

**PERCEPTIONS OF SECONDARY SCHOOL TEACHERS
REGARDING STAFF DEVELOPMENT AFTER THE
IMPLEMENTATION OF NEW CURRICULUM POLICY IN
DURBAN SOUTH REGION**

By

Jabulisile Cynthia Ngwenya

A dissertation submitted in partial fulfillment of the requirements for

the degree of

Masters of Education (Educational Management)

in the

Faculty of Education

University of Durban-Westville

SUPERVISOR Mr B. Mnyandu

February 2002

DECLARATION

I, Jabulisile Cynthia Ngwenya declare that this dissertation is my own original work and that all the sources I have used are acknowledged by means of appropriate reference.

This work has not been presented previously for any other degree.

.....*J. C. Ngwenya*.....
SIGNATURE
J. C. NGWENYA

.....*19/04/2002*.....
DATE

ABSTRACT

The implementation of Curriculum 2005 in 1998 has opened up new challenges for educators in schools. The study is entitled “ **Perceptions of secondary school teachers regarding staff development after the implementation of new curriculum policy in Durban South region**”.

In South African there has been a need of the education system that will be in line with technological and global changes. The new education system emphasises the issue of technological and global changes. In a developing school everyone is a learner. Therefore the schools are learning organizations.

The actual focus of this research is on the staff development workshops that teachers are attending to prepare them for the implementation of the new curriculum. All teachers are expected to attend workshops that are organized by the Department of Education outside the schools. These workshops are facilitated by teachers who were trained for few days before other teachers are invited to attend workshops. Previous research revealed that there are problems with the current staff development programmes.

To investigate the issue of staff development, a purposive sample of 180 secondary school teachers was used. Schools were selected according to race. A detailed questionnaire and follow –up interviews were used to collect data from the teachers.

Findings revealed that although the new education system is democratic and has addressed the issue of unequal distribution of resources, but there are still racial differences in the way in which White, Indian and African schools are run. As a result of lack of funds and resources many African schools, compared to White and Indian schools, fail to implement OBE policy properly. Most teachers lack proper training.

The principals have to be staff development providers by organizing staff development in their schools.

ACKNOWLEDGEMENT

I wish to thank my supervisor, Mr B. Mnyandu of School of Educational Studies for his guidance, encouragement and support.

I am also grateful to all the members of my family: My husband for his unwavering support and encouragement, my son Lwazi and my daughter Zanenhlanhla.

LIST OF FIGURES

TITLE	PAGE
4.1. Age and experience of teachers	63
4.2. Attendance of OBE workshops	65
4.3. Types of workshops attended	66
4.4. Time of attending workshops	67
4.5. Providers of workshops attended	68
4.6. Facilitators of workshops attended	69
4.7. Training of facilitators	72
4.8. Chances of workshopping other teachers	73
4.9. Implementation of OBE	74
4.10. Efficacy of OBE workshops	75
4.11. Preferred time for attending	76
4.12. Preferred venue	77
4.13. Preferred provider	78

LIST OF TABLES

TITLE	PAGE
4.1. Responses of White, Indian and African schools	70
4.2. Perceptions of teachers	79
4.3. Areas in which staff development is needed	80

ANNEXURE

APPENDIX A

Questionnaire

APPENDIX B

A letter requesting permission to conduct research.

APPENDIX C

A letter requesting teachers to fill in the questionnaires

TABLE OF CONTENTS

TOPICS	PAGE
Declaration	i
Abstract	ii
Acknowledgement	iii
List of figures	iv
List of tables	v
Annexure	vi
Table of contents	vii

CHAPTER 1

1. ORIENTATION

1.1 Introduction	1
1.2. Statement of problem	4
1.3. Critical questions	5
1.4. Rationale for the study	5
1.5. Literature review	9
1.6. Definition of terms	13
1.6.1. Staff development	13
1.6.2. Policy	15
1.6.3. Secondary school	16
1.6.4. Teacher (educator)	17
1.6.5. Secondary school teacher (educator)	17
1.6.6. Workshop	17
1.7. Methodology	17
1.8. Limitations of the study	20

1.9. Organisation of dissertation report	21
1.10. Conclusion	22

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction	23
2.2. Key concepts	25
2.2.1. Historical background of in-service training	26
2.2.2. Staff development vs in-service training	28
2.3. Teachers' needs and staff development	34
2.3.1. Induction needs	35
2.3.2. Refreshment needs	40
2.3.3. Conversion needs	40
2.3.4. Extension needs	41
2.4. Approaches to staff development	41
2.4.1. The Smorgasbord Approach	42
2.4.2. The Central Office Approach	42
2.4.3. The Teacher- centred	42
2.4.4. The School Improvement Approach	43
2.5. Current Shortcomings of staff development	44
2.6. The context of staff development in South Africa	51
2.7. Conclusion	54

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1. Introduction	56
3.2. Type of the study	56

3.3. Sampling	57
3.4. Instrumentation	58
3.5. Validity	59
3.6. Format of the questionnaire	59
3.7. Control of questionnaires	60
3.8. Conclusion	61

CHAPTER 4

4. DATA ANALYSIS, INTERPRETATION AND FINDINGS

4.1. Introduction	62
4.2. Analysis of research data	62
4.2.1. Biographical data of the teachers	63
4.2.2. Teachers' experience regarding staff development	64
4.2.3. Teacher perceptions of staff development	75
4.3. Conclusion	81

CHAPTER 5

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction	82
5.2. Present model	82
5.3. Towards the inclusive model	85
5.3.1. Principals as staff developers	86
5.3.2. Teacher involvement in planning	87
5.3.3. Needs assessment	87
5.3.4. Objectives of staff development workshops	88
5.3.5. Content of staff development programmes	88
5.3.6. Evaluation of staff development workshops	89

5.3.7. Follow-up programmes	89
5.3.8. Collaboration	89
6. REFERENCES	91

CHAPTER ONE

1. ORIENTATION

1.1. INTRODUCTION

Political changes in South Africa have caused a paradigm shift in education system. The unequal nature of the previous system made the growth and development of human resources potential extremely distorted. As Hoppers, Mokgatle, Maluleke, Zuma, Hlophe, Lolwane & Makhene (2000:31) note:

The lack of skilled and trained labour continues to make South Africa less competitive in the international market, while the resistance against apartheid has led to the destruction of the culture of learning and teaching in large sections of local communities.

Globalisation, marked by rapidly expanding knowledge, new technologies and ever increasing diversification of student population has placed new and great demands on educators and on the education system as a whole. South Africa's ability to compete effectively in the global economy is going to depend on the skills of its people. New expectations have emerged regarding the organisational culture of schools, the roles of educators and curriculum reform. This has meant that education and educators have to be aligned with *Curriculum 2005 (OBE)*, as well as *South African Qualifications Act no 58*

of 1995 (SAQA), National Qualifications Framework (NQF) and Norms and Standards for Teachers.

The most important thrust of the new education policy has centred on the restructuring of school education, the intergration of education and training and the transformation of the curriculum (Hoppers, 2000: 33). Recent government policy documents including statutory legislation mentioned above, point to a whole new approach to South African education. In other words these 'foundational policy changes of 1994 to 2001', as Hardman (2001:4) calls them, are underpinned by radical approach as to the governance and management of schools as well as the core activities of teaching and learning.

Changes in education system came with the new approach of school improvement. The new approach requires schools to become learning organizations. In a learning organization educators, non-educators staff and other external stakeholders learn constantly, reflect and change accordingly. A school becomes a learning place where people are continually discovering how they create their reality. And how they can change it (Senge 1990:13).

The National Teacher Education Audit revealed that teachers are not prepared for the challenges of the new education dispensation, for example the phasing in of Curriculum 2005, the National Qualifications Framework (NQF) and Continuous Assessment (CA). Besides, after the 1994 elections numerous policies have been introduced in the education system. To function effectively in their roles educators must be aware of the implications

of these policies for school management and for teaching and learning. These challenges therefore have highlighted the need for staff development to prepare teachers already in the system to meet the demands of transformation.

Because of all the changes brought about by the new curriculum the department of education focuses on the development of human resources. A number of staff development workshops are attended by the teachers to enable them to become progressively developed in a long lifelong process.

According to Bradley, Kallick and Regan (1991), as schools shift with the current political and economic forces and deal with the increasing knowledge in all disciplines, the education community looks to staff development to provide the best possible work environment for student learning.

Human resource development focuses on the basic needs of staff development. However there are noticeable problems with the current staff development policies and procedures. These problems can be solved by focusing on the ways of improving current staff development programmes. But the new education policy emphasizes the notion of the learning school, where everyone is a learner. Lifelong learning is linked to human resource development programmes. Therefore if schools are learning organizations as conceptualized by (Senge, 1990), there should be approaches to new staff development where the teachers are developed within the context of ongoing school development. This

draws attention to the central point that school development is inextricably intertwined with teacher development (Bradley, Connor and Southworth, 1994).

1.2. STATEMENT OF THE PROBLEM

Research (Sparks, 1997; Burgess, 1993; Harris 1990) reveals that when staff development is planned the needs of the teachers and the school are usually not taken into account. The Department of Education invites teachers to attend workshops without doing a needs analysis. Because the needs of the teachers are not analysed teachers do not attend workshops. Even if they do attend, their expectations are not met. As a result when they come back to schools they fail to workshop other teachers and to implement the new knowledge, especially with regard new curriculum (OBE). Because of the failure to implement new knowledge, teachers fail to cope with the changes that are taking place in the schools. This shows that there are problems with the current approaches to staff development.

Recent studies (Hardman,2001; Sparks and Hirsh, 1997; Jansen,1996) indicate that there is a need for effective staff development for all teachers. Changes should be made in the way in which staff development is planned and delivered to teachers so that teachers will change their attitude towards staff development workshops. If teachers are given well-planned, well-structured and effective staff development programmes, they will not encounter problems during the implementation of new curriculum and they will be better equipped to cope with changes.

The purpose of this study is to investigate the perceptions of secondary school teachers regarding staff development after the implementation of new curriculum policy in Durban South Region.

1.3. CRITICAL QUESTIONS

1.3.1. What are the perceptions of teachers on staff development?

1.3.2. Are there any changes that teachers who have attended staff development workshops bring into their schools?

1.4. RATIONALE FOR THE STUDY

The implementation or phasing in of Curriculum 2005, an OBE curriculum, in South African school system in 1998 has opened up new and exciting dimensions and challenges for educators in our country (Human, Llewellyn, van Zyl and McCulloch, 1999). This fundamental change in the curriculum called for a thorough preparedness of the teachers in engaging with the new challenges of classroom management and instructional techniques. More than anything else, the implementation of the new curriculum demands that the staff should be developed through carefully-planned staff development workshops.

The study seeks to interrogate teachers' perceptions of the staff development workshops of the new curriculum. This study is important in that it will give the teachers voice and will hopefully help planners to understand exactly what kind of staff development programmes would be in line with the teachers' needs, interests and expectations.

The study is even more important because before the implementation of new curriculum policy, teachers showed poor attendance at workshops. They used to attend workshops about once or twice a year. The way in which teachers view staff development seems to be the main reason for their reluctance to attend workshops. They view staff development as training which is given to weak teachers. One of the reasons for not attending was that they did not gain anything worthwhile from workshops. The workshops did not improve their methods of teaching in class or improve them professionally. Those who attended workshops were unable or unwilling to pass on to other teachers what they learnt from workshops. In other words they did not bring any changes into schools. They kept the information with them because they did not see the need of work-shopping other teachers. Those who tried to implement the new knowledge found this difficult because they did not get support or follow-up programmes to help them during the implementation process. They say that those workshops that they were attending did not develop the teachers and the school.

The way of informing teachers about the new curriculum changes is through staff development workshops. But teachers are reluctant to attend because of the way in which current staff development workshops are planned and structured. People who are

planning workshops for staff development have to change the way in which they plan teachers' workshops so that teachers will see the need of attending workshops.

Many schools do not have a policy for staff development for new teachers. Newly qualified teachers need induction programmes that will help them to close the gap between initial training and the first year of teaching.

Carefully planned and structured staff development workshops should take as their starting point the attitudes, beliefs, values and interests of educators. Conventional staff development workshops which this study seeks to challenge were based on the following:

- Teachers used to attend staff development workshops that were provided by lectures and experts in which they were generally passive.
- These staff development programmes used to leave teachers' knowledge and skills untouched.
- Teachers were not consulted before planning for the workshop.
- The needs of the staff and the school as a whole were not analysed before planning for the staff development programme and workshop.

The study is therefore driven by the need to assess the *perceptions* of the teachers concerning staff development policies and procedures. Knowing the attitudes of teachers towards staff development initiatives will assist education managers in developing the strategies that will produce a new vision for effective staff development in South Africa.

This study is therefore aimed at providing the necessary information to staff development planners, coordinators and organizers by providing them with necessary information that will be revealed by the study on the views and opinions of teachers on staff development. This will help them to plan effective staff development programmes that will develop teachers and the schools.

This study will help the department of education to organize workshops that will develop the whole staff and the whole school. This study will assist the staff development planners to design programmes that are relevant to teachers' needs and thus equipping them with skills and competencies to cope with the diverse needs of the classroom. The subject advisors will also benefit from the study because they will know what type of workshops do teachers benefit from.

Facilitators in staff development workshops will know what teachers expect from them because in most cases facilitators fail to pass on the knowledge in such a way that teachers see the value of the workshop. Consequently, when teachers return to their schools, fail to workshop other teachers or to apply the knowledge and skills they are supposed to have learned in these workshops.

The principals and school management teams will become aware that learning schools give everyone a chance to learn. They will see the need of work-shopping other teachers after attending workshop and to make sure that each teacher workshop other teachers

after attending workshops. The principals will see the need of giving the teachers who were attending a workshop a chance to workshop other teachers. On the other hand they will see the value of attending staff development workshops.

The study is aimed at adding to the body of knowledge about staff development. It will assist the principal who might be lacking information about the importance of staff development, especially as a way of making teachers aware of recent policy changes. The study will also assist principal who do not know how to implement and plan the kind of staff development that is needed by his staff for school improvement. Principals will know that because schools are learning places everyone is expected to learn. Therefore they will give all teachers a chance to attend workshops.

1.5. LITERATURE REVIEW

Curriculum 2005 presents new challenges for teachers. These challenges have found most teachers unprepared and this calls for a thorough preparedness of teachers in engaging with the new challenges of the classroom. The implementation of this new curriculum policy has put more emphasis on the staff development programmes that are effective. Therefore it makes it more imperative for teachers to be retrained through staff development so as to adapt to the new demands of the system and to satisfy their own development needs (Bagwandeem and Louw, 1993).

Any changes in education such as the introduction of a new teaching strategy, are dependent on changes in individual change (Newton and Tarrant, 1980). To accommodate change, all teachers in school need to be involved in staff development. School districts have the primary responsibility of providing the resources and training necessary for teachers to implement new curriculum policy. It is clear therefore that staff development will become the only means to meet and manage the change to improve learning for all students.

Schools depend on the efficiency and effectiveness of their staff. It is important to consider that staff development is thus the need for continuous development and growth in the profession of the teacher who is to cope with the rapid developments and changes in education. 'When the staff, which is the most important resource in an organization, is well trained, great things can be expected to happen' (Daresh 1987:22).

The dominant mode of providing staff development opportunities for teachers appears to be focused upon the rectification of deficits in teachers' knowledge and skills (Rosenholtz, 1985). This means that staff development has been provided to improve the knowledge and skills and sometimes to improve the qualifications of the teachers. As a result it has been viewed as a training which is given to weak teachers. But the implementation of Curriculum 2005 has shown that staff development is a necessity for all teachers to be equipped with the demands of the new curriculum.

Despite the determination, effort and money spent into staff development programmes, they have not been very effective. Some teachers point out that staff development workshops are the most frustrating aspects in education (Sparks, 1997). The way in which the programmes are planned and structured does not benefit the teachers. Teachers see staff development as a thing for the department of education because they are forced to attend the workshops that do not cater for their needs.

The curriculum is one of the most powerful tools of changing education and the society in general. Whenever there is a change in curriculum, schools are also affected because it is where the curriculum is implemented. But teachers also need to change because they are the ones who implement the changes in the school. The way in which the teachers can be informed of the desired changes in curriculum is through staff development workshops. Therefore the call for school improvement and school change has led to the focus on staff development. It is for this reason that staff development has become an important aspect of curriculum reform.

As Brew (1995:148) notes:

Staff development is an essential requisite of change management.

Without staff development staff cannot be expected to practise in line with the policy's intention. Staff development is the way of informing staff about the new policy.

But it has been found that in many schools the formal structures required to link all aspects of school management, including curriculum planning, appraisal and staff development, in a coherent and beneficial way have not yet been fully developed (Horne and Pierce, 1996).

Staff development should start when the teacher is joining the profession because pre-service education for prospective teachers always produces unfinished products (Oliva, 1989). The induction of new teachers into the profession demands a well structured support system and a planned programme that will help the new teacher to adapt to the challenges of the new education system. It is apparent that the first year, and possibly the following three or four are important years in the socialization of the teacher (Tickle, 1987). This means that induction programmes should form part of staff development to continuously develop the teacher professionally.

Staff development should be a continuous process of development and growth so that the teacher should be able to cope with the changes that are taking place in education. The idea of continuous development is supported by Sachs (1999), who points out that staff development requires and fosters a norm of continuous improvement, feedback and support. Moreover, staff development should prioritise effective learning and teaching which is the core function of all educators.

The importance of planning for change, curriculum development and related staff development together fits well with the models of the school focused development and

improved effectiveness. The focus of staff development has thus moved from meeting individual teachers' needs to meeting those of the school as a whole. In other words we now have to look at staff development in a different way.

For this study, literature that will be reviewed will be classified in five topics. The first category deals with the key concepts (Goodlad, 1984; Sparks, 1984; Oliva, 1985; Huberman, 1995). Literature is also reviewed on needs of staff development (Wilkinson, 1997; Rust, 1993; Finn, 1993). The other category of literature review deals with current problems of staff development (Cole and Thiessen, 1991; Bradley, 1991; Burgess 1993; Joyce and Showers, 1995).

1.6. DEFINITION OF CONCEPTS

The following concepts are defined to give the reader the context in which the researcher uses them. The concepts to be defined are: staff development, policy, secondary school, teacher, secondary school teacher and workshop.

1.6.1. Staff development

For this study staff development refers to any activity designed to provide information to teachers about teaching, to re-train teachers in a new skill or ability, to make teachers aware of new changes and to train them as a result of new curriculum or policies. It is any

activity which provides teachers with personal and professional development with the aim of improving schools. Bell and Day (1991:4) say:

Staff development as the activity of ensuring personal and professional development, identifies the fundamental role of the individual within the institution and implies the need to devise processes for professional development which will attempt to secure the professional growth of the teacher while improving the performance of both teachers and schools.

According to Burke et al (1990) staff development includes five programme elements namely, the assessment of needs, planning, implementation of programmes, evaluation of outcomes and participation empowerment.

To some authors (Griffin, 1993; Schiffer, 1980), staff development is important because it overcomes the deficiency that teachers have. In this regard staff development is not associated to school development but it only focuses on academic improvement.

Some authors (Harris, 1990; Rogus, 1982; Hardman,2001) use the term staff development interchangeably with in-service education. But, (Heideman, 1990; Sergiovanni and Starrat, 1983) argue that in-service education is not synonymous with staff development. Hardman (2001:3) has remarked that 'in-service education is related to professional development while staff development is related to school development'.

In-service education is one part of staff development which is exclusively informational in nature. In-service education is associated with the upgrading of teachers and enrolment in a course.

For this study the term staff development is used interchangeably with in-service and staff development is closely related to professional development, organisational development, school improvement, effectiveness, adaptations to change and innovations.

1.6.2. Policy

Policy is a general statement that gives direction to action. Policies give direction to action and in this sense the process is regulatory in nature.

Policy is the statement of intent, decisions, courses of action and or resource allocations designed to achieve a particular goal or resolve a particular problem (Kallaway, Kruss, Fataar and Donn, 1995). In KZNDEC (1998:20) policy is described as 'a statement of intent and purpose that responds to a common need through the action of the policy-maker or its agents'. Policy statements identify the need and outline what is desirable and realistic to address the situation. Public policies respond to needs that are articulated and or other dynamics within society.

These policies are formulated by the Government. The government has responsibility and authority to formulate public policies which are apparently designed to benefit all the

citizens. Francine de Clercq (1997:128) makes useful distinctions between the different policies:

There are substantive policies which reflect what the government should do, and procedural policies which spell out who is going to take action and through which mechanisms. Material policies provide real resources to some interest groups, whereas symbolic policies remain more rhetorical about the needed changes. Regulative policies limit the behaviour and actions of groups and individuals, whereas distributive policies shift the allocation of resources or rights among social groups.

In South Africa most of the new education policy documents are symbolic, substantive and distributive.

1.6.3. Secondary School

A secondary school is a post primary educational institution offering teaching to and learning by pupils in standard 6 through standard 10 i.e. Grade 8 through to grade 12.

1.6.4. Teacher (Educator)

A teacher is a full time school classroom educator who is employed by the Department of Education. This includes qualified and unqualified teachers as well as temporary and permanent educators.

1.6.5. Secondary school teacher (Educator)

A secondary school teacher is a teacher whose assignment is primarily with students from standard 6 to standard 10 i.e. grade 8 to grade 12.

1.6.6. Workshop

Workshop is a meeting for concerted discussion or activity

1.7. METHODOLOGY

The study follows a quantitative approach. A cross sectional survey was undertaken in White, Indian and African Schools in Pinetown district to establish the perceptions of teachers on staff development. The researcher chose a survey because it is the most efficient data – gathering strategy when one is dealing with a fairly large population.

Surveys are also particularly effective in collecting data regarding people's attitudes, perceptions, interests and values.

My population is constituted by teachers from the Pinetown District. The sample of the study consists of nine schools from the Ndengezi, Molweni, KwaSanti and Dabeka circuits. A survey encompassed was three White Schools, three Indian schools and three African schools. These schools were carefully and purposefully chosen in order to find the differences and similarities in as far as perceptions on staff development are concerned depending on the socio-historical background of the selected schools.

Survey questionnaires were distributed to each of the schools in four circuits for all teachers in each school to complete. These questionnaires were composed of open-ended and closed questions. The survey questionnaire contained teachers' biographical information which indicated the teachers' years of teaching experience his higher level or position of highest qualification and the area of specialization. The questionnaire also contained school profile information which indicated the circuit under which the school belongs.

The second section of the questionnaire contained the teacher experience on staff development workshop in the field of attendance. Responses to questionnaires on whether the teacher had attended any professional development workshop in the past two years, the kind of workshops attended and who was the convener and organiser of the workshops were required.

The third section of the questionnaire contained the teachers' views on the impact and efficacy of the workshops that they had attended. They were also asked to choose the level of difficulty in implementing the new knowledge, especially Curriculum 2005. Teachers were asked to prioritise the areas in which they noticed changes in the school after the suggested changes had been implemented.

The fourth section contained the teachers' views and opinions on the way in which the staff development programmes should be planned in future. Information which is related to the assessment of needs, the importance of staff development, the expectations of teachers, follow-up programmes and support and evaluation of workshops. Teachers were also asked about the providers, the venue, time and the facilitators of the workshops. For future planning, they were also asked to list the areas in which they need more staff development sessions.

Follow-up interviews were conducted to obtain information that was left out or not clear in questionnaires. Interviews were conducted with six teachers from three schools. The sample of the study consisted of three White schools, three Indian and three African schools. Therefore interviews were conducted with teachers from each school from type of school i.e. one school from White, Indian and African schools. Two teachers from each school were interviewed.

Statistical methods and techniques were used to analyse the responses to questionnaires.

For interviews, extensive notes were taken. Tables and graphs were used to represent data analysis.

1.8. LIMITATIONS OF THE STUDY

The study is restricted into manageable portions by focusing on four circuits in Pinetown district. Therefore the study is subjected to the following constraints.

- a) The study focuses on secondary teachers, the study excludes primary teachers.
- b) The study also excludes principals, deputy principals, subject advisors, workshop coordinators and inspectors (district managers).
- c) The sample was purposively drawn from schools in Pinetown district. The sample is not fully representative of the entire population of teachers.
- d) Although the changes in which the teachers perceive the staff development programmes are noticeable in all regions, the scope of the study restricted the researcher to focus on four circuits and thus to generalize on the findings from data collected from these circuits.

1.9. ORGANISATION OF DISSERTATION REPORT

Chapter One: An overview of the research

An orientation of the research is presented and the reason and the objectives of the study are stated. The objectives, rationale, the statement of the problem and the limitations of the study are made explicit.

Chapter Two: Literature review

By offering a broader overview of the relevant literature, this chapter leads to the main reason for the study. The researcher surveyed the literature on different approaches to staff development, and focused mainly on staff development in the South African context.

Chapter Three: Methodology

This chapter presents a detailed exposition of the research methodology from the research design, instrumentation, sampling of data, format and content of the questionnaire, interviews and the research strategy.

Chapter Four: Findings

In this chapter findings from analysis of data which comes from teachers' perceptions on staff development are discussed.

Chapter Five: Conclusions and recommendations

Taking cognizance of the data gathered, analysed and discussed in the preceding chapters, the concluding chapter suggests and immediate relevant conclusions and makes practical recommendations.

1.10. CONCLUSION

Chapter one provided the background or overview of the study. The purpose, objectives and critical questions of the study were provided. The researcher defined the key terms and outlined the limitations and the organization of dissertation report.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. INTRODUCTION

The introduction of the new education policy has centred on the restructuring of school education and the transformation of the curriculum. Because of this restructuring and transformation in school education, South African schools face enormous challenges to changes. These changes come with, among other things, new staff development focus. Whenever the changes are implemented in schools, the schools are improving and developing. The implementation of new curriculum policy has come with the whole new approach to methods of teaching and forms of assessment in schools. Teachers are expected to introduce these new methods in schools.

Dufour and Berkey (1995:2) state that 'the success of school improvement efforts will depend on the professionals within those schools'. Darayan (1988) agrees with Dufour and Berkey that the smooth and effective functioning of any organization is mainly dependent upon those who are responsible for the running of that organization. As Ernest Boyer (in Dufour and Berkey, 1995) observed:

When you talk about school improvement, you are talking about people improvement. That's the only way to improve schools unless you mean painting the buildings and fixing the floors. But that's not the school,

that's the shell. The school is people, so when we talk about excellence or improvement or progress, we're really talking about the people who make up the buildings (Boyer, 1983:9).

In other words whenever the school is developed, the staff also needs to be developed. For instance, structural changes in management must be accompanied by changes in the skills, knowledge and attitudes of educators.

Teachers in the schools are the ones who implement new government - initiated policies. If the implementation of the policies is successful, then the school will develop and grow in line with the requirements of the policies. All this presupposes that policies are inherently good and are aimed at developing the school as an organization. Fullan (1993) argues that it is only when enough of the people within an organization change that the organization can be transformed. Fullan (1994:98) is of the view that 'organizations do not change only individuals change'. This means that schools as organizations change and develop because teachers and other stakeholders have changed and developed.

Therefore for every school to improve, teachers need to be developed. Because of that, the fundamental role of the principals is to help create the conditions which enable staff to develop so that the school can achieve its goals more effectively.

2.2. KEY CONCEPTS

Previous research (Hartshorne, 1992; Bell and Day, 1992 and Hofmeyr, 1991) revealed that staff development is not a new concept or idea. It was aimed at upgrading the qualifications of teachers. That kind of staff development was in-service training which is regarded as part of professional development. Because in-service training in South Africa targeted the professional and academic upgrading of qualifications of black teachers, it is seen as a training which is given to teachers with obvious professional deficiencies. For this reason teachers saw in-service training as something which was provided to 'weak' teachers.

The use of the term staff development has become prominent recently and has different meanings. In a sense staff development has become a new word for an old activity. Due to the changes and challenges that are facing teachers, the meaning of this term has changed and is now in line with the activities that teachers need.

There seems to be no consensus among researchers about the meaning and the use of terms staff development and in-service education. Some use the term interchangeably with in-service education while others differentiate between the two terms. The following background is therefore aimed at giving a clear understanding of these terms and their relationship.

2.2.1. Historical background of in-service training

The Bantu Education Act of 1953 which was promoted by apartheid spawned generations of under-qualified and un-qualified black teachers. Before the 1980's regular vacation courses and winter schools were held for black teachers, particularly in training colleges. These courses were called refresher courses. These courses were given to un-qualified teachers. The aim of the courses was to refresh teachers. No one was concerned about improving the qualifications of teachers.

These courses were regarded as the responsibility of the inspectors of education. Because the courses were left to the inspectors to run, there were no consistent in-service programmes that were developed. Therefore the courses were ad hoc, infrequent and unstructured (Hartshorne 1992).

Since 1979 attempts were made to improve the qualifications of the teachers. Since then teachers became increasingly concerned about their academic credentials. The recognition of academic qualifications for salary purposes was an important incentive motivating teachers to improve both their academic and professional qualifications. It could be argued that most teachers improved their qualifications for better salaries rather than for professional growth that would improve the school.

During the 1980's there was a great number of teachers with PTC (Std 8 with two years training). A large number of university graduates were principals. By this time the focus in in-service training were for professionally un-qualified and under-qualified teachers.

Teachers needed in-service training for professional reasons because they were under-qualified and un-qualified. Other teachers wanted to improve their classroom competence. In-service training was also needed to gain a better command of the subjects they were teaching and to understand secondary school teaching methods. Those who were teaching senior classes required a stronger subject background. In 1982 Vista University became a major role player in the upgrading teachers qualifications.

Remedial courses continued to be the responsibility of the inspectors at circuit level. There was no national plan to coordinate what was being done. Specialist subject inspectors held courses in their particular subjects. These courses were based on what the provider could provide rather than on needs of teachers and their schools. These remedial courses were given to teachers in areas in which they were perceived to be experiencing difficulty. Therefore teachers saw in-service education as forever remedial rather than being progressive and developmental. As a result in-service education was often taken as something provided for weak teachers who were ill-equipped to face the challenges of the classroom.

2.2.2. Staff development vs In-service training

Because in-service training was for unqualified and underqualified teachers, to some authors in-service education has negative connotations while staff development is seen as inherently positive. This is evident in Sergiovanni's and Starrat's (1983) contention that in-service education implies a deficiency that teachers must overcome. To Bradley, Kallick and Regan (1987) in-service education is negative in that it is an attempt to pour learning into the heads of participants, as if servicing people in the same way that one services a car. This shows that in-service education is often presented and perceived as a way to correct deficiency rather than as a normal growth experience.

'Staff development is any activity that helps teachers improve teaching skills' (Sparks 1984:72). Following Sparks, Goodlad (1984) and Joyce and Showers (1981) argue that staff development should be aimed at training teachers in skills that would result in improving student performance. This view is confirmed by Oliva (1985) when she contends that in-service education is a training that helps teachers do their present jobs better. This definition of staff development focuses on training that is given to teachers to improve the exam results of the learners.

Burke, Heidman and Heidman (1990) suggest that staff development is not synonymous with in-service education. According to these authors in-service education as one part on staff development. They are supported by Harris (1980), Dale (1982) and Rogus (1983)

who define staff development as an umbrella term with in-service training as a subset. Like Sparks (1984) they say that staff development involves the acquisition of new skills and knowledge with the purpose of modifying instructional activities, changing teacher attitudes and improving student achievement.

Griffin (1983) regards staff development as closely related to school improvement. In his view, he notes:

School improvement does not imply a deficiency but rather an orderly tuning process required of all schools and school staffs on a continuing basis. Staff development denotes any systematic attempt to alter the professional practices, beliefs and understandings of school persons toward an articulated end (Griffin 1983:3).

By definition staff development involves all those persons or stakeholders who make up the organisational entity called the school.

Griffin's conception of staff development is inline with Schiffer's (1980) who argues that the progressive era of education ushered in the notion that school improvement programmes should focus upon cooperative and system-wide strategies for change. She further points out that when planning staff development programmes teachers should not be treated as persons who must somehow be helped to overcome deficits in knowledge and skill but should instead be trained to be able to adapt to and cope with change.

Dillon-Peterson (1981) presents staff development and organisational development as the gestalt for school improvement. He takes the view that staff development becomes an end in itself in that it is designed to encourage the continuous personal and professional growth of teachers within a respectful, supportive and positive climate. In other words, staff development is aimed at developing the teachers who in turn develop the school.

Developing the idea of an interconnected process of 'staff development' and school development, Hargreaves (1994:430) is of the view that 'the efforts of a person can be helped or hindered by the environment in which the individual works'. Improving schools can enhance the influence of the external environment. On the core activities of the school including management, teaching and learning, a teacher cannot improve his or her performance consistently if the organization is in 'poor health'.

In line with what it seems to be a general view of contemporary researchers regarding staff development, Newton and Tarrant (1992) in their definition say that staff development is related to organisational development. Much of the work of staff development must be directed towards the improvement of the school as well as the professional advancement of individual teachers. This kind of staff development leads to personal growth and a better atmosphere for effective school change.

Southworth (1984) contends that staff development should be seen as forming part of adult education. The work of Joyce and Showers (1980) portrays the teacher as an

excellent learner but one who requires not only theoretical presentation and conceptual analysis, in the case of learning new approaches to teaching, but also feedback, practical demonstration, and coaching.

As Huberman notes:

The conceptual predecessor of professional development was staff development and that this movement is premised on the need for teachers to locate their development within the broader discourse of school reform (in Hardman 2001:3).

Greenfield (1984) adds that the means to achieve better schools resided in increasing the number of effective teachers who are not constantly being frustrated by the system.

Hardman (2001:3) confirms these views when he remarks that 'in-service education usually refers to training provided by a department of education in order to meet its commitment to retraining teachers as a result of curriculum changes'. Main (1995) supports him by saying that preparation of the teachers for the new curriculum serves as the most important staff development activity. Hardman (2001) goes on to say that there has been a movement from in-service education to staff development. Harris and Rust (1995) say that as part of the move towards school effectiveness through school improvement in-service education is working towards continuous professional

development. In other words the term professional development is used interchangeable with staff development.

In-service education is related to professional development but staff development is driven by organisational development or school improvement model. In other words staff development should have a school focus.

Staff development is normally considered to include the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and the institutional needs (Webb, 1996). Therefore the process of development caters both for the individual needs of teachers and for the policy needs of the whole school and other stakeholders.

Richardson (1994) argues that staff development is the most frequently identified means of achieving the desired organisational goals. Staff development is usually important when there is a call for reform, whether through the restructuring of schools or through changes within the teaching profession. This accounts for proliferation of staff development programmes after the fundamental socio-political changes which took place in South Africa after the 1994 elections. It is also the most effective means of promoting growth, understanding and change. That is why Sachs (1999) says that the phenomenon of change for school improvement has a direct relationship to staff development. Staff development is seen as a starting point for any improvement or introduction of change in

schools. It is also seen as a means by which recent research in teaching effectiveness can be applied to make a difference in schools.

Staff development places teachers at the center of any improvement effort in a school and assumes that the work of the teacher and the visions that teachers have about improving their work, will also improve the whole school.

Most of the researchers whose studies were published in the 21st century seem to confirm the view that staff development programmes should be linked to organisational development and should take into account the attitudes, interests, needs and inspirations of the teachers. One way in which this can be achieved is by involving teachers in both policy formulation and policy implementation. However, it is the latter process which needs to be reinforced with carefully planned staff development programmes. This is particularly the case where policy changes involve changes in the curriculum and instructional techniques.

In line with the views exposed in the preceding paragraphs, staff development should have the following aims:

- Promote the professional growth of all the school's educators so as to improve the quality of learning and teaching in the classroom;
- Staff development should helping educators to strengthen their subject area knowledge so that they can teach more effectively;

- Help educators to develop a positive attitude and response to a fast-changing and challenging world;
- Help educators to improve their range of teaching methods, especially those that are in line with (OBE);
- Help educators to work with changing educational policy, e.g. Curriculum 2005.

2.3. TEACHERS' NEEDS AND STAFF DEVELOPMENT

Teachers in schools are different and they exhibit different needs at different times in their professional lives. These needs prompt a differentiated approach to their professional development. Therefore teachers need staff development that will cater for the needs of the individual teacher as he or she develops in the profession.

Mutshekwane (1994) points out that initial education is not enough to ensure that the personal and professional growth of the teacher in a career which may last for as long as 45 years. Pre-service training is only an introduction to the teaching profession. Even teachers who are already working need staff development because 'the complete teacher is developed over time and in the crucible of experience' (Schmid et al 1985:167). In any school there are teachers who are experienced, newly qualified and those who have been away from work for a long time. For this reason staff development can help them to develop in different ways.

2.3.1. Induction needs

Staff induction is defined by Castetter (1992:186) as:

A systematic organisational effort to assist personnel to adjust readily and effectively to new assignment so that they can contribute maximally to work of the system while realizing personal and position satisfaction.

Burke (1987:232) defines induction as ‘a sum total of all in-service activities and experiences appropriate to the new expectations and opportunities continuously confronting professionals in education’. Hartshorne (1992) sees induction as the foundation for in-service staff development. New teachers are selected and appointed to assume duties in a new environment. One cannot expect new members of staff to produce their best work and achieve the objectives of the school until they have completely adjusted to the work they have to do, the environment in which they are to work and the colleagues they have to work with. Induction helps new educators to adjust to a new environment as quickly as possible and with minimum disruption, so that the goals of the organization can be achieved as effectively as possible.

According to research done by Rust (1994), beginner teachers enter their first years feeling more or less competent to teach the various areas of the curriculum. This is true in that new teachers usually complain that the only thing that they know when they get into

schools is subject content which they are not professionally prepared to teach effectively. Some of them say that principals gave them grade 12 classes to start off with and there was no mentor to guide them. This is caused by the lack of experience in tuition and the curriculum management, lack of classroom management skills, being new to school community and the absence of a senior teacher to whom the new teacher is responsible (Frase 1992).

Wilkinson (1997:48) states that:

Mandatory induction programmes have disappointed many beginning teachers because they have failed to provide them with the supportive assistance and guidance they need. More often induction programmes have been designed around what administrators thought would be helpful for new teachers without assessing the collective and individual needs of novices.

The principal must know the problems which new teachers have to deal with both personally and professionally. New teachers should receive help in the form of a planned induction programme. According to Wilkinson (1997), principals should include beginner teachers when designing the professional development plan. He adds that the principal should provide them with adequate information about school policies and procedures. . Now that there are heads of departments in all schools, it is the duty of the principal and the heads of department to plan induction programmes for new teachers.

Since each beginning teacher has individual and relatively unique developmental needs, teachers within a distinctive context and have unique collegial interactions, mentors should be flexible enough to cater for the specific needs of individuals (Zampareli 1992). Therefore induction programmes should cater for both the individual and common needs of beginning teachers. It is always advisable to consult the new teachers when designing an induction programme.

The provision of induction programmes prevents the break that tends to exist between initial training and the first year of teaching. New teachers usually find themselves largely on their own with the responsibility of teaching full classes of pupils from the first day of employment. 'Induction has therefore to take place while the teacher is fully engaged in work' (Bines and Welton, 1995:107). During this time teachers need a structured and carefully co-ordinated support if they are to fulfill their roles professionally.

The idea of induction is also supported by Colbert and Wolff (1992), Odell and Ferraro (1992) by saying that induction programmes supported beginning teachers during the stressful transition into teaching. Effective teacher induction programmes can reduce feelings of isolation and encourage the exchange of ideas on effective teaching strategies with both new teachers and more experienced educators (Webb et al 1994). That is why Fullan (1993) stresses that beginner teachers must not only be trained to teach well but they must also be taught to be innovative and adventurous. It is interesting to note that

even experienced teachers can learn from new teachers. For instance, teachers who qualified after the implementation of Curriculum 2005 know more about OBE. These teachers can help experienced teachers during the implementation of OBE in schools. This is one way in which interaction between new teachers and their more experienced colleagues can lead to professional development.

The main advantage of induction programmes is pointed out by Webb et al (1994), who say that induction programmes integrate effectively and efficiently new and experienced staff into their respective roles in the school system. This minimizes problems and conditions that tend to inhibit personal effectiveness and job satisfaction. It is evident therefore that induction programmes constitute an important aspect of staff development

The purpose of staff induction process according to Webb et al:

1. Integrates effectively and efficiently new and experienced staff into their respective roles in the school system.
2. Reduces and removes problems and conditions that tend to inhibit personal effectiveness and job satisfaction.
3. Acquaints personnel with the important considerations of personal, professional and community relationships within the school community.
4. Provides information and services that promote instruction and learning (Webb et al 1994:220).

Beginner teachers should know exactly what is expected of them, to whom they are responsible and to whom they should report. Well formulated subject policies, testing and promotion procedures, homework policy and guidelines for obtaining educational aids are essential.

One approach that should improve the transfer of experience and skills from experience teachers to beginner teachers is a mentor-beginning teacher relationship. 'A mentor should not be the new teacher's head of department because HODs cannot simultaneously act as supporters and advisors to the beginner teacher and evaluate his or her work' (Jones and Walters, 1994:142). Any experienced teacher can be a mentor.

For the first time in 2001 since July 1996 that teachers will be permanently employed. This means that new teachers will be appointed in the schools on permanent basis. Many of these teachers were qualified four years ago and have been unemployment. There is now a big gap between initial training and the first year at school. Since their last training, training institutions have changed their syllabus while they were preparing for curriculum 2005. This new syllabus was introduced at the teacher training institutions while some of these teachers had already left the institutions. To prepare for these new teachers principals have to plan for staff development programmes that will equip the new teachers with appropriate knowledge and skills in order to cope with the demands of the new curriculum.

2.3.2. Refreshment needs

There are some teachers who will be returning to the classroom after a period of absence from teaching because of illness, child - birth and study. Like new qualified teachers, these teachers also need to be updated with regard to methodology and subject matter.

In some cases you may find that a teacher has been teaching one grade and one subject for a number of years. When that teacher is given a new grade or a new subject to teach he or she will need a refreshment programme because new modes of teaching that subject have been introduced. This shows that teachers' refreshment needs are very important in the planning of an effective staff development programme.

2.3.3. Conversion needs

According to Bagwandeem and Louw (1993), conversion needs emerge when teachers are moved sideways from one post to another for different reasons. Conversion needs also materialise when a teacher is transferred or promoted. These needs include external redeployment, that is, when a teacher who was initially educated for primary work is moved to a higher or secondary school or internal redeployment whereby an Accounting teacher is requested to teach a language like Zulu. This teacher needs in-service staff development.

2.3.4. Extension needs

Besides all the above needs, in-service staff development is necessary for covering the gaps that were ignored during the initial training of teachers. Teachers are the most critical and expensive education resource (Hofmeyr, 1994). It is for this reason that teacher development becomes a focal point in the educational domain in South Africa. Teachers need in-service staff development to improve the professional effectiveness and to learn new knowledge in their work. They also need to be informed about the new curriculum, new learner evaluation procedures, introduction of the new section in their subjects and new forms of assessment. The way in which teachers can be informed of the new changes that are taking place in their profession is through staff development. Even experienced teachers as professionals might need to extend their knowledge and skills within or outside the institution.

2.4. APPROACHES TO STAFF DEVELOPMENT

Caldwell and Marshall (1982) identify four approaches to staff development, namely the Smorgasbord approach, the Central Office approach, the Teacher centred approach and the School Improvement approach.

2.4.1. The Smorgasbord Approach

In smorgasbord approach, training is provided by the central office. The principal has little or no background or training related to staff development. Decisions concerning the content of the staff development programme are taken at the central office. Programmes are a one person show, with little time for planning and for seeking input from others. Smorgasbord is therefore 'high institutional and low individual'.

2.4.2. The Central Office Approach

The central office approach is high institutional and low individual. In this approach a needs assessment is conducted through the central office staff with the focus on institutional programmes' needs and concerns as well as input from other administrators and supervisory personnel.

2.4.3. The Teacher - centred Approach

This approach is the converse of the central office approach. The leadership and presentation of programmes are provided by the instructional staff. Programmes focus on the perceived needs of teachers while the needs of the administrative staff and the institution are only incidentally considered. It can also be referred to as 'quasi staff development'. It is 'low institutional and high individual'.

2.4.4. The School Improvement approach

This is a more complete approach to staff development because it provides opportunities for growth experiences for both the instructional and administrative staff based upon the assessment of the personal and professional needs of individuals as well as those of the institution. This is evidently a more comprehensive approach as it takes into account both the needs of educators and allied personnel as well as the needs of the school as a whole.

Richardson (1994) uses the term model to refer to the same approaches as that of Caldwell and Marshall. Richardson says that there are three models for staff development. For smorgasbord and central office approaches, he uses the term externally driven and for teacher centred approach, he uses the term teacher-initiated. Richardson's final model is what he calls the 'collaborative model' which is similar in many respects to Caldwell Marshall's school improvement approach. He says that this model represents a kind of partnership where teachers learn together. His model includes the staff and organizational development programmes where the professional needs of the staff are used to determine the needs of the whole institution.

2.5. CURRENT SHORTCOMINGS OF STAFF DEVELOPMENT PROGRAMMES

Of the four approaches, Caldwell and Marshall (1982) believe that teachers are critical of the smorgasbord and the central office approaches to staff development. This means that staff development coordinators may experience failure unless their planning takes into account the approach which will cater for the needs of the teachers and the school.

For too many teachers, 'staff development is a demeaning, mind-numbing experience in which teachers passively sit and get' (Sparks, 1997:20). During training teachers are passive learners who lean back and listen to one person talking and are not given a chance to talk and to express their views. If this method is followed the logical consequence is that teacher professional growth will not be taken seriously because the programmes lack systematic methodology and proper and good management.

Cole and Thiessen (1991) define staff development as a set of processes that are either imposed on a group of teachers or are initiated by an individual teacher. From this definition it is clear that staff development is imposed by the department of education on the teachers. Sparks (1997), points out that teachers are conscious of the pressures imposed upon them by inspectors or supervisors to adopt approved new or modified methods. This makes teachers to see change as a threat. Human (1991) says that change should not be seen as a threat, but rather as an opportunity for learning and development.

Staff development programmes are usually initiated by outside agencies. Although teachers are given a chance to facilitate workshops, they do not take part in the designing of the workshop content. If teachers are the initiators of staff development programmes, it will help them to identify their needs and priorities. By so doing teachers will be educating themselves.

Teachers are complaining that staff development programmes and workshops are planned outside the school and it is not easy to put them into practice. This causes a problem because teachers want meaningful programmes that will provide for immediate application in the classroom or in other aspects of their personal or professional lives.

Most staff development programmes should be carried on within a setting in which the people who work together have an opportunity to learn together. Literature on professional development indicates that one of the most valuable forms of learning for teachers is the learning they get by interacting with colleagues (Little 1990).

For the reasons outlined above most staff development programmes fail to meet the anticipated goals and expectations of the teachers. Grossnickle and Layne (1991) are concerned about the designing and delivery of staff development programmes in schools. This is because in a large proportion of staff development activities the content is pre-selected and pre-organised by the trainer without the involvement of teachers as to training needs, level of sophistication, variety of individual interests and expectations.

Fullan (1992) is of the idea that the majority of teachers and administrators are not satisfied with the current in-service or staff development activities. Rubin (1971) states that current staff development programmes fail because of:

- Poor planning and organization,
- Activities which are not related to day-to-day problems of participants,
- The lack of participation of teachers,
- The lack of involvement of teachers in the planning and implementation of their in-service training,
- Inadequate needs assessment,
- Unclear objectives,
- Lack of clarity of the intended goals,
- Lack of follow-up or support programmes after training (Rubin 1971:153).

Grossnickle (1987) mentions the failure to communicate with the intended audience about the expectations for implementation and integration with current curriculum and teaching practice. He also mentions the selection of activities based on hasty decisions guided largely by expediency and availability as well as the failure to provide resources, time, support, demonstration, encouragement for practice and guidance and advice during the actual attempts to alter current practices. In this way staff development is characterized by fragmentation and is not organized in a holistic way.

The way in which staff development programmes are currently organized is pointed out by McQuarrie, Wood and Thompson (1984) who argue that staff development is a

network of confusing and complex passages. This is so because most programmes have no provision for continuity of support or for the evaluation of the efforts to utilize or apply what has been learned in practical instructional or management contexts. There is a lack of sustained central office support and follow through. As a result teachers fail to apply what they have learned in their classes or to workshop other teachers. Those who encounter problems during application do not find help from the trainers.

Teachers tend not to link experiences gleaned from staff development programmes to classroom competences and effectiveness, or alternatively to better pupil learning (Hofmeyr, 1991). In other words teachers fail to implement in the classroom what they have learnt from workshops. Burgess and Galloway (1993) maintain that the teaching and learning process after the attendance of staff development workshops should be the indicator of the impact of staff development workshops. They further argue that staff development may succeed but pupil learning may not improve as a result of the educators' improved skills and knowledge.

Staff development programmes usually emphasise cognitive learning of the pre-selected learning content. Very little inquiry method is used as the model of learning in in-service training. These programmes do not emphasise the intergration of concepts with role performance skills and planning application. Teachers frequently have complained that their training has overemphasized theory and neglected the practical and clinical aspect of teaching. Workshops fail to put new knowledge into actual practice.

Workshops are held outside and far from the school. In most cases the venue is not convenient. Burgess et al (1993) supports this point by mentioning that during the development of a new curriculum or the innovation of an existing one, teachers are removed for training from the very classes for whom the development is intended. By so doing classes are disrupted and the application of the outcomes of staff development workshop may actually be delayed.

From my experience, if teachers are to attend workshops outside the school during school hours, learners are disturbed and their learning is badly interrupted. Some teachers attend part of the workshop and decide to go to town. Others leave early before the workshop is finished because they are not interested in what is said. Others do not go to workshops because the venue does not favour them. For this reason staff development becomes a waste of money and time (Wood and Thompson 1980).

The responsibility for staff development is wholly delegated to outside agencies. Neither is it sufficient for the local school district to rely only upon its own internal resources in these days of expanding specialization and knowledge explosion. Outside consultant or trainer should seldom be used if possible because some of them may have been redundant and out of touch with what is happening in the teaching profession.

Local school staff members are not allowed to get in the way of the district wide goals and training plans. This situation has accentuated the isolation of the teacher's

professional growth activities from the realities and relationships of the school setting (Siedow, Memory and Dristow, 1987).

‘Most staff development programmes in South Africa are of the power coercive variety, focusing on individual teachers irrespective of the context within which they work (Ashley and Mehl, 1987:20)’. According to Rubin (1971), the stimulus to participate in staff development workshops is an unwelcome imposition of authority, with no previous involvement or warm-up opportunity to explore the potentialities of the training. Ashley and Mehl are supported by Fullan and Hargreaves who note that:

Knowledge is usually imposed on teachers on a top-down basis by ‘experts’ from outside their own schools. Such methods often fail to involve the teachers, and therefore run the risk of not securing their commitment and generating teacher resistance. Moreover, when the inculcation of new skills is undertaken inflexibly and teachers are given little discretion over the degree or pace of adoption of those skills, this betrays a disrespect for teachers’ professionalism and the quality of their classroom judgements (Fullan and Hargreaves, 1992:3).

The department does not generally see teachers as active agents who should be encouraged to innovate and to bring about change in schools. This is confirmed by Motala (1997) who argues that the problem is the failure of the Department of Education to communicate information about the process before implementation. He says that

'teachers in particular have simply been left behind, and yet effective implementation of the curriculum depends on them' (Motala, 1997:10).

Lack of involvement of teachers is also found when policies are adopted where little or no consultation is done. Whitaker (1993) points out that one of the significant features of state education is uneasy tension between national policy makers and grassroots practitioners. Carl (1995) also emphasises that it is essential that there should be greater teacher input in designing a new curriculum because they are the implementers of the new curriculum. Teachers are generally perceived by 'the authorities as the recipients of policies determined by their masters, and as the agents of those masters in the docile and loyal implementation of those policies' (Ashley and Mehl, 1987:20).

The staff development planners plan for the programmes with the assumption that there is something wrong with the teachers and that in-service training is a way of trying to correct that wrong. In other words teachers are viewed as workers who:

- Dislike in-service training and trying to avoid involvement in professional growth.
- Need to be persuaded, rewarded, punished, controlled, and forced to get them to work towards goals of the school and to participate in in-service education.
- Prefer to be directed and wishing to avoid responsibility for their in-service education. (McGregor's Theory X), (Beard, 1988:50).

Staff development has a district wide focus and has neglected the needs of the teachers. Pink and Hyde (1992) caution against a one-size fits all model of staff development. Rather, support the case for custom tailoring staff development to meet the specific measurements of each school. For this reason this cautions against staff developers designing a programme that they think is needed by all teachers and only to find that other teachers leave the workshops because the programme does not cater for their needs.

2.6. THE CONTEXT OF STAFF DEVELOPMENT IN SOUTH AFRICA

In South Africa the approach of school development is being introduced by drawing on two dominant schools of international thought as well as indigenous or grounded thought which has roots in the educational thinking linked to the political struggle (Reynolds and Teddie 2000). The dominant schools of thought internationally are School Effectiveness and School Improvement. Joyce, Calhoun and Hopkins (1999) contributed to the school reform in South Africa by providing a state of the art which is presented on the School Improvement. The significance of the newly emerging school improvement movement attempts to understand quality through reviewing the process of teaching and learning in the schooling context.

Curriculum 2005 is the uniting tool for transforming apartheid education. The vehicle by which transformation will be attained would be an Outcome Based Approach to education and training. The introduction of (OBE) encourages everyone in a school to be

a learner. This has a particular pertinence to the education system in which schools are regarded as 'learning organisations' and educators as lifelong learners.

Other policies that emphasise the development of the teachers are Educational Management Development policy which focuses on the management of the schools, National Qualifications Framework (NQF) and Skills Development Act (SDA). Because of the need of training and development of the teachers, the committee on Teacher Education Policy drew up a set of norms and standards that contribute to the development of educators as life long learners and educators. Development Appraisal System was introduced to develop teachers by finding their weaknesses and strengths. Developmental Appraisal System aimed 'to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management' ELRC (Barasa and Mattson 1998:56). Staff development is central to the implementation of all these policies. But it is the new OBE curriculum which needs to be underpinned by effective staff development programmes.

It is evident from the set of norms and standards for educators that the new type of school should be self-reliant and self-managed. A self-reliant school takes responsibility for developing its capacity to manage itself by developing its members of staff. This type of school prioritises effective learning and teaching and is always changing and growing. The self-reliant school is a learning organization because its responsibility is to improve and develop all staff members. A learning school promotes life-long learning by helping everybody in the school to constantly learn and grow in their understanding and skills.

According to Dufour and Berkey (1995), in a learning school staff development is an ongoing process because teachers have a shared vision of what they hope their school will become and a commitment to upholding the organisational values that will move it in that direction. Whitaker (1993:10) says that 'the learning organization is one that engages in the active process of envisioning a collaborative activity to design and describe the future that reflects the collective aims and aspirations of those making up the organization.'

In this type of a school the responsibility of the school managers is to develop and improve the whole school and to conduct staff development activities that will improve everyone in the developing school. Therefore schools in South Africa are becoming learning organizations where staff development is the most important tool of improving schools. Principals have to design staff development programmes that cater for the needs, interests, values and aspirations of educators

In all schools teachers are faced with many challenges all of which emanate from recently introduced policy changes:

- The implementation of new curriculum 2005;
- New instructional techniques linked to the new curriculum;
- New approaches to assessment and reporting;
- New governance and management frameworks.

All these challenges have led to considerable concern among teachers and highlighted the need for staff development. Nadia (2000) says that an important way in which the school can grow as a learning organization which helps all its stakeholders to grow is through a staff development programmes which will help educators meet their challenges as professionals and as members of the school as an organization and as individuals.

Many changes are being introduced in a short time because of new policies. Due to these changes schools only send representatives to attend workshops, especially OBE workshops. But after attending they are expected to come back to schools and workshop other staff members. The common trend is that principals do not give those teachers a chance to workshop other teachers. As a result, other teachers in schools find it difficult to implement new curriculum. The reason for that is that no one has workshopped the teachers.

2.7. CONCLUSION

Challenges facing teachers have led to a considerable concern among teachers and highlighted the need for staff development. The only way in which the teachers can be able to face the new curriculum challenges is by attending effective staff development workshops. Because the current staff development programmes are having problems, there is a need for new staff development that will cater for the needs of the teachers and the school.

The study will look at the way in which teachers perceive staff development workshops dealing with the OBE curriculum. The researcher wants to know whether teachers are now attending workshops. If they do attend, do they attend because they are forced or they want to know more about the new changes, especially curriculum 2005? Are they given a chance to workshop other teachers?

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter presents the method and processes that were utilized in obtaining data from the sample. The chapter focuses largely on research design and methodology. In other words, in this chapter the researcher explains the type of the study, the instrumentation used, the way in which sampling was done and how data was collected and analysed.

3.2. TYPE OF THE STUDY

In South Africa prior to 1994, schools were managed by different departments of education in accordance with the racist policies in operation at that time. Some of these departments were well established and they had their own fairly effective styles of management and governance of schools. However, African schools were ill - equipped and lacked many basic resources. Racial differences in the way in which schools were managed, were taken as the main criterion in selection.

It is for the above reason that a cross sectional survey was undertaken in formerly White, Indian and African High schools in Pinetown to establish the perceptions of teachers on staff development programmes. This study concentrates on the Pinetown District of the

Durban South region. This district is divided into four circuits which have a relatively good mix of schools from different previous education departments.

A survey questionnaire was used because it makes it easy to study a population by selecting and studying a sample that represents the population. According to Anderson (1996) it is better to do a thorough job with a representative sample than to do a poor job with everyone.

3.3 SAMPLING

The sample should be so carefully chosen that through it the researcher is able to see all the characteristics of the total population in the same relationship that they would be seen if the researcher was to inspect the total population. Accordingly, the sample of this study consisted of nine high schools from four circuits of Pinetown District i.e. three White schools, three Indian schools and three African schools. These schools were carefully and purposefully selected with a view to elicit comments regarding the differences and similarities in as far as staff development are concerned. Purposive sampling proceeds on the belief that the researcher's knowledge about the population and its elements can be used to handpick the cases to be included in the sample (Polit and Hungler, 1993). Moreover, the population was also chosen for its accessibility and convenient availability.

Of the nine schools three are formerly White schools, three previously Indian schools and three formerly African schools. In other words my sample consists of African, Indian and

White schools. The study was limited to this target population so as to be able to make comparisons among the three groups and to be able to get different perceptions on staff development in terms of race.

3.4. INSTRUMENTATION

Data sometimes lie buried deep within the minds or within the attitudes, feelings, or reactions of men and women (Bell, 1987). A common instrument for observing data beyond the physical reach of the researcher is the questionnaire. The questionnaire was selected because a survey using a questionnaire has the advantage that a large number of people can be reached in very low cost (Fraenkel and Wallen, 1993). Follow-up interviews were conducted to ascertain possible reasons to responses of the questionnaire.

The questionnaire was considered appropriate because of its convenience over the interview. The interview method is time consuming and the spatial distribution of schools would affect the researcher to reach the teachers.

In this study a Likert scale was used to find the information on the perceptions of teachers. The advantage of the Likert scale is that it makes room for the varying responses in terms of 'strongly agree, agree, undecided, disagree and strongly disagree'.

3.5. VALIDITY

Validity refers to the representativeness of the sample of questions included in the instrument (Henerson, 1987). The aim of validity is to check if the instrument does measure what it intends to measure. To check validity, questionnaire was thoroughly discussed with the supervisor.

In this study content validation and face value validation was used. Content validity refers to the degree to which a measure covers the range of meaning included within the concept (Babbie, 1992). A careful examination and checking of the scale items were discussed with the supervisor. On the other hand, face value validation is concerned with the way the instrument appears to the participant. Bell (1995) emphasizes that it is important that an instrument be tailored to the needs of the subjects for whom it is intended.

3.6. FORMAT OF THE QUESTIONNAIRE

The questionnaire was divided into four sections i.e. Section A, B, C and D:

SECTION A comprised of the biographical data or personal details. This section consisted of seven questions. From this section I was able to get the information I required regarding teaching experience, level of appointment, academic and professional qualification and the subject areas in which they teach.

SECTION B consisted of eight questions. These questions focused on the staff development workshops that teachers had attended. Teachers were asked to give their views on kinds of workshops, time of workshops, providers of workshops and facilitators of those workshops.

SECTION C consisted of four questions. The aim of these questions was to assess the impact of staff development programmes in schools. The respondents were asked to give information on the implementation and the effectiveness of the workshops on the different aspects of the teacher's work in classroom or in a school as a whole.

SECTION D was about the opinions and the views of the teachers about staff development in general. This section gives the perceptions of the teachers on the current staff development programmes and how the future programmes can be planned. Teachers were asked to give their opinions on the time for workshops, the venues, the providers, the facilitators, the involvement of teachers and the need to attend the workshops. Finally teachers were asked to rank in order of importance the areas in which they need in-service staff development workshops.

3.7. CONTROL OF QUESTIONNAIRES

The researcher requested the assistance of the principals in the administration of the questionnaires. The principals had to distribute questionnaires to their staff and collect

them immediately after completion. The researcher had to collect the questionnaires from the principals and put them into different containers according to schools included in the survey.

Of the 180 questionnaires that were distributed to teachers 143 questionnaires were returned from 9 high schools in Pinetown district. This is 80% of the expected number. Responses for each and every item were counted and given in percentages out of total number of respondents which was 143. Responses to follow-up interviews for some of the responses were given after the analysis of the responses of each item in the questionnaire.

3.8. CONCLUSION

This chapter focused on the methodology that was used to collect data. The construction and administration of questionnaires and the way in which collected data was analysed. Follow-up interviews were conducted to get more information for some of the responses. The analysis and interpretation of the questionnaires and questionnaires and the interviews follow in the next chapter.

CHAPTER FOUR

4. DATA ANALYSIS, INTERPRETATION AND FINDINGS

4.1. INTRODUCTION

This chapter deals with data analysis, interpretation and findings of the research. It provides an in-depth analysis based on teachers' perceptions of staff development workshops from White, Indian and African schools. In order to get a clear picture of how teachers from different schools perceive in-service staff development, responses from school will be compared so as to find similarities and differences.

4.2. ANALYSIS OF RESEARCH DATA

The total number of questionnaires that were sent out is 180. Out of 180, only 143 questionnaires were returned. This is 80% of the expected number.

The name of the school was not required in the questionnaire. Acronyms were used on each returned questionnaires in order to link the questionnaires with the school.

4.2.1. Biographical data of the teachers

Analysis revealed that most teachers in the selected schools (87%) are between the age of 30 and 50 and their teaching experience ranges between 1 and 20 years. In most White and Indian schools there are teachers who are above 50 years (42%) and they have taught for more than twenty years. This difference is attributable to the fact that many African teachers took voluntary severance packages. Other teachers decided to leave the profession because of the new changes. Many African teachers with many years of experience were also promoted to senior management positions.

AGE AND EXPERIENCE OF AFRICAN TEACHERS

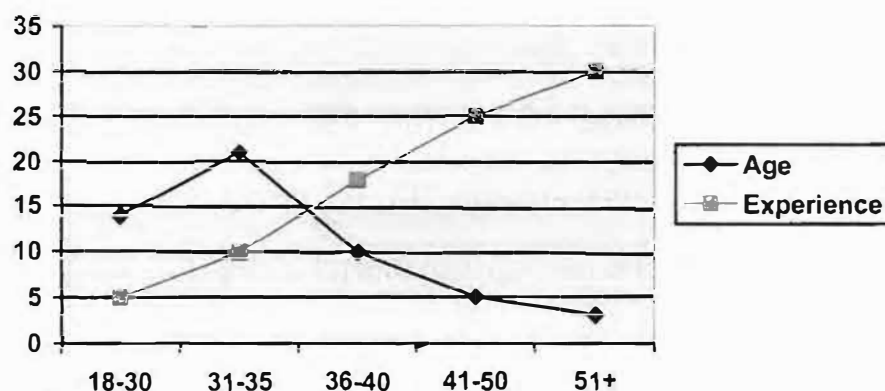


Figure 4.1.

The movement of African teachers with many years of teaching experience opened many vacancies for new teachers to join the profession temporarily and then permanently,

especially in 2001. That is why in African schools there are few post level 1 teachers who are above 50 years of age and many teachers who are between 18 and 35 years of age.

Most of the respondents (98%) are post level one teachers only few teachers are in post level two. In terms of professional qualifications all teachers are qualified. Most African teachers (62%) have teaching diplomas (M+3) while (34%) have junior degrees plus a teaching diploma. But most White (96%) and Indian teachers (78%) have junior degree plus diploma (M+4). The difference in teachers' qualifications is caused by political reasons. White teachers were given four year training so that there would be a difference in salaries. Because all teachers are qualified there is no need for them to upgrade their qualifications.

Because many teachers are new to the profession it means that there is a great need of induction programmes. The majority of teachers are in post level one, this also calls for many staff development workshops because post level one teachers are the ones who are expected to implement new curriculum in class.

4.2.2. Teachers' experiences regarding staff development.

The analysis of the responses to the questions in the questionnaire revealed that White (100%) and Indian (67%) schools have staff development policies while African schools do not have any specific staff development policies. Although some of the Indian schools have staff development policy they still do not have their own programmes for staff

development. Like African schools, Indian schools still rely on staff development programmes that are provided by the provincial Department of Education.

Figure 4.2 shows that many teachers from all schools included in the sample have attended OBE workshops. 95% of the teachers have attended OBE staff development workshops. While only 5% did not attend any OBE workshop. The reason for the high number of attendance is that teachers are currently being trained for the implementation of the OBE curriculum. Most of the teachers who have not attended any workshop are teachers who are not teaching Grade 8 and are post level 2 educators.

ATTENDANCE OF OBE WORKSHOPS

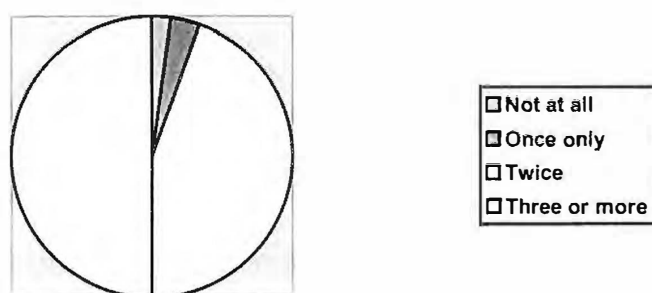


Figure 4.2.

It was evident from the schematic representation (figure 4.3) that 78% of the teachers have attended workshops on new curriculum while workshops on new forms of assessment have been attended by 66%. Teachers have also attended workshops on new subject matter and new methods of teaching because new curriculum has introduced new

forms of assessment which forced teachers to learn new subject matter and to use new methods of teaching. Only 17% of teachers have attended workshops on new education policies and school management. This is because these workshops are mainly attended by school management team (SMT).

TYPES OF WORKSHOPS ATTENDED

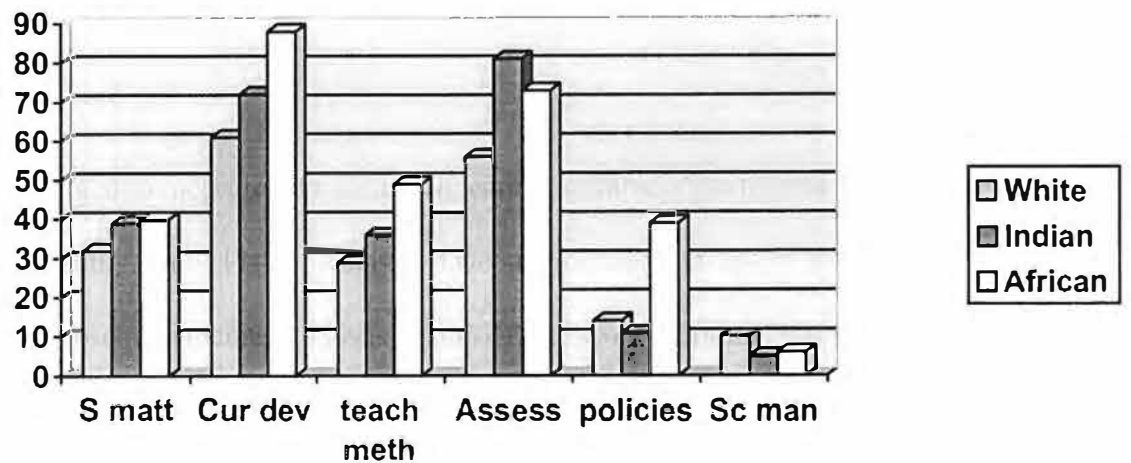


Figure 4.3.

89% of teachers have attended their workshops during school hours and after school hours. Only 11% attended during weekends and holidays. Most of these teachers are members of SMT.

TIME OF ATTENDING WORKSHOPS

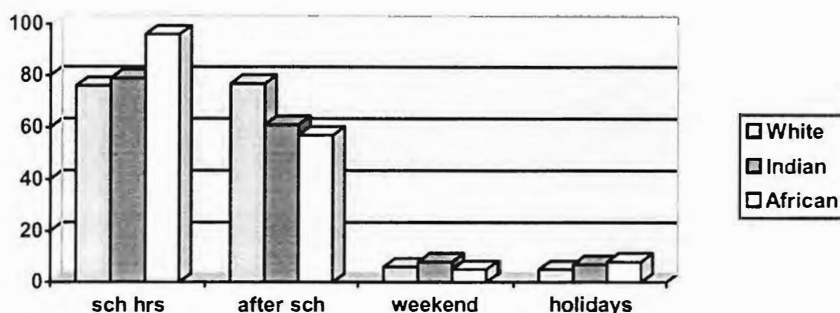


Figure 4.4.

Most of the workshops were organised by the provincial (KZN) Department of Education. Even though most of the workshops were initiated or organized by the Department, teachers from different schools have different views in as far as the provider of the staff development workshops is concerned. 73% of teachers from Indian schools prefer their workshops to be provided by the Department of Education. Teachers from White schools prefer their workshops that have been attended by these teachers were provided by the Department of Education, the school, NGOs and the unions. 93% of African teachers prefer their workshops to be provided by the Department of Education. Figure 4.4. shows that although most teachers (76% Indian and 61% White) prefer the Department to provide their workshops there are other teachers who prefer that staff development workshops should be provided by NGOs, unions, consultants or the school.

PROVIDERS OF WORKSHOPS

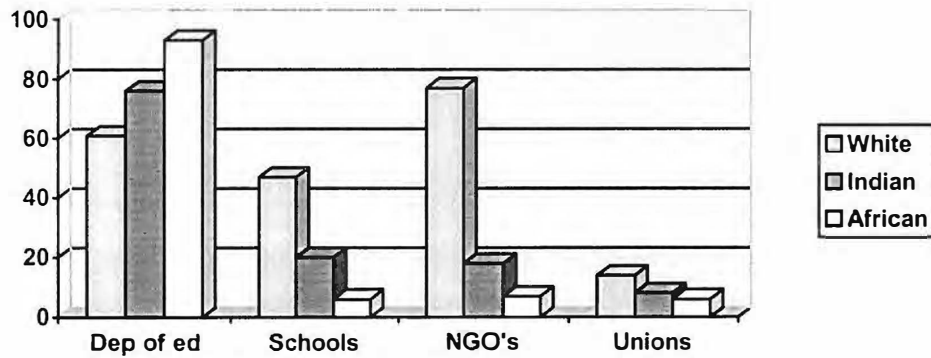


Figure 4.5.

70% of the teachers from all schools have attended workshops that were facilitated by the subject advisors while 64% were facilitated by the teachers. Analysis revealed that White schools use to organize their staff development workshops where consultants and representatives from the Department of Education are invited to facilitate their workshops. Therefore 43% of their teachers have attended workshops where representatives from the Department of Education were facilitators.

FACILITATORS OF OBE WORKSHOPS

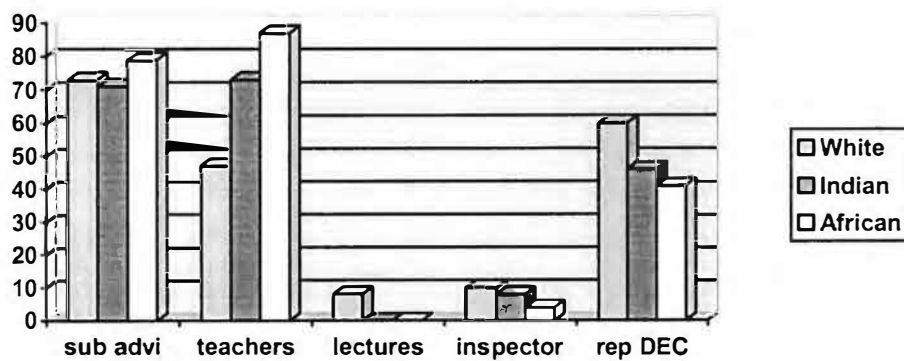


Figure 4.6.

Needs of Indian and African teachers were not assessed before they attend workshops. It should be noted that needs assessment has been described as a means of finding the gaps between what is and what ought to be (Wood, Thompson and Russel, 1981). From the interviews it was found that there was once a time where their needs were assessed before a workshop but that workshop failed to meet their needs. In White schools teachers' needs are assessed before they are required to attend workshops, especially for workshops that are provided by the school, NGOs and consultants. Sometimes their needs

are not assessed, especially for workshops that are provided by the Department of Education.

Table 4.1.

White teachers

	YES	NO
Assessment of needs	95%	Sometimes not 5%
Follow up programmes	81%	Sometimes not 19%
Meeting of expectations	74%	Sometimes not 26%

Indian teachers

	YES	NO
Assessment of needs	65%	35%
Follow up programmes	26%	74%
Meeting of expectations	31%	69%

African teachers

	YES	NO
Assessment of needs	16%	84%
Follow up programmes	17%	83%
Meeting of expectations	39%	61%

As shown in table 4.1. it is evident that most of OBE workshops that were attended by Indian and African teachers did not meet their needs and expectations. This is a problem because the change potential of a teacher is determined by what he or she perceives to be his expectations about the programme. For White schools most workshops have met needs and expectations of the teachers. This is because most of White schools workshops are organized inside the school.

Indian and African teachers (75%) are not given follow up programmes. Teachers said that they are not given follow up workshops because their needs are not assessed as part of the planning for a workshop. Seldom are teachers involved in decisions about the content and structure of the workshops they have to attend. They are expected to change their practices after only brief demonstrations of what is required, with few opportunities to compare their ideas with other teachers and little substantial follow up (Hargreaves and Fullan, 1992). 25% said that sometimes they were given follow up programmes especially for workshops that were facilitated by the teachers. For White teachers follow up programmes are sometimes given to teachers (74%). Sometimes they are not given (26%). This percentage shows that even though White teachers' needs are assessed before attending workshops teachers are not given follow up programmes as they expected.

Most workshops that were attended by teachers were about the new curriculum (OBE) and facilitators were teachers who had not mastered the basic principles and assumptions

underpinning the new curriculum. Because of that a large percentage of Indian and African teachers (81%) felt that facilitators of the workshops were not sufficiently trained. Those who attended workshops that were facilitated by the subject advisors and representatives from the Department of Education said that their facilitators were well trained and knowledgeable (78%). Facilitators for White schools teachers were well trained because these schools could choose their providers as a result they get good facilitators.

TRAINING OF THE FACILITATORS

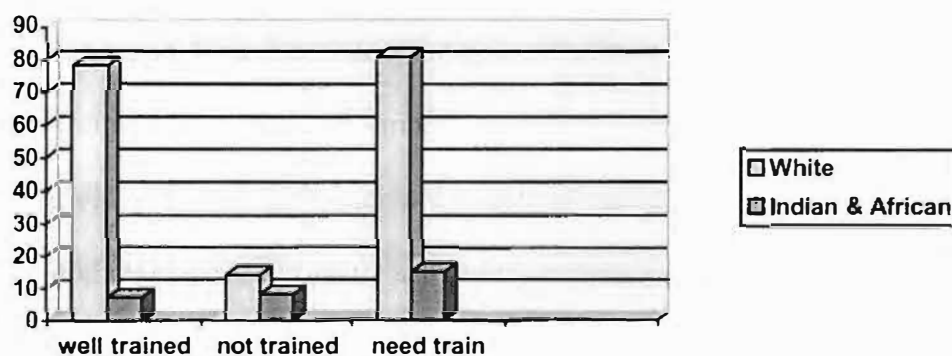


Figure 4.7.

The research further looked at the impact of staff development programmes in schools. The analysis showed that for Indian and White teachers those who come from workshops are given a chance to workshops other teachers (86%). It is easy for these schools because they have staff development policy. For White schools it is very easy because they organize their own workshops where all teachers are given a chance to attend. A

large percentage of African teachers (91%) are not given a chance to workshop other teachers. If it happens that they do get a chance it is found that the teacher who attended a workshop is not clear of what he or she learnt from that workshop. In other words teachers fail to pass on the information to other teachers. This is caused by an inadequate mastery of knowledge and skills acquired in staff development workshops. Teachers come back with too much theory than practice.

CHANCES TO WORKSHOP OTHER TEACHERS

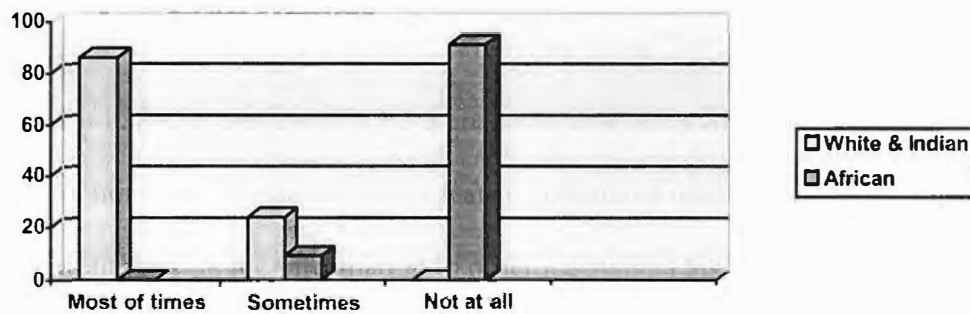


Figure 4.8.

Indian and African teachers (67%) found it difficult to implement new curriculum in their schools but White teachers (74%) found it easy to implement new curriculum in their schools. From interviews, other white teachers (36%) pointed out that there were times where they encountered problems during implementation especially after attending workshops that were organized by the department and facilitated by the teachers. This is caused by lack of information and thorough training on OBE. As Joyce and Showers (1995:10) remark that 'research on curriculum implementation and new teaching

strategies has demonstrated that difficulties in implementation and low frequency of use of the more powerful teaching strategies has been a product of weak in-service staff development'. White teachers are given a chance to workshop each other and they organize school-based workshops and that is why they do not have a problem during implementation.

IMPLEMENTATION OF THE NEW CURRICULUM

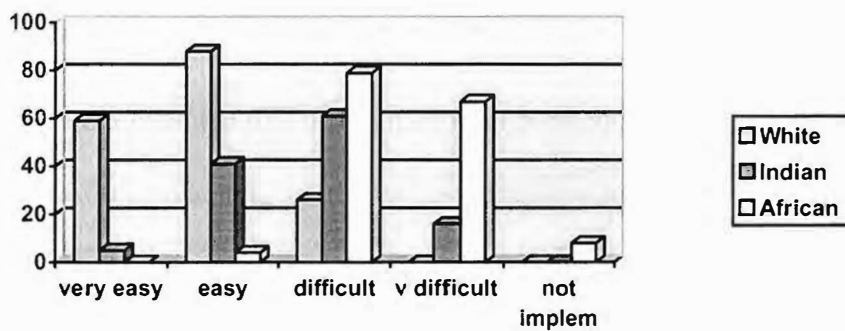


Figure 4.9.

Although the implementation of new curriculum in White and Indian schools is effective (64%), but 37% of teachers are still not sure whether implementation is effective or not. In African schools implementation of new curriculum is not effective (40%) and a large percentage (70%) of teachers said they are not sure whether the new curriculum is having the desired effect or not. According to Bell and Day (1995), staff development can best helpful if it is linked to the introduction and implementation of new policies and specific school innovations. During interviews 13% said that new knowledge is not effective. They said this because in most cases those teachers who attended workshops did not

workshop other teachers. When a new curriculum is implemented you will find that other teachers are not clear as to what to do.

EFFICACY OF OBE WORKSHOPS

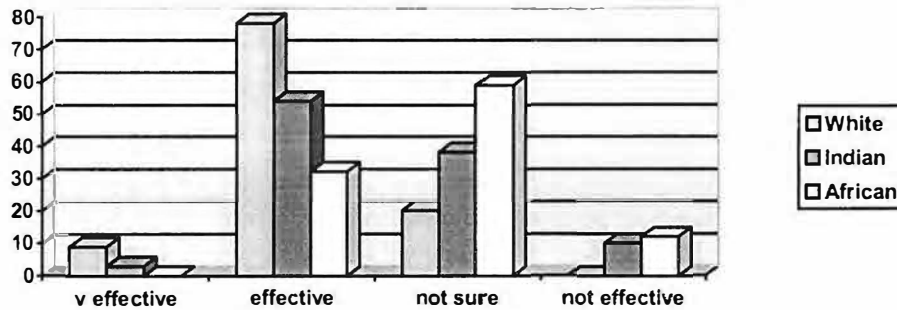


Figure 4. 10.

4.2.3. Teacher Perceptions of Staff Development

Teachers were also given a chance to give their opinions and views as far as staff development is concerned. In other words the analysis shows how the teachers perceive staff development.

After comparing the times for attending workshops, teachers from all schools prefer to attend during school hours. Figure 4.11. shows the preferred times for attending staff development workshops. 80% of teachers from all schools prefer to attend in-service staff development during school hours. The reason for choosing this time is that some teachers usually have family matters to attend to, some are mothers and others are studying and

they also have other commitments. Because of that they cannot attend workshops during weekends, vacations or after school.

PREFERRED TIME FOR ATTENDING WORKSHOPS

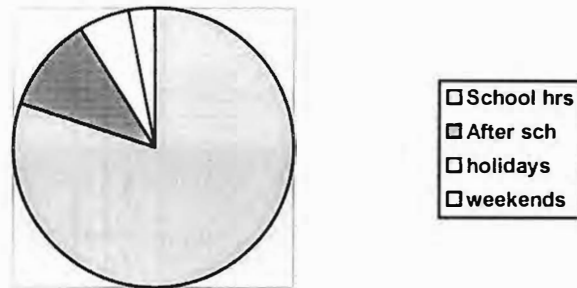


Figure 4.11.

Data analysis shows that there is a big difference when it comes to the preferred venue for workshops. White teachers preferred their schools to be venues for workshops (91%). The reason for this is that White schools usually organize their own workshops to which they invite facilitators or consultants. During the development of a new curriculum programme or innovation it may be that teachers are being removed for training from the very classes for whom the development is intended. In such circumstances not only are classes disrupted, but the application of the outcomes of training may actually be delayed (Burgess, 1987). Indian and African teachers together (63%) prefer workshops to be held outside the school and the venue should be convenient for everybody. They preferred the venue which is outside the school because their schools still rely on the Department to plan staff development programmes for them. Therefore if workshops are planned by the

Department of Education it is not always feasible to hold workshops in different schools as the venue is normally chosen by the Department.

PREFERRED VENUE

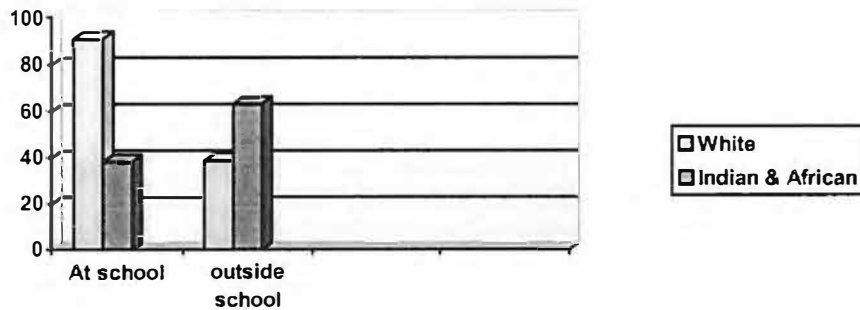


Figure 4.12.

The extent to which Indian and African schools depend on the Department of Education's staff development workshops is evident when it comes to the perceptions of teachers on the provider of the workshops. 65% of the teachers preferred the Department of Education to be the provider of the staff development workshops. Although most teachers preferred the department some (60%) said that it does not matter who organizes workshop as long as it achieves its goals. White teachers said that the choice of provider depends on the type of a workshop. That is why 87% of teachers said that workshops could be provided by school, Department of Education, consultants, NGO's, University or College.

PREFERRED PROVIDER

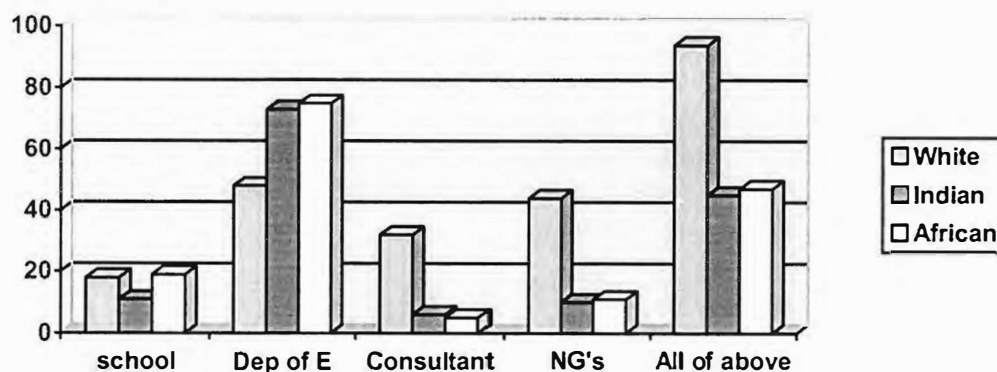


Figure 4.13.

Although there were some differences on the choice of providers of the workshops, the majority of teachers from all schools (92%) preferred subject advisors as their first priority facilitators. Teachers chose subject advisors because they are well- trained and experienced former educators and in most cases they do not encounter problems during implementation after attending their workshops. The second most popular choice (67%) was the representative from the department of education while 65% of respondents preferred workshops facilitated by other teachers.

Teachers from all schools (98%) strongly agreed that needs of the teachers and school should be assessed when planning for in-service staff development. According to Siedow et al (1987), by assessing needs of participants, in-service training coordinators can determine what will constitute appropriate in-service sessions. Teachers said that at present they attend workshops that do not cater for their professional needs. That is why

workshops fail to meet their expectations especially with regard to the teaching and learning context.

81% of teachers from all schools agreed that teachers should be involved in planning for workshops. Teachers (14%) pointed out that although they do not disagree but it is not easy for the planners to involve the teachers in all workshops. There will be workshops where teachers will be asked to attend without their needs being assessed and without involving any teacher, except if they are facilitators.

93% of all teachers agreed that teachers should be given a chance to evaluate workshops. Teachers from all schools (100%) agreed that after attending workshops follow-up and support programmes should be given to teachers to ensure proper implementation of new knowledge. Because of many changes that are place in the education system, all teachers agreed that they should be given a chance to attend workshops frequently.

The following table (Table 4.2.) depicts the frequency distribution of responses to the opinion statements along the SA, A, NS, D, SD continuum.

PERCEPTIONS OF TEACHERS

	SA	A	NS	D	SD
1. Needs should be assessed	95%	3%	2%		
2. Teachers should be involved in planning	81%	5%	14%		

2. Follow-up and support programmes	96%	4%
3. Evaluation of workshops	83%	10% 7%
4. Attendance of workshops	98%	2%

Table 4.2.

Graphic illustration (figure 4.16.) shows that teachers (77%) from all schools identified the application of OBE to lesson planning and preparation as the highest priority area in which staff development is needed. The second priority (73%) was new curriculum or curriculum development still linked to OBE curriculum. 64% of teachers identified new methods of teaching as the third priority. Teachers (52%) identified new forms of assessment as the fourth priority. New subject matter (37%) was identified as the fifth priority. New education policies and school management were the lowest priority. Teachers pointed out that change in curriculum came up with the new approach (OBE), new methods of teaching, new subject matter and new forms of assessment. In other words teachers need all of the above for proper teaching and learning.

AREAS IN WHICH STAFF DEVELOPMENT IS NEEDED

Application of OBE to lesson planning	77%
New curriculum or curriculum development	73%
New methods of teaching	64%
New forms of assessment	52%
New subject matter	37%
New education policies	26%
School management	12%

Table 4.3.

4.3. CONCLUSION

Although schools are different there are cases where teachers have similar experiences and opinions regarding staff development. It has been found that Indian and African schools have many things in common but some are similar to White schools. The main difference is found when it comes to the staff development policy. This shows that Indian and White schools have better facilities than African schools. In most cases Indian and African teachers have similar experiences because they rely on the Department of Education in as far as staff development is concerned.

In all the schools teachers included in the sample for this study attended workshops and only few teachers had not had the opportunity to attend and their reasons for not attending are valid. When looking at the type of workshops that they have attended it is clear that teachers know about the changes that are taking place in the education system. When it comes to views and opinions, teachers from all schools have similar choice. This shows that teachers have the same perceptions on staff development.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter gives a critical overview of the findings of the study as a whole. It further discusses conclusions and suggests recommendations in this emerging field of ongoing staff development and organisational (school) development.

5.2. PRESENT MODEL

The divisions in the education system were reinforced under the apartheid system by separate education departments being governed by different legislation. Legislation and policy enforced separation along racial lines which promoted huge inadequacies and inequalities in provision to White, Indian and African schools.

The new education system seeks to democratize education and to eliminate backlogs and inequalities. OBE as policy and curriculum innovation has not taken adequate account of the availability of resources in schools and classrooms in South Africa. The OBE policy

ignores or glosses over inequalities that were the logical consequence of racial discrimination in the pre- 1994 system of education.

The report on funding for the OBE policy suggests that the budget is inadequate to produce high quality training and workshops. As a result, districts provide training to fewer teachers who are then expected to facilitate workshops and to give training to other teachers. These facilitators are not well trained because they were trained for few days. Mainly as a result of shortage of funds teachers are not given enough follow-up programmes and support services.

Many African teachers have not started to implement Curriculum 2005, some lack the necessary skills and knowledge to implement new curriculum because they attended very few and poorly organised workshops before implementing the curriculum. Thus teachers, especially African teachers, lack training and information about the new curriculum. For historical reasons, in African schools there is a general lack of resources and teaching materials. White and Indian teachers, on the hand, do not encounter problems during implementation because they have enough resources and support materials. White teachers in the schools included in this study had enough information before implementation because they had attended many workshops which were organized internally.

As mentioned in the preceding chapters, most White schools organize their internal workshops. White teachers in this study have resisted attending workshops that were

facilitated by teachers. They say that new curriculum is simplistic, repetitive and watering down their standards and they preferred to organize their workshops.

On the basis of responses to the questionnaire it is evident that White and Indian schools have their own staff development policies. Before planning for staff development workshops, the needs of the teachers are assessed. Teachers usually attend workshops that they need and their expectations are usually met. Teachers are usually given a chance to evaluate workshops and are given follow-up programmes depending on their evaluations.

As mentioned in the previous chapter, African schools do not have staff development policy. Teachers usually wait for the Department of Education to organize workshops for them. Because their workshops are organized externally their needs are not assessed. In most cases their expectations are not met and they are not given follow-up workshops. Teachers are sometimes given a chance to evaluate programmes but their views are not taken into account because the workshops are organized externally by the Department of Education.

Workshops for OBE fail to cater for needs of each school. Co-ordinators of OBE workshops do not consider the context to which teachers do their work. Principals and SMT's are not workshopped and teachers fail to get support from SMT.

Findings showed differential impact of the new curriculum policy on under-resourced schools compared to privileged schools. This is confirmed by Spreen and Vally:

The problem is that not only did black schools have less training exposure and material advantages than their white counterparts, they also were hit hardest by the lack of provincial budgets to support the supplies of basic materials and ongoing support since the introduction of the new curriculum (Spren and Vally 1998:14).

In spite of the new democratic dispensation racial differences still persist in most schools. There are still noticeable differences between white, Indian and African schools. White schools organize their workshops because they have enough funds and adequate resources. For instance, they did not encounter problems during the implementation of OBE in Grade 8 and 9 because they had adequate resources. African schools depend on the Department of Education for funding and to organize staff development programmes.

5.3. TOWARDS AN INCLUSIVE MODEL

Providers of staff development programmes have realized that there should be a shift from the smorgasbord and central office approach to teacher centred approach. This approach is recommended because it takes the teachers needs into consideration. The problem with teacher centred approach is that it does not consider the needs of the school. The findings of the study suggest that the staff development approach that should be used in a learning school is a School Improvement Approach. This approach caters for the needs of the teachers as well as the needs of the school.

5.3.1. Principals as staff developers

Principals should promote school development by focusing on the professional growth of staff. Ideally principals and SMT should know more about the new curriculum so that they can be able to organize workshops to help the teachers in the school. Principals should learn how to design effective staff development activities so that staff development workshops can be conducted in schools. This will solve most of the logistical problems encountered by teachers. Outside consultants or NGO's can be invited to come to school and workshop teachers. Appraisal must be more integrated into school development planning and must be a key player in any whole school development policy. Principals should use appraisal to assess the needs of the teachers. This is in line with the conception of staff appraisal as a means of staff development.

There should be a staff development policy which contains the aims of staff development in the school. It is the duty of the Department of Education and the principals to make sure that all schools have their staff development policies. If schools have their staff development policies and the necessary resources to implement them they can be able to organize their own internal workshops. Each school should have a staff development plan which shows how the school intends to implement the new Curriculum policy and other policies and how it will continue to develop teachers.

Principals should involve parents in the development of teachers. It has been found that teachers are not given enough workshops by the Department because of insufficient funds. Therefore principals should make the professional development of teachers part of school development so that funds for developing teachers within the school will be set aside.

5.3.2. Teacher involvement in planning

The design of the training programmes must revolve around the teacher involvement. Teachers need to be involved in the identification and articulation of their own training needs. Whenever possible, teachers should have an opportunity to taste before commitment, to see or experience a sample of what the in-service staff development experiences would be like before they become involved. By drawing teachers into participatory roles in the planning of in-service sessions, coordinators can develop the involvement necessary for successful in-service training. This should be done if the top-down approach is avoided so that teachers are not passive recipients, but are actively involved in the design and implementation of the course.

5.3.3. Needs assessment

The programme design must allow for and plan for individual differences. An assessment of the teachers' needs should form the basis of the staff development programme. This process should include activities designed to identify the needs of the teachers and for

those who will benefit from the programme. Specific needs of teachers in a particular context would be negotiated with them and incorporated in the contextual model

The new staff development programmes should be planned after a careful assessment of the teachers' needs of the school. In a school improvement approach the needs of the teachers are identified and met within the context of the institutional goals. This means that schools have to balance the needs of individual staff with whole-school development needs.

5.3.4. Objectives of staff development workshops

Objectives for staff development workshop should be developed based on the needs of the teachers and the school. They should be formulated in terms of the outcomes related to teacher practices.

5.3.5. Content of staff development workshops

The content of the sessions should be based on the objectives established from needs assessment. Methods of presenting content and staffing for sessions should involve teachers as adults responsible for their own learning.

5.3.6. Evaluation of staff development programmes

The evaluation of programs is essential to measure accomplishment of objectives and also to assess further needs of participants. Programmes should not be evaluated without the input from teachers who had gone through such programmes.

5.3.7. Follow-up programmes

It should be clearly indicated at the very beginning that there will be follow-up support available as part of the programme. Follow-up activities should be conducted to extend techniques learned and to modify them. Teachers should be given follow-up workshops to make sure that new knowledge has been implemented and to solve problems that are encountered during implementation.

5.3.8. Collaboration

A collaborative arrangement in which two or three persons from within the school and one or two outside consultants meet over a period of time to plan and carry out staff development activities. Meetings between each teacher and presenters, small group discussions, and reunion sessions of participants can all be used to ensure that training has lasting effects. In schools where teachers are learning together, there is a hope that

the success of the school improvement efforts will depend on the professionals within those schools.

Staff development must be integrated into school development planning as part of the move towards school effectiveness through school improvement. Staff development is working towards continuous professional development in a developing school.

Inclusive staff development in a learning school should be based on the following principles:

- Staff development never stops because teachers are life-long learners,
- Staff development workshops that are held at school are more successful,
- Staff development programme should be an on-going,
- Use the available resources e.g. members of staff with expertise,
- Schools should cluster if possible with neighbouring schools for their staff development,
- Schools should be taken as places of innovation and change,

6. REFERENCES

Anderson, L.W. 1987. *Staff Development and Instructional Improvement: Response To Robbins And Wolfe. Educational Leadership.* 44(5): 64.

Anderson, G. 1996. *Fundamentals of Educational Research.* London: The Falmer Press.

Ary, D. 1996. *Introduction to Research in Education.* Philadelphia: Harcourt Brace College Publishers.

Ashley, M.J. and Mehl, M.C. 1987. *Inset in South Africa: Issues and Directions.* Johannesburg: Teacher Opportunity Programmes.

Babbie, E 1992. *The Practice of Social Research.* Belmont : Wadsworth Publishing Company.

Bagwandeem, D.R. and W.J.Louw 1993. *The theory and Practice of In-service Education and Training for Teachers in South Africa.* Pretoria: Van Schaik Publishers.

Barasa, F.S. and Mattson, E. 1998. *The roles, regulations and professional development of educators in South Africa: a critical analysis of four policy documents*. Journal of Education. 23 : 41-72.

Beard, P. N. G. 1988. *Heads of Department as Leaders*. South African Journal of Higher Education. (2): 48-56.

Bell, J. 1987. *Doing Your Research Project*. Philadelphia: Open University Press.

Bell, L. and C. Day 1991. *Developing Teachers and Teaching: Managing Professional Development of Teachers*. Philadelphia: Open Univesity press.

Berkey, T. and Dufour, R. 1995. *The Principal as Staff Developer*. Journal of Staff Development. 16(4): 2 – 6.

Bines, H and Welton, J.M. 1995. *Managing Partnership in Teachers Training and Development*. London: Routledge.

Boyer, E. 1983. *High School: A report on secondary education in America*. New York: Harper and Row.

Bradley, H. 1991. *Staff Development*. New York: The Falmer Press.

Bradley, M. K.; Kallick, B.O. & Regan, H.B. 1991. *The Staff Development Manager*. Boston: Allyn & Bocon, Inc.

Brew, A. 1995. *Directions in Staff Development*. Buckingham: SRHE and Open University Press.

Burgess, R.G. 1993. *Implementing In-service Education and Training*. Bristol: Falmer Press.

Burgess, R.G; Connor, J; Galloways, S; Morrison, M. and Newton, M. 1993. *Implementing In-service Education and Training*. London: Falmer Press.

Burke, J.P. 1987. *Teacher Development*. New York: Falmer Press.

Burke, P; Heideman, R& Heideman, C 1990. *Programming for Staff Development*. New York: The Falmer Press.

Calderhead, J. and Gates, P. 1993. *Conceptualising Reflection in Teacher Development*. London: Falmer Press.

Caldwell, S.D. & Marshall, J.C.1982. *Staff development – Four approaches described, assessed for practitioner; theoretician*. NASSP Bulletin, 66(45): 25 - 35.

Carl, A.E. 1995. *Teacher Empowerment Through Curriculum Development : Theory and Practice*. Cape Town: Juta and Co.

Castetter, W. B. 1992. *The personal function in education administration*. 5th ed. New York: Macmillan.

Colbert, J. A. and Wolff, D. E. 1992. *Surviving in urban schools: A collaborative model for a beginning teacher support system*. *Journal of Teacher Education*. 43(3): 193 – 199.

Cole, A. and Thiessen, D. 1991. *Inservice Education of Teachers INSET*. An interpretive review. Toronto: Institute of studies in Education.

Daresh, J.C. 1987. *Staff development – Guidelines for the principal*. *NASSP Bulletin*, 71 (497): 20 – 23.

Dayaram, M 1988. *Educational Management in Indian Secondary Schools in Natal*. Unpublished Med. Dissertation. Durban : University of Durban Westville.

De Clercq, F. 1997. *Policy intervention and power shifts: an evaluation of South Africa's education restructuring policies*. *Journal of Education Policy*. 12 (30):127-146.

Dillon-Peterson, B. 1981. *Staff development/Organization development*. In Betty Dillon-Peterson (Ed.) *Staff Development/Organization Development*. (pp. 1 – 10) Alexandria, VA: ASCD.

Doggett, M. 1987. *Staff development: Eight leadership behaviours for principals*. NASSP Bulletin, 71(497): 1 – 10.

Finn, R. 1993. *Mentoring: The effective route to school-based development, in modern education systems*. London: Kopan Page.

Fraenkel, I.R. and Wallen, N. E. 1993. *How to Design and Evaluate Research in Education*. New York. Mccraw-hill. Inc.

Frase, L. E. 1992. *Maximising People Power in schools: Motivating and managing teachers and staff*. Newbury Park, Calif: Corwin.

Fullan, M. G. 1992. *Successful School Improvement*. Buckingham: Open University Press.

Fullan, M.G. 1993. *Why Teachers must Become Change Agents*. Educational Leadership. 12(7).

Fullan, M.G. 1994. *Change Forces: Probing the Depths of Educational Reform*. London. Falmer Press.

Goodlad, J. I. 1984. *A Place Called School*. New York: McGraw-Hill.

Griffin, G. A. 1983. *Staff Development*. Eighty second yearbook of the National Society for the Study of Education. Chicago: The Chicago University Press.

Grossnickle, D.1987. *In service follow-up – What to do after the expert leaves?* NASSP Bulletin, 71(497): 11 – 16

Grossnickle, R.D. & Layne, D.J. 1991. *A shared vision for staff development: Principles, processes and linkages*. NASSP Bulletin, 75(536): 88 – 83.

Guskey, T. and Huberman, M.1995. *Professional Development in Education*. New York and London: Teachers College Press and Teacher College Columbia University.

Hardman, S. 2001. *Problematizing Professional Development in South African Education*.

Hargreaves, A.1994. *Changing Teachers, Changing Times*. London. Cassell.

Hargreaves, A. and Fullan, M. 1992. *Understanding Teacher Development*. New York: Teachers College Press.

Harris, M. 1990. *In-Service Education for Staff Development*. University of Texas: Austin Allyn and Bacon.

Harris, A. and Russ, J. 1995. *Pathways to school Improvement*. London: Department of Employment.

Hartshorne, K.B. 1992. *Crisis and Challenge. Black Education 1910 - 1990*. Cape Town. Oxford University Press. United Kingdom.

Hendee, R.E. 1976. *Toward effective staff development plans and programmes*. *Educational Leadership*, 34(3): 163 – 164.

Henerson, M.E 1987. *How to Measure Attitudes*. London : Sage Publications.

Hofmeyr, J. and Buckland, P. 1991. *Policy Change in South African Education: The Roles of Public and Private Sectors in In-Service Teacher Education*.

Holly, P. and Southworth, G. 1989. *The developing school*. London: The Falmer Press.

Hopper,C.O; Mokgatle, M; Maluleke, M; Zuma,S; Hlophe,S; Lolwane,P and Makhene,M. 2000. *The Further Education and Training Implementation Handbook. From Policy to Practice*. Cape Town: Juta & Company.

Horne,H. and Pierce, A. 1996. *A Practical Guide to Staff Development and Appraisal in School*. London: Kogan Page.

Huberman, M. 1995. *Networks That Alter Teaching: conceptualizations, exchanges and experiments*.

Human, J.J; Llewellyn, E.L; van Zyl, T. S. and Mc Culloch, D. 1999. *An Introduction to Economic Education for teachers*. Cape Town: Nasou.

Jones, J.J. and Walters, D.L. 1994. *Human Resource Management in education*. Lancaster, Pa: Technomic.

Joyce, B. , Calhoun,E and Hopkins, D. 1999. *The New Structure of School Improvement*. Buckingham and Philadelphia: Open University Press.

Joyce, B. and Showers, B. 1980. *Improving In-Service Training: The Message of Research*. Educational Leadership, February pp.22 – 30.

Joyce, B. and Showers, B. 1995. *Student Achievement Through Staff Development*.

Fundamentals of School Renewal (Second Edition). London, Toronto: Longman Publishers.

Kallaway, P., Kruss, G., Fataar, A. and Donn, G. 1995. *Education After Apartheid: South African Education in transition*. Cape Town: University of Cape Town Press.

Little, J. W. 1990. *District Policy Choices and Teachers professional Development Opportunities*. Educational Evaluation and Policy Analysis. 11(2): 165-179.

Main, A. 1995. *Educational Staff Development*. London: Croom Helm.

McQuarrie Jr., F.O; Wood, F.H. & Thompson, S.R. 1984. *The staff development maze: Where are we?* NASSP Bulletin, 68(469): 75 – 82.

Motala, S. 1997. *From Policy to Implementation: Ongoing Challenges and Constraints*. Quarterly Review of Education and Training in South Africa. 5(1) 1-19

Mutshekwane, N.A. 1992. *In-Service Education and Training of Teachers in Venda*. South African Journal of Higher Education (1995), 9(2): 155 – 159.

Newton, Malcolm and Mack, Valerie. 1994. *The INSET Impact*. Managing Schools Today. 3(5): 30 – 32.

- Newton, C. & Tarrant, T. 1992. *Managing Change in Schools*. New York: Routledge.
- Odell, S.J. and Ferraro, D.P. 1992. *Teacher mentoring and teacher retention*. *Journal of Teacher Education*. 43(3):200-204.
- Oliva, P.F. 1989. *Supervision For Today's Schools*. New York: Longman.
- Pink, W.T. and Hyde, A.A. 1992. *Effective Staff Development for School Change*. New Jersey: Ablex Publishers.
- Polit, D.F. and Hungler, B.P. 1993. *Essentials of Nursing Research Methods, Appraisal and Utilisation*. Philadelphia: J.P. Lippincott Company.
- Richardson, V. 1994. *Teachers Change and the Staff Development Process: A case in Reading instruction*. London: Teachers College Press.
- Rogus, J.F. 1983. *Building an effective staff development programme: A principal's checklist*. *NASSP Bulletin*, 67 (461): 8 – 15.
- Rosenholzs, S. 1985. *Organisational Conditions of Teacher learning. (Interim report to the National Institute of Education Grant: University of Illinois)*.

T020127



Rubin,L.J. 1971. *Improving In-service Education-* Proposals and Procedures for Change.
Boston: Allyn and Bacon.

Rust, J. 1993. *Ignore, Induct or develop: Implementing effective beginning teacher development strategies.* The Practising Administrator, 15(2) :12-16.

Sachs,A. 1999. *Solid Foundation.* A Journal of Staff Development. 20(1).

Schiffer,J. 1980. *School Renewal through Staff Development.* New York: Teachers College Press.

Shaw, R. 1992. *Teacher Training In Secondary Schools.* London: Kogan Page.

Siedow,M.D, Memory, D.M. and Dristow, P.S. 1987. *In-service Education for Content Area Teachers.* Delaware: International Reading Association.

Sparks, D. 1997. *A New Vision for Staff Development.* 77: 20-22.

Sparks, D. 1994. *A paradigm shift in staff development.* Journal of Staff Development. 15(4): 26 – 29.

Sparks, D. and Hirsh, S. 1997. *A Vision for Staff Development:* Association for Supervision and Curriculum Development.

Teddie, C. and Reynolds, D. 2000. *The International Handbook of School Effectiveness Research*. New York: Falmer Press.

Tickle, L. 1987. *New Teachers and the Emotions of Learning and Teaching*. Cambridge Journal of Education, 21(3): 277 – 285.

Vally, S. and Spreen, C. 1998. *Implementation of Curriculum 2005*. Quarterly Review of Education and Training in South Africa. 5(3): 13-16.

Webb, G. 1996. *Understanding Staff Development*. Buckingham: Open University Press.

Webb, G. 1996. *The Society for Research into Higher Education*. Understanding Staff Development. Bucknham: Open University Press.

Webb, L.D.; Montello, P.A. and Norton, M.S. 1994. *Human Resources Administration: Personnel issues and needs in education*. 2nd ed. New York:Macmillan College Publishing.

Whitaker, P. 1993. *Managing Change in Schools*. Buckingham : Open University Press

Wideen, M. F. and Andrews, I. 1987. *Staff Development for school Improvement: A focus on the teacher*. New York: Falmer Press.

Wilkinson, G. A. 1997. *Beginning Teachers Identify Gaps in their Induction Programmes*. A Journal of Staff Development. 18(2): 48-51.

Wood, F.H; Thompson, S.R. & Russel, S.F. 1981. *Designing Effective Staff Development Programmes*. In Betty Dillon-Peterson (Ed.), *Staff Development/Organization Development*. (pp.59-91). Alexandria, VA ASSCD

Wood, F.H. & Thompson, S.R. 1980. *Guidelines for better staff development*. Educational Leadership, 37(5): 374 -378.

Zamparelli,D. 1992. *Teacher assistance programme*. A Developmental Teacher Induction programme for beginning teachers. A Practicum Report, Nova University. ERIC Document Reproduction Service NO ED 350290.

APPENDIX A

QUESTIONNAIRE

STAFF DEVELOPMENT QUESTIONNAIRE

This questionnaire is intended to obtain information from high school teachers about their perceptions on staff development workshops. Information will be treated confidentially. Your co-operation in completing this questionnaire will be highly appreciated.

A. BIODATA

Place a tick [✓] in the appropriate box []

1. Circuit in which your school is located

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Ndengezi | <input type="checkbox"/> Molweni |
| <input type="checkbox"/> KwaDabeka | <input type="checkbox"/> KwaSanti |

2. Gender Male Female

3. Age 18 -25 26 - 30 31 - 35
 36 - 40 41 - 50 51 +

4. Years of teaching experience

<input type="checkbox"/> 0 - 5 years	<input type="checkbox"/> 6 - 10 years	<input type="checkbox"/> 11- 15 years
<input type="checkbox"/> 16 - 20 years	<input type="checkbox"/> 20 years +	

5. Level of appointment

<input type="checkbox"/> level 1	<input type="checkbox"/> level 2	<input type="checkbox"/> level 3
----------------------------------	----------------------------------	----------------------------------

6. Highest qualification after Std 10

- Certificate Diploma Junior Degree
 Honours Masters
 Other, specify -----

7. Subject Area in which you teach

- Natural Science Technical Subjects Languages
 Mathematics Geography/ History Commerce
 Other, specify -----

B. EXPERIENCES ON STAFF DEVELOPMENT

1. Have you attended any development workshops during 2001?

- not at all once only twice
 three or more times

2. What were the workshops that you attended about? (More than one answer)

- New subject matter knowledge
 New curriculum or curriculum development
 New methods of teaching
 New forms of assessment
 New education policies
 School management

3. When (during what time or period) have you attended workshops?

- During school hours
 After school hours
 During weekends
 During holidays

C. THE IMPACT OF IN-SERVICE STAFF DEVELOPMENT IN SCHOOLS

1. Does your school have any staff development policy?

- Yes No

2. Teachers from workshops are given a chance to workshop other teachers.

- Sometimes Most of the times Not at all

3. How was the implementation of new the curriculum in schools?

- Very easy Easy Difficult
 Very difficult Not implemented at all

4. If the new knowledge or policies were implemented, how is its efficacy?

- Very effective Effective Not sure
 Not effective

5. How would you rate the effectiveness of staff development workshops with respect to the following aspects of your work as a teacher? Use the following rating scale and write the appropriate number of your rating in the box.

1. Very effective	2. Effective	3. Average	4. Not very effective
5. Completely useless			

- | | | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. on teaching and learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. on curriculum development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. on methods of teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. on forms of assessment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. on subject matter knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. on school management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D. PERCEPTIONS ON STAFF DEVELOPMENT

1. When should staff development workshops be provided?

- | | |
|---|--|
| <input type="checkbox"/> After school hours | <input type="checkbox"/> During school hours |
| <input type="checkbox"/> During vacation | <input type="checkbox"/> During weekends |

Why

2. Where should workshops be held?

- | | |
|---|---|
| <input type="checkbox"/> At school | <input type="checkbox"/> Outside the school |
| <input type="checkbox"/> Other, specify ----- | |

3. Who should provide staff development workshops?

- | | | |
|---------------------------------|--|--------------------------------------|
| <input type="checkbox"/> School | <input type="checkbox"/> Department of education | <input type="checkbox"/> Consultants |
| <input type="checkbox"/> NGOs | <input type="checkbox"/> University/College | <input type="checkbox"/> All of the |

above

4. Who should facilitate the workshops? (More than one answer)

- | | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> Subject advisors | <input type="checkbox"/> Teachers | <input type="checkbox"/> Superintendent |
| <input type="checkbox"/> Lecturer from a university or technikon | | |
| <input type="checkbox"/> Representative from the department of education | | |

5. Needs of the teachers and the school should be assessed before planning a workshop?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

6. Teachers should be involved in planning and implementation of workshops.

- Strongly agree Agree Not sure
 Disagree Strongly disagree

7. After attending a workshop follow-up and support programmes should be given to teachers to ensure proper implementation of new knowledge.

- Strongly agree Agree Not sure
 Disagree Strongly disagree

8. Teachers should be given a chance to evaluate workshops.

- Strongly agree Agree Not sure
 Disagree Strongly disagree

9. Because of many changes in education system, teachers should attend in-service workshops frequently.

- Strongly agree Agree Not sure
 Disagree Strongly disagree

10. Rank in order of importance the following areas in which you need staff development workshops. Write numbers 1 to 6 in the space provided to show your order of importance. 1 = highest and 7 = lowest

AREAS	PRIORITY
1. NEW SUBJECT MATTER KNOWLEDGE	
2. NEW CURRICULUM OR CURRICULUM DEVELOPMENT	
3. NEW METHODS OF TEACHING	
4. NEW FORMS OF ASSESSMENT	
5. NEW EDUCATION POLICIES	
6. SCHOOL MANAGEMENT	
7. APPLICATION OF OBE TO LESSON PLANNING AND PREPARATION	

THANK YOU FOR YOUR TIME AND CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE

APPENDIX B

**A LETTER REQUESTING PERMISSION
TO CONDUCT RESEARCH**

32 Rethman Road
New Germany
3610

.....

The principal

.....

Dear Sir/ Madam

REQUEST FOR A PERMISSION TO CONDUCT A RESEARCH SURVEY

I hereby request permission to conduct research in your school for academic purposes.

I am doing a Masters Degree in Educational Management at Westville University. I intend **investigating the perceptions of secondary school teachers with regard to their staff development programmes after the implementation of the new curriculum policy.**

The information received will be treated anonymously and confidentially. The final copy of the research may be sent to the department if it so wishes.

Yours faithfully

J. C. Ngwenya

32 RETHMAN ROAD
New Germany
3610

Dear colleagues

I am writing to ask for your help with some research I am undertaking.

I am a Masters student specialising in Educational Management at the University of Durban-Westville. I am presently engaged in my research project. My research study is basically **to assess the perceptions of high school teachers on staff development programmes after the implementation of new curriculum policy.**

Please be assured that your responses will be strictly confidential and will be used for research purposes only.

Your co-operation will be highly appreciated.

Yours sincerely

J. C. Ngwenya