

CHAPTER-III

CHAPTER – III

PLAN AND PROCEDURE

This chapter deals with the research design that has been followed by the researcher. Based on the rationale and the objectives stated in Chapter I, the procedures followed to develop the material on staff development, finalisation of the material and evaluation of the effectiveness of the material, selection of the sample, methods employed to collect the data, explanation about the tools, statistical techniques used are being detailed in this chapter.

The study was conducted in three phases as follows

Phase – I Development of the material

Phase – II Try out of the material.

Phase – III. Evaluation of the effectiveness of the material

A phase-wise detail of the procedure is given below:

Phase I: (3.1) Development of the material:

Initially the researcher was concentrating on a very broad area, which covered all the stages of Personnel Management. The survey of the study and the discussion with the experts revealed that this is a very vast topic and the researcher felt that to cover all the areas with details would be difficult. Looking in to this the researcher decided to focus only on the process of staff development. The main focus of the study was to prepare a comprehensive self-instructional material for the principals on staff development process.

The self instructional module was prepared on the basis of the out come of the following activities;

- Survey of the methods and techniques employed for conducting staff development programmes.

- Discussion with the experts from the field of education, management consultants, senior teachers, principals and psychologists

Based on their comments and feedback the following was undertaken

- Finalisation of the topics for the module based on the out comes of the interviews with the principals and experts.
- Discuss about the topics with a selected group of senior teachers, principals, experts from the academic and management field to validate the content
- Prepare the material and get it validated by the experts
- Finalise the material, get it printed and prepare for the try out

The total time taken for this phase was approximately six months

3.1.1 Survey of the present scenario of staff development in schools:

The focus of this phase was, selection of the topics for the module and the style of presentation of the topics in the module. This was accomplished by having one to one interaction with the principals, teachers and academicians. This was conducted mainly by using semi-structured interview. Details of the interview are given in the next chapter. Table 3.1 gives the list of the schools, whose principals, supervisors and the teachers participated in this survey. There were twenty principals, ten secondary section supervisors and a total of 155 teachers who were interviewed by the researcher. The schools selected were from the Baroda city limits. The schools were selected by purposive sampling technique, which included all types of schools under the Gujarat State Education Board. That is it included granted, non-granted, private and missionary run schools, of which some are old and experienced or newly and developed schools. Since the material was going to be in English, only English medium schools were selected.

**Table 3.1 List of the Schools participating in the
Survey of the Present Scenario of Staff Development in schools:**

Sr. No.	Name of the School	Name of Principal	Total Student Strength	No. Of supervisor's Involved	No. Of staff involved
1.	Mothers School	Mrs. Neeta Patel	720	01	06
2	Baroda High School, Baghikhana	Mrs Kasturi Rao	800	-	07
3	Vidhya Vihar	Dr. (Mrs.) Mirchandani	Guj 658 Eng. 239	01	07
4	Refinery School	Mr Shriji Mathai	1550	-	05
5	Sabari Vidhyalaya	Mrs Puspa Bhatt	1850	-	07
6	Ambe Vidhyalaya	Mrs Sushma Singh	2500	01	06
7	Bright Day School	Mrs.Mohana Murthy	3600	-	14
8	Bright Regular School	Mrs. Rajini Agrawal	450	-	06
9	Navyug School	Mrs. Neelaben P. Desai	1900	01	07
10.	Shreyas Vidhyalaya	Mr N. Jha	600	01	05
11.	Silver Oak	Mrs Madhu Vyas	630	-	06
12.	Jeevan Sadhna (Eng.)	Mr. Mahesh Bhatt	1000	01	07
13.	Basil School	Fr. V Daniel	2800	-	06
14.	St. Pauls School	Mrs. Savithri Zutshi	1200	01	05
15.	Auxillium School	Sr. Celse	1200	-	07
16.	Don Bosco School	Fr. S. Gomes	1800	-	06
17.	MGM School		750	-	07
18.	Utkarsh English Medium School	Mrs. Renuka Bhatnagar I/C	55	01	09
19.	Vidhya Kunj	Mr. G.M. Patel	1700	01	08
20.	Mira – The Happy School	Mrs. Rekha Shah	700	01	09
Total				10	155

This phase was to be completed within a period of three months. Many of the principals were eager to take part but they were not able to spare much time during the school hours. So it was decided to meet them after the school hours. Some of them were not willing to talk as they felt that the idea of training was not needed for them, as they were quite experienced. In some cases principals were not able to adhere to the schedules for training because of the interference of the administrative work. There used to be last minute changes in the programmes owing to the interference of the District Education Office, which comes out with last minute demands.

Later on after two or three meetings they realised the value of self-enhancement programmes, as there are no such programmes for them as of now. The teachers and the supervisors were quite willing and cooperative to share their views. Both the principals and the teachers felt that along with the process of staff development, the module should incorporate the issues like motivation, change management and conflict management. This was time consuming. Instead of the expected three months it took seven months to complete this phase.

Most of the academicians were of the strong belief that since education is dynamic those who are in this field have to get upgraded from time to time in the areas of subject matter, technological advancements, developmental issues, and psychological and social issues. They feel that it is the prime duty of the principals, who are the representative of the higher authority, to take up this issue of training their staff so that the required quality is maintained.

Following questions were asked to the principals in the interviews. The questions are formulated on the staff development process, concept, and needs to follow this process.

Staff development process.

1. How do you plan for the staff development programmes? When do you plan?
2. How many programmes do you conduct in a year?
3. Who are the resource faculties you normally invite? How do you select the faculties?

- 4 Are the resource faculties easily available?
- 5 Are you aware of the process of staff development process? What are the steps involved?
- 6 What are the topics or the areas you cover in such programmes? How do you select the topics for these programmes?
7. Normally when do you conduct these programmes?
8. Who are the people involved with in the school in organizing such programmes?
- 9 How do you select the teachers for the programmes?

The concept and how it needs to be organized in the school system.

- 10 Are you satisfied with the way the staff development programmes are conducted?
11. Are the teachers happy with the present system of evaluation?
12. What are the problems faced by the principals to hold these programmes?
- 13 What is the opinion of the teachers regarding these programmes?
14. Who keeps the record of such programmes?
15. Do you take the teachers feed back after the programme?

The following were the questions asked to the supervisors and teachers.

Staff development process.

1. How often are the programmes conducted?
2. Is it planned or made known to you at the last minute?
- 3 When do they plan? Who are involved in the planning?
4. How many programmes have you participated in?
5. Who is the resource faculties normally invited? How are they selected?

6 Are you aware of the process of staff development process?

7. What are the steps involved?

8. What are the topics or the areas covered in such programmes?

9 Who decides the topics for such programmes?

10. Normally when are these programmes conducted?

11. Who are the people involved with in the school in organizing such programmes?

The concept of staff development and its organization in the school system.

12 Are you satisfied with the way the staff development programmes are conducted?

13 Are you satisfied with the present system of evaluation?

14. Do the principals face any problems in organising these programmes?

15. What is the your opinion regarding these programmes?

16. Who keeps the record of such programmes?

17 Do you give feedback after the programmes is over?

Survey of the schools in the city of Baroda threw light on the ways in which the staff development programmes are being conducted in the schools. In many of the schools there were no structured programmes as such. Most of the teachers did feel that there should be a need-based training, which would be beneficial to them. There was a feeling of wastage in terms of time and energy, as many of the programmes conducted, was not by consensus of the teachers involved. The details of the survey are presented in chapter IV.

All the principals agreed that in the given period of time they would be able to conduct Staff development programmes only if they are aware of the various steps involved in it properly. They felt that a lot of time was wasted on planning an activity and final results were not as expected due to improper planning or implementation.

Principals were unable to prioritise their activities. They were not able to conduct programmes according to needs of the teachers. All the principals felt that to keep abreast with the fast growing world, they require training in different areas.

Some of the areas they pointed out were

- Time management,
- Human resource development,
- Managing the curriculum,
- Making the teachers, technology friendly

The details of the interviews with the principals are discussed in the chapter IV

3.1.2 Finalisation of the Instructional material

Step 1: Selection of the topics:

The survey revealed that the focus of the study should be on the following topics,

- Personnel development.
- Personnel motivation and inspiration.
- Delegation
- Supervision and discipline
- Appraisal programme
- Maintenance of records.
- Managing meetings and managing conflicts.

The principals felt that to bring in quality in education, each of the topics need to be addressed as separate issues. On further discussions with the experts it was decided to concentrate only on staff development, though the above-mentioned topics are equally important. Therefore it was decided to prepare the module on staff development

process In the staff development process the following stages were included, identifying needs, prioritising and planning, developing and implementing policy, reviewing and evaluation The material was developed for the first trial phase. This was the out come of the detailed talks the researcher had with the principals, experts and academicians during the survey. This material which was prepared for the first trial contained the following topics,

- Motivation.
- Communication
- Managing conflicts.
- Managing one-self.
- The staff development process

This was prepared by keeping the demands of the principals in mind. To be successful, the material used in the training programme need to be structured, succinctly written and developed in format designed for the purpose. It is essential to know the importance of this instructional material from the organizational effectiveness point of view. The review of the literature has revealed that the training for the principals in various management and leadership issues is essential

The objectives of selecting these topics were

- To bring a change in organizational effectiveness and performance
- To enhance the performance of the principal and the performance of the teaching faculty.
- The above two have direct relationship to the performance of the students. This will enhance the quality of education; thereby the effectiveness of the school will increase.

Step 2: Style of presentation of the content:

Learning materials come in many forms – role-plays, case studies, handouts, and videos, audio, text-based open learning, technology based training, and many more. All play their part in ensuring that training sessions are enjoyable, participative, meaningful, and most importantly meet their objectives. Training implies learning to do something and, when it is successful, it results in things being done differently. Much of the people who are heading institutions learn during their lives, is a result of unplanned experience. This can be powerful, but it is not a very efficient way of learning. If what is to be learned can be described or specified then activities can be planned that will facilitate the learning by making it easier and quicker. But many a time it is not possible to do such an organized activity taking in to consideration the diversity of duties a principal does. Training is a process, which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work. This definition includes activities such as on-the-job learning, team development, and action learning and performance management.

After the discussion with the experts and the principals it was decided to develop self-learning material. This was decided on the basis of the limited time available to the principals. Such reading material invariably enriches learning and helps in consolidating it. It provides freedom from regular attendance in the classroom, rigidity of time, age and curriculum. It gives freedom from rigid sequential system of formal education and free movement between work and education. Self-instructional material is based on the principles of learning in general and self-learning in particular. Self-instructional material is generally designed in the modular form. Textual material in the modular form is self contained, sequentially arranged and consists of activity packages. The text is presented in a simple language with cues to facilitate self-learning. It also includes in-text exercises to promote motivation to learn, which also makes the learning interactive. The module provides opportunities for self-assessment and continuous feedback. It has its own structure. It is theme based and self-contained.



Process of Learning:

Changing behaviour at this point of the professional ladder for the principals is not easy. By the discussion and interview with the principals and the experts in the education field, it was found that, there is a need for formalized training by which the principal can handle issues related to human resource management in a professional manner.

It is important to understand the process of how learning takes place. The focus of this material is on experience – “experiential learning”. This means acquiring new knowledge or ways of behaving that will help one to do or see things differently. It can be viewed as a circular process known as the “learning cycle”. There are four stages in the learning cycle – experience, reflecting, theorizing and experimentation. There can be no one prescribed way of training for the principals. The training depends on many variables like society, structure of the school, government policy, student population, team of staff etc. Best way is to give them the knowledge, allow them to reflect upon it and draw a theory best suited for their institution. Based on this experiment and experience after the training, evaluate the outcome and plan for future. (Jacqui Cough 1997, “Developing Learning Material” page no. 2).

People have preferences for the way they learn. Some prefer to learn by observing and reflecting than by doing and experiencing. These preferences are known as learning styles. There are four learning styles, which correspond broadly to the four stages of the learning cycle. These four types of learning style are:

- **Activist:** One who learns by doing and experiencing.
- **Reflector:** Who learns by observing and reflecting
- **Theorist:** One who learns by understanding reasons behind things.
- **Pragmatist:** One who learns by active experimentation, “Having a go”, to see the practical application of what is being learnt. (Jacqui Cough.1997, “Developing Learning Material” page no.3.)

Although people have a preferred learning style, in practice they often draw on a mixture of styles. This instructional material is prepared keeping in mind all the four learning styles. It deals with conceptual knowledge base, ideas to be implemented, and activities to be experimented on. A preference for one or more styles indicates that a learner is likely to make sense of what is being learnt.

The intended outcome of this training material is:

- To enable the principals to handle staff development programmes in a professional manner.
- To help the staff to increase their effectiveness not only as an individual but as members of team also.
- To help the principals to handle the human resource efficiently.

Step 3: Outline of the Content:

Once the scope and the outcome of the material were clear, content outline was made. The highlight of the research is human resource development in the organization like the school, where it is the most valuable one; because the opportunities for the principal and the teachers to interact have become less frequent. The interpersonal relationships among teachers and with the principal are becoming more formal and professional owing to the expansion of the schools. While writing the material it is seen that along with the new information, opportunities to try out what has been learnt is also provided.

Step 4: The target group

In the present study the target group is the “principals”. Looking into the varied responsibilities and duties to be performed and the limited available time with the learner, researcher decided to go in for self-instructional material. This was decided mainly to give time for the principals to go at their pace and implement the activities. Another aspect which was also kept in mind was that the learners in this study are mature, experienced administrators.

Step 5: The Development Process:

The development process of the instructional material followed a sequence of activities. The sequence of activities was structured so as to help in working with in a specified time limit. This has also provided a clear focus on what the researcher was trying to achieve. In developing the instructional material, the researcher has kept the following framework of activities in mind:

- A design specification
- Detailed design of the module
- Development of the manuscript of the material
- Review of the material by the experts, modifications & revision of the material
- Distribution of the material to the sample principals
- Implementation period (one academic year)
- Evaluation - feed back

Step 6: The Design Specification:

In this stage the general input and the sequence of the activities that make up the learning material was done. Following points were taken into consideration:

- The scope of the training event
- The desired outcomes.
- The standards and competencies required.
- A general profile of the learner, here the principals.
- Outline content.
- Details like time-scale, learning environment, appropriateness of the content was taken care of.

The purpose of the training and development is to enable the principals to perform activities to a required standard in order to meet objectives. Standards can be set at organizational, departmental, team or individual level. The focus of this material is the improvement of performance of the principals for organizational effectiveness. Therefore, the objective of the training is focused on the institutional building, which has direct affect on the team's and individuals.

Step 7: Selection of the panel of experts for validation of the module:

The experts were selected from various fields as shown in the table 3.2

Table 3.2 Panel of Experts

Sr. no.	Experts	Area	Number
1	Principals	School	04
2.	Professors	Education	02
3.	Readers	Psychology and management	02
4	Management consultants	Industrial background	02
Total No. Of Experts			10

The instructional material was ready for a pilot study. It was circulated among academicians and principals for validating the content and other aspects like language and presentation. It was given to a panel of experts as shown in the table 3.2 for validating the content. A checklist was developed to evaluate the modules. This was given to the experts (Appendix III) to evaluate the module.

This initial material was in one book form with one hundred and seventy pages. This included the following contents:

The material is self-instructional; it is inclusive of all the materials that are required for the implementation. There were two questionnaires included, which were to be used by the teachers to evaluate the effectiveness of the modules. They are to be used for the pre-test and post test for the teachers to find their perceptions of the principals. These were perforated papers, which could be separated and made copies as required.

- *For teachers* – which has to be used for pre test and post-test to study their perception on the ability of the principals on staff development.
- *For principals* – this has to be given after they implement the material to study their self-perceptions on the material.

The main module contained the following topics:

Introduction: This talked about changing roles of Educators and students, changing role of the principals, challenges of the role transition, and need for training.

Staff Development Process: This chapter talks about the process involved in staff development. The units in this chapter were; identification of needs, prioritising and planning, developing and implementing policy, reviewing and evaluation.

Issues to be taken care of in Staff Development: Following topics were also included as they are very important for staff development,

- Motivating people
- Managing conflict
- Managing one self
- Managing change needs to be highlighted as the material deals with human resource development.

Researcher felt the need of a comprehensive package to tackle these issues. Keeping these in mind, fourth section was added, which was more theoretical with practical tips to handle crisis arising due to such situations.

Bibliography: The idea of having this section was to introduce the principals to a variety of information not only on classroom management and personnel management but also on organizational behaviour, team building, and other management concepts.

After going through the material, the experts made the following recommendations on the module developed for the first try out:

- Too much of theoretical in nature
- Needs to include more activities.
- Concept of staff development process should be retained, as it is with a few modifications –like – language, cut the theoretical base and make it simple.
- Divide the bulk into smaller booklets.
- While implementing to have a closer observation and to give enough time for implementing.

The time allotted for this phase was approximately four months. The module was revised based on the recommendations made by the experts.

3.1.3 Final Form of the Module:

Certain units were deleted as it was found that the material was becoming too theoretical and bulky to handle. As per the recommendations made by the experts, researcher decided to focus only on the process of staff development. To enhance the appearance, graphics were used either in the beginning of the section or in the text or at the end of the unit. Accordingly the following topics were deleted from the module; they are motivation, motivating people, managing conflict, managing one self and managing change. The introductory section was also changed and it focussed only on the process of management. The material was once again circulated among the experts to find out if the topics in the modules were relevant and includes all the

points related to the topic. The experts were given the same checklist to validate the modules (Appendix III). All of them felt it was suitable for experimenting now. It was felt that the volume was quite sufficient covering only the important aspects of staff development process. The final draft instructional material was then given to the selected principals for implementation in the try out phase.

The instructional material was divided into 3 booklets (Volume II of the thesis consists of these three modules)

A brief description of the final module is presented below

Module 1: Management Process

A. Introduction

This module gives an overall picture of what the material is all about.

This module includes the following topics

- (a) Introducing school management
- (b) Changing Roles of Educators and students
- (c) Changing role of school manager
- (d) Challenges of role transition

B. Management Process

- (a) What is management?
- (b) Reflection on the process of management
- (c) Managing Roles and Relationships.

C. Managing Staff Development

- (a) Introduction.
- (b) Purpose

- (c) Examination of the assumptions about staff development
- (d) Examination of the ways in which the staff development is perceived
- (e) Learning approach Approaches, strategies and structures involved in relation to staff development issues

D. Managing change

- (a) Managing the nature of change
- (b) Appreciating the complexity of change
- (c) Factors coming in the way of change
- (d) Managerial qualities needed to handle change

E. Bibliography

Module 2: Staff Development

This booklet deals with the actual process of staff development where the four stages of staff development are explained in detail with appropriate strategies and activities. Each subunit follows the pattern of having the purpose of the section, introduction, and the new knowledge with activities. The sequences of the subunits are as follows

B. Managing Staff Development

Identifying needs:

This section includes the following topics,

- Purpose of the section
- Introduction
- The identification process
- Student needs

- Teacher needs
- Consulting with groups
- Consulting with individuals
- Agreed agenda for an individual interview
- A questionnaire that may or may not be followed by interview
- A questionnaire with a different format
- Consulting with the whole group
- Activity

Prioritising and planning:

- Purpose of the section
- Introduction
- Needs
- Purpose
- Balance
- Personal development
- Group requirement
- Whole school needs
- Staff development policy
- External pressures/demands
- Process and provision
- The formal programme of prioritising and planning

- The informal programme of prioritising and planning
- Evaluation
- Activity

Developing and Implementing Policy:

- Purpose of the section
- Introduction
- Teachers professional needs – Activity
- Motivation of teachers – Activity
- Setting priorities
- Further development of the policy
- Clarifying goals
- Implementation – coordinating policies
- The link with the school development plan and appraisal
- Allocation of resources – The budget
- Reviewing the policy
- Activity

Reviewing and Evaluation

- Purpose of the section
- Evaluation – Activity
- Reviewing and evaluation
- How do we monitor staff development?

- How do we evaluate staff development?
- What is to be the focus of the evaluation?
- Who will be involved in the evaluation?
- What criteria will be used to make the evaluation?
- What resources are needed for evaluation?
- What methods will the evaluation involve?
- After the evaluation – What next?
- Activity
- Values and Ethics

Module 3: Staff Development Exercises

This booklet contains activities in different areas of teaching. The assumption behind this booklet is increased in some of these areas it will help in improving the quality of the output of the entire institute.

The subunits included are.

A. Boundaries and Expectations

This is to help improve the quality, openness and congruence of relationships existing in the classrooms. It tries to enhance the pattern of expectations set by the teacher and school of student performance and behaviour within the classroom. Activities dealt are in the areas of use of discipline, establishing boundaries of expectations and consistency in responding to pupils and events.

B. Authentic Relationships

The exercises throw light on the strategies teachers use to develop quality relationships. In developing cordial teacher-pupil relationship consistency and

fairness is very important to build trust. Activities to enhance consistency, fairness and developing listening skills are provided.

C. Planning for Teaching

Teaching is a dynamic profession. Teachers need to update their knowledge every now and then to keep abreast with what's happening. Teachers also need to be equipped with skills for handling emotional, psychological and personal problems of the students. This subunit gives an idea of how to organize the available teaching material according to the wide range of student's ability. Activities cover the area of planning for variety, responding to feedback and an attempt is made to help the teachers to be creative in planning homework.

D. Teaching Repertoire

Teaching is both an art and science. It involves a wide range of teaching skills, styles, models and approaches. Reflection and artistry are two important aspects a teacher needs to possess to be an effective practitioner. Activities in this section deal with teaching skills, styles and reflection.

E. Pedagogic Partnership

It is important for a teacher to form professional relationships with colleagues within and outside the classroom to improve the practice. Discussion on various teaching strategies, establishing guidelines to improve certain classroom practices, formulating guidelines to assess student performance are some of the areas highlighted in the unit.

F. Reflection on Teaching

This is a very important aspect to be considered by all the teachers. A teacher should be able to reflect on his/her practice and to put to the test of practice. Teacher should know the techniques of collecting classroom data for decision-making and for action research. He/she should know how and where to utilize such data. Teacher through reflective thinking should be able to draw the line between personal and professional responsibilities. This set of three modules was given to the twenty principals for try out in the second phase.

3.2 Phase II: Try out

This phase involved the following stages;

- 1 Selection of the sample principals Meeting the principals to get their consent for the joining as the sample in the experimentation
2. Preparation of the tools required to be used in the phase III.
- 3 Use of the module by the principals

3.2.1 Selection of the sample:

The sample for the present study was from the population of secondary school principals who are coming under the Gujarat State Board of Secondary Education from the city area of Baroda. English medium schools of the Baroda city were taken so that it is easy to keep in touch as and when it was required and the module was being developed in English. Twenty schools from the city limit of Baroda took part in the try out. For selecting the sample, purposive sampling technique was used Table 3.3 on gives the list of the sample school principals. Revised module was given for experimenting to the selected sample principals. The principals were expected to go through the module and implement the programme for one academic year. During this period they were expected to conduct the activities given in the modules and give their opinion on the modules Meanwhile the teachers were administered the pre-test to find out their perceptions regarding the principal's performance in various aspects.

Table 3.3 General information of the 20 Sample Schools

Sr. No.	Male/Female	Qualification of the Principal	Type of school	No. Of teachers participated
1.	Female	M.Sc. (Home science)	N.G.	23
2.	Female	M.A. B.Ed.	G.	13
3.	Male	M.A. B.Ed.	N.G.	04
4.	Female	M.Sc. B.Ed.	N.G.	28
5.	Male	M.A. B.Ed. M.Ed.	N.G.	23
6.	Female	M.A. B.Ed.	N.G.	15
7.	Female	M.Sc. B.Ed.	N.G.	44
8.	Female	M.Sc. B.Ed.	G.	20
9.	Female	M.A. B.Ed. M.Ed.	N.G.	15
10.	Male	M.A. B.Ed.	N.G.	12
11.	Female	M.A. B.Ed.	N.G.	10
12.	Female	M.A. B.Ed.	N.G.	08
13.	Male	M.A. B.Ed.	N.G.	12
14.	Male	M.A. B.Ed. M.Ed.	N.G.	18
15.	Male	M.A. B.Ed.	G	23
16.	Female	M.A. B.Ed.	N.G.	20
17.	Male	M.A. B.Ed.	G.	14
18.	Male	M.A. B.Ed.	G.	20
19.	Female	M.Sc. PDEM	N.G	33
20.	Female	M.A. B.Ed.	N.G.	20
		TOTAL		357

NG = Non granted, G = Granted school

3.2.2 Tools Used for the Present Study:

The research deals with the activities related to staff development and other related issues. Since such a study is not undertaken so far, researcher had to develop the required tools. The following tools were developed by the researcher and used for collecting data subsequently:

1. Questionnaire for the teachers to measure the staff development abilities of the principals (Appendix I).
2. Questionnaire for the principals to measure self-perceptions on the modules. (Appendix II)
3. Check list of quality criteria of the module for the experts to evaluate the module. (Appendix III)

Performance: The items highlight the activities encouraging the teachers for attending training programmes, motivating, giving priority, and time management

Communication Skills: This is very important for the heads of the school. Communication has to be formal as well as informal. Formal communications have to be documented for administrative purposes and informal communications are very essential in a school as we are dealing with human resources. Listening, consulting and negotiating are other important aspects related with effective communication. Such items are incorporated under this title.

Group Process: Staff involvement in identifying needs and decision-making is very important in staff development. The items in this section try to evaluate these aspects.

Instructions: Teaching and enhancing learning process is very important in developing a teacher. This category deals with the ideas like supervision, community involvement, school environment that have impact on teaching.

Leadership Behaviour: This includes areas like prioritising, planning and organising. As a leader in the school, how the head is able to direct and co-ordinate the work of others, motivate and build a team, delegating tasks are explored. These are the issues, which are directly dealt with, in the modules.

Evaluation: This includes assessment techniques of not only the teachers but also of student activities. Evaluation is very important in any activity. This tool is attached as **(Appendix I)** in the end.

Tool No.2: Questionnaire for the Principals to measure their self-perceptions after going through the modules:

This tool was used mainly to get the feedback of the principals on the various issues discussed in the modules after going through the module and practicing. This includes questions on the content of the modules and on the presentation. The questions were framed in such a way that the principals had to go through the modules to answer them. There were twenty questions on the content and presentation. This tool is attached as **(Appendix II)** in the end.

3.2.3 Development of Tools:

Tool No. 1: Questionnaire for the Teachers to measure the staff development abilities of the principals:

To measure the staff development abilities of the principals, the researcher listed down the various staff development activities that are done by the principals. These were grouped under seven headings meaningfully and then the items were developed to measure the staff development activities on a four-point scale. Pre-test and post-test was done to measure the difference in the pattern of conducting various activities related specifically to staff development. Thirty-six items were identified, which are related to the daily or common routines of the principal's activities related to staff development. They are grouped into seven sections as follows.

Section I is on **organisational management**, consisting of seven items.

Section 2 is on **performance** with five items.

Section 3 is on **communication skills** again with five items.

Section 4 is on **group process** with three items.

Section 5 is on **instructions**, which has four items.

Section 6 on **leadership behaviour** has seven items.

Section 7 is on **evaluation** with five items.

The four-point scale is used for scoring. They are rarely, sometimes, often and nearly always, out of which teachers had to use any one option, which they felt was very close to how their principal performed on that particular duty. All these have direct relation with staff development activities. The descriptions of the seven groups are as follows:

Organisational Management: This section dealt with all the activities related to staff selection and related activities. Here the emphasis is given on the process aspect. The items were kept in such a way that it highlights the importance of human resource.

Tool No. 3: Checklist for Quality Criteria of the modules for the experts' evaluation:

A checklist was developed by the researcher for the experts to evaluate the material. The different criteria that were included in the checklist were language, content, presentation style and appropriateness of the module. A copy of the checklist is attached as (Appendix III) at the end. This was given to the panel of experts (Table 3.2) along with the modules. Based on the experts' suggestions and recommendations, the modules were modified and the revised version was used for the research purpose. The experts in the field of education and management established the validity of all the tools used during the study. Approximate time taken for all the above-mentioned activities was two months.

3.3 Phase III: Evaluation

The effectiveness of the instructional material was found out by three different sources.

1 Teachers' perceptions on the principals' ability on staff development

Teachers' perceptions on the abilities of the principals on the seven areas of performances as in the opinionnaire, is tabulated taking the percentage and average score. For this pre-test and post-test is taken using the tool no. 1 in Appendix I. The total score for all the teachers were added principal wise and means were calculated. The means show the change in the staff development abilities of principals from pre test to post test.

2. Principals' own self-perceptions after going through the module

The principals' own self-perception is also collected which emphasised on the usefulness of the content and presentation of the module (Appendix II). The data were interpreted qualitatively.

3 Experts' evaluation of the module

Experts' views were taken with the help of a checklist (Appendix III) The different criteria that were included in this checklist were language, content, presentation style and appropriateness of the module The data were interpreted qualitatively

The details of the data analysis and interpretations are given in chapter IV This phase was completed in three month's time