DO SCHOOL-BASED TEACHER PROFESSIONAL
DEVELOPMENT PROGRAMMES WORK?

TEACHERS' PERCEPTIONS ON VALUES OF SCHOOL-
BASED PROFESSIONAL DEVELOPMENT
PROGRAMMES

By

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ABSTRACT

Middlewood, D. et al. (1998) state that "Development cannot be forced because it is the teacher who develops (active) and not the teacher who is developed (passive)". Active teacher participation in professional development programmes will result in greater school improvement and teacher empowerment. The study is based on the parameter that if the teachers have no real input in the planning stage of the development programmes, such development programmes are likely to be ineffective.

This study seeks to investigate whether these school-based professional development activities help teachers to teach effectively or make the school efficient.

The study aims to investigate the perceptions of teachers and the role of the school managers regarding the value and usefulness of school-based teacher professional development programmes in school X.

Both qualitative and quantitative research methods were used and data was collected through semi-structured interviews with members of the school management and questionnaires with educators. The investigation was limited to the data obtained from all the questionnaires and interviews that were responded to by the entire academic staff of school X.

The findings are based on data collected only from the interviews and questionnaires. The findings of the study showed diverse views towards the current form of school-based professional development programmes. There were however all encompassing parameters that can be summed up basically as follows: Both educators and school management regard school-based professional development as important aspects of teaching to improve educator performance. Development programmes should become an integral part of schooling and an official policy should be established in this regard. Development programmes have to be a continuous process and should be related to the subject taught be relevant and practical. Subject knowledge and teaching methods should be improved for effective teaching and learning to take place. Professional development programmes should be evaluated to determine whether meaningful outcomes have been achieved or not, and continuous feedback should be given to educators.

DECLARATION

I, Osman Hassan Rage, hereby declare that this dissertation is my own work and that all sources consulted and quoted have been indicated and acknowledged by means of complete references.

O.H.RAGE

May 2006

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval

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DR. P. RAMRATHAN (LABBY)

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DEDICATION

Special dedication to my wife Leyla, my children, Ifrah, Ilhaam and Idrees, and close friends who have supported me and given me strength and encouragement at all times of my studies.

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1.1 INTRODUCTION

Since 1994, there have been many changes to the ways in which education and training are organized, run and regulated at all levels in South Africa. These changes have important implications for all teachers. South Africa as a part of the global village finds itself in a competitive world in which the development of knowledge and skills are becoming increasingly important for a country to remain progressive. In recent years great emphasis has been placed on the provision of quality education which is a prerequisite for such development. Educational institutions, more specifically schools, play a vital role in the provision of quality education.

It is also a recognized fact that human resources constitute the valuable asset that allows schools to provide quality education. Maximizing human potential through structured, systematic designs of professional development programmes which focus on how to develop individual skills and knowledge is the major key to school effectiveness and improvement.

O' Neill (1994:45) says: "Educational organizations depend for their success on the quality, commitment and performance of the people who work there".

Teachers are the conduit for quality education and redress. What opportunities do they have to develop themselves to take these transformative agendas of providing quality education to redress the past inequality. Several strategies have been put in place to develop teachers to transform school education. These strategies range from school-based interventions (e.g., workshops/seminars) to district, provincial and national interventions (for example, training teachers how to use the new curriculum).The interventions range from personal engagement in higher studies to school-based workshops. Are these interventions working? This study will attempt to address this question.

1.2 THE PURPOSE AND RATIONALE FOR THE STUDY

The purpose of this study is to explore teachers' perceptions of the usefulness of school-based teacher professional development programmes. I have been motivated through my personal experience as a classroom practitioner to come up with the topic of this investigation. During my teaching experience I have been exposed to these kinds of school-based teacher professional development programmes which have offered me very limited benefit for my personal and professional needs as an individual. In most situations topics for intervention development programmes are selected by people other than the teachers for whom the development programmes are intended, and these programmes rarely address individual needs and concerns.

Furthermore, within the context of rapidly changing education policies such as the following:
- Norms and Standards for educators (Department of Education, 2000)
- Educators Employment Act (Department of Education, 1997)
- Rationalization and Redeployment policy for teachers (Department of Education, 1998),
- Revised National Curriculum Statement (RNCS) (Department of Education, 2003)

(all of which have great implications for and make new demands on teachers) one has to examine whether these school-based professional development activities help teachers to teach effectively or make the school efficient.

This study is based on the parameters that if school-based professional development programmes are not related to the realities of teachers, and if the teachers have no real input in the planning stage of the programmes, such development programmes are likely to be ineffective. Teachers are the core of the county's educational reform and policy implementation. Therefore, the purpose of this study is to asses the perceptions of teachers regarding school-based professional development programmes and to recommend newly-defined competencies offered by research and literature to help the

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programme developers to run effective, productive as well as efficient school-based professional development programmes for the teachers.

1.3 THE CONTEXT OF THE STUDY

The legacy of apartheid has left South Africa with an education system that is characterised by inequity in provision, demise of a culture of learning and teaching in many schools and a resistance to changing the way things have been done in the past (Hartshorne, 1993:340).

The restoration of the culture of teaching and learning after the breakdown during the apartheid era is currently one of the most important endeavours aimed at improving the quality of education in South African schools (Garson, 2000:4).

The concept "culture of teaching and learning" is widely used in the South African education context. It refers to the attitude of teachers and learners towards teaching and learning, as well as their spirit of dedication and commitment to the schools (Lethoko, 1999:12).

The breakdown of the culture of teaching and learning in schools may partly be understood in terms of the organizational breakdown, such as the disruption of classes, the malfunctioning of management, the collapse of authority in schools and the disruption of disciplined learning and teaching (Christie, 1998:293).

Within the context of the breakdown in the culture of teaching and learning in South African schools, professional development of educators is seen as an essential ingredient for creating effective schools, promoting the delivery of quality education, and improving learners' performance (Rhodes and Houghton-Hill, 2000:424). Since educators have the most direct contact with learners as well as considerable control over what is taught and how it is taught, it can be assumed that enhancing educators' knowledge, skills and attitudes is a critical step in improving learners' performance (King and

Newman, 2001:87). It is necessary to realize that educators cannot hope to use the most sophisticated approaches to student learning unless they have both the skills to use it and the desire to implement it (Shaw, 2003:39).

To provide quality education many schools take the initiative to engage school-based professional development programmes to cater for their specific development needs. The crucial question one has to ask is: Are these school-based development activities working? The relevant literature that has been reviewed indicated that many of these conventional models of school-based professional development activities have not substantially improved learner performance because they have no impact on educator learning. Educator learning is most likely to happen when educators can concentrate on teaching and learner outcomes in the specific contexts in which they teach (King and Newman, 2001:87).

As a classroom practitioner I decided to make a critical investigation of why these school-based development activities are not meeting their expectations. The main objective of this study is to identify the major problems and their causes and to work towards solutions. The research will focus on addressing the following critical questions:

1) What are the perceptions of teachers regarding the value and usefulness of school-based teacher professional development programmes?
2) What are the school managers' perceptions of and role in the usefulness of school-based teacher professional development programmes?

1.4 METHODOLOGY

As the methodology in this study a case study was used of a single secondary school situated in the City of Tshwane South District (D4) Gauteng. The school has a learner population of 473 and professional staff of 31 teachers made up of one Principal, one Deputy Principal, 4 Heads of Department and

25 post-level one educators. All educators at this school are qualified except for two who are under-qualified. Those who are qualified are in a possession of a three year teaching Diplomas and University Degrees. The school chosen for this study is not the one in which the researcher is a staff member, but it is in the same District as the school where the researcher is teaching.

1.5 THE LIMITATIONS OF THE STUDY

This study is mainly focused on data gathered at one school. Therefore the major limitation of this study is that the findings emanating from this single school case study cannot be generalized to other cases. The underlying intention of this study is to generate in-depth information that may be used to improve the school-based professional development activities in the interest of ultimately improving teaching and learning.

1.6 THE STRUCTURE OF THE STUDY

This research project is divided into the following five chapters:
- **Chapter 1** is an introductory chapter which provides a brief introduction to the concept of teacher professional development and examines the overall nature of the research undertaken about school-based professional development.
- **Chapter 2** is the literature review which provides a broad discussion of the concept of professional development and staff development with specific reference to the definition and the meaning of professional development; the purpose of professional development; the role of educational managers in supporting professional development programmes; the establishment of school-based professional development programmes; guidelines to effective teacher professional development programmes – all these are dealt with.
- **Chapter 3** is the research methods chapter which offers an insight into the specific research conducted and further examines the research methods used; the research questions used; the population sample used; the nature of the analysis of data collected from this study.

- **Chapter 4** focuses on the presentation and discussions of findings paying special attention to the questionnaire and the interview schedules used in the study.
- **Chapter 5** provides a summary of the main findings of the research and the recommendations for future improvement of school-based teacher professional development at the school level.

1.7 CONCLUSION

The research on school-based teacher professional development was conducted in school X, a secondary school in the city of Tshwane South District, Gauteng. This case study research project was undertaken using interviews and questionnaires as research methods for data collection. The total population of the professional staff was used. The following chapter is a review of part of the literature that has direct relevance to the study of school-based teacher professional development.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

All professions require a continuous update of knowledge and skills and teaching is no exception (Robinson & Carrington, 2002; Sparks & Richardson, 1997:2). It is universally acknowledged that an educator's professional development does not end with the initial pre-service training (Ho-Ming & Ping-Yan, 1999:32; Robinson & Carrington, 2002). Over time the knowledge and skills of staff members in schools are subject to deterioration, whilst new developments in educational thinking render their skills outdated or inefficient (Campbell, 1997:27). Moreover educators will not change the way they teach unless they learn new ways to teach (Sparks & Richardson, 1997:3).

This section of the study presents literature that has been reviewed on both teacher professional development and staff development. Although some of the literature is mainly in the American, British and Australian context, it has some relevance and bearing to the South African situation. The South African literature has also been reviewed. Extensive studies have been conducted and much literature has been written on teacher professional development and staff development. For this research, the reviewed literature will be divided (or categorized) into the following five themes (headings):

The definition and the meaning of professional development

The purpose of professional development

The role of educational managers in supporting professional development programmes

The establishment of school-based professional development programmes

Guidelines to effective teacher professional development programmes.

2.2 WHAT IS PROFESSIONAL DEVELOPMENT?

Professional development in education has many facets, as is evident from the numerous terms found in the literature to describe the term (Webb, Montello & Norton, 1994:234). Such terms include in-service training; professional growth; continuing education; on the job-training; human resource development and staff development.

According to Guthrie and Reed (1991:346), the terms professional development and in-service training are frequently used interchangeably. In their opinion there is a logical distinction between the two terms: professional development relates to life-long development programmes which focus on a wide range of knowledge, skills and attitudes in order to educate students more effectively (Dunlap, 1995:149; O'Neill, 1994:285). It is a formal, systematic programme designed to promote personal and professional growth. In-service training relates to the acquisition of knowledge or a particular skill and can therefore be a component of professional development in the broader context (Guthrie & Reed, 1991:346). Historically professional development has been a reactive endeavour (Webb et al., 1994:234). Despite any possible inadequacies, it is important that professional development should be proactive. The emphasis should be on the ongoing development of the individual in an organization. Its primary focus should be the extension of personal strengths rather than the remediation of personal weaknesses. Professional development is the processes through which the leadership and management skills of educational leaders and the teaching and classroom management skills of teachers are developed and perfected. The term professional development is an umbrella term that includes concepts such as staff development, personal development and in-service training (Schreuder & Landey, 2001:78).

Because of the emphasis now given to the empowerment of teaching staff, their professional development is also regarded as very important. All professional development programmes should aim to improve teaching and learning. These programmes should concentrate on assisting teachers to master knowledge, apply their skills and adjust their perceptions. Terms, such

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as in-service education, human resources development, and staff or continuing development, are frequently used as synonyms. Each term, however, shares common goals: to change teacher behaviour and to provide processes that promote more effective and efficient outcomes. Basically reactive in nature, professional development focused on providing new knowledge and skills, attitudes and beliefs, or delivery systems to classrooms.

Fullan (1990) defines staff development as an activity specifically designed to change or strengthen teachers' professional performance with an emphasis on improving classroom instruction and meeting the needs of students.

Duke (1990) defines staff development as activities to "generally improve" school systems, schools and teachers and to help all participants achieve their respective goals to strengthen individual task performance.

Weller (1993) relates that effective schools address personal aspects of teachers needs through staff development and reports that, in these schools, teacher teams design staff development programmes that address both the professional and personal concerns of teachers. These programmes are proactive in nature and holistic in scope. Proactive programmes address the anticipated professional needs of teachers and their personal needs as individuals. Holistic programmes are systematic comprehensive programmes rather than one-shot attempts to reform. This approach of staff development has a positive influence on teacher self-image, morale and motivation. Staff development for teachers is also defined as those processes that are intended to improve students' learning through enhanced teacher performance.

2.2.1 Professional Development and In-service Education.

In-service education usually refers to training provided by the Department of Education in order to meet its commitment to re-training teachers as a result of curriculum changes. This is the dominant feature of professional development in contemporary South Africa. The favoured model in current practice is the cascading model. As countries such as South Africa and

Australia, amongst others, move to an outcomes-based approach, the need for re-training is a high priority.

Sachs and Logan (1990) cited by Day (1995) speak of the Australian experience as:

> Rather than developing reflective practitioners who are able to understand, challenges and transform their practice, in-service education in its current form encourages the development of teachers who see the world in terms of instrumental ends achievable through the recipes of 'tried and true' practices legitimated by unexamined experience or uncritically accepted research findings.

Sachs takes the argument further in positioning the work of Australian teachers as necessitating skilled practitioners who can work both collaboratively and independently, have the ability to solve complex practical and theoretical problems, are able to reflect on their practices in order to develop quality learning experiences for their learners and are able to cope with the rapid social and technological change.

2.2.2 Professional Development and Staff Development

Huberman (1995) indicates that the conceptual predecessor of professional development was staff development and that this movement is based on the need for teachers to locate their development within the broader discourse of school reform. He cites Lieberman and Miller (1991) in their catalogue of professional development activities. These includes teacher study groups; curriculum writing; teacher research projects; peer observation; case conferences; programme evaluation and documentation; trying out new practices; teacher resource centres; and participation in outside events and organizations. Louis, Marks and Kruse (1996) make the point that the way in which teachers interact with each other outside of their classrooms is critical to the effects of restructuring of educational practices on learners.

2.2.3 Professional Development and School Development

Smylie (1995) claims that we have to acknowledge the importance of schools as places for teachers to work and for teachers to learn. He builds his argument in organizational theory, workplace ethics and classroom practice. This is the essential argument of school development as an emerging practice in South Africa. The present approach of school development in South Africa was made possible by the foundation policy changes of 1994-2004, most notably the National Education Policy Act No 27 of 1996, the South African Schools Act No 84 of 1996 and the Employment Educators Act of 1998. These policies provide the political, social, cultural, administrative and professional space in which the education profession is re-constituting itself. They also provide, and indeed necessitate the academic endeavour of school development to grow in South Africa, as it has in other countries where policies for the democratization of education have taken root. These policies are allowing for a legitimate discourse in the construction of a grounded theory of development in South Africa.

In South Africa this approach is being developed through drawing on two dominant schools of international thought as well as indigenous or grounded thought which has roots in the educational thinking of the political struggle. The dominant schools of thought internationally are school effectiveness and school improvement.

Joyce, Calhoun and Hopkins (1999) provide a state of the art presentation on school improvements and Teddie and Reynolds (2000) do the same for school effectiveness. These approaches develop out of two distinctive research traditions and views on the school. The effectiveness literature makes significant use of quantitative methodologies and emphasizes comparisons between schools in terms of their ability to deliver incrementally in terms of pre-determined criteria. The improvement literature places more emphasis on qualitative methodologies and emphasizes the uniqueness and autonomy of schools and the importance of staff participation in defining and achieving quality. In critiquing these traditions from a South African

perspective, Gilmour (2000) provides a useful setting out of these positions and Muller, Crouch and Roberts (2000) a useful critique in relation to their contribution to school reform in South Africa.

Current researchers in South Africa draw on these traditions. For examples Muller, Crouch and Roberts (2000) present a case that reflects thinking more dominated by school effectiveness than school improvement. Carrim and Shalem (1999) use the school effectiveness discourse to critique education projects in South Africa. Christie (1998) and Davidoff and Lazarus (1997) present thinking more located in the school improvement tradition. The realization of the need to create common ground between these traditions is acknowledged by Reynolds et al. (1996) as well as Jansen (1998).

In South Africa the discourse favours the concept whole school development. This concept draws predominately on the school improvement tradition but it is significantly influenced by the political transformative agenda of the country. De Jong (1999) makes a significant contribution. He constructs a comprehensive understanding of school development from a very broad range of the international literature and compares and contrasts this within South African school change efforts and focuses an intensive case study of one South African school over a period of five years. His research conclusively illustrates the critical role that teacher's perceptions of himself or herself make to their participation in school development. De Jong emphasizes that the characteristics of a successful school are essentially conditions that have to be developed on a school level and a classroom level in order for the school, as a whole to become an enabling teaching and learning environment for the maximum enhancement of learner achievement.

This study uses the whole school development model as its conceptual framework to understand school-based teacher development practices. In this conceptual framework the teacher is assessed within the context of school improvement and school-based professional development contributes to the school improvement plan.

2.3 THE PURPOSE OF PROFESSIONAL DEVELOPMENT

Professional development must fulfil three needs:

1. Personal development need: Advancing educator's knowledge and skills for personal and professional use.

2. Career development need: supporting the professional advancement of educators to jobs at higher level in the school (organization) by developing the skills of important, selected staff members so that anticipated vacancies can be filled.

3. Organizational (school) development need: improving performance to benefit the whole school in order to save the primary aims of education system – which is the promotion and attainment of quality teaching and learning.

Therefore, the purpose of professional development is to promote learning processes that will in turn enhance the performance of individuals and the school as a whole. A wide variety of aims/outcomes may be realized through professional development, for example: improvement of teaching and learning; development of instructional planning and classroom management skills; development of a positive culture of learning; establishment of a positive school climate; and the better use of human resources to the advantage of everyone in the school.

The primary objective of professional development is to increase the quality of students' learning by the development of staff potential (Aylward, 1992: 145). In addition, the following subsidiary aims can be listed (Aylward, 1992: 145; Castetter, 1996: 291; Webb et al., 1994: 235) and some of them could meet the current problems experienced in the South African education system:

a) To identify staff needs and improve staffs' performance in their present positions. Changes to teaching methods, especially with regard to outcomes-based education, necessitate an identification of staff's needs in their current positions.

b) To create opportunities for personal fulfilment and instructional effectiveness in order to enhance creativity and facilitate changes to the system. *The Pretoria News* (9 January 1998) reported that teachers claim that the "uncertainly and turmoil" that have dominated the system, have shattered their morale.

c) To serve the primary aims of the education system – the promotion and attainment of quality teaching and learning. Everybody's effort and especially that of educators, is required in creating a culture of teaching and learning (Calitz, 1998:14).

d) To enable staff members to co-operate in order to achieve their personal aims and those of the system.

e) To develop the skills of important selected staff members so that anticipated vacancies can be filled; and

f) To provide meaningful programmes in which the strengths and talents of each individual in the system can be utilized.

With the breakdown of the culture of teaching and learning in South African schools, professional development seems to be one strategy to address the current educational problems faced by the system (Perkins 1998:4).

Calitz (1998:14) clearly summarizes the situation: "There is no instant solution to the problem, and a tremendous effort will be required just to stop the decline and then to bring about a gradual improvement". Structuring effective professional development programmes could be one way of meeting the educational needs, but it depends on a careful analysis of training and development needs, development of instructional leadership and educational management skills.

2.4 THE ROLE OF EDUCATIONAL MANAGERS IN SUPPORTING PROFESSIONAL DEVELOPMENT PROGRAMMES

The literature acknowledges the key role played by educational managers in the implementation of professional development (Bunting 1997:30). As

leaders they should be in the forefront of creating a positive climate to ensure effective professional development takes place in their schools.

The following are some key roles educational managers can play (Bunting 1997: 31; Dufour and Berkey 1995:3; Ehrich 1997:14; Sparks 1997:21):

- **Provide opportunities for staff to discuss case studies and good teaching practice**

Staffs prefers their peers to present professional development programmes. There is less resistance than when programmes are the exclusive preserve of top management. This implies that managers should act as facilitators, not controllers of professional development. Staff meetings, professional development programmes, memorandum to staff members and one-to-one interviews are excellent opportunities for principals to encourage staff to discuss current research on effective teaching and to offer and receive ideas related to immediate problems.

- **Create consensus on the vision of the school and review annual school objectives**

Managers should take the initiative in working together with teachers, parents and learners to determine the strengths and weaknesses of the school's teaching and learning programme.

- **Encourage Experimentation**

A key to school quality is for educational managers to encourage staff to approach their work differently. Risk taking is less threatening in schools where principals encourage experimentation.

- **Provide professional development programmes that are purposeful and research based**

Professional development programmes can be based successfully only if they are carefully designed and implemented and when current research in the field is taken into account. This implies that the mode of presentation should

reflect the research findings. For example, if workshops are used, it is important for trainers to present theory, give demonstrations and allow ample time for participants to practice and give feed back.

- **Reflect a commitment to professional growth**

Managers who hope to encourage others to grow professionally, and to be enthusiastic lifelong learners, also need to demonstrate these qualities, for example by applying the instructional strategies that were learnt during workshops in their staff meetings.

- **Actively involve staff in professional development programmes**

Involving staff in designing and implementing professional development programmes improves their readiness for effective learning. Educators can be involved in determining training needs, identifying appropriate approaches, designing follow-up activities and the most appropriate evaluation procedures.

- **Work for change through school-wide projects**

Emphasis on homework and the regular monitoring of learner progress, the quality of teaching and learner discipline are some important matters that can be addressed. Managers are responsible for working with staff to determine needs and then for proposing projects to meet those needs.

2.5 THE ESTABLISHMENT OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT PROGRAMMES

Teachers' continuing professional development is important for the well being of schooling and quality improvement in teaching (Fullan: 1979). There are different models of establishing school-based professional development activities, but the most dominant and favoured model in current practice in contemporary South Africa is the cascading model (top-down).

The professional development activities of this model are based on "one-shot" workshops that are aimed to foster mastery of prescribed skills and

knowledge. Professional development activities provided in this format have been criticized widely in the literature. For example, researchers like Guskey (1995, 1996) and Wood and Thompson (1980) believe in the ineffectiveness of professional development programmes that are based on the assumption that teachers lack certain skills and knowledge needed by the profession.

In addition to these researchers, Fullan and Stiegelbauer (1991) provide convincing evidence that "one-shot" professional development activities fail to induce long lasting changes in teacher behaviour. In the light of the convincing evidence on the ineffectiveness of "one-shot" professional development activities, the focus of research has shifted to the process of change. Rather than viewing change as something that is done to teachers, change is seen as a complex process that involves learning. In this view, teachers are no longer passive recipients of training and education but they are active learners who participate through inquiry, skills, reflection, and collaboration in the professional development programmes and practice (Fullan and Stiegelbauer, 1991; Guskey, 1986; Johnson, 1996; Pennington, 1996; Williams and Burden, 1997). This shift in the focus of teacher development has placed growing emphasis on ongoing and lifelong professional learning for teachers.

The state of Florida in the USA has been a leader in legislating school-based professional development programmes (FADSS, 1990-2000). Gordon Lawrence, in a paper prepared for the Florida Department of Education, presented many findings that support the establishment of school-based professional development programmes.

The following are some of his findings:
- Teachers attitudes are more likely to be influenced in school-based than in college-based professional development programmes.
- School-based professional development programmes that emphasize self-instruction by teachers have a strong record of effectiveness.

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- Professional development programmes that have differentiated training experiences for different teachers (that is, are "individualized") are more likely to accomplish their objectives than are programmes that have common activities for all participants.

- Professional development programmes that place teachers in active roles (for example, constructing and generating materials, ideas and behaviour) are more likely to accomplish their objectives than are programmes that place teachers in receptive roles (accepting ideas and behaviour prescriptions not of her or his own making).

- Teachers are more likely to benefit from professional development programmes in which they can choose goals and activities for themselves, as contrasted with programmes in which the goals and activities are pre-planned.

- Professional development programmes in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programmes in which each teacher does separate work.

In conclusion, all the above-mentioned research findings indicated that the school-based professional development programmes operate on the following two premises:

1) Teachers should be involved in the identification and articulation of their own training needs.

2) Growth experience for teachers, as well as for children, should be individualized. If such growth experiences are to be meaningful, they should belong to the learner, not be imposed by someone else.

2.6 GUIDELINES TO EFFECTIVE TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES

Externally mandated or developed programmes are viewed by teachers as obligatory hurdles that must be overcome to foster job security and to maintain good working relations with the administration. Teachers view the

top-down (cascading model) programmes as infringements on their time and work autonomy. With these negative overtones, resistance to these programmes remains high, whereas the probability of maximizing human potential remains low (Weller, 1996).

Effective teacher professional development programmes have essential components that include a professional and personal commitment from the principal to develop structured, systematic teacher professional development programmes that are centred on and designed by teachers and the allocation of resource to adequately support these programmes. In these programmes, teachers identify their professional needs and are responsible for helping to plan and coordinate their own professional development activities. Because these programmes are teacher designed, the activities are personally meaningful and professionally rewarding.

2.6.1 A school professional development committee

Although principals play an important key role in professional development, some degree of ownership of these programmes by all staff members is required (Johnston, 1995:46). One way to achieve this is by means of the establishment of a school professional development committee. To establish such a committee the following two main factors may be considered:

1) Membership of the professional development committee
Johnston (1995:46) suggests that the committee include representatives of staff groupings so that the views of all staff members can be determined. To achieve a sense of ownership of the committee, nominations may be called for or committee members may be elected. To avoid large committees, sub-committees can be established to organize particular activities.

2) Composition of the committee
Representatives of the following groups may be considered for the sake of balance (Johnston, 1995:46):

a) A convener with delegated authority from the principal
b) Management staff and teaching staff
c) School administrative staff must be represented

d) Depending on the nature of the school, it may be appropriate to have a parent representative and student representative (especially in FET phase or secondary schools) to provide a perspective on the needs and the role of parents and students, respectively, in whole school development programmes

2.6.2 Designing professional development programmes

Dunlap (1995:155) identifies five characteristics of effective professional development programmes:

1) Educators are learners and they need the necessary opportunity to learn continually about their practice, their students and their discipline.
2) Collegiality and collaboration in a collegial context require the necessary support.
3) Professional development is a long-term investment and commitment.
4) The focus of professional development is educators' questions, needs and concerns.
5) The organization of professional development requires the necessary infrastructure as well as innovative approaches to it.

A number of steps may be distinguished in the designing of a professional development programme. Various authors have made attempts to outline the process of professional development programmes (Castetter, 1996: 235-257; Dunlap, 1995:156-157; Gough, 1995: 39-40; Purvis and Boren, 1991: 17-23). They have identified the following five phases in designing the professional development programmes:

2.6.2.1 Assessing teachers' needs (diagnosing development needs)

Before planning begins, a thorough needs analysis, including staff is required (Dunlap, 1995:156). Castetter (1996: 236) suggests that staff needs have to be determined on three levels: Individual, group and the system. He has added that these needs have differing degrees of impact and they reflect the gap between the existing and the development programmes. The following

general need has to be considered (Castetter, 1996:238): How important is the need in terms of institutional objectives, priorities and resources? Will satisfaction of the need be cost-effective?

The needs of staff in the area of professional development may be identified in several ways: first, through classroom observation; second, through the voluntary exchange of ideas with peers and administration; third, staff meeting, informal discussions, structured interviews, questionnaires, educator observations and student surveys (Gough, 1995:44; Purvis and Boren, 1991:86). After this, a priority list of needs can be drawn up.

2.6.2.2 Planning for professional development

This phase includes the details of the programme: its objectives; decision on who will be participating in and who will be conducting the professional development programme; what professional development activities will be conducted; where and when will it be held; resources (including finance) that will be needed; how delegates will be recompensed for attending; and how progress will be measured (Dunlap, 1995:156-157; Purvis and Boren, 1991). Some of these components overlap with those of Castetter's (1996:248) programme format which he suggests during the planning phase. Castetter (1996:248-251) distinguishes the following components:

a)

b) **Programme content**: Two types of learning have to be considered during the planning phase: the theories, concepts and principles of the content as well as the application of these theories, concepts and principles.

c) **Programme methods**: How will learning take place? Is it self-instruction, tutorial, group instruction or a combination of these methods?

d) **Locus of programme**: Will training take place on the job, off the job or a combination of the two? The most widely encountered form of professional development is on the job development, such as staff

induction or mentoring. Off the job settings may include conferences and training courses conducted by various trainers.

e) **Participation**: Will the participation of the professional development programme be voluntary or compulsory for all staff members of the institution?

f) **Resources**: Resources for professional development include trainers, facilities, funds, time, material and the organization.

All these aspects have a major influence on successful professional development programmes.

2.6.2.3 Implementing professional development programmes

This phase includes all the professional development activities and may take place in various ways: workshop, investigation of new teaching methods, and visits to other schools (Gough, 1995:44; Purvis and Boren, 1991: 22). Participants require time to practice new techniques and receive feedback on their performance during the programme.

2.6.2.4 Evaluation of professional development programmes

After the completion of the professional development programme the committee has to analyze written and verbal evaluations of the professional programme (Castetter 1996:255; Gough, 1995:44; Purvis and Boren, 1991:23). According to Orlich (1989:373) and Dunlap (1995:156) evaluation of professional development programmes serves certain purposes:

- Evaluation renders judgement on the success of the programme and how it affects teaching competence and student learning.
- Evaluation assists decision-makers in identifying future professional activities.
- Evaluation identifies necessary organizational changes as a result of the professional development programme.

Evaluation of professional development programmes should be comprehensive in scope, structures, and multidimensional. Both formative and summative evaluation practices should be used. Good evaluation designs assess the value, quality and the effect of the treatment. Evaluation results should then be used to make decisions based on the data, to refine or improve performance outcomes.

Analyzing data concerning the effectiveness of a treatment promotes better decision-making and more effective outcomes. In assessing evaluation outcomes, three assessment types are useful: 1) process, 2) product, and 3) effect:

1) Process assessment focuses on determining the effectiveness of a process in achieving its intended results or goals.

2) Product evaluation focuses on the value or benefit of a product such as the instructional material used to change behaviour in the staff-development process.

3) Effect (impact) assessment determines the amount or degree of changed behaviour as a result of a specific process or product.

In teacher professional development settings, process assessment would involve the evaluation of the overall effectiveness or worth of the programme, product assessment would be the evaluation of the value or benefit of instructional material used to achieve the programme's goals, and impact assessment would be the evaluation of the degree of changed behaviour in programme participants' knowledge, skills, and attitudes.

2.6.2.5 Maintenance of professional development programmes

The importance of this phase cannot be overemphasized (Purvis and Boren, 1991:92). Educators often attend professional development programmes and learn new techniques, never to use them thereafter. The professional development committee has the responsibility to establish periodically whether the new techniques are being applied or not, or whether problems have been experienced.

2.7 CONCLUSION

The school effectiveness and school improvement initiatives link up with the managers as instructional leaders working with teachers, learners and parents to improve instructional effectiveness in the classroom.

On-going professional development is essential if learners are to be given quality education. This implies the continuous growth of staff and institutions. The role of the managers as instructional leaders is vital in developing an effective school because the extent to which schools are able to make necessary changes largely depends on the nature and quality of their internal management.

The implication here is that the managers are expected to have a clear vision for their schools and the ability to communicate this vision to the other staff members. School managers are also expected to empower their staff and build capacity so as to be able to manage change and become effective leaders in their classrooms. School improvement is imperative in South African schools during this period of educational transformation and the challenge that faces school managers today is to design effective professional development programmes that will help their staff update their skills and increase their effectiveness in their work.

The following chapter will deal with the research methods used in conducting this research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research seeks to investigate the perceptions of teachers and the role of school managers regarding the value and usefulness of school-based teacher professional development programmes in school X. This chapter focuses on the responses obtained from Questionnaires and Interviews of both academic staff members and management at the school. The chapter also discusses how the research was designed and how data was collected and analyzed. Reference will be made to the purpose of the research; research questions; research methods; the participants, or population, of the study; methodological limitations of the study; the technique(s) to be used to analyze the data; and the instruments used in the research.

3.2 RESEARCH DESIGN

This investigation used a case study methodology. Case study is the in-depth exploratory research of a person, an institution, or a situation, in which the context is also considered. Case study sometimes is used to study a rare phenomenon, to comprehensively understand a phenomenon or to provide direction for further research on the topic in question.

The purpose of case study is to probe deeply and analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs. In contemporary social science and educational research there is a wide use of case study. Such wide use is marked by an equally diverse range of techniques employed in the collection and analysis of both quantitative and qualitative data.

In this study, the case study was the most appropriate to use so as to illuminate or highlight the issues around the perceptions of teachers regarding the value of school-based teacher professional development programmes in a

particular school. I thought this particular secondary school was an appropriate site for my case study because the school management and its staff are actively engaged in various school-based professional development programmes.

In addition, I also have visited this school to attend several orientation workshops organized and conducted by the District Subjects' facilitators where this school was used as the venue for the workshops.

3.3 THE PURPOSE OF THE RESEARCH

The primary aim of this research was to determine teachers' perceptions regarding the value of school-based professional development programmes. The research further attempts to assess the school management perceptions and role in relation to school-based professional development programmes. Generally the aims of this research were as follows:

- To collect data from the educators and the school management through questionnaires and interviews.
- To determine the teachers' perceptions regarding the school-based professional development programmes.
- To determine the perceptions and roles of school management in relation to school-based professional development programmes.
- To compare and contrast the perceptions of school management and other members of the academic staff.

3.4 RESEARCH QUESTIONS

This research attempted to explore and answer the following critical questions:

- What are the perceptions of teachers regarding the value and usefulness of school-based teacher professional development programmes?

- What are the perceptions and roles of school managers on the value and usefulness of school-based professional development programmes?

3.5 RESEARCH METHODS

The research style that was used in school X was both qualitative and quantitative research. The researcher used two forms of data collection in order to support evidence, namely: semi-structured interviews and questionnaires.

3.5.1 Semi-structured interviews

In an interview, data is collected through face to face or telephone interaction between interviewer and respondent. In this research, interviews with members of the school management, were face to face and semi-structured, since semi-structured interviews are less formal. This situation allows for questions to be repeated as well as changed in order to suit the situation. This allows the researcher to clarify anything he is uncertain about and to request additional information when responses seemed incomplete or not entirely relevant. Most questions are open-ended which encouraged explanations.

The researcher used a common semi-structured interview schedule with the school management (i.e., the Principal and Deputy Principal).

At the initial stage when the permission to conduct the research was granted, both the Principal and his Deputy were in favour of the interviews being tape-recorded and they agreed to this in principle. But when the administering of the questionnaires was completed the Principal told the researcher that he had changed his mind and both interviews should be recorded in writing and not on tape. The researcher accepted the condition and carried out the interviews as they were scheduled.

3.5.2 Questionnaire

A questionnaire was used for the collection of data from educators. The questionnaire method is appropriate for the collection of data which would be easily quantifiable and suitable for analysis. It was decided to keep the questionnaires anonymous.

It would be most appropriate to conduct interviews instead of questionnaires, however, due to time constraints and the sample size, a questionnaire was drawn up. The advantages would be that a questionnaire is relatively economical, has standardized questions and educators could think carefully before responding to the questions. In cases where the questions were not clear to the respondents the researcher could explain since the entire process was administered by the researcher himself. The researcher distributed the questionnaires to the entire academic staff of 29, including four Heads of Department.

The confidentiality of the responses was assured; the questionnaire was designed to explore the general perceptions of teachers on school-based teacher professional development programmes in school X.

The specific aspects that were focused on were perceptions of the intention, content, and involvement of participants, effectiveness and usefulness of school-based professional development programmes.

3.6 POPULATION

The research was carried out in a single secondary school and the researcher did not form part of the staff of the school. The Principal, the Deputy Principal were interviewed over a period of one hour, allocating 30 minutes to each interview. The entire academic staff members of 29 responded to the questionnaire, this comprised of 4 HODs and 25 post-level-one educators. In fact one hundred percent (100%) of the school population was used in the research.

3.7 THE RESEARCH INSTRUMENTS

The main methods used in this research to collect data from the respondents were questionnaires and interviews.

3.7.1 Questionnaire design (see appendix A)

The questionnaire was administered to all academic staff in the school. While interviews were preferred, there was too many academic staff in the school for this to be practicable. The design of the questionnaire involved both item-checks and closed questions. The questionnaire comprised of two parts:

PART 1: Consisted of seven questions which dealt with a brief history of the respondent's educational qualifications, relevant experience and personal particulars.

PART 2: Comprised four Sections A, B, C and D and dealt with the teacher perception scale.

Section A: Consisted of 12 statements about teacher's perceptions regarding the intentions of school-based teacher professional development programmes.

Section B: Consisted of 10 statements about teachers' roles in planning and conducting school-based teacher professional development programmes

Section C: Consisted of 13 statements which addressed teachers' attitudes towards the content of school-based teacher professional development programmes.

Section D: Consisted of 12 statements which examined the effectiveness and usefulness of school-based teacher professional development programmes.

3.7.2 The School Management interview schedule (see Appendix B)

This interview of the school management comprised of two sections:

Section A: Consisted of six questions which dealt with general details based on educational qualifications, relevant experience and personal particulars of the respondents.

Section B: Consisted of 10 questions that dealt with the managers' roles in school-based teacher professional development and the impact of these intervention programmes on teachers.

3.8 ANALYSIS OF THE DATA COLLECTED

Data analysis was carried on throughout the research process. Upon completion of the data collection the analysis of the data provided more details and data was verified through triangulation. Triangulation allows evidence from different sources to be examined, compared and cross-checked to ensure validity and reliability of the analysis. In this research, the data collected from the semi-structured interviews of both the Principal and Deputy Principal was analyzed through content analysis procedures, and from the questionnaires through frequency counts.

3.9 THE METHODOLOGICAL LIMITATIONS OF THE STUDY

This investigation was limited to the data obtained from all the questionnaires and interviews that were responded to by the entire academic staff of school X. Therefore the findings emanating from this single school case study cannot be generalized to other cases. The underlying intention of this study is to generate in-depth information that may be used to improve the school-based professional development programmes, in the interests of ultimately improving teaching and learning. But also it may be used to provide direction for further research on the topic in question.

3.10 CONCLUSION

Chapter 3 provides a comprehensive discussion of the nature of the research methods which were employed during the process of information gathering about the nature of school-based professional development programmes at school X. The subsequent chapter will deal with the analysis of the answers and data gathered from both the questionnaires and interviews.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter deals with the presentation, analysis and discussion of the data and the findings, obtained from the questionnaires and interviews. These full research instruments are to be found in the appendices at the end of this research report. In each case the findings will be analyzed and discussed in the same order as the questions are arranged in the questionnaire and the interview schedules. The discussion of the questionnaires will be dealt with first followed by the interviews. The relevance of the discussion of the findings for this institution, its management and staff at this time is to improve the school-based teacher professional development. A summary of the findings is given in chapter 5.

4.2 DISCUSSION OF QUESTIONNAIRE FINDINGS

Questionnaires were given and administered to the entire academic staff of 29 which was made up of four Heads of Department (HODs) and 25 post level one educators, and all of them responded completely to the questionnaires. The questionnaire comprised of two parts:

- Part 1: Brief history of educational qualifications, relevant experience and personal particulars
- Part 2: Teacher perception scale

4.2.1. Questionnaire Part 1 Brief history of educational qualifications, relevant experience and Personal particulars.

In part 1 of this questionnaire the respondents were requested to fill in the details in the space provided or cross the appropriate block. The following is a summary of the details of the respondents who participated in the questionnaire.

1. Age in years

Age in years :	20-25	26-30	31-35	36-40	41-50	Over 50

	3	7	9	3	5	2

2. Gender

Gender :	Male	Female
	14	15

3. Total teaching experience in years

0 – 5	6 – 10	11 – 15	16 – 20	Over 20 yrs
8	5	7	5	4

4. Teaching experience at your present school

0 – 5	6 – 10	11 – 15	16 – 20	Over 20 yrs
13	12	4	-	-

5. Terms of employment

Temporary	Permanent
1	28

6. Teaching qualifications

Qualified	Under-qualified	Unqualified
27	2	-

7. If you are presently studying, please specify the course and where enrolled

No	Yes	Course	Enrolled
24	5	1 – NPDE 2 – B.Ed 1 – B.Ed (Hon.) 1 – MA	All at UNISA

Summary of Part 1 findings

The above responses show that the bulk of the academic staff of this particular school are qualified and in permanent posts. A larger number of them are in an age of group of 25-35; in terms of gender, they are almost balanced. Their total teaching experience ranges from 0 to over 20 years, but most of them have been teaching in this particular school for less than 10 years.

4.2.2 Questionnaire Part 2: Teacher Perception Scale

Part 2 of the questionnaire consists of four sections, namely: A, B, C and D. Each section has several statements, where each statement expresses a feeling or attitude towards some aspects of teaching. In all four sections, the respondents were requested to indicate, on a five point scale, the extent of agreement between the attitude expressed in each statement and their own

personal feelings and experiences by circling the letter or letters giving the best indication of how closely they agree or disagree with the attitude expressed in each statement. The five points are: strongly agree (SA); agree (A); undecided (U); disagree (D) and strongly disagree (SD).

4.2.2.1 Section A: Teachers' perceptions regarding the intention of school-based teacher professional development programmes

1. The school-based professional development programmes help teachers improve preparation and presentation skills of lessons.

SA	A	U	D	SD
6	18		5	

*   83% of the respondents have agreed with the statement.

2. The school-based professional development programmes clearly explain the importance of questioning techniques in lesson presentation to emphasize the key points.

SA	A	U	D	SD
7	14		8	

*   72% of the respondents have agreed with the statement.

3. The school-based professional development programmes help teachers in the choice and the use of relevant teaching resources.

SA	A	U	D	SD
3	19		7	

*   76% of the respondents have agreed with the statement.

4. The school-based professional development programmes help teachers to implement the new system of OBE successfully with limited resources.

SA	A	U	D	SD
3	24	1	1	

*   93 % of the respondents have agreed with the statement.

5. The school-based professional development programmes help teachers use effective methods in handling the subject matter or learning area.

SA	A	U	D	SD
4	17		3	5

*   72% of the respondents have agreed with the statement.

6. The school-based professional development programmes help teachers in establishing and maintaining effective classroom discipline.

SA	A	U	D	SD
3	22	1	3	

- 86% of the respondents have agreed with the statement.

7. The school-based professional development programmes help teachers in maximizing students' time on task (i.e. time students are actively involved in their learning).

SA	A	U	D	SD
3	16	1	8	1

- 66% of the respondents have agreed with the statement.

8. The school-based professional development programmes help teachers improve the standard of examinations and tests.

SA	A	U	D	SD
4	24		1	

- 97% of the respondents have agreed with the statement.

9. The school-based professional development programmes help teachers adapt their teaching techniques to the situation and the mood of the class.

SA	A	U	D	SD
	20	2	6	1

- 69% of the respondents have agreed with the statement.

10. The school-based intervention programmes helps teachers develop better methods of assessing and reporting students' progress to understand students, their abilities and their needs.

SA	A	U	D	SD
4	23	1	1	

- 93% of the respondents have agreed with the statement.

11. The school-based intervention programmes help teachers develop good human relationships with students.

SA	A	U	D	SD
2	26		1	

- 97% of the respondents have agreed with the statement.

12. The school-based intervention programmes help teachers improve their managerial and administrative skills.

SA	A	U	D	SD
4	24	1		

- 97% of the respondents have agreed with the statement.

Summary of Section A

In section A of this questionnaire, 83% of the overall respondents have agreed with the statements which are a clear indication that the teachers have positive perceptions regarding the intention and desired outcomes of the school-based intervention programmes. Their responses indicated that teachers believe that the school-based professional development is vital and helps teachers' personal and professional growth. Perhaps teachers have these positive perceptions due to the following reasons:

- It is more convenient to attend these programmes since they are held at their school with no travelling cost and time involved.
- It is a more school-based context which will concentrate on teaching and learner outcomes of the specific contexts that they teach.

4.2.2.2 Section B: Teachers' roles in planning and conducting school-based teacher professional development programmes.

1. Teachers are involved in determining their own professional development needs and in planning and facilitating the programmes.

SA	A	U	D	SD
4	5		12	8

- 69% of the respondents have disagreed with the statement.

2. Before planning begins thorough needs assessment programmes from which teachers' problem areas are identified are first conducted.

SA	A	U	D	SD
3	4	2	14	6

- 69% of the respondents have disagreed with the statement

3. Times for holding these intervention programmes do not clash with the interests of teachers.

SA	A	U	D	SD
2	2	4	17	4

- 72% of the respondents have disagreed with the statement.

4.	Teachers also contribute in choosing people who conduct the school-based professional development programmes.

SA	A	U	D	SD
2	3	3	18	3

- 72% of the respondents have disagreed with the statement.

5.	Venues for school-based professional development programmes are also decided with teachers.

SA	A	U	D	SD
1	5	1	20	2

- 76% of the respondents have disagreed with the statement

6.	Teachers are involved in a school professional development committee who has the responsibility to design appropriate professional development programmes.

SA	A	U	D	SD
2	5	1	18	3

- 72% of the respondents have disagreed with the statement.

7.	Teachers are given opportunities to share their expertise.

SA	A	U	D	SD
4	12	4	9	

- 55% of the respondents have agreed with the statement.

8.	Teachers also lead and conduct seminars in school-based professional development programmes.

SA	A	U	D	SD
3	4	2	4	16

- 69% of the respondents have disagreed with the statement.

9.	Opportunities for providing feedback on school-based professional development programmes are provided.

SA	A	U	D	SD
2	6	6	15	

- 52% of the respondents have disagreed with the statement.

10.	Teachers are given opportunities to evaluate school-based intervention programmes and workshops conducted.

SA	A	U	D	SD
3	22	1	2	1

- 86% of the respondents have agreed with the statement.

Summary of Section B

In section B of this questionnaire, 71% of the overall respondents have disagreed with the statements. The responses indicated that the teachers are not involved at all in determining their own professional development needs and in planning and facilitating the programmes. They made no contribution to choosing when and where these programmes were to be held, and the people who were to conduct or facilitate these programmes. Perhaps this could be an indication that the school management is taking full control of these school-based intervention programmes. Therefore, to make these school-based intervention programmes more effective teachers should identify their professional needs and be responsible in helping to plan and co-ordinate their own professional development activities.

4.2.2.3 Section C: Teachers' attitudes towards the content of school-based teacher professional development programmes

1. Most school-based professional development programmes are helpful and practical enough to empower teachers.

SA	A	U	D	SD
4	6		19	

- 66% of the respondents have disagreed with the statement.

2. School-based professional development programmes help teachers to have opportunities to learn new things about teaching.

SA	A	U	D	SD
3	17		9	

- 69% of the respondents have agreed with the statement.

3. School-based professional development programmes are more practical and flexible in nature and aim to meet the specific needs of teachers.

SA	A	U	D	SD
3	6		20	

- 69% of the respondents have disagreed with the statement.

4. School-based professional development programmes are a waste of time.

SA	A	U	D	SD
	1		21	7

- 97% of the respondents have disagreed with the statement.

5. Through school-based professional development programmes, teachers become more skilled to meet the educational needs of students.

SA	A	U	D	SD
4	16	1	8	

- 69% of the respondents have agreed with the statement.

6. Topics on school-based professional development programmes address areas of teachers' needs and how to help them improve instruction.

SA	A	U	D	SD
4	14	1	9	1

- 62% of the respondents have agreed with the statement.

7. School-based professional development programmes never address issues important and relevant to teachers.

SA	A	U	D	SD
1	1		21	6

- 93% of the respondents have disagreed with the statement.

8. School-based professional development programmes help teachers to achieve their professional goals.

SA	A	U	D	SD
1	22	2	4	

- 79% of the respondents have agreed with the statement.

9. I look forward to participate in school-based professional development programmes.

SA	A	U	D	SD
4	24	1		

- 97% of the respondents have agreed with the statement.

10. I believe school-based professional development programmes motivate teachers to try new methods.

SA	A	U	D	SD
4	16	2	7	

- 69% of the respondents have agreed with the statement.

11. School-based professional development programmes are conducted by outsiders who do not understand the school situation.

SA	A	U	D	SD
1	1	2	9	16

- 86% of the respondents have strongly disagreed with the statement.

12. I do not like to attend school-based professional development activities because I do not learn anything I can use in the classroom.

SA	A	U	D	SD
	2		23	4

- 93% of the respondents have disagreed with the statement.

13. The changes and innovations presented through school-based professional developments programmes are unrealistic and cannot be implemented in classrooms.

SA	A	U	D	SD
	1	1	23	4

- 93% of the respondents have disagreed with the statement.

Summary of Section C

In section C of this questionnaire, overall responses of teachers' attitudes indicated that the content of the school-based professional development programmes are not practical enough to empower teachers and meet their specific needs. But they are not a waste of time at all because these programmes co-incidentally helped teachers in various aspects relevant to their personal and professional growth. Perhaps the reason of these mixed responses is school-based teacher professional development programmes are different from an individual teacher's needs and expectations.

Teacher learning is most likely to happen when teachers have influence over the content and process of professional development programmes (King & Newman, 2001:87). Teachers prefer programmes that are more practical in nature and aim to meet their specific needs. This is further supported by the findings of the next section of the questionnaire (section D).

4.2.2.4 Section D: Effectiveness and usefulness of school-based teacher professional development programmes.

1. School based professional development programmes solve problems teachers encounter in classroom situations

SA	A	U	D	SD
3	10	1	15	

- 52% of the respondents have disagreed with the statement.

2. School-based professional development programmes help teachers to improve instructions

SA	A	U	D	SD
3	22		4	

- 86% of the respondents have agreed with the statement.

3. School-based intervention programmes are so relevant that the teachers can identify with and take ownership of the programmes.

SA	A	U	D	SD
3	5	1	12	8

- 69% of the respondents have disagreed with the statement.

4. School-based intervention programmes result in satisfaction and happiness in performing one's task.

SA	A	U	D	SD
3	6	13	7	

- 45% of the respondents undecided; 31% have agreed and 24% have disagreed with the statement.

5. School based intervention programmes meet the needs of an individual as well as the need of the school as an organization.

SA	A	U	D	SD
4	5	4	14	2

- 55% of the respondents have disagreed with the statement.

6. School-based intervention programmes encourage teachers to strive for excellence.

SA	A	U	D	SD
4	15	2	8	

- 66% of the respondents have agreed with the statement.

7. School-based intervention programmes do include practical rehearsal and application of knowledge and skills.

SA	A	U	D	SD
3	12	1	10	3

- 52% of the respondents have agreed with the statement.

8. School-based intervention programmes create an understanding and appreciation of one's role as a teacher.

SA	A	U	D	SD
4	17	2	6	

- 72% of the respondents have agreed with the statement.

9. School-based intervention programmes help to reinforce the school's vision and mission.

SA	A	U	D	SD
4	20	1	4	

- 83% of the respondents have agreed with the statement.

10. School-based intervention programmes create an understanding of one's obligation towards students.

SA	A	U	D	SD
5	21	1	2	

- 90% of the respondents have agreed with the statement.

11. Teachers are provided with the resources they need to implement new ideas and strategies.

SA	A	U	D	SD
2	15	1	11	

- 59% of the respondents have agreed with the statement.

12. Regular support for implementation of new ideas and strategies is always provided as follow-up programmes.

SA	A	U	D	SD
3	5		16	5

- 72% of the respondents have disagreed with the statement.

Summary of Section D

In section D of this questionnaire, overall responses of the respondents indicated that these intervention programmes are not as effective and useful as they were intended to be. Since teachers did not take the ownership of these programmes, they could not meet the needs of individual teachers. Programmes are also lacking regular support for implementation of new ideas and strategies. Perhaps this indicates (as mentioned above) that it could be that the teachers have no influence over the content and the process of

professional development programmes, and they have lost the sense of ownership.

Teacher learning is most likely to happen when teachers have sustained opportunities to learn, to experiment with and to receive feedback on specific changes they make (King & Newman, 2001:87).

4.3 ANALYSIS OF THE SCHOOL MANAGEMENT INTERVIEW

4.3.1 Section A: General details based on educational qualifications, relevant experience and personal particulars

1) *Age in years*: Principal – 49 yrs ; Deputy Principal – 57 yrs
2) *Gender*: Both respondents are male
3) *Highest teaching qualifications*: Principal – M.Ed.; Deputy – B.Ed.
4) *No of yrs in teaching profession*: Principal – 27 yrs ; Deputy – 34 yrs
5) *No of yrs in management position*: Principal – 14 yrs; DP – 18 yrs
6) *No of yrs in current position as a manager*: Principal – 5yrs; DP – 3yrs

4.3.2 Section B: Managers' role in school-based professional development and impact of these intervention programmes on teachers

1. What is your understanding of teacher professional development?
(Very close responses were given by both respondents).

Principal: To me, teacher professional development is the life-long processes that are intended to enhance teachers' performance to improve students learning at the end.
Deputy Principal: To my understanding, teacher professional development is any activity which improves teachers' classroom management skills and their knowledge in a specific subject in order to meet the challenges of transforming their teaching practice on daily basis.

2. How did you come to this notion?

Principal: Through the experience over the years, attending and facilitating teacher professional development programmes/workshops. Attending some international conferences dealing with this topic, also reading some articles written about professional development both locally and internationally.

Deputy Principal: I have been in the teaching profession over 34 years, of course, I can say through the accumulated ideas of several years of experience of conducting and participating in professional development programmes.

3. *What kind of teacher professional development activities do you do at your school? Are they:*
- *policy related*
- *classroom practice related*
- *or general school management related?*

Principal: The school-based professional development activities mostly are policy and classroom practice related, because effective teaching and learning and changing of policies are our two major challenges at the moment, but of course we have sometimes a general school management related activities.

Deputy Principal: Teacher professional development activities that we had so far at our school are classroom practice and policy related, there may be general school management related activities, but I can't remember having such activities

4. *What is the impression of the value of these activities? Do the teachers feel activities are enriching or are they time wasting activities?*

Principal: I think majority of the teachers feel the activities are enriching, there may be few individuals who disagreed. But I don't think anybody feels these activities are time wasting.

Deputy Principal: Overall impression is encouraging, though there are some teachers who don't see as enriching activities, because of the timing which

are held these activities are against their interest – Friday afternoon and Saturday morning. But all of them feel it is not a waste of time.

5. Is there a school-based professional development plan in place at your school? If yes, briefly discuss the plan.

Principal: Yes, there are two school-based professional development plans in place at our school. First one which will be held before the end of the year 2005 is a discipline related, because discipline is our major concern since the corporal punishment was abolished. Second one which will be held sometime next year is an orientation workshop of new FET assessment of NCS.
Deputy Principal: So far to my knowledge No, but there will be some school-based professional development activities either during the course of the year or sometime next year. We plan as the needs arise, most of the time the school management determines where the needs are or may be certain individuals approach their Heads of Department.

6. Last year what professional development activities were held at your school and what were the topics of discussion?

Principal: Last year two professional development activities were held at our school and one for this year. The topics of discussion were: effective lesson plan and preparation; Portfolio and CASS assessment; setting a good standard exam and test paper.
Deputy Principal: Last year few professional development activities were held at our school, and the topics of discussion were as follows: effective lesson plan and preparation which is the key of the effective classroom management; Portfolio and CASS assessment; setting a good standard exam and test paper using various types and levels of questions.

7. Who attended these professional development activities? All educators or some of the educators? If some, what criteria did you use to select educators to attend such professional development activities?

Principal: Some of the activities all educators attended and some were attended by few individuals. The criteria of selection came from the Heads of Department who felt that those individuals need to attend these intervention workshop activities. They determine through class visit, informal discussion with individuals or sometimes requests from those individuals.

Deputy Principal: Some of the activities all educators attended, others some individuals were selected to attend. The criteria of selection came from their subject heads or Heads of Department.

8. Who did you get to facilitate those professional development activities?

Principal: Members of the school management team, comprising of: Principal, Deputy Principal and four Heads of Department.

Deputy Principal: Among the school management team (SMT) which are the Principal, Deputy Principal and four Heads of Department.

9. How did you get the facilitator?

Principal: Although it forms part of their job description as members of SMT, in the case of Heads of Department involvement as facilitators is on voluntary basis. But most of the time all activities were facilitated either one of us or both of us, i.e. Principal and Deputy Principal.

Deputy Principal: Most of the activities were facilitated by the Principal or Deputy Principal or both of them, but there are few occasions where some Heads of Department were involved in facilitation.

10. What is your role as a manager in the professional development activities that take place at your school in terms of: Initiating, planning, managing and facilitating?

Principal: My role as the Principal of the school involves in all four stages that you have mentioned. I initiate the need analysis of the activities in consultation with the Deputy Principal and other four Heads of Department. We plan together, manage and facilitate the activities.

Deputy Principal: My role as the Deputy Principal is part of initiating, because sometimes the need analysis initiative comes from the Principal himself or heads of department, but mainly my role is planning, managing and facilitating of those activities.

4.3.2.1 Summary of Section B

The responses of the school management interview (i.e. Principal and Deputy Principal) clearly indicated the following findings:

- Both Principal and his Deputy are experienced managers who have a good understanding of teacher professional development.
- The school-based professional development activities were planned and implemented on an ad hoc basis, i.e. as the needs arise.
- Teachers are not involved in planning and conducting their own professional development activities.
- The school management controls the whole process of teacher professional development activities.
- The Principal and his Deputy are the key facilitators of all teacher professional development activities that take place at the school.
- The Principal sometimes determines himself where the needs are and convinces the other school management team.
- The school-based professional development activities that take place at the school are mainly classroom practice and policy related.
- Some teachers felt that these intervention workshop activities have less impact on their personal and professional growth because their views were not accommodated in the process.

Perhaps the following areas should be considered when planning school-based teacher professional development programmes:

1) Since the planning is very crucial, teachers should get involved, and it should not be an ad hoc event.

2) While it is important for management to create the content for school-based teacher professional development programmes they must not take control of this process.

3) Managers should not consider themselves as the key facilitators and expertise but they should rather empower teachers and use the expertise that may reside in teachers.

4.4 CONCLUSION

From the analysis of the main findings of this research the following conclusions appear warranted:

- Teacher's participation is presently limited to the minimum and greater teacher input is required into the entire process for them to take the ownership of their professional development programmes.

- The current needs of professional development programmes are determined and planned on an ad hoc basis, i.e. when the need arises, by the school management. Professional development programmes should be proactive, relevant and practical enough to meet the individual needs of the participants.

- The school management controls the whole process of teacher professional development activities. Whenever possible professional learning activities should be designed as team based and team processes to facilitate effective learning.

In this chapter the data collected from the interviews based on the school management responses and questionnaires based on educators' responses were presented and discussed.

In the following chapter the summary of the main findings will be presented and analyzed, and that will be followed by the recommendations based on the findings of the study.

CHAPTER 5: SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 5 focuses on a comprehensive summary of the main findings of the questionnaire with educators as well as the findings of the interviews with the school management. Apart from this, a further summary of the research questions will be discussed, which will then be followed by recommendations which can be implemented to improve the existing situation of school-based teacher professional development programmes at this particular school.

5.2 SUMMARY OF THE MAIN FINDINGS

In this research an attempt was made to investigate the teachers' perceptions and to determine the role of the management regarding school-based professional development programmes at school X .The questionnaires, which were administered to educators as well as the semi- structured interviews with the school management were used to gather information about the teachers' perceptions and management's role with regard to school-based professional development programmes. The main findings of the research will be summarized on the basis of the research questions which were described in chapter 3.

Question 1 of the research questions focused on teachers' perceptions regarding the value and usefulness of school-based teacher professional development programmes which was addressed in Sections A, B, C and D of the questionnaire. The teachers' overall responses indicated that:

- Teachers have positive perceptions that the school-based professional development is vital and helps teachers' personal and professional growth.
- Teachers are not involved in determining their own professional needs and in planning and conducting the professional learning programmes at the school.

- The intervention programmes are not as effective and useful as they were intended to be, because educators did not take the ownership of the programmes.
- The content of school-based professional development programmes is not practical enough to empower teachers and meet their specific needs. But they are not a waste of time, because sometimes these programmes co-incidentally help teachers in various aspects relevant to their teaching practice.

Question 2 of the research questions focused on the perceptions and roles of school managers on the school-based teacher professional development which was addressed in questions 1 to 10 of the school management interview.

The overall findings were:
- The school management controls the entire process of the teacher professional development activities in their school ranging from determining the need analysis to conducting workshop activities.
- The Principal and his Deputy are the main controllers of the professional development programmes, they determine where the needs are, plan together, manage and facilitate the activities.
- The criteria of selecting educators who attend teacher professional development activities come from the Subject Heads or Heads of Department through class visits, informal discussion or individual observation.

5.3 RECOMMENDATIONS

On the basis of the analysis of the findings from both the questionnaire and the interviews, the following recommendations are suggested to improve the current situation:
1) Before the planning of any development programme begins a thorough need analysis in the area of professional needs is required.

2) The top-down (cascading model) approach to professional development should be avoided and that the entire academic staff from Principal to level 1 educator should be involved in the development process.

3) The school should establish a professional development committee that includes representatives of staff groupings so that the views of all staff members can be determined.

4) The role of the professional committee should be designing appropriate programmes that address both personal and professional concerns of teachers.

5) The school should have an official policy on professional development which is compulsory and that everyone "buys into".

6) Professional development programmes should be evaluated to determine whether meaningful outcomes have been achieved or not, and continuous feedback should be given.

7) To improve educators' readiness for effective learning, educators should be involved in designing and implementing professional development programmes.

8) Heads of Department at school level should be involved in improving educators' subject knowledge.

9) Professional development programmes should be proactive in nature and holistic in scope.

Weller (1993) relates that effective schools address the personal aspects of teachers' needs through staff development and reports that in these schools, teacher teams design staff development programmes that address both the personal and professional concerns of teachers. These programmes are proactive in nature and holistic in scope. Proactive programmes address the anticipated professional needs of teachers and their personal needs as individuals. Holistic programmes are systematic comprehensive programmes rather than one-shot attempts to reform. This approach of professional development has a positive influence on teacher self- image, morale and motivation.

5.4 CONCLUSION

It is important to remember that every school is unique and has unique demands, in other words, each school has its specific needs of professional development. Therefore, school- based professional development programmes should address those specific needs of the school and its academic staff. The findings of this research indicated that the teachers had a positive perception about the intention and the desired outcomes of professional development programmes, i.e. there is a need for professional development to take place in the school to improve teachers' performance.

Teachers however have to be convinced of the developmental programmes' relevance since they were not involved in the process in order to show true commitment to the programmes.

Middlewood (1998) states that, "Development cannot be forced because it is the teacher who develops (active) and not the teacher who is developed (passive)". Active teacher participation in professional development will result in greater school improvement and teacher empowerment. Teachers would therefore be in a position to take on confidently the many challenges they are daily confronted with in education and achieve their ultimate goal which is that effective teaching and learning should take place.

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Appendix A
The questionnaire

The purpose of this questionnaire is to investigate the perceptions of teachers regarding school-based short courses and workshop intervention programmes for teacher professional development. Most of the questions in this questionnaire were formulated and adapted according to a model established during the literature study. The questionnaire comprises of two parts:

Part 1: Brief history of educational qualifications, relevant experience and personal particulars.

1. Age in years: _____

2. Gender: _____

3. Total teaching experience in years:

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

4. Teaching experience at your present school :

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

5. Terms of employment:

Temporary		Permanent	

6. Teaching qualification:

Qualified		Under - qualified		Unqualified	

7. If you are presently studying, please specify:

Course: _____

Where enrolled: _____

Part 2: Teacher perception scale.

Directions:

Each of the statements of this questionnaire expresses a feeling or attitude towards some aspect of teaching. You have to indicate, on a five-point scale, the extent of agreement between the attitude expressed in each statement and your own personal feeling and experiences. The five points are: Strongly agree (SA); Agree (A); Undecided (U); Disagree (D) and Strongly disagree (SD).

Circle the letter or letters giving the best indication of how closely you agree or disagree with the attitude expressed in each statement.

There are four sections to the survey: A; B; C and D.

A. Teachers' perceptions regarding the intention of school-based teacher professional development programmes.

1. The school-based professional development programmes help teachers improve preparation and presentation skills of lessons.

   SA   A   U   D   SD

2. The school-based professional development programmes clearly explain the importance of questioning techniques in lesson presentation to emphasize the key points.

   SA   A   U   D   SD

3. The school-based professional development programmes help teachers in the choice and the use of relevant teaching resources.

   SA   A   U   D   SD

4. The school-based professional development programmes help teachers to implement the new system of OBE successfully with limited resources.

   SA   A   U   D   SD

5. The school-based professional development programmes help teachers to use effective methods in handling the subject matter or learning area.

   SA   A   U   D   SD

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6. The school-based professional development programmes help teachers establishing and maintaining effective classroom discipline

SA   A   U   D   SD

7. The school-based professional development programmes help teachers in maximizing students' time on task (i.e. time students are actively involved in their learning)

SA   A   U   D   SD

8. The school-based professional development programmes help teachers improve the standard of examinations and tests.

SA   A   U   D   SD

9. The school-based professional development programmes help teachers adapt their teaching techniques to the situation and the mood of the class.

SA   A   U   D   SD

10. The school-based intervention programmes help teachers develop better methods of assessing and reporting students' progress to understand students, their abilities and their needs.

SA   A   U   D   SD

11. The school-based intervention programmes help teachers develop good human relationships with students.

SA   A   U   D   SD

12. The school-based intervention programmes help teachers improve their managerial and administrative skills.

SA   A   U   D   SD

B. Teachers' roles in planning and conducting school-based teacher professional development programmes.

NB. Please base your responses on your experience of these intervention programmes that take place at your school.

1. Teachers are involved in determining their own professional development needs and in planning and facilitating the programmes.

SA   A   U   D   SD

2. Before planning begins a thorough needs assessment programmes from which teachers' problem areas are identified are conducted first.

SA   A   U   D   SD

3. Times for holding these intervention programmes do not clash with the interest of teachers.

SA   A   U   D   SD

4. Teachers also contribute in choosing people who conduct the school-based professional development programmes.

SA   A   U   D   SD

5. Venues for school-based professional development programmes are also decided with teachers.

SA   A   U   D   SD

6. Teachers are involved in a school professional development committee who has the responsibility to design appropriate professional development programmes.

SA   A   U   D   SD

7. Teachers are given opportunities to share their expertise.

SA   A   U   D   SD

8. Teachers also lead and conduct seminars in school-based professional development programmes.

SA   A   U   D   SD
9. Opportunities for providing feedback on school-based professional development programmes are provided.

SA   A   U   D   SD

10. Teachers are given opportunities to evaluate school-based intervention programmes and workshops conducted.

SA   A   U   D   SD

C. Teachers' attitudes towards the content of school-based teacher professional development programmes.

NB. Please base your responses on your own experience of these intervention programmes that take place at your school.

1. Most school-based professional development programmes are helpful and practical enough to empower teachers.

   SA   A   U   D   SD

2. School-based professional development programmes help teachers to have opportunities to learn new things about teaching.

   SA   A   U   D   SD

3. School-based professional development programmes are more practical and flexible in nature and aim to meet the specific needs of teachers.

   SA   A   U   D   SD

4. School-based professional development programmes are a waste of time.

   SA   A   U   D   SD

5. Through school-based professional development programmes, teachers become more skilled to meet the education needs of students.

   SA   A   U   D   SD

6. Topics on school-based professional development programmes address areas of teachers' needs and how to help them improve instructions.

   SA   A   U   D   SD

7. School-based professional development programmes never address issues important and relevant to teachers.

   SA   A   U   D   SD

8. School-based professional development programmes help teachers to achieve their professional goals.

   SA   A   U   D   SD

9. I look forward to participate in school-based professional development programmes.

SA   A   U   D   SD

10. I believe school-based professional development programmes motivate teachers to try new methods.

SA   A   U   D   SD

11. School-based professional development programmes are conducted by outsiders who do not understand the school situation.

SA   A   U   D   SD

12. I do not like to attend school-based professional development activities because I do not learn anything I can use in the classroom.

SA   A   U   D   SD

13. The changes and innovations presented through school-based professional development programmes are unrealistic and cannot be implemented in classroom.

SA   A   U   D   SD

D. Effectiveness and usefulness of school-based professional development programmes.

NB. Please base your responses on your experience of these intervention programmes that take place at your school.

1. School-based professional development programmes solve problems teachers encounter in classroom situation.

SA   A   U   D   SD

2. School-based professional development programmes help teachers to improve instructions.

SA   A   U   D   SD

3. School-based intervention programmes are so relevant that the teachers can identify with and take ownership of the programmes.

SA   A   U   D   SD

4. School-based intervention programmes result in satisfaction and happiness in performing one's task.

SA   A   U   D   SD

5. School-based intervention programmes meet the needs of the individuals
   as well as the needs of the school as an organization.

   SA   A   U   D   SD

6. School-based intervention programmes encourage teachers to strive for
   excellence.

   SA   A   U   D   SD

7. School-based intervention programmes do include practical rehearsal
   and application of knowledge and skills.

   SA   A   U   D   SD

8. School-based intervention programmes create an understanding and
   appreciation of one's role as a teacher.

   SA   A   U   D   SD

9. School-based intervention programmes help to reinforce the school's
   vision and mission.

   SA   A   U   D   SD

10. School-based intervention programmes create an understanding of
    one's obligation towards students.

    SA   A   U   D   SD

11. Teachers are provided with the resources they need to implement new
    ideas and strategies.

    SA   A   U   D   SD

12. Regular support for implementation of new ideas and strategies is
    always provided as follow-up programmes.

    SA   A   U   D   SD

Appendix B

The school management interview schedule:

This interview comprises of two sections:

A. General details based on educational qualifications, relevant experience, and personal particulars.

Age in years:

15 – 30 yrs	31 – 40 yrs	41 – 50 yrs	51 – 65yrs

Gender:

Male	Female

Highest teaching qualifications:

_____

1. No of years in teaching profession:

   _____

2. No of years in a management position:

   _____

3. No of years in current position as a manager:

   _____

B. Manager's role in school-based teacher professional development and the impact of these intervention programmes on teachers.

1.   What is your understanding of teacher professional development?

2.   How did you come to this notion?

3.   What kind of teacher professional development activities do you do at your school?   Are they – policy related

    – classroom practice related

    – or general school management related?

4.   What is the impression of the value of these activities? Do the teachers feel activities are enriching or are they time wasting activities?

5.   Is there a school-based professional development plan in place at your school? If yes, briefly discuss the plan.

6.   Last year what professional development activities were held at your school and what were the topics of discussion?

7.   Who attended these professional development activities? All educators or some of the educators? If some, what criteria did you use to select educators to attend such professional development activities?

8.   Who did you get to facilitate those professional development activities?

9.   How did you get the facilitator?

10. What is your role as a manager in the professional development activities that take place at your school in terms :

    Initiating, planning, managing and facilitating?

Thank you for having allowed me to interview you.

Expected duration of interview +/- 30 minutes.