FACULTY OF EDUCATION

THE SIGNIFICANCE OF STAFF DEVELOPMENT IN IMPROVING QUALITY EDUCATION: A CASE STUDY FOR THREE HIPPOVALLEY ESTATES SCHOOLS IN CHIREDZI DISTRICT

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY, MIDLANDS STATE UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF BACHELOR OF EDUCATION DEGREE IN COMPUTER SCIENCE

BY

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DECLARATION

I, **MUDYIWA ADONIS**, declares that this research project is my original work and affirm that it had not been submitted to this or any other university in support of application for any degree or any other qualification.

Signed ……………………………….   Date …………………………

Supervisor…………………………….   Date
………………………………..

MIDLANDS STATE UNIVERSITY

FACALTY OF EDUCATION

DEPARTMENT OF TEACHER EDUCATION

APROVAL FORM

The undersigned satisfy that they have read and recommended to Midlands State University for acceptance of this research study entitled:

THE SIGNIFICANCE OF STAFF DEVELOPMENT IN IMPROVING QUALITY EDUCATION: A CASE STUDY FOR THREE HIPPO VALLEY ESTATES SCHOOLS

HIPPO VALLEY CNTRAL CLUSTER IN CHIREDZI DISTRICT UNDER MASVISNGO PROVINCE

BY

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In partial fulfilment of the requirements of the Bachelor of Education Degree in Computers

Supervisor …………………………… Date ……………………………

Coordinator ………………………….. Date …………………………...

Chairperson ………………………….. Date …………………………...

DEDICATION

The project is dedicated to my wife, Tambudzai and my children Plaxedes, Paris and Preston Tasisio.

You kindly assisted and inspired me very much

May the Grace of God be upon you.

ACKOWLEDGEMENTS

I wish to extend my sincere gratitude to the following people for their kindness and assistance

My Tutor   :   Mr P.K. Nhenga

Programme Chairperson :   Doctor L Chitanana

My family, friends Mr Cephas Chipise , Mr Joe Chakanyuka, Mr Tawanda Chiware, Miss Precious Chitiyo and Miss Regina Mufari and the school heads of the schools under study.

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ABSTRACT

This study was on the significance of staff development in improving the quality education in three of the eight Hippo Valley Estates primary schools. Primary schools were targeted by the researcher because they provide the basic foundation in the education system. It is the quality aspect at this elementary stage that determines quality of the future.

The descriptive survey was the research design used in the study. This design allows data collection for the purpose of making meaning out of it. The researcher used the following instruments: questionnaire, interviews and site visit. The questionnaires and interviews had similar questions here and there. The research instruments were pilot tested in three Hippo Valley Estates schools so as to ensure their validity and reliability during data collection. The researcher personally conducted the interviews and distributed the questionnaires in order to ensure hundred percent return of questionnaires. Teachers shared their experiences of the staff developments experiences they have received. Student achievement and its relationship to staff development was explored. Teachers discussed contributions staff development training do in improving quality education.

The research findings proved that staff development programmes can improve quality education. This study could be of interest to school systems into the insights and needs of apprentice and veteran teachers. The results of this data can assist other schools with information to evaluate their current staff development programs and determine if changes should be made or not.

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CHAPTER 1

Introduction

In this age of standards, the primary focus in education has become establishing benchmarks for knowledge and skills for all students and the teaching staff. National content standards, state and local curriculum frameworks, teaching standards, standardized assessments of student learning, and measures to determine teacher quality are among the myriad benchmarks to which educators are being held accountable. These measures of teaching and learning and reports of the results of these measures are centre stage in the press, local community conversations and national agendas. Often what is missing in this national dialogue is an emphasis on the critical need for effective professional development for educators as a key to ensure high-quality education for all students and their achievement of standards.

Background of the study

The terms staff development, in-service, and professional development are often used interchangeably. For the purposes of this project, professional development is used to describe all of these categories of training. Professional development focuses on knowledge, skills, and attitudes required of teachers, administrators, and other school employees that are directed toward all students learning at all levels of achievement

Teaching is a complex, ever-changing profession so school educators must know how to meet the needs of diverse student populations. "...research indicates that the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status" (Darling-Hammond, 1999, p. 39). Staff development is the primary key in addressing most educational challenges and enhancing quality education. This is true because staff development is a process intended to improve skills, understanding and performance of staff in their present and future roles. Andrews (2006), correctly says that the objective of the training is to assist the staff, to acquire skills, knowledge, attitudes or behaviour necessary for effective work

performance. This means that the school personnel would be able to perform their duties effectively and efficiently if they are consistently and accurately staff developed. School goals and national ones at large will be easily achieved because the teaching staff will be possessing requisite skills and competences. The recently introduced new curriculum bears a clear testimony of the importance of staff development because interpreting the new syllabi needs collective effort. In order for the school staff to develop professionally, both their needs and those of the school must be taken into cognisance, hence staff development is necessary.

In addition, statutory instrument 125 0f 1992, also adds that school heads are expected to monitor the performance of their teachers, give an effective performance appraisal and counselling which are also part of staff development. All this is done to create opportunities for teachers to be more valuable to the school and nation. Fish (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. The ultimate aim of staff development is to create opportunities for teachers to be more valuable to the school, society and the nation at large. In an organization, such as educational institutions which comprise basically of human beings, the level of staff training and development will go a long way in determining the staff effectiveness and improve productivity. In support of this Morton (2001), says that training is a systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job. It must be emphasized that most of our teachers have left school for a long time and have not been given the opportunity for re-training. Teachers should be encouraged to go for in-service training. This will brighten-up their ideas and will enable them to know more about the recent development in their course area.

Education leaders: teachers, administrators, and curriculum coordinators recognize the importance of continuous growth and learning for adults in schools. This helps to increase teacher competences. Unfortunately, they often lack the support and resources to implement effective professional development in their own schools. All too often, there is an overemphasis on expending available resources on professional development that is a "one-size-fits-all" experience. Professional development that is most relevant for teachers is focused on teachers' real work like the abolition of corporal punishment in Zimbabwean schools. Previously it was recommended to administer it but under certain conditions and the researcher found out that it is still being administered despite stiff penalties on teachers who

administer it and discovered that only staff development course as the permanent remedy. Moreover staff development program provides teachers with opportunities to make choices about their own learning, happens over time, and contributes to building a professional culture of collaborative learning. In many schools and districts across the country, this kind of professional development is happening. However, the need to "scale up" these efforts is paramount so that educators, regardless of where they teach and lead, will possess high-quality professional learning experiences. The continuous improvement of job skills is critical. The challenges faced on the job, as well as in the general business environment, are constantly changing. In addition, fundamental changes in the department of education will continue to accelerate. It does not take long for skills and knowledge to become outdated especially in this fast-changing world of technology. "Finishing" one's education is no longer realistic Walter (2002). The most important ingredient in successful skill development is the employee's own personal accountability. Teachers are expected to continuously strive for self-improvement by assertively taking advantage of opportunities for growth. Teachers are accountable for planning and managing their own developmental progress. However, teaching staff should recognize that development is not always a normal working period process. Therefore, they may need to dedicate some personal time to their own development, that's going an extra mile. If we are seriously concerned in solving the highlighted problems, we should regularly carry out staff development courses as a remedy to improving quality education.

The school should have a development plan which include experiences within and outside the immediate work environment. The following suggestions do not represent an exhaustive list, but are presented to give a basic checklist of possibilities. Developmental Activities within the unit: Commonly referred to as On-the-job-training. These opportunities should be tailored to the individuals' specific needs. Coaching: with coaching the supervisor closely observes the employee's work, identifying performance deficiencies and strengths, and providing personal help in developing and improving needed skills. Cross training: cross training means training a teacher to master one more responsibility of another position (Wei, Darling-Hammond and Adamson 2010). This technique helps broaden and diversify skills while allowing the employee to remain on the same job for example the Computer Science programme which the government recently launched to teachers across the country. The programme helps qualified teachers acquire computer knowledge. Job enrichment: this involves the assignment of additional responsibility and authority to a position so new skills are developed. The result of this technique is that the work typically becomes more challenging and interesting. Job rotation: job rotation involves moving people among positions on the same organizational level on a temporary basis. The purpose of this exercise is to improve knowledge and skills, and ultimately to gain experience in other functions and produce versatile teachers. Here that's when we see a situation where some teachers who have specialised in infant department being allocated a junior class or a sports director is officially delegated to lead a club like debate, quiz to name just a few. Effective professional development is the KEY to student success. Large amounts of money spent on professional development will have a greater impact on student learning and future than any other money spent. The statement is justifying the advantages of supporting and funding of staff development programmes. Moreover it also refers to a situation where by a staff development on the importance of studying further is held since it needs a lot money for fees, food accommodation and other expenditures. If a staff member goes on manpower development, the program will be of more benefit to the pupils than the member himself or herself because he or will become an expert in a certain area and this will result in good pass rate. Thus promoting every teacher be a competent and efficient one and we will help every student be a more successful learner. "Well-prepared teachers who are confident of their instruction are indispensable for children's reading success" (Burke 2000, p. 28). This simply means that in-servicing teachers not only demonstrate improvement in their teaching but their improvement leads directly to higher achievement on the part of their students.

Statement of the problem

After assessing the attitude of teachers and school heads on matters related to staff development, the writer discovered that despite the fact that staff developments are a government policy most schools in the country hold them merely as a formality. The main problem to be addressed by staff development is operational efficiency through "up-skilling" or "multi-skilling" teachers. Up-skilling involves extending teachers' knowledge of an existing skill and providing more experts within a subject area. Multi-skilling is the process of training teachers in new or related work areas to increase their usability within the organization. The world now accommodates versatile teachers. Lack of training and developing staff could be critical to the future success of learning organizations that`s why staff development is an important and suitable tool to address the gap. In the past, staff were rated on the 3 R's: Reading, writing, and arithmetic. These skills are no longer enough for success in today's unstable working environment that is continuously responding to technological advancement and a rapidly changing social and economic landscape. For teaching staff to be efficient, productive and adaptable, new skills such as critical thinking and problem embracing technological changes creativity and innovation are greatly required.

School staff are the biggest asset since they determine achievement of goals. Well-planned in-service training provides career pathways for teachers and helps in reducing attrition rate. There is need for in-servicing teachers to increase their efficiency and productivity to help the organization achieve greater consistency thus making it easier to project outcomes and meet organizational goals and targets. Some teachers are often sceptical about attending staff development programs. Jones and Lowe (1990) described these staff development sessions as representing a "one-shot in the dark" approach and this result in most teaching staff regarding it as a time wasting and useless ignoring the crucial role they play in improving quality education and teachers` performance. Exposing teachers to new programs and trends became the format for most in-service sessions. Teachers feel frustrated and become resentful on being required to attend "in-service" sessions that are poorly conducted. Staff development is an ongoing, in-depth, and intensive program and should be research and data-driven (Burke 2000). Designed with the teachers and students in mind, staff development should bring a significant change within the educational program resulting in teacher growth. Through this added teacher knowledge, student achievement should be evident and that there

is need for society to realize that the greatest investment of education is when time and money are spend on educating the teachers. Wenglinsky (2002) stated that a teacher's knowledge promoted high student achievement. This teacher knowledge should be gained through effective, planned, ongoing staff development sessions designed to improve school personnel (Burke, 2000).

Despite what current research suggests regarding effective staff development programs, teachers are often still reluctant to participate in more "in-service" opportunities. It is not unclear whether this attitude is derived from past experiences with ineffective staff development activities or from uncertainty about what specific types of staff development individual teachers need to improve the instructional program in their classroom. Research has shown that teachers who work on projects together, discuss them, and evaluate their efforts show a higher rate of success, (Orlich,1989).

Main Research Question

To what extent is staff development significant in promoting quality education particularly in three Hippo Valley Estates Schools?

Sub Research Questions

Against the backdrop of the above statement of the problem the study sought to answer the following questions.

1. What exactly is staff development?

2. How are staff development topics identified?

3. What are the teachers` perceptions on staff development?

4. Why are models used to conduct staff development?

5. What is the significance of staff developments?

Significance of the study

The investigation is important in that it is mainly focusing on addressing a fundamental ingredient in educational practices and implementation to pupils, teachers and education system as a whole. This study specifically aims at highlighting the significance of staff development in promoting quality education. If classroom practitioners and school heads grasp the importance of staff development, the quality of education will leave indelible marks to the schools and the nation at large. Once this is known the implementation of this basic educational requirement will be done more effectively and efficiently and goals will be easy to realise rather than holding them for merely to fulfil a government requirement. The disparities that may exist between what is generally known and in practise and the government expectation is likely to be useful indicators of how staff development is perceived. The study is going to clearly prove that staff development helps to improve pass rate in pupils and that efficiency among staff members is possibly achieved through meaningful and carefully planned staff development. Staff development is also important to the administration in that it promotes smooth running of educational intuitions and easy achievement of set targets. Moreover the study is also going to show how the high student pass rate will pave way for better employment opportunities thus upgrading the social and economic aspect of the communities and the nation as at large.   In a nut shell the findings of the study will be used as a diagnostic machinery to be used by educators in showcasing the significant role of staff development in promoting high quality educators and education

Assumptions

The researcher assumed that:

      1 Educators can define staff development

      2 Educators know that staff developments are a government requirement.

      3 Staff development is held at every school.

      4 Each school has staff development committee.

Objectives of the study

The study aims at

- ✓ State roles staff development programmes contribute to the promotion of quality education
- ✓ Giving advantages of staff development to the staff members.
- ✓ To help educators state the roles played by staff development in realising set goals.
- ✓ To motivate both school heads and teachers to hold fruitful staff development.
- ✓ To gain an insight of the significance of staff development.

Delimitation of the study

The study is being undertaken in Masvingo Province in Chiredzi District specifically in three Hippo Valley Estates schools. In the concerned schools, the researcher excluded student teachers because they will not be in their station for a long time, para-professional teachers for they are not compulsorily employed in all schools and school pupils. Another delimitation is that the area understudy does not accurately represent a true reflection of schools because the schools chosen are located in peri-urban while some schools are located in rural areas while some in towns.

Limitations of the study

- ➢ Participants may decide for whatever reasons to give false responses thereby affecting the validity of the findings. Biased responses can disturb the accuracy index of the findings.
- ➢ Shortage of adequate time due to the limited time frame the project is expected to be completed.
- ➢ Dishonesty from the sampled study population for fear of exposing their weaknesses or blame game approach.

> ➢ Since teachers have attitude, perceptions, and background knowledge when referring to staff development, this prior knowledge may affect the way they view and respond to the questions.
> ➢ The study is mainly focused on only three schools among thousands of Zimbabwean schools.

Methodology

The qualitative research paradigm was employed in this study since it is holistic and tends to give a clearer picture on the significance of staff development courses in school. This is done by considering reality and human condition or plausibility, context of data and the potential for researcher subjectivity. The descriptive survey was used as the research design to ensure efficient and reliable collection of information from respondents.

Questionnaires

The researcher used questionnaires, interviews, sites visits and documentary analysis as research instruments to solicit information from heads, teachers and students. Triangulation of data was essential in counteracting complex nature of population which consisted of learners, teachers and school heads. Stein (1995) defines a questionnaire as a list of questions submitted for replies that can be analysed for usable information. However, Chiromo (2006) warns that a researcher using a questionnaire should understand that it has its own disadvantages just like any other instrument. Tuckman (1987) argues that a questionnaire is flawed in some instances since it tells what people think is the case rather than telling what the case is

Interviews

In order to complement the weakness of questionnaire, the researcher employed the interview method to solicit heads and teachers. The interview is a conversation between an interviewee and an interviewer in order to gain valuable information Creswell (2012). According to Gwimbi and Dirwai (2003), there are two types of interviews: structured and structured interviewed, where the interviewer works out a set of questions in advance which can be modified during the interviews. Sinha and Ghostal (2009) stipulate that by using an interview, the researcher is assured of response and can further probe and get more

information than anticipated. Furthermore, during an interview the disposition of the respondents can tell the researcher how valid the information he or she is getting.

Observation

The researcher also employed the observation technique which was useful for corroborating and augmenting evidence from interviews, questionnaires, sites visits and document analysis. Shamoo and Rensik (2009) point out that an observation entails seeing and recording events as they occur. Data that was gathered by observation method described the observed phenomena as they occur in their natural setting (Burges 1997) reinforce the above view by saying observation method supplies the researcher with original data. Observation is a valuable technique especially when it compliments data obtained from other techniques. This is because in some cases what respondents say they do might be totally the opposite of what they will be doing when actually observed. In this study an observation form was prepared and used to avoid the researcher from being carried away during observations.

Desktop Documents

The study of documents also provide additional information to data collection. The researcher examined personal and official documents of heads and teachers such as supervision documents, scheme-cum-plans, minute and exercise books. Documents were useful for corroborating and augmenting evidence from interviews.

The researcher also visited schools and met heads and educators. The sites visits were made to each of the three schools understudy. The sites visits enabled the researcher to probe gaps and explore further questions that emerged in the case of document review. The sites visits were done mainly to get detailed information about how documents were kept

Definitions of Terms

The definitions of terms was done contextually by the researcher. The terms stated play an important role and moreover are closely related school based staff development.

1. **Staff development / in service training** are interchangeably to refer to one thing. These terms mean carefully planned and continuous process aimed at improving the knowledge, skills, attitude and performance of teachers.

2. **Teacher/ personnel/ and staff** interchangeably: these refer to any person recruited into the school in order to man a class or teaching and learning environment.

3. School/ organisation or institution: these means a well-defined organised place where pupils receive teaching and learning instructions

4. Administrator, head, deputy head, and teacher in charge: an officer charged with the responsibility of school activities

5. Significance / importance: these refer to the degree to which something is vital to the resolution of a crisis.

6. Quality: means an essential and distinguishing attribute of education. The word also refers to the degree of excellence

7. Education: the act or process determined by the knowledge, skill or discipline of character, acquired or a process of training

8 Promoting: contributing to the growth or prosperity of any process or a thing.

9 Peri-urban: an area that is located close or a short distance from town.

10 Professional: a career in business or a person who prosecutes anything for a livelihood efficiently and not in the character of an amateur.

11Curriculum implementers: this simply refers to teachers

Summary

This chapter established the field of the topic and identified the particular focus of the topic as well as the specific parameters of interest. The introduction and the background pf the study revealed that there are problems in the implementation of staff development courses in most schools. The study sought among other things to give a clear insight to curriculum

implementers the significant role staff developments play as well as highlighting its strengths. Pupils, teachers, school heads and other researchers were cited as the sole beneficiaries of the study. Respondents who afraid to disclose accurate information and the limited time available for the study were identified as the limitations of the study. Moreover the study is focused on highlighting the significance of staff development with particular reference to three schools in Chiredzi district in Hippo Valley cluster. Definitions of key terms used in the study were accurately given. Related literature review will be given in the next chapter.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter is mainly focused on reviewing of related literature on the significance of staff developments with particular attention on three Hippo Valley Primary schools. Quality is a basic requirement in everything people do therefore people spend most their time trying to improve standards in their lives and at work. This chapter will discuss in detail the views and research findings from scholars on the importance of staff development in improving quality education. The chapter will also presents the teaching methods which are best suitable in promoting implementation of staff development in schools in improving quality education.

The Concept of Staff Development

Norton (2008 p 195) defined staff development "as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interests and needs of the employee". The defining above supports why schools conduct staff developments although most of them are conducting them mainly to fulfil government policy. This was justified by Darling-Hammond (2009) when he said that over 90 percent of teachers report having participated in professional development, but the majority also reported that they weren`t useful. This is because most staff development in a workshop-style model which research shows has little or no impact on student learning or teacher practice (Kennedy 2016). For staff developments to be fruitful in addressing all gaps to teachers, students and the education system at large all types of professional developments to done. These are workshops, school tours, coaching, research and peer observation. Moreover implementation of staff developments is still a major barrier to teachers. The area of greatest struggle is not in learning a new skill but in implementing it, something referred to as the "implementation dip" (Fuller, 2001) In support of this, Darling-Hammond (2009) says that teachers' greatest challenge comes when they attempt to implement newly learned methods into the classroom. This is even true if we have a very close look on the updated curriculum in our country which is giving classroom practitioners a very tough time in interpreting it that is why the researcher is highlighting the importance of staff development

The purposes of the staff development process is summarized by Norton (2008) as:

1. To provide planned staff development opportunities that provide the learning necessary to enable teachers to perform at their best level of competency in current and future position duties

2. To promote the growth of climate that facilitates personal self-fulfilment, institutional effectiveness, human creativity, and system renewal.

3. To serve the school system's primary goals namely enhancing and achieving quality teaching and learning for students.

4. To establish viable and meaningful programs that enable system personnel to work cooperatively toward achieving the system's goals and their own personal goals in the areas of achievement, satisfaction, and self-fulfilment.

The main object of each school is to improve its image and pass rate but this can never be possible without the efficient performance of teachers. Therefore, the performance management system which can also be referred as staff development came into effect as a management reform to address and redress concerns, learning institutions had about performance (Dunne 2002). In contributing to the overall goal of the learning institutions, training and development processes are implemented as this benefits not just the institution but also the individuals making up that organization Loucks-Horsley (1998) compiled a list of principles of effective professional development which match the ones

done by Gulamhussein. These principles apply to the design and facilitation of all teacher learning, regardless of content area or teacher certification area (Dunne,2002). School heads seeking to provide meaningful learning opportunities for their teaching staff should follow the five principles of effective professional development (Gulamhussen, 2013).

The Five Principles of effective Professional Development by Gulamhussein (2013)

1. The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem. This is likely because extended professional development sessions often include time to practice application of the skill in teacher's own class, allowing the him or her to grapple with the transfer of skills problem.

2. There must be enough and suitable support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice. In support of the

   second principle, Ambruster and Osborne (2001) found in a study of 50 teachers that those who had coaching along with an introductory workshop were significantly more likely to use the new teaching practice in their classes than those who only were only exposed to the workshop.

3. Teachers' initial exposure to a concept shouldn`t be passive, but rather engage teachers through varied approaches so they can participate actively in making sense of a new practice. Professional development sessions which aim to make teachers aware of a concept have been shown to be more successful when they allow teachers to learn the concept in varied, active ways (Flinders and Wallen 1996)

4 Modelling has been found to be highly effective in helping teachers understand a new practice. For instance, instead of hearing about integrating ICT with other subjects, a master teacher might demonstrate it while being observed by a teacher who is learning this skill.
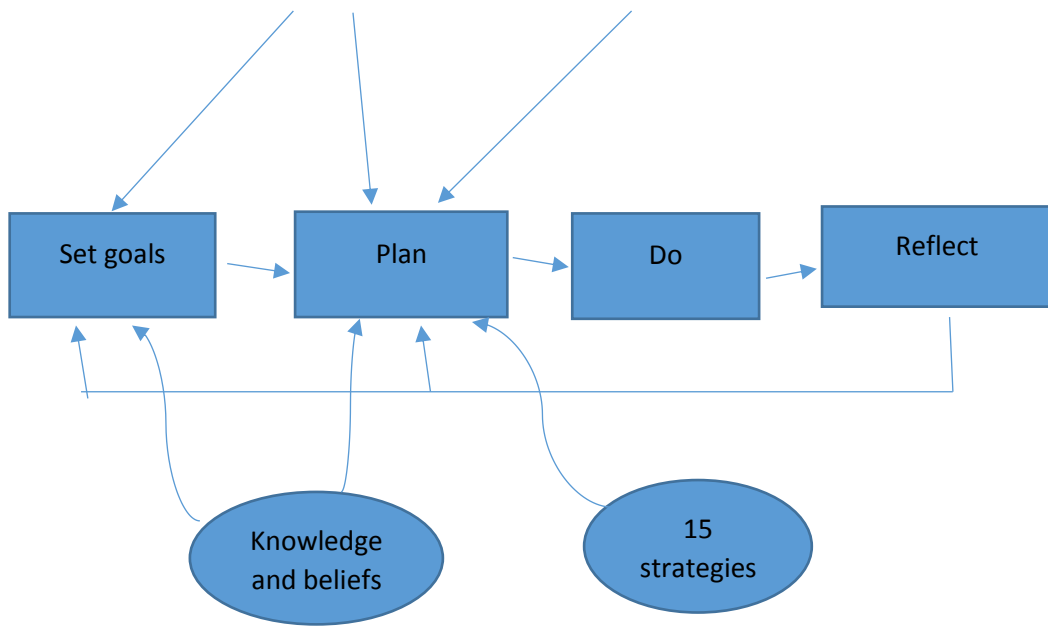
5. The content presented to teachers should be suitable and specific to the class level.

An effective staff development should have a design framework

Professional Development Design Framework by Dunne

Context

Critical issues

Set goals → Plan → Do → Reflect
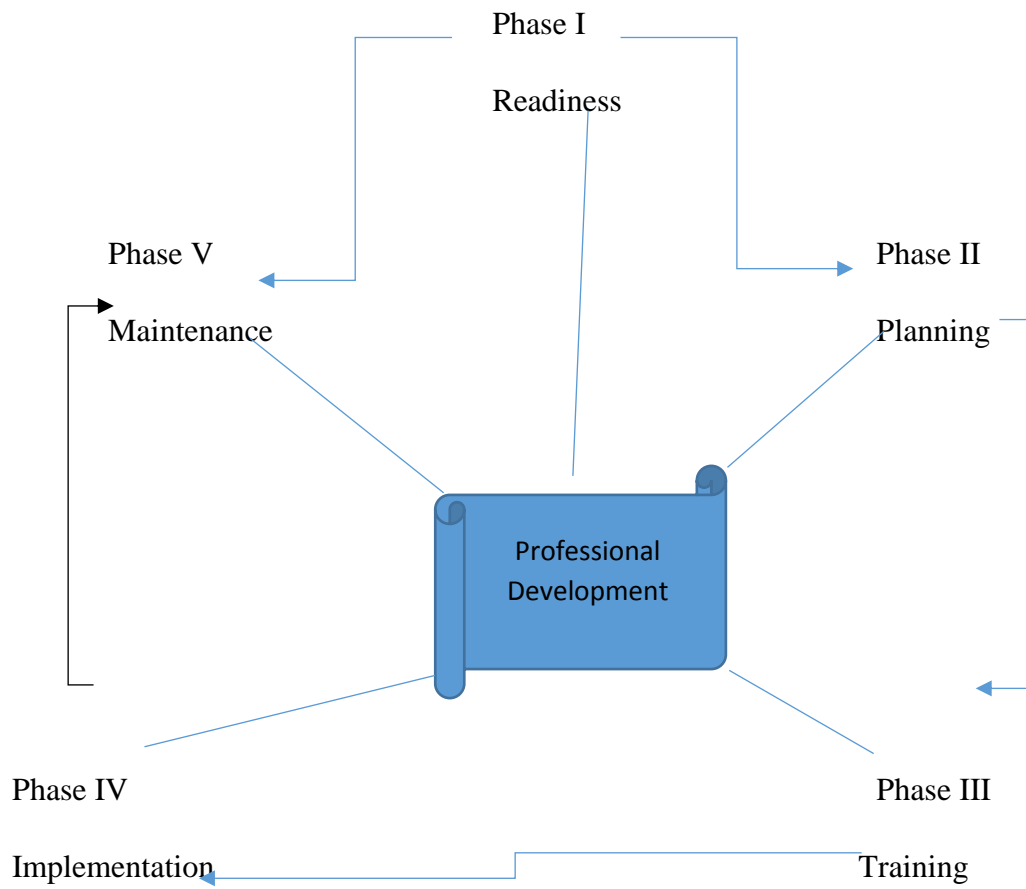
Knowledge and beliefs
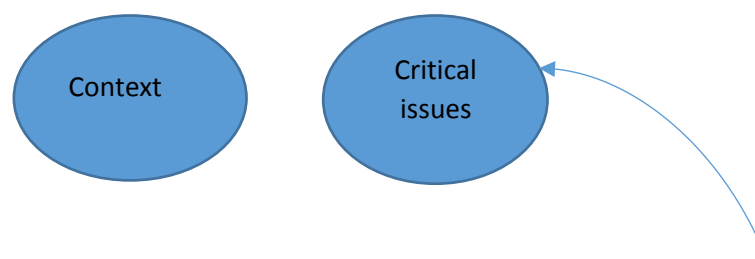
15 strategies

This framework suggests that as the professional development purposes are established and goals are set, three major factors must be considered before strategies are determined and these are knowledge and beliefs, context, and critical issues. The foundation of effective professional development design should reflect knowledge and beliefs about learners and learning, teachers and teaching standards within the different subject areas, principles and standards of professional development, and the change process (Dunne 2002). With knowledge and beliefs as a guidepost, any professional development that is planned must be filtered through the context in which it will take place. The ideal structure for ongoing professional development is to provide teachers time embedded in the school day, preferably setting aside three to four hours per week for collaboration and coaching (Killion, 2013). Technocrats of professional development must take cognisance of contextual factors such as their pupils, the level of knowledge and teachers` experiences, current practices, nature of curriculum, the learning environment, national and policies, available resources, the institutional culture and structures, and finally the history of professional development in that school or setting. The third input for professional developers to consider is how they will handle critical issues such as ensuring equity, building professional culture, developing leadership, building capacity for professional learning, scaling up resources, garnering public support, supporting standards and frameworks, evaluating professional development, and finding time for professional development. Finally, depending on the importance and desired results of the professional development effort, professional development strategies selected should address the stated purposes.
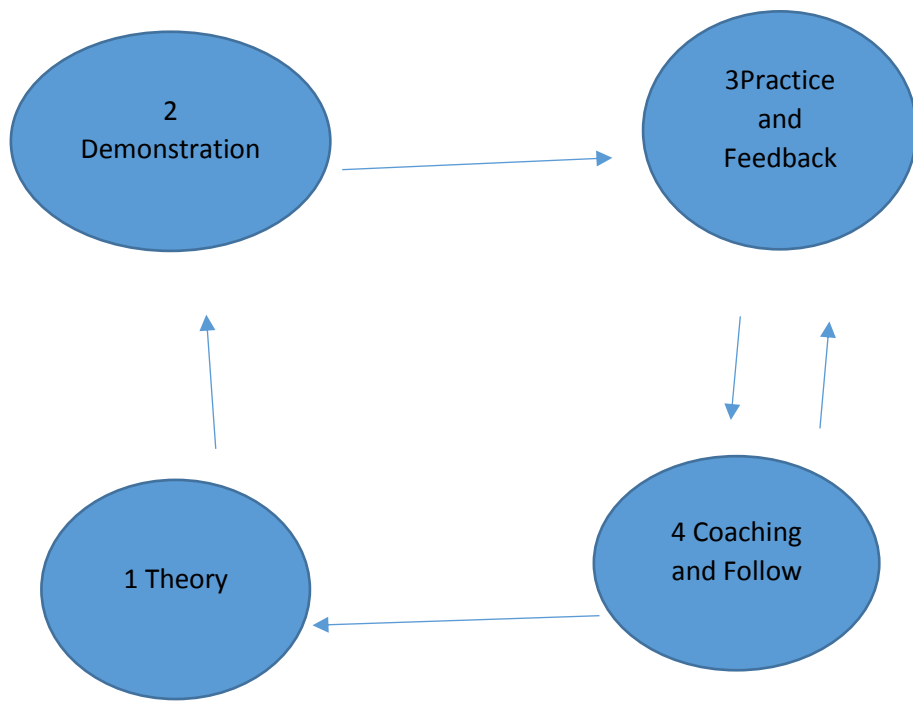
Methods of implementing staff development

In this research the used two models of staff development. The RPTIM model for staff development was created by Woods and Thompson (1981) more than some years ago, remains as one of the most comprehensive models for effective staff development. This model conceptualizes staff development into five stages and 38 practices. The 38 practices within each stage of the RPTIM model are research based, and the National Development Council and the Council of Professors of Instructional Supervision endorse these as practices that should serve as the basis for effective staff development in schools.

The five stages of the RPTIM model are (1) readiness, (2) planning, (3) training (4) implementation, and (5) maintenance. Each stage focuses on several practices. For example, the readiness stage centres on the development of a positive climate before the staff development activities are attempted. Activities associated with this stage include the development activities are attempted. Activities associated with this stage include the establishment of goals for future program improvement, current school practices and those practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned, the collaborative writing of goals for school improvement, assessments of group or individual motivation regarding the proposed program, and the determination of the leadership and support needed. When readiness is considered to be at a high level, specific planning activities are implemented. Although planning is well tied to the goals and objectives of the HR function and the school district as a whole, different plans for various development activities are designed. The planning stage includes such activities as the examination of differences between desired and actual practices in the school to identify staff development needs. The learning styles of participants are considered specific objectives of various staff development activities are determined and the leadership is shared among teaching and administrative personnel

The RPTIM Model

Phase I

Readiness

Phase V

Maintenance

Phase II

Planning

Professional
Development

Phase IV

Implementation

Phase III

Training

A Model for Effective Professional Development by Cooper

2
Demonstration

3Practice
and
Feedback

1 Theory

4 Coaching
and Follow

As this model is implemented, it must takes into account the elements of effective adult learning theory (Sparks, 2001). Each component of this model plays a significant role in the process of professional development (Fish 2000). 1. Theory. The teacher must understand the underlying research base and rationale for the new instructional strategy, skill, or concept being presented. Only those ideas supported by scientific research as capable of improving student achievement should be included (Armbruster and Osborne, 2001). For example, if teachers are learning strategies to use to develop fluency, terminology must be defined, research supporting the concept must be presented and discussed, and an explanation of the relationship between fluency and the other aspects of effective reading instruction must be presented.

2. Demonstration: This step in the process provides the teacher an opportunity to observe a model of what is being taught. This demonstration may be provided with actual students or through a video. If teachers are learning to teach a comprehension strategy, such as summarizing, they must see someone teach the strategy.

3. Practice and feedback: Immediately following the demonstration, within the session, opportunities to practice what has been demonstrated are provided and immediate feedback is given. For example, if teachers are learning to take an oral reading sample, they must immediately practice this procedure with a student or use an audio or video tape to practice the coding process. The trainer must then provide each teacher with feedback on how well he or she recorded the student's reading

4. Coaching and follow-up: This step is the one that ensures that the teacher is likely to keep the strategy, skill, or concept and make it a part of her or his classroom repertoire (Joyce and Showers, 1988; Murphy, 2000). Coaching is the process of being observed usually by a peer and receiving feedback. This helps the teacher internalize what is being learned through observation and feedback. Follow-up includes the discussions after the coaching session and any additional training meetings related to what is being learned. If teachers have learned the management routine of presenting and using a time schedule with their students, as they try this in their classrooms, a video could be made. Later, they meet with their colleagues to view the video and discuss how things went.

Evidence strongly indicates that "one-shot" workshops are ineffective (Murphy, 2000). All training and professional development must fit together in an overall cohesive plan that focuses on the school or school district's standards. The coaching and follow-up may lead to the need for more theory, demonstrations, and practice.

Summary.

This chapter highlighted the review of related literature on the importance of staff development. What pleases the researcher is that many researchers came up with different strategies and methodologies about this aspect but in the end agree that staff developments contribute significantly to the education system.

Chapter 3

Research Methodology

Introduction

This research used Denzin's (1970) methodology triangulation by employing different methods on the same object study. The qualitative research paradigm was employed in this study since it is holistic and tend to give a clear picture of significance of staff development in three Hippo Valley Estates schools in Chiredzi District (Nyawaranda (1998). The research

used the descriptive survey design because it enabled collection of data from a large population within short period of time (Chiromo.2006). Students, teachers and heads of Chikomo, Dapi-Tapi and Bani primary schools provided the population for the study. The research methodology and the techniques that were adopted in this study included sites visits, interviews, questionnaires, observations method and documentary analysis. For the sample, purposive sampling was used to select the school heads. Simple random sampling was used to get fifteen teachers and three heads. Permission to collect information was obtained from the Permanent Secretary of the Ministry of Primary and Secondary Education, Provincial Education Director of Masvingo Province, District Education Officer of Chiredzi District school heads, teachers and students participating schools. Frequency tables and figures were used to present results.

Research Design

The research adopted the approach of seeing research design as a plan or structure for investigating a problem (Cohen and Manion.1985). The research used the descriptive survey design of the qualitative research paradigm. The descriptive survey was chosen for its unique qualities in probing behaviour, attitudes internal ideas, feelings, perceptions and beliefs that were prevalent in the population (Chiromo 2006). The use of descriptive survey design allowed the researcher to interpret the behaviour of respondents within their natural setting and the values that informed their actions and decisions (Frankel and Wallen 1996)

The descriptive survey research design is also advantageous in that it enabled the researcher to gather information from a representative sample with relative ease. Furthermore, the descriptive survey design was the best method available in collecting original data for describing a population too large to be observed directly. It helped the researcher to focus on a small and manageable sample of teachers and heads.

Target Population

School teachers of Chikomo, Bani and Dapi-Tapi provided the population for the study. The three schools had a population of three heads with ages ranging from forty-three to fifty-six years. Of these heads, two are males and one female. The heads provided valuable information on how staff developments are valued and implemented at their respective schools when the researcher.

The selected schools had a teaching staff of sixty-three: thirty-four males and twenty-nine females. It is from this population that the sample was selected.

Sampling Procedure

The participants were drawn from teachers of participating schools. The researcher used purposive sampling to select a total of school heads who supplied information that was needed (Lancy,1990). Each head represented his or her school. The school heads participated as critical source of information with regard to the significance of staff developments at their respective schools.

Fifteen teachers, five from each school participated in the study. At each school, all the teachers who were present at each form were counted. Cards written Yes and No equal to the numbof teachers` were then shuffled and put on a stand. Every teacher who picked a card written "Yes" was selected for the study. Simple random sampling was used to select teachers because it affords everyone an equal chance of being selected (Beat and khan, 1993).

Research Instruments

Research instruments are tools, means or media used by the researcher in gathering or accessing information needed from respondents so as to provide solution to the problem under investigation (Sidhu 2003, Kruger 1988). These helped the researcher to gather information from respondents about their experiences, knowledge, attitudes and opinions which helped in reaching conclusion. For the purpose of the study, questionnaires, interviews, sites visits observation and documentary analysis were used as research instruments to solicit data from heads, teachers and students

Interviews

The researcher interviewed the five teachers from each of the chosen three schools. Interviews were very important to the study in three aspects.

- ✓ Interviews gave background information on heads, teachers and students.
- ✓ Interviews assisted the researcher to gain access to information that could not be accessed through observations for example feelings and intentions.
- ✓ Interviews assisted in identifying other sources of evidence not available on observation. (Chitsaka and Vakalisa 1998)

The interviews which were administered to the heads, teachers and students were neither rigidly structured nor totally focused so that respondents would raise issues that may not have been by the researcher. Open ended interviews were used because they were flexible than the structured interviews. (Seedman 1991). This as is customary qualitative research was meant to allow the respondents the opportunity to express themselves as much as they could on their experiences, feelings, values and attitudes on the importance of staff development.

Interviews were referable because they were adaptable, that is question could be phrased, expanded or manipulated as the situation demands. This idea was derived from observation by Bell (1987) who argues that a skilful interviewer can follow up motives and feelings which a questionnaire can never do.

The researcher asked for permission to interview school heads and teachers of participating schools. The purpose of the interview was explained beforehand and they were assumed on matters of privacy and confidentiality. The heads, teachers students were then asked a set of pre-set questions which were on the interview schedule. During the interviews, some ambiguous responses were given. In order to help clarify the ambiguities, some probes were made. The interviewer helped to explain unclear questions to aid understanding by respondents. (Creswell 2012). The answers which the respondents provided to questions were written down by the researcher.

Interviews were suitable because they complemented data that was collected through questionnaires, document analysis, sites visits and observations. The interviews enabled the researcher to gather data in the face to face situation (Siyakwazi, 2014: Flick, 2002; Chiromo 2006). Furthermore, interviews brought the interviewer and the interviewees on the same level removing social barriers but enhancing the smooth flow of ideas. Sidhu (2003) informs that interviews establish rapport between interviewees and the interviewers and solicit for immediate responses. Through the rapport in the interview, respondents build trust and confidence (Seedman 1991;Tesch 1990) the interviewer had the opportunity of giving a full and detailed explanation of the study to the respondents and ensured that the latter fully understand what was required of them

However these interviews were time consuming because some respondents missed appointments and they were therefore postponed. Some students felt unease and adopted avoidance tactics when asked what they think needs to be done by heads and teachers to improve the significance of staff development. While some students withheld information,

others felt pressurized for immediate responses and kept quiet. That forced the researcher to change the topic for some minutes.

Document Analysis.

The study of documents provided additional information to data collection. The researcher examined personal and official documents of teachers and school heads such as staff development coarse record book and school minute book so as to gain as much insight as possible on the conducting of staff development and how they are valued in schools. Personal documents were examined because participants reveal in their own words, their view of their entire life or part of it or some other aspects about them. (Nyawaranda, 1998 Chitsaka and Vakalisa, 1998) An analysis of records also showed that team teaching is done because it came after it was introduced as solution to improving school pass rates during one staff developments session. Teachers are grouped in according to areas of specialisation to conduct lessons in grade seven class in subjects examined at the end of the seven year primary course. They give pupils work to do weekly and the work is regularly marked

Documents were useful for corroborating and augmenting evidence from interviews, questionnaires, sites visits and observations (Tesch 1990). Documents also offered useful leads for further inquiry, such as retrospective interviews especially where documentary evidence was contrary rather than corroboratory (Lancy, 1993). Information which was gathered through interviews and questionnaires was compared and contrasted with what was in minutes of staff meetings and students` exercise books.

Sites Visits

Selected schools were visited and the researcher met heads, teachers and students. Three sites visits were made to each of the three primary schools. The site visits were central because they enabled the researcher to probe gaps and explore further questions that emerged in the case of document review (Siyakwazi, 2014) Informal conversations were made between the researcher and participants on how staff development program were being implemented and whether they are bringing fruitful results or not.

Observation

Observations maybe described as obtrusive and no-obtrusive observation. (Creswell 2012) in this study, non-obtrusive observation was used to a greater extent. Observation made it possible to study behaviour as it occurred (Sidhu, 2003) Data was gathered   by observation

described the observed phenomena as they occurred in their natural setting (Denzim and Lincoln, 2003). Observations were indispensable in this study because they helped the researcher to verify whether teachers` verbal claims were backed by actions on the ground (Nyawaranda, 1998). Observations were a very useful way triangulating results found from interviews, questionnaires, document analysis and sites visits. While sitting in staff rooms to observe staff development sessions, the researcher took down some notes on relevant happenings in the staff rooms based on the criteria below.

Questionnaires

The researcher used questionnaires to collect information from three school heads and twelve teachers of participating schools. To this end, open- ended and closed questions were designed for school heads and teachers to answer. The questions were randomly sequenced.

The questionnaires for heads and teachers were divided into two sections. Section A had five questions which solicited for information on sex, age, experience, academic and professional qualification of heads and teachers. Section B had questions which sought to establish how staff developments conducted implemented at the selected schools.

The questionnaires were hand delivered by the researcher to the heads and teachers. The respondents completed the questionnaires at their convenient time and they were collected on the same day to ensure that none were lost. In order to avoid peer collaboration and ensure individual opinion and confidentiality, respondents were asked to complete questionnaires individually. The respondents freely responded to questions by completing on given spaces. The questionnaire approach was advantageous in that it permitted a wide coverage of heads and teachers (Charischak (2000)

The researcher used questionnaires for heads and teachers because they are reliable, have great predictive validity and can more volume in items than the most of the instrument (Lincoln and Guba, 1985). Questionnaires were also used because they enable respondents to give information that was beyond physical reach of the researcher, which was deep within their minds (Lacy, 1993; Sidhu, 2003). The researcher choose questionnaires for heads and teachers because they gave assurance on matters of privacy and confidentiality (Darling-Hammond 2009).

The limitation of the self- report instrument was that some respondents may have tried to second guess the answer to the questions. This is because teachers and heads may have tried to think of answers that they thought the researcher expected of them. However, this was easily cross-checked during the interview, observations and with heads' and teachers' documents such as scheme-cum-plans, supervision reports and minutes of staff meetings.

Validity and Reliability

Validity and reliability is a question of belief that the qualitative researcher is capable of producing truth from the experience of being there (Britzman 1995). To achieve reliability and validity in this study, the researcher kept an audit trail, a detailed record of the research in the field (Cohen and Manion, 1989). The researcher involved participants in the initial and final interpretation of the phenomenon under investigation so as to reflect as much as possible the perspectives of the participants under investigation. Triangulation was also used to enhance validity and reliability whereby a variety of data gathering instruments such as sites visits, interviews, questionnaires and documents analysis were used. During the interviews, some ambiguous responses were given. In order to clarify the ambiguities, some probes were made. The ambiguities were explained by the respondents themselves. When the data gathered reflect the opinions of the respondents, another researcher would likely come to the same conclusions when analysing the data. Thus the strategy of conformability is realized.

Pilot Study

A pilot study was carried out in Chiredzi District with an identical sample size of three heads, twelve teachers and twenty-four students. The pilot study was central to the study since it helped the researcher to:

- ✓ Establish the feasibility of research instruments on the given sample
- ✓ Collect information on reliability and validity of research design and instruments
- ✓ Check on the ambiguity of some questions on questionnaires and interviews
- ✓ Reveal areas of weakness of the design and instruments
- ✓ Standardize the research instruments
- ✓ Focus the study on pertinent and relevant issues (Darling-Hammond 2009)

Corrective measures were taken at this stage to minimize the margins of error later in data analysis. The overall aim of the pilot study was to make the actual study as water tight as possible.

Research Ethics which stipulates that researchers must guard against plagiarism, piracy falsification or fabrication of results at any stage of the research (Creswell 2012). The findings of the research were reported accurately and truthfully.

Secondly, research ethics focused on the rights of the respondents. Informed consent was sought from the heads and teachers of participating schools (Neuman, 1997). The researcher observed that respondents have a right to refuse to be interviewed, answer questionnaires and have their documents analysed. Participants were treated as autonomous individuals, who have a right to choose whether or not to be part of the research (Wei, Darling- Hammond and Adamson 2010).

Furthermore, the researcher was particularly concerned about the rights and interests of vulnerable participants such as students. The researcher did not whatsoever impel and compel the students to release information which they thought impinge on their privacy. Respondents' right to privacy was respected. They had the right to choose the extent to which and the manner in which they shared or withhold information about their behaviour, attitudes or opinions. According to Chiromo (2006) and Neuman (1997) researchers should not fringe on the autonomy of participants by resorting to coercion, undue influence or the promise of unrealistic benefits. The participants were assured that they were going to be beneficiaries of the study as copies of the project were to be made available to them.

The researcher assured the participants on matters of privacy and confidentiality. The participants were assured that their responses were to remain confidential and anonymous as no names were mentioned in the final report. Mouton (2011) elaborates that respondents have a right to remain anonymous. This research ethics is also enunciated in by Walter 2012which stresses that measures to ensure privacy, anonymity and confidentiality of respondents, as well as any risk of breach of confidentiality and anonymity should be fully explained. Some pseudonyms such as Respondent 1 and Respondent 2 were used in the transcription and interpretation of responses.

Data Collection Procedure

The researcher asked for permission to carry out the study from the Midlands State University Department of Educational Foundations. Permission was granted in the form of a letter. A self-introductory letter explaining the essence of the study was also obtained and

used. Samples of these letters are in Appendix A. Permission was also sought from the Permanent Secretary of the Ministry of Primary and Secondary Education, Provincial Education Director of Masvingo Province, District Education Officer of Chiredzi District, heads and teachers of participating schools. Appointments to carry out interviews, observe staff development sessions and administer questionnaires were then made with students, teachers and heads of participating schools. As pointed out by Borg and Gall (1989) contacting respondents well before paves way for carrying for an effective research.

Questionnaires were collected on the same day to ensure that they were neither lost nor misplaced. At each school, the researcher asked for permission from the head, teachers and students to conduct interviews and observe staff development sessions at their respective schools. Three sites visits were made to each of the three schools to gather information on how staff development is implemented at these schools.

Data Presentation and Analysis Procedure

In this study, frequency tables and figures were used to present data which was collected through questionnaires, interviews, sites, visits, document analysis, observation and informal conversations. The researcher followed Sparks` (1994) advice in trying to maintain the important distinction between data analysis on one hand, and interpretation of data on the other. The researcher applied the technique of thick description, using respondents' own words whenever possible, and trying to describe the situation as was found at the sites as vividly as it was possible to do so.

Analysis of data was done at two levels. Data were analysed continuously to determine the main themes that emerged from them. This gave the researcher an opportunity to verify with the respondent if the analysis was indeed portraying their responses during the interview, or whether it was a correct interpretation of what had been observed, while still on the sites. In a way, this satisfies the need for member checking which is described by Lincoln and Guba (1985: 314) "as the most crucial technique for establishing credibility". The analysis of data during its collection assisted the researcher to develop follow up questions for clarification of respondents' views and observational experiences of the researcher.

Upon exit of the sites of the research, analysis took form that Cohem and Manion (2002) calls 'Manifest level Analysis'. At this level, the researcher presented the data in its raw form. The

researcher transcribed the response of the participants and the details of staff development observations and informal conversations. These were then typed to make it easier for the researcher to identify any additional recurrent themes to those identified in the analysis done as the research was progressing.

Summary

The qualitative research paradigm was employed in this study since it is holistic and tends to give a clearer picture on the significance of staff developments in three Hippo Valley primary schools in Chiredzi District. The descriptive survey was used as the research design because it enabled collection of information from a large population within a short period of time. Students, teachers and heads of Chikomo, Dapi-Tapi and Bani provided the population for the study. The sample comprised of twenty-four students, twelve teachers and three heads. Simple random sampling was used to select twelve teachers and twenty-four students. Purposive sampling was used to select three school heads for the study. The interview technique was practiced on students, teachers and heads whilst questionnaires were used to solicit information from teachers and heads. Permission to collect information was obtained from the Midlands State University Department of Educational Foundations. Permanent Secretary of the Ministry of Primary and Secondary Education, Provincial Education Director of Masvingo Province, District Education Officer of Chiredzi District, participating heads, teachers and students. Frequency tables and bar graphs were used to present data. The next chapter will provide the results of the study.

CHAPTER 4

DATA ANALYSIS

Introduction

In this chapter, the researcher is going to mainly focus his attention on the data instruments he used to collect data as well as making a though analysis of the information gathered. The researcher used the data instruments in order to implement the triangulation method which helps in producing reliable and accurate data. Questionnaires, interviews and observation methods were used to collect data from chosen schools.

Analysis of Data

The purpose of this qualitative study was to highlight to teachers the importance of staff development in schools particularly in three of the Hippo Valley Estates schools. The respondents` perceptions were also explored to determine whether or not staff development programs were perceived to provide educators and students with valuable knowledge that promotes student achievement. The characteristics of respondents such as age, gender, qualification and work experience will be greatly considered. The presentation of data analysis from research instruments will be inform of tables and pie charts. Analysis of these data, school systems should be able to design quality staff development that will provide all teachers with effective staff development opportunities.

Demographic Data

<div align="center">**Table 4:1 Distribution of Respondents by Sex**</div>

Sex	Quantity	Percentage (%)
Males	7	46.4 %
Females	8	53.6 %
Total	15	100 %

A total of 15 questionnaires were prepared and administered. Teachers whose attributes are presented in the table above completed the questionnaires given to them. The table is showing that 7 males or 46.4 % represented male respondents and 8 or 53.6% represented females. Furthermore the table is also showing that gender balance has been greatly considered although there is a very slight difference in favour of females since three quarters of the staff members in the school under research are females.

4:2 Distribution of respondents by work experience

Sex	Below 3 years	4-7 years	8-11 years	12-15 years	16-19 years	20 or above
Males	0	0	1	1	5	0
Females	0	2	1	2	3	0
Total	0	2	2	3	8	0

The table above shows that there was one respondent in the age ranges from 3 or below, 4-7 years , 8-11 years, 12-15 years, 16-19 years and finally 20 or above. Absence of teachers below the age of 3 clearly indicates that the schools have mature personnel. The table also shows that most teachers have a very good work experience.

<div align="center">**4:3 Distribution by Qualification**</div>

Sex	CE	DPED	BED	MED

Males	0	4	3	0
Females	0	4	4	0
Total	0	8	7	0

The table indicates that the majority of respondents are Diploma in Education holder and they have a better understanding of the government policy on the importance of education. There are also seven members who are holders of Bachelor of Education degrees and none have Masters in Education.

Questionnaires Results

This study is now presenting data collected from data instruments in the 3 Hippo Valley schools which are located in Chiredzi.

4:4 Analysis of Questionnaires

School	Responses			
	SD	D	A	SA
Bani		2	11	17
Chikomo			8	22
Dapi-Tapi			15	15

The table above table is further explaining the significance of staff development in that only two responses disagreed that all teachers have equal opportunities in deciding and identifying the staff development areas. This is true because in certain schools only those in the administration team sit down and come up with the topics to be done maybe to improve quality of education.

Graphical Presentation of the responses on Question 1
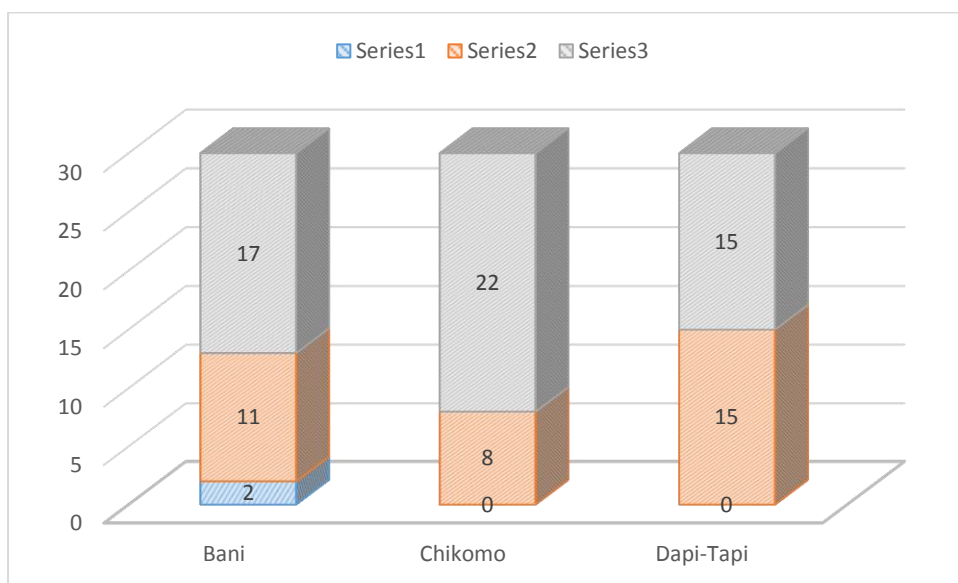
Question 2: How often should staff development sessions be held termly?

Most the respondents of three schools gave opted for staff development to be held three times except for two respondents who indicated that it should be held once per term and another who indicated that it should be held four times termly. The explanation above can also be represented clearly on a table below.

4:5 Results Analysis of Question 2

Frequency	Responses	Percentage (%)
Once	2	13.3
Twice		0
Thrice	12	80
Four Times	1	6.7

Question 3: Who should actively participate in staff development sessions?

From the information gathered from questionnaires all the respondents from the three schools indicated that both the teaching staff and school heads should be actively involved in staff development sessions.

Fig 4:6

Graphical presenations of question 3
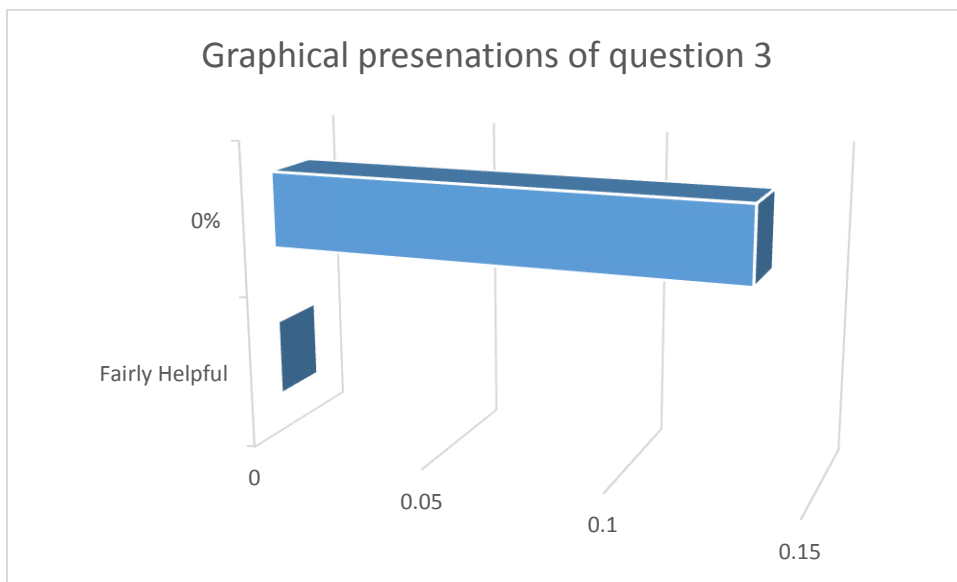
**Question 4: How do you rate staff members' participation during staff development sessions**?

From the information got, it showed that eleven teachers indicated that the participation of most staff members is average judging from their observation and experience and only four indicated that the participation is excellent as shown by the table below.

Fig 4:7 Participation Rate of Teachers

Rate of Participation	Number of Responses
Poor	0
Average	11
Excellent	4

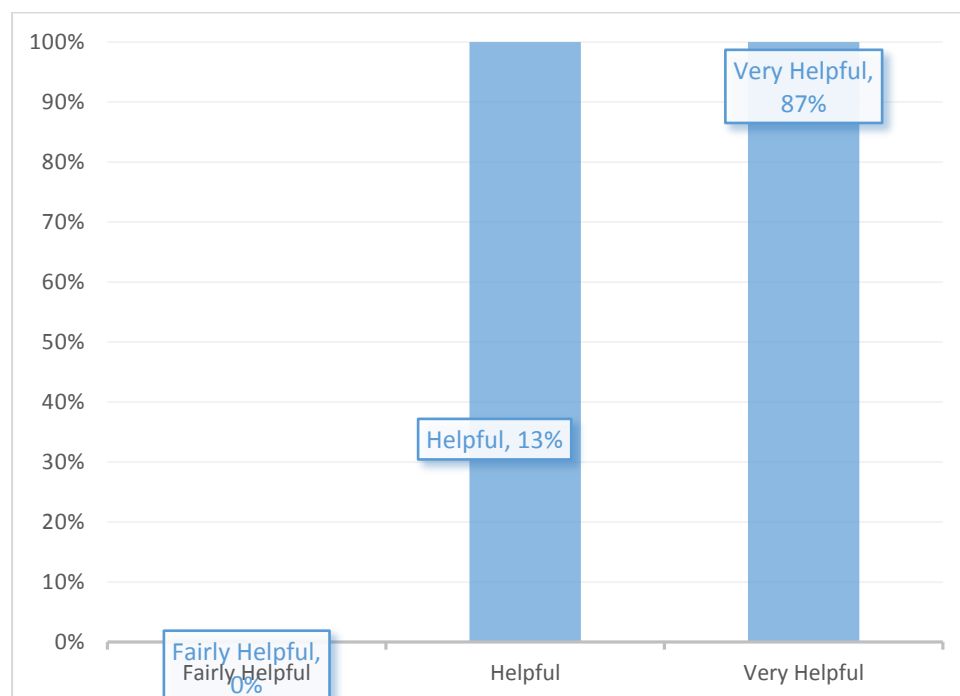**Fig 4:8 Pie Chart Presentation**
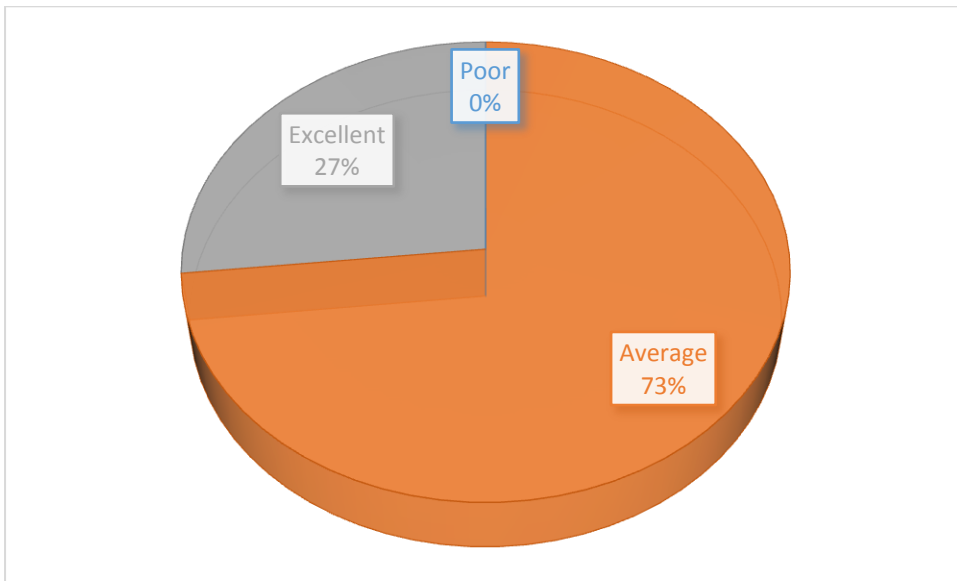
Question 5: Importance of the content presented in professional staff development at a school

Fig 4:9

Comments	Responses	Percentage (%)
Fairly Helpful	0	0
Helpful	2	13.3
Very Helpful	13	86.7

Fig 4:10

Graphical Presentation of the importance of staff development content

The pictures above are clearly stating that there is 0% for respondents who chose that the information presented was fairly helpful, 13% indicated that the information is helpful and 87.7% showed that the information was very helpful. This indicates the importance of staff development in improving quality education in schools.

Question 6: Attitude of teachers towards staff development session.

Despite different responses given on all questions, teachers from the schools under study indicated that they have a positive attitude towards staff development sessions.

Question 7: Frequency of doing activities to ensure quality education.

Fig 4:11

Question	School	Never	Weekly	Monthly	Termly
7a	Bani		2	3	
	Chikomo				5
	Dapi-Tapi			2	3
7b	Bani				5
	Chikomo				5
	Dapi-Tapi				5
7c	Bani		1	1	3
	Chikomo				5
	Dapi-Tapi				5
7d	Bani		1	2	2
	Chikomo				5
	Dapi-Tapi		1	1	3
7e	Bani		1	2	2
	Chikomo				5
	Dapi-Tapi			3	2
7f	Bani			5	
	Chikomo			5	
	Dapi-Tapi			1	4
7g	Bani		4		1
	Chikomo		2	3	
	Dapi-Tapi		2		3
Total			**14**	**28**	**63**

The table above clearly shows that there is a zero under the column never which indicates that teachers and school heads know the importance of staff development. Fourteen responses showed that there certain activities which should be done weekly. Under monthly twenty-

eight responses were recorded and finally 63 responses were casted under termly. Generally, the data collected indicated that activities need to be spread evenly some done weekly, some monthly and some termly.

Question 8: General comments on staff development.

Despite the different word choices used by respondents, their answers indicated clearly that they appreciate the important role played staff development like educating them on the conditions of service and ways of improving quality education.

Interview Results

The information below was gathered from interviews held between the researcher and teachers.

Question 1: Background information about interviewees

Six male teachers and nine females were interviewed. Among these, seven of them have reached Ordinary Level and eight have reached Advanced Level. Moreover, nine are Diploma in Education holders and six are Bachelor of Education in primary holders.

Fig 4:12

Category	Quantity	
(i) Sex	6 males	9 females
(ii) Academic Qualification	O`Level =7	A` Level=8
(iii) Professional Qualification	Dip Education=9	BED primary=6

Question 2: How should staff development sessions be held termly?

One respondent is of the opinion that staff development should done once per term, on further probing he stated that there is a big workload although he appreciated its importance. Two respondents showed that they think twice per term is enough to meet the ministry

requirement while the majority thirteen indicated that three times termly is enough considering the significant role played by staff development in improving quality education.

Question 3: Who should actively participate during staff development sessions?

Among the fifteen respondents one respondents thought that during staff development the administration team which is made up of the school head and deputy. The rest fourteen indicated that it's the duty of every teaching staff including the heads of schools to actively participate in staff development because they are crucial to both teachers and students although they used different terminology like "all teachers", "every teacher", "all staff member" Darling-Hammond (2009) supported the above statement when he indicated that it is the duty of every teacher to take staff development seriously.

Question 4: Rate of teacher participation during staff development

From the information gathered from members interviewed one teacher showed that the teacher participation is rated by questions asked during the session. Four respondents used the word "average" to rate teacher participation which indicates these are beginning to see the importance of staff development. Most teachers used words like "pleasing", "very pleasing" and "excellent". This clearly highlight the level at which teachers are acknowledging the role played by staff development.

Question 5: How helpful is the content presented during staff development?

One respondent described the content as "helpful" another used 'average" and rest used "very helpful to describe and rate the importance of topics used in staff development which clearly showcasing the importance of staff development.

Question 6: Teachers` attitude on staff development

All the fifteen respondents clearly indicated that their attitude on staff development is very positive which is very pleasing because it helps to prove the importance staff development. There was a 100% of the answer "positive" on the teachers` attitude on staff development.

Question 7: Who chairs staff development sessions?

Here there are different responses and opinion on chairing staff development sessions. Teachers are given opportunities to chair by heads who believe that one of their duties is to groom future leaders therefore all teachers are given equal opportunities to lead and chair. On further probing the teachers showed that they really enjoy the feeling of leadership. The respondents used different terms to answer this question.

Fig 4:13

Response	Quantity
All teachers	12
Administration team	1
Both heads and teachers	2

Question 8: School time table and topics for the current term.

On this question the respondents did not means their words, each of the fifteen them quickly replied "Yes" which is clear indication that staff development is being done religiously in all the three schools.

Question 9: How staff development contributed to Grade 7 results for the past three years in all the three schools.

From the responses given although different terms were used to this question there is convincing evidence that staff development is positively contributing to improved pass rate. Here are the answers

Positive=7   Greatly=6   Improved results=3

Greatly improved=3   Good results=1   Greatly contributed=3

Misconducts **Question 10:** Why staff develop teachers on "Acts of"

The respondents used different choice of diction to answer but generally from the information gathered teachers agreed that they are very important because they help them to know the ministry` expectations. Some say they are the basic guidelines to all teachers on how to behave and execute their duties professionally without being caught on the wrong side of the law or being found wanting.

Observation Results

Fig 4:14

	Bani School	**Chikomo School**	**Dapi-Tapi School**
Minutes of previous staff development topics covered.	All minutes are well recorded and kept	High standards of record keeping	Overwhelming evidence
Staff development time table and topics for the current	Well-designed time table	Pleasing evidence	Overwhelming evidence
Lesson demonstration time table	✓ 1 for ECD ✓ 1 for lower juniors ✓ 1for upper	✓ 1 for ECD ✓ 1 for lower juniors ✓ 1 for upper	✓ 1 for ECD ✓ 1 for lower juniors ✓ 1 for upper

	juniors	juniors	juniors
Grade 7 analysis for the past three years	✓ 2014=78% ✓ 2015= 83% ✓ 2016=97%	✓ 2014=66.6% ✓ 2015=71% ✓ 2016=73%	✓ 2014=69% ✓ 2015=76.4% ✓ 2016=83%
General pass rate of the school	Great improvement	Pleasing performance	Excellent results

(i) From the site visit carried the researcher found out that all the three schools had all minutes of previously held staff development for reference sake and as evidence to show that the schools are doing it.

(ii) The researcher was very much pleased to find out that all schools had time tables for the current term and each school has planned three topics for the current term which is their norm.

(iii) Lesson demonstration is another method of staff developing each other, (Fish 2001). All the schools under study had three lesson demonstrations for the current term which were planned according to the following departments: one for ECD, one for lower junior and lastly one for upper junior

(iv) Pass rate analysis for the past three years
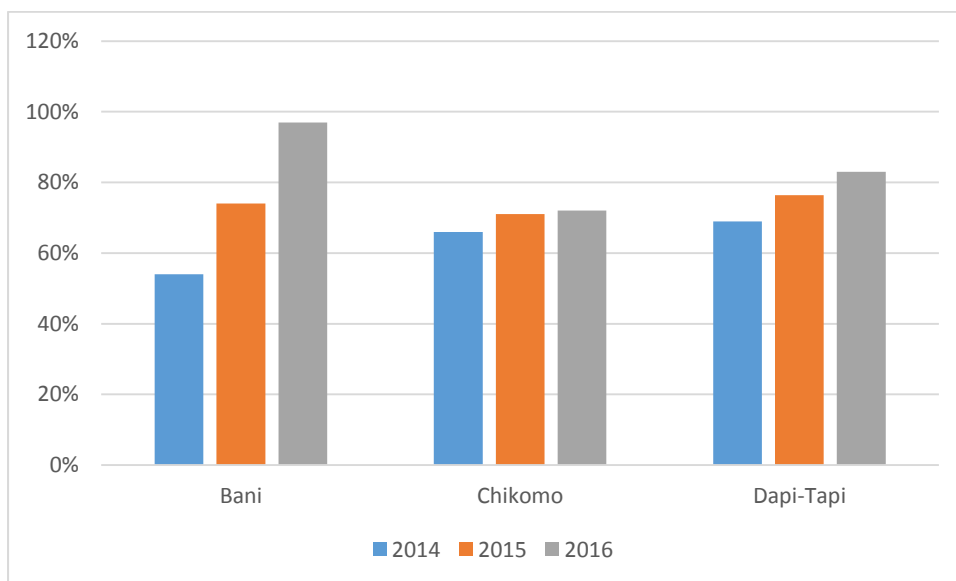
(v)   There is great improvement in all schools which is clear and convincing evidence that staff development is a very efficient tool in improving quality education if religiously done and implemented. In support of the above results Wei, Darling-Hammond and Adamson (2010) showed that staff development is a useful tool in improving pass rate if well practised

Research Findings

Throughout the questionnaire, observation and interview processes teachers appreciated that staff development sessions had changed their educational careers. Experienced teachers stated that staff development provided them with ideas that refreshed their profession since they left the colleges and universities. These teachers discovered that attending staff development sessions kept them abreast of new ideas and strategies that made teaching and learning key in the classroom (Darling-Hammond 2003). A certain teacher commented during interviews that teachers who had been in the teaching field for many years wanted to be current with the times and remain vital and efficient in the classroom that often dictated changing their teaching strategies through staff development sessions. In addition to the above statement a certain teacher noted that after teaching for over three decades, said that attending staff development sessions had prevented her from becoming stale and affected by

data deficiency in the profession. Keeping fresh and updated on the latest methods required teachers to participate in staff development. With regulations and curriculum changing for education especially in the Zimbabwean context teachers. With added demands being placed upon educators, teachers must be willing to grow in the classroom, both to new teachers and long servicing teachers who have been out of the college or university for many years (Morton 2005).

In addition to the above findings the researcher found the following:

- Teachers require enough time: according to research studies carried out it was proved that successful staff developments are yielded only if teaching practice and strategies are changed intensive. Only long workshops offer teachers chances to practice new skills and provide reliable feedback

- Collaboration is important: Team work during staff development help other teachers to learn from others and feel more supported and comfortable.

- Concrete connections to implementation: Teachers need opportunities to integrate new concepts to their curriculum content or grade levels and cultural context. In other words, teachers need time to acquaint themselves to new content so that they can test and refine its implementation within their classroom.

- Connected to school initiatives: teachers who lack administrative support are less likely to maintain the effort needed to create effective and sustain change. Administrative support is very crucial in producing effective staff development.

Conclusion

With open communication in the education profession programs such as staff development will continue to grow and succeed. The true end result for any staff development experience or activities are for student teaching and learning. In the next chapter the writer is going to conclude the whole project.

CHAPTER 5

PROJECT SUMMARY

5:1 Introduction

This chapter is going to highlight the overview of the whole project research. A lot of problems were met during the carrying out the research. The following is the conclusion of the whole project

Summary

This study was an investigation on the significance of staff development in improving quality education carried out in three Hippo Valley Estates schools in Chiredzi district which is under Masvingo province. The investigation was of great importance in that it addressed the knowledge gap which lies on the value of staff development which is a government policy. The related literature that was unveiled was enough to highlight the importance of staff development in improving quality education. Moreover the researcher also used information from different scholars to prove the importance. Methods of implementation and models of staff development were well discussed and a clear analysis of each model`s pros and cons were well articulated. The researcher used well designed three different methods of collecting data, in fact he used triangulation in order to gather convincing evidence for the research topic. He used questionnaires, interviews and sites visit as data instruments. In this case the questionnaires were used as the main research tools. The research unearthed crucial information about the importance of staff development in improving quality education particularly in the stated schools.

Teachers are required to provide students with a quality education as well as ensure that students master the content of grade or form their level curriculum before proceeding. They should provide students with the knowledge that meets all learners' needs and make them marketable in the modern society. It is the duty of every educator need to fully understand their students' curriculum need, and be able to impart that knowledge on to all learners. Governmental members are consistently adding to the teachers' burden of educating all students. Darling- Hammond (2003p.5) stated, "Betting on teaching as a key strategy for change means investing in stronger preparation and professional development while granting teachers greater autonomy". "Finally, greater knowledge must be directly in the hands of teachers and seek accountability that will focus everyone`s attention on doing the right things. As Sidhu (2003) stated that teachers who were well-trained in the educational profession must be the common courtesy to determine the methods and strategies that help them to ensure that all students receive quality education.

Throughout the data processes, many participants referred to factors such as the issue of presenters, timing of staff development sessions, participation, and the appropriateness of the staff development sessions. Teachers perceived these factors to be very influencing upon whether or not the staff development session in their mind was effective. The presenters were often described as setting the tones for the sessions through the type of formats and enthusiasm they portray. Teachers itch for presenters who were organized, enthusiastic, knowledgeable, and well prepared. When teachers devoted their time to staff development sessions they were sacrificing something from their life whether it was their students or their family. Teachers wanted to know that they were devoting their time to a worthy venue in their professional career. The energy level of the staff development sessions were often attributed to the presenters. Audience members rated the presenters in terms of the effectiveness of their presentation style. When presenters were enthused about their topic, it often carried over to the participants. Teachers wanted to attend sessions where the presenters were passionate about their topics. Presenting should not be considered a chore. Teachers chose their profession because they had a love of education. They want presenters

who also love their profession. One participant in the study stated that her most memorable staff development session was like an educational revival. The presenter instilled in her a love of reading that she wanted to pass on to her students. Presenters such as this were found to be the most favourable among the participants. When teachers had taught all day and then were required to attend staff development sessions after school, they often needed a presenter who would motivate them to learn. Not only having a presenter who was enthusiastic about their presentation but also being knowledgeable about their craft was perceived to be important to the teachers.

Implications For Future Practice and Future Research

Staff development in the upcoming future will become even more vital in meeting the needs of teachers and students. Staff development coordinators should take into consideration the teachers' perceptions of their experiences with staff development. When planning staff development events, teachers should be well valued for their knowledge in the curriculum. Consistency among the staff development sessions and the school and ministry goals provide assurance that needs and problems are being addressed within the system. Staff development

coordinators should plan staff development sessions that are spearheaded by presenters that are knowledgeable, enthusiastic, and well organized. This instils motivation and confidence in teachers. It is the duty of every teachers to be a better educator. In this regard, teachers itch to attend staff development sessions that are research- based. The administration team should be 100% supportive of staff development in order to promote a teacher's desire to grow professionally.

Recommendations

1. Every school should establish an active committee to plan and implement staff development programmes for efficiency.

2. Venues for staff development sessions should be rotated to motivate teacher participation

3. Record keeping should be religiously done for covered topics.

4. The ministry of Primary and Secondary should properly budget and fund for staff development.

5. All schools should integrate staff development with Information and Communication Technology (ICT) especially on conducting and implementations.

Conclusion

The investigation showed that if staff development is well conducted and implemented, it is useful tool in improving quality education in Zimbabwe and the world at large. Moreover a very teacher should take it seriously despite challenges associated with it because it ia a government policy which should be religiously done and implemented. Findings indicated that facilitators lacked experience and most staff development lacked funding. The study also clearly unearthed that there is a close relationship between staff development and improved Grade 7 results as discovered during site visits thus proving its efficiency in improving quality education.

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