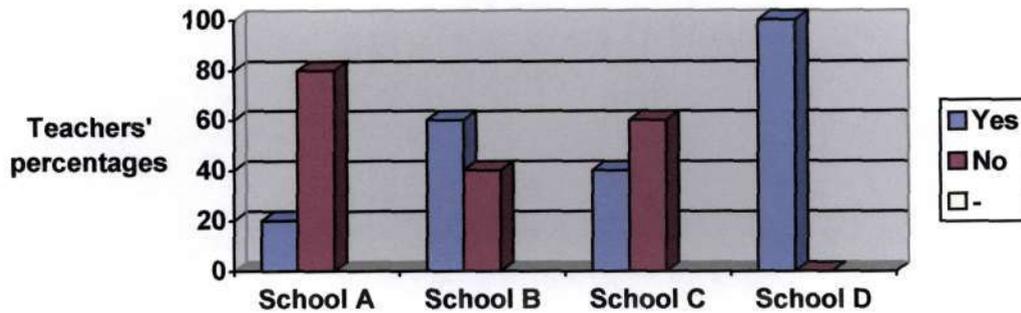
In response to which topics they prefer to be in-serviced on, data indicates that most teachers, 67% of those who responded to question 15 in school A and B, prefer to be in-serviced on content and methods of teaching, whilst 33% of teachers in school A and B prefer to be in-serviced on just the methods of teaching. In the low performing schools, 100% of teachers who responded to the question in school C indicated that they prefer in-service on methodology, while school D did not respond to the question at all. This suggests that teachers feel the need for improvement. These data further emphasize the need for consultations between the providers of INSET programs and the participants in order to avoid disseminating information which people do not need (Henderson and Perry, 1981). Failure of school D to respond to the above question is due to the fact that there is no in-service training offered in their school as indicated in figure 4.5.

Figure 4.7: Teachers' responses on content and teaching methods



In response to question 12 data presented in figure 4.7. above shows that 100% of teachers who responded in school A indicated that for in-service training, the school principal employs the expertise of the teachers and also seeks assistance from outside the school, whereas in school B, 50% said that the principal employed the expertise of teachers. The same number of teachers, 50%, pointed out that the principal seek assistance from outside the school. In the low performing schools 100% of teachers who responded indicated that the principals seek assistance from outside the school and all the teachers in school D did not answer the question. The reason being that they have clearly indicated in figure 4.5. that in-service does not exist in their school.

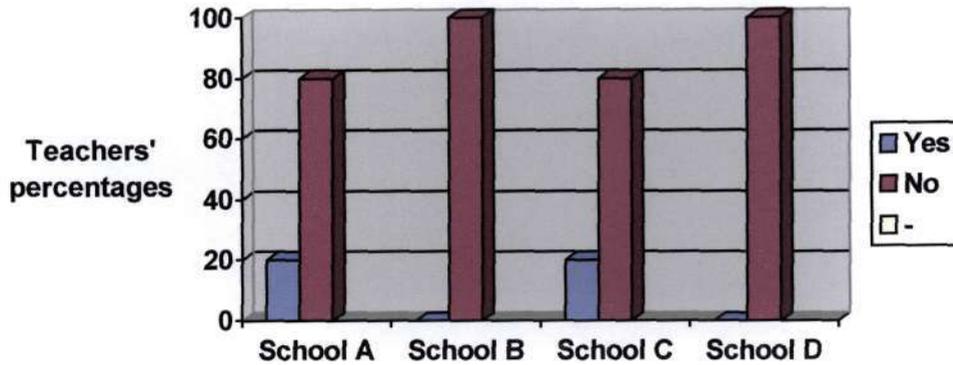
Figure 4.8: Teachers' responses on induction



In response to the question, “Were you inducted when you first came to this school”, the data presented in figure 4.8. indicates that induction is mostly done in school D, with 100% responses in the affirmative. In the remaining schools it is done minimally.

Data indicates that 20% of teachers in school A and 40% in school B were inducted because they were new to the school, while 20% in school B were inducted as a result of being newly qualified. However, in school C, 20% was inducted as they were new to the school, whilst 40% in school C and 100% in school D were inducted because they were newly qualified. This suggests that newly qualified teachers are more considered than teachers who have been transferred to schools C and D.

Figure 4.9: Teachers' responses on mentoring



In response to question 15 about being given a mentor on arrival at the school, data indicates that almost all the teachers in all the researched schools did not receive a mentor on arrival. For example, only 20% of teachers in schools A and C were mentored. This suggests that the new teachers did not get the valuable support of the experienced teachers as suggested by Middlewood (in Lumby et al.2002).

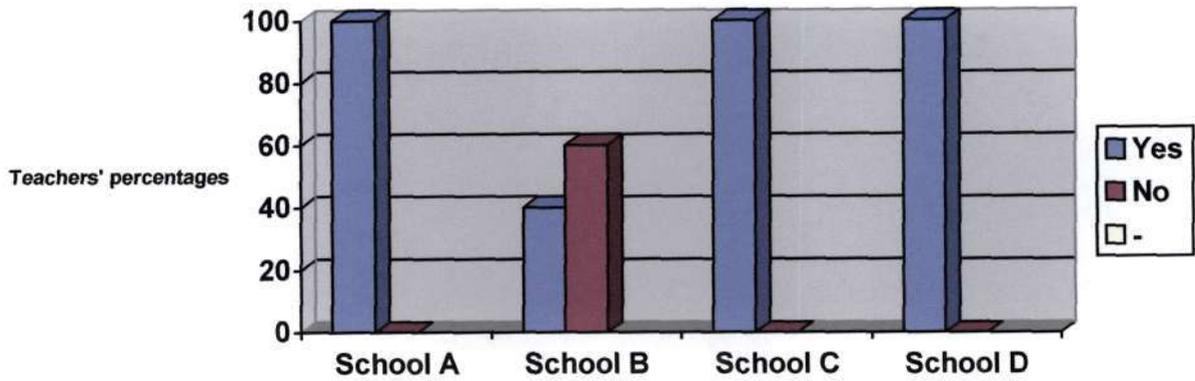
Table 4.3. Reasons given by respondents on why mentoring is necessary

Consolidated Responses	N	%
It supports and makes a new teacher feel confident	6	30
Mentoring helps a new teacher to apply knowledge and skills acquired from the college	5	25
Mentoring guides and helps a new teacher to improve his/her performance.	6	30
No response	3	15

Figure 4.9. reflects that there is no mentoring in the researched schools. However, 85% of the teachers do feel that mentoring is important. This is reflected in their responses in table 4.2. above. The teachers' responses are similar to earlier findings on the benefits of mentoring. These are:

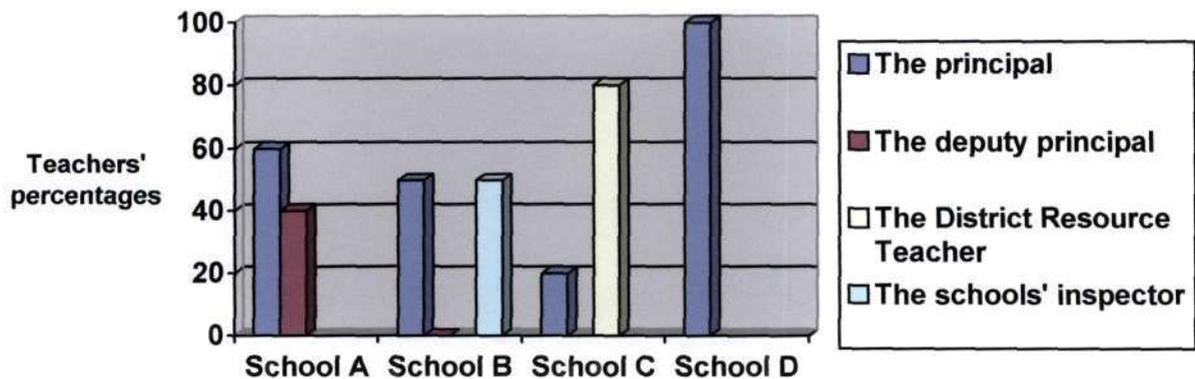
- Mentorees gain an increased understanding of a subject and the profession.
 - They receive guidance and advice, and report higher confidence levels.
- (www.mentor.mmu.ac.uk/benefit.htm).

Figure 4.10: Responses of teachers on supervision



In response to question 18 about forms of supervision in schools, results presented in figure 4.10. show that supervision is available in most schools, like schools A, C and D. This is not well done in school B. Although Craig et al. (1998) states, that the basic goal of supervision and support is the improvement of teacher performance in the classroom, this does not happen in schools C and D. This is due to the fact that supervision in schools C and D does not seem to have an impact in their academic performance.

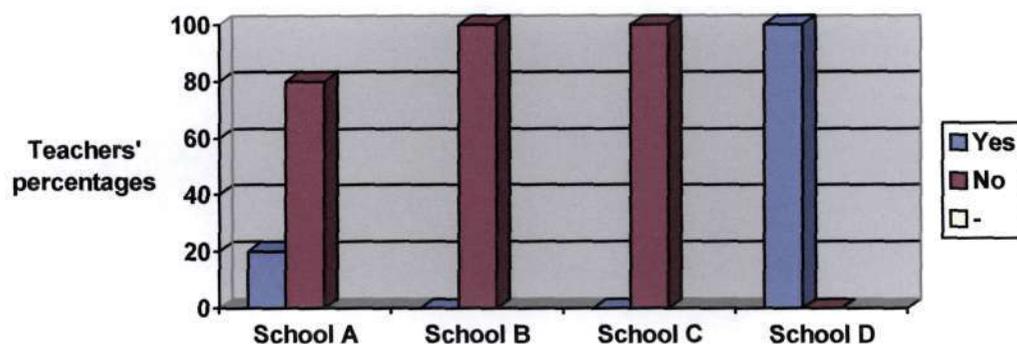
Figure 4.11: Teachers' responses on supervision



In answering the question, “who supervise your work”, Figure 4.11. above indicates that 60% of teachers in school A and 50% in school B pointed out that they were supervised by the principal, while 40% in school A indicated that it was supervised by the deputy

principal and 50% in school B was supervised by the inspector. In school C 20% and 100% of teachers in school D showed that the principal supervised them, whereas 80% of teachers in school C showed that the District Resource Teacher supervised it. It seems that the principals in schools A and D as immediate supervisors, attempt to use supervision as a tool which could help them maximize academic performance of the school, even though this does not seem to have an impact for school D.

Figure 4.12: Teachers' responses on appraisal



In response to whether there is teacher appraisal in their school figure 4.12. reveals that an appraisal program is available only in school D. However, when asked if appraisal should be introduced in their schools 85% of respondents agreed that appraisal is necessary and gave reasons, as reflected in table 4.3. below.

Table 4.4. responses on reasons why appraisal is necessary

Consolidated Responses	N	%
It motivates and encourages teachers performance	10	50
It promotes self confidence and self-esteem	4	20
It promotes school effectiveness	1	5
It improves the standard of the school	2	10
No response	3	15

When asked to furnish additional information they wish to add in relation to programs that enhance good academic performance in their schools, teachers responded as follows:

- Out of twenty teachers in four schools only four teachers, 20% responded by indicating that there is a need for programs to help new and unqualified teachers and stated the programs, which according to them, could be introduced at their schools.
- 60% of the respondents in school C recommended in-service and supervision and one respondent, 5%, in school B recommended appraisal and in-service.
- The rest of other respondents 25% expressed their concerns rather than programs. For example, they talked about having team teaching cooperation between teachers and parents and involving the community in planning.

Summary

In this chapter the results of the research were reported. Teachers' biographical details and their perceptions towards their schools' performance were analyzed. The study also examined the programs found in researched schools. In the next chapter the summary of the findings, conclusions and recommendations of the study will be discussed.

CHAPTER FIVE

SUMMARY, COCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The decision to explore staff development programs associated with good academic performance in the Lesotho Primary School Leaving Examination was not only influenced by the researcher's concern on why some schools perform badly than others in P.S.L.E., but also by the fact that there has been no research on staff development programs in Lesotho. Therefore, the research attempted to discover the following:

- Staff development programs that exist in schools that perform well academically.
- The perception of teachers regarding staff development programs.

5.2. Description of the procedures used

Due to time constraints the study was limited to a survey of 4 primary schools in the Mafeteng district. The research instrument used to gather data was a questionnaire. Motivation for the choice of this instrument has been discussed in detail in chapter 3.

Data collected from the questionnaire survey was analyzed and presented in detail in chapter 4. The researcher's findings and conclusions are presented in the section that follows.

5.3. Summary of findings

It should be pointed out that the following findings and conclusions are based on data collected from the relatively small samples used in the research. Following from the discussion of the results presented in chapter 4, the researcher's findings are as follows:

- The study was not able to reveal staff development programs in schools with good academic performance. Perhaps there are other factors besides staff development programs that help the schools to perform well academically. This suggests that another study has to be carried out.

- Only two programs, induction and supervision, seem to exist in schools. However, these programs don't seem to have had any impact on the academic performance of school C and D, since their performance is low.
- Although the responses differ from one school to another table, 4.5 shows that schools do consider the fact that induction is important to new teachers who join the school. When induction takes place it contributes immensely in producing quality, commitment and performance. However, in this study this has not been achieved in school D though data in figure 4.8. indicates that 100% of the teachers have been inducted. Wallace (in Gerber 1998) states that induction is a process through which a new employee learns how to function efficiently within a new organizational culture by obtaining the information, values and behavioral skills associated with his or her new role in the organization. When a new employee joins an organization he or she is unfamiliar with the way in which the work must be done, how that organization functions and how to act to fit into the organization effectively. Therefore an effective induction will encourage quality, commitment and performance to the teacher as it has been stated above. If one is committed, he or she works hard in order to achieve the set goals. One of the goals of the school can be to produce good academic results in P.S.L.E, as is the case in the researched schools.
- The research analysis revealed that there is lack of common perception in schools. This is reflected in responses to question 7, where the teachers were asked to rate their school performance. In school C, for example, 40% of the teachers believed that their school's performance was excellent while another 40% said that it was poor. The discrepancy noted in their responses shows that they do not work towards a common goal. Bush (1995) and West Burnham (1992) point out that when looking for quality, the staff needs a shared value system. Therefore, in our case it seems that almost half of the teachers, as indicated above, were not sure when the school was failing and when it was performing well academically.

- There was a discrepancy in responses when teachers were asked to indicate the average range of their schools' performances. In high performing schools their responses ranged from 40-60%, 60-80% and 80-100%. There was no consistency in responses. In two low performing schools their responses showed that their schools' performances range from 20-40%. This implies that there was no quality teaching for the last five years. Based on teacher perception, there is a need for programs to be introduced for quality teaching.
- Although it seems scant regard is given to in-service training, mentoring and appraisal in all sample schools, the fact that 85% of the teachers felt that they need these programs to improve their attitudes, knowledge and skills suggests that such programs should be incorporated in practices of each school and should be well administered, so that the school performs well academically.

5.4. Limitation

The study is mainly a survey on school programs associated with good academic performance in only four schools in the Mafeteng district. Its underlying intention is to generate information that may be used to improve teaching and learning ultimately improving the schools' academic performances. As a result, the findings are not likely to be generalized.

5.5. Conclusion

The results of the study indicate clearly that the programs found mostly in all the schools are supervision (see figure 4.7), followed by induction (see figure 4.5.). It is also interesting to find that the majority of teachers who claimed that they have these programs are teachers in the low performing schools. This makes one suspect that these programs are being mismanaged. There is no thorough and formal orientation, follow up and feedback, for example, hence the reason they do not bring change in the schools.

Lack of monitoring and improper supervision could be crippling the good intention of having staff development programs in schools. Without proper supervision there will be no way to ensure that teachers in schools are assisted to improve their teaching. In addition, there will be no way to ensure that standards are maintained in schools.

5.6. Recommendations for further research

It has been very difficult to detect whether staff development programs have an influence in the academic performance of the schools that are performing well in Primary School Leaving Examinations.

Considering the nature and scope of this research there is a need to broaden the scope of further research to include not only few schools in Mafeteng district but also more schools in the whole of Lesotho. This research was only conducted in primary schools. Further research needs to be conducted in post primary schools where staff development programs may just be as important as they are in the primary schools.

More research needs to be carried out in order to investigate the quality of the programs that presently exist in schools because according to the study, it seems the very few that do exist, do not have much impact on the academic performance of the schools.

All teachers who are in the system need to continuously undergo some in-service training programs in order to improve the performance of their schools. Figure 4.5. indicates clearly that in-service occurs minimally in schools A and B whereas in school C and D it does not occur at all.

Schools need to establish goals and objectives, which become the foundation of staff development programs. Staff development programs need to be evaluated to ascertain if they are meeting their objectives.

Schools need to induct each and every teacher who first comes to their school. Induction prepares an individual to become a functional member of the system. Each organization

has its own operational system, that is, the goals, objectives and its mission are quite parallel to other schools. Therefore, it is important for every employee to be inducted for good performance.

There is a need for developmental appraisal in schools. This will help the principal to constantly monitor and improve individual performance. Summative appraisal is also essential, for example, when a senior post is open the school governing body will be able to identify the most suitable candidate for the post. Among other things, appraisal will attempt to conscientize teachers on absenteeism practice, which handicap their performance terribly. Dedication and commitment will be recognized from each teacher.

Supervision as a collegial support needs to be encouraged in schools. Teaching is a very complex field. No teacher should be left on his or her own without supervision.

Schools need to assign experienced, willing teachers who are able to mentor teachers on arrival at the school. This is done for the purpose of providing support on a daily basis until an individual has adjusted him or herself to the new work situation.

Research findings indicate that only two staff development programs seem to exist in researched schools induction and supervision. However, the existence of these programs in school C and D does not show any impact in enhancing good academic performance. As it has been stated earlier on, this makes one conclude that these programs are not well implemented. The researcher feel it is essential for the country to initiate the introduction of these programs in all the schools and they need to be well conducted in order to maintain good academic performance in the Primary School Leaving Examination.

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APPENDIX I

Letter to the principals and the teachers

University of Natal

Durban 4041

South Africa

04 October 2002

Dear teacher,

I am a Master of Education candidate at the University of Natal, and am conducting research on staff development programs associated with good academic performance in the Lesotho Primary School Leaving Examination. It is an academic exercise, the findings of which, you and the Ministry of Education might find very useful. Your school has been identified as one that can help facilitate this study. I request that you kindly complete this questionnaire to assist me with my research.

The questionnaire has been made as short and straight forward as possible. I also want to assure you that your responses will be entirely confidential to the researcher and no individual will be identifiable in this report.

In the interest of education and hope for fostering good academic performance in schools, I look forward to your cooperation.

Yours faithfully

M.N. Leeto

APPENDIX 2

Questionnaire to the principals and the teachers

Please indicate your choice of answer by means of a cross (x) and fill the spaces where necessary.

SECTION 1 is about your Background Information.

1. Highest Academic qualifications

- (a) J.C.
- (b) G.C.E.
- (c) C.O.S.C.
- (d) OTHER (Please specify)-----

2. Highest Professional qualifications

- (a) P.T.C.
- (b) P.H
- (c) A.P.T.C.
- (d) DIP ED
- (e) B ED
- OTHER (Please specify).....

3. Teaching Experience

- (a) Under 5 years
- (b) 5 - 20 years
- (c) 20 - 40 years
- (d) Over 40 years

4. Sex

(a) Male

(b) Female

5. Status

(a) Principal

(b) Deputy principal

(c) Assistant

6. Age

(a) 20 – 40 years

(b) 40 – 60 years

(c) Over 60 years

SECTION 2. The following questions pertain to school performance

7. How would you rate your school performance?

(a) Excellent

(b) Good

(c) Average

(d) Bad

8. Please indicate the average range of your school's performance for the past 5 years.

(a) 80 – 100%

(b) 60- 80 %

(c) 40 – 60%

(d) 20 – 40 %

SECTION 3

The following questions are about programs that are available in the schools to support staff development.

9. Do you ever have in-service training in your school?

(a) Yes

(b) No

If your answer is no in question 9 proceed to question 11

10. If you have answered yes in question 13, are the teachers given a chance to

Determine the kind of in-service training activities they desire.

(a) Yes

(b) No

11. Teachers prefer to be in-serviced on

(a) Content

(b) Methods of teaching

(c) Both a and b

(d) Other (specify)-----

12. For in- service training in your school does management

i) Employ the expertise of teachers in the school?

ii) Seek assistance from outside the school?

iii) Both i and ii are applicable

13. Were you inducted when you first came to this school?

(a) Yes

(b) No

If the answer is no to question 13 please proceed to question 15.

14. If the answer is yes to question 13 what was the reason for your induction?

a) Newly qualified

b) New to the school

15. When you first came to this school were you given a mentor (someone who guided you) to implement what you have learnt from the college?

(a) Yes

(b) No

16. If no do you think it is necessary for newly qualified teachers to have mentors?

(a) Yes

(b) No

17. If your answer is yes give one reason why you think mentoring is necessary

18. Is there any form of supervision in your school?

(a) Yes

(b) No

19. If you have answered yes in question 18 who supervise your work?

(a) The principal

(b) The Deputy principal

(c) The District Resource Teachers

(d) Other (specify) -----

20. Is there a program for teacher appraisal in your school?

(a) Yes

(b) No

21. If your answer is no in question 20, do you think that such a program could be introduced?

(a) Yes

(b) No

22. If your answer is yes in 21, give 2 reasons why appraisal is necessary

23. Please use the space below for additional information you may wish to add in relation to programs that enhance good academic performance in your school.

Thank you for responding to this questionnaire.

APPENDIX 3

MAFETENG 2001. P.S.L.E. AS PER ORDER OF MERIT

	SAT	1	2	3	PASS	FAIL	AVE%
1. MAKOANYANE	20	7	13	-	20	-	100
2. KINGSGATE	54	36	13	5	54	-	100
3. MALEA-LEA	25	10	14	1	25	-	100
4. MASEMOUSE	32	13	11	8	32	-	100
5. BOLIKELA L.E.C.	32	8	17	7	32	-	100
6. TS'ENEKENG	31	7	7	17	31	-	100
7. MAFETENG A.C.	14	6	4	4	14	-	100
8. THAMAE	13	6	4	3	13	-	100
9. MATHEBE	29	5	9	15	29	-	100
10. KOKI	38	4	13	21	38	-	100
11. MOF. FATIMA	28	4	2	22	28	-	100
12. BOLIKELA A.M.E.	6	4	1	1	6	-	100
13. JOEL	47	3	15	29	47	-	100
14. LITS'OENENG L.E.C.	36	3	6	17	26	-	100
15. MALUMENG	14	3	2	9	14	-	100
16. MOTAMOLANE	12	3	3	6	12	-	100
17. MALALENG	24	2	9	13	24	-	100
18. 'MATSA	7	2	-	5	7	-	100
19. LITS'OKELENG	6	-	-	6	6	-	100
20. SENG	8	1	2	5	8	-	100
21. MOTLAPUTSENG	7	1	2	4	7	-	100
22. MABOLOKA	5	1	-	4	5	-	100
23. LINOTS'ING	16	-	4	12	16	-	100
24. SENQUNYANE	13	-	2	11	13	-	100
25. SELESO	9	-	2	7	9	-	100
26. KHILIBITING	5	-	3	2	5	-	100

27. NTANYELE	7	-	1	6	7	-	100
28. JOBO	5	-	1	4	5	-	100
29. MAHOLOKOANE	17	-	-	17	17	-	100
30. ST. JOHN'S	81	35	21	24	80	1	99
31. HERMON	53	12	15	25	52	1	98
32. MATELILE	52	6	10	35	51	1	98
33. TH. MORENA	47	14	8	24	46	1	98
34. MAKAUNG	46	11	15	19	45	1	98
35. LERATO	45	9	13	22	39	1	98
36. BONGALLA	40	8	9	22	39	1	98
37. LEKOATSA	37	3	8	25	36	1	97
38. QALABANE	31	-	9	21	30	1	97
39. METLAEENG	29	4	5	19	28	1	97
40. LIKHOELE	85	11	28	43	82	3	97
41. TH. TS'OOANA	28	2	2	23	27	1	96
42. MAFETENG L.E.C.	212	22	49	133	204	8	96
43. LIKHAKENG	24	1	8	14	23	1	96
44. TS'AKHOLO A.C.L.	21	7	3	10	20	1	95
45. SEKAMENG A.C.L.	60	9	11	37	57	3	95
46. QOBETE	40	5	7	26	38	2	95
47. MOHLALEFI	19	2	8	8	18	1	95
48. MOTANYANE	19	1	2	15	18	1	95
49. KHORO	103	12	15	70	97	6	95
50. TSOAING	34	-	16	16	32	2	94
51. THOAHLANE	16	-	-	15	15	1	94
52. MABATLA	29	3	13	11	27	2	93
53. MAPOTU	67	4	8	50	62	5	93
54. MT. TABOR	25	2	7	14	23	2	92
55. KOLO	49	3	8	34	45	4	92
56. MOFOKA	36	2	9	22	33	3	92
57. REISI	36	9	3	21	33	3	92

58. RAMOKHELE	22	4	2	14	20	2	91
59. THABANENG	22	1	1	18	20	2	91
60. SEKAMENG L.E.C.	11	-	2	8	10	1	91
61.BOTS'OELA	11	-	1	9	10	1	91
62. MT. OLIVET	42	7	12	19	38	4	91
63. RAMOKOATSI	48	3	7	33	43	5	90
64. ST. GERARD	122	11	18	79	108	14	89
65. RIBANENG R.C.	17	2	3	10	15	2	88
66. RALINTS'I	40	3	7	25	35	5	88
67. MAKHOABA	32	1	4	23	28	4	88
68. LEBAKA	8	-	1	6	7	1	88
69. MALIMONG	46	1	9	30	40	6	87
70. TSAENG	23	-	2	18	20	3	87
71. TH. TS'OEU	45	-	2	37	39	6	87
72. SECHABA	30	2	5	19	26	4	87
73. KOTOANYANE	15	-	1	12	13	2	87
74. MEKEKENG	21	4	4	10	18	3	86
75. SEBELEKOANE	32	1	3	23	27	5	84
76. MOTSEKUA	36	2	6	22	30	6	83
77.TANKA	24	1	6	13	20	4	83
78. QILOANE	6	-	4	1	5	1	83
79. SEKHAUPANE	53	1	6	37	44	9	83
80. LEPOLESA	17	1	4	9	14	3	82
81. LEKHATJE	33	-	6	21	27	6	82
82. MOHLEHLI	22	-	-	18	18	4	82
83. MOTSE-MOCHA	38	2	3	26	31	7	82
84. LEBELO	16	-	1	12	13	3	81
85. LENGAU	21	-	3	14	17	4	81
86. SAMARIA	51	3	5	33	41	10	80
87. TS'AKHOLO L.E.C.	45	3	2	31	36	9	80
88. MATSEPE	20	1	1	14	16	4	80

89. TS'UPANE	38	4	5	21	30	8	79
90. KHOJANE	19	1	5	9	15	4	79
91. LIFATENG	19	-	-	15	15	4	79
92. TH. MOHLOMI	22	2	5	10	17	5	77
93. KHOTLA	74	2	8	47	57	17	77
94. TS'EKELO	33	1	-	24	25	8	76
95. BOLEKA	40	1	3	26	30	10	75
96. MAHLAKENG	12	1	2	6	9	3	75
97. MONYALOTSA	12	-	1	8	9	3	75
98. KOPANONG	27	-	-	20	20	7	74
99. EMMAUS	71	2	4	46	52	19	73
100. RABELENG R.C.	40	-	-	29	29	11	73
101. SEBAKI	29	-	3	18	21	8	72
102. MOHLOKA	23	-	4	12	16	7	70
103. RANNAKOE	22	-	-	15	15	7	68
104. PHOQOANE	47	-	2	30	32	15	68
105. MATS'ABA	18	-	-	12	12	6	67
106. RABELENG A.C.L.	26	1	2	14	17	9	65
107. MATLAPANENG	28	-	2	16	18	10	64
108. MOKHASI	14	-	1	8	9	5	64
109. PHECHELA	35	2	2	18	22	13	63
110. MONYAKE	37	-	2	21	23	14	62
111. BOCHABELA	28	-	1	16	17	11	61
112. TAJANE	69	1	2	37	40	29	58
113. MAHOLI	19	-	1	10	11	8	58
114. BOFIHLA	14	-	1	7	8	6	57
115. LEHAHANENG	36	-	-	20	20	16	56
116. RAMOSOEU	9	-	-	5	5	4	56
117. BOLUMATAU	53	1	1	27	29	24	55
118. PHAKOE	6	-	-	3	3	3	50
119. 'MALERE	23	-	-	11	11	12	48

120. PHOCHA	11	-	1	4	5	6	46
121. MAPHOKOANE	10	-	1	1	8	10	44
122. MAKHETHENG	25	-	1	9	10	15	40
123. LEBOTO	18	-	-	7	7	11	39
124. 'MAMAEBANA	8	-	-	3	3	5	38
125. MOTHIBI	20	-	-	7	7	13	35
126. LIKHETLENG	26	-	3	6	9	17	35
127. RIBANENG L.E.C.	3	-	1	-	1	2	33
128. LEMPETJE	36	-	1	9	10	26	28