

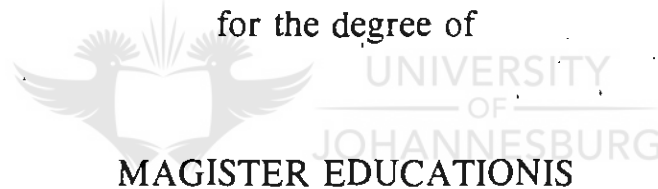
**NORMATIVE FACTORS AS AN ASPECT OF
CULTURALLY SENSITIVE FEEDBACK:
IMPLICATION FOR THE MANAGEMENT
OF TEACHER COMPETENCE**

by

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RESEARCH ESSAY

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DEDICATION

This study is dedicated to my deceased parents,
Abbey Nkhudu Letlape and Charlotte Thembekile Letlape,
who were my mentors, guiders and motivators through
all my years of study.

They were the best thing that ever happened to me.

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SINOPSIS

Hierdie navorsingsessay is deel van 'n groepprojek wat 'n ondersoek na onderwyserbevoegdheid, die meting daarvan en die implikasies vir skoleffektiwiteit en -verbetering behels.

Die belangrikheid van kommunikasie deur die onderwysbestuurder is duidelik uitgelig. Persepsies van die kommunikasiebevoegdheid van bestuurders is deur middel van vraelyste aan onderwysers bepaal.

Agt moontlike faktore wat verband hou met onderwyserbevoegdheid, is geïdentifiseer. Daar is bevind dat hierdie agt faktore noodsaaklik is as die fokus moet val op voortdurende onderwyserontwikkeling binne die veranderende onderwyskonteks in Suid-Afrika. Die volgende faktore is geïdentifiseer:

- leeromgewing;
- professionele verbintenis;
- orde en dissipline;
- opvoedkundige fondament;
- onderwysrefleksie;
- vermoë om saam te werk;
- doeltreffendheid; en
- leierskapstyl.

Hierdie studie handel veral oor die persoon wat onderwyserbevoegdheid evalueer. Die doel is om vas te stel of normatiewe faktore as 'n aspek van kultureel-sensitiewe terugvoer gedurende evaluering geakkommodeer word.

Daar is gevind dat kulturele sensitiwiteit tydens terugvoering gedurende evaluering uit die volgende vier aspekte bestaan:

- normatiewe faktore;
- ekonomiese faktore;
- sosiale faktore; en
- kulturele faktore.

Om die belangrikheid van normatiewe faktore as 'n aspek van kultureel-sensitiewe terugvoer te bepaal, is die volgende konsepte as aspekte van die normatiewe faktore geïdentifiseer en bespreek:

- waardes;
- norme; en
- aannames en oortuigings.

Verskeie bevindinge is uit die literatuur ten opsigte van normatiewe faktore as aspek van kultureel-sensitiewe terugvoer gemaak. Aanbevelings is ook gedoen. Hierdie aanbevelings kan bydra tot die ontwikkeling van strategieë vir die effektiewe evaluering van onderwysers wat onderwyserbevoegdheid in Suid-Afrika kan verhoog.

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CHAPTER 1

INTRODUCTION, MOTIVATION OF AND STATEMENT OF THE PROBLEM, AIM AND EXPOSITION OF THE RESEARCH

1.1 INTRODUCTION

The changing context of the education system of South Africa is forcing the public to demand quality performance in schools and educational accountability from teachers and educational managers. The message is clear from all stakeholders that something must be done about issues such as teacher competence (Oliva, 1993:13; Sapone, 1981:26; Cotep, 1994:11-23). This will help to restore the public's confidence on what is currently happening in schools.

The White Paper on Education and Training (South Africa, 1995:21) raised a similar concern about the improvement of the quality of education. There has been a decline in the quality of educational performance, and attempts must be made by all stakeholders in education to reverse the situation. The quality of education is linked to the competence and commitment of the teacher, and to the way standards are set and assessed. Grobler & Van der Merwe (1995:5) are of the opinion that valid and reliable mechanisms to evaluate teacher competence, must be developed to identify competent teachers and develop those who need help.

According to Soar as quoted in Anon (1986), the public views evaluation as a major problem in the school system today. A number of methods for evaluating teachers have been ineffective. Measurement tests of teacher characteristics, student achievement test scores and rating of teachers' classroom performance have not been successful in ensuring effective teaching and learning. Some research has been done to improve the evaluation process, but teacher assessment in general remains unorganised (Anon, 1986).

Oliva (1993:13) explains this unfortunate position by saying that there is a lack of understanding of the teaching process and the lack of agreement on the preciseness of the criteria for assessing teacher competence. Those who follow an interpretive approach to assessment look at the unique characteristics of a particular learning situation. Some look at the process (teaching) and others look at the product (results of students), while some include the teachers' personal and professional attributes in their description of a competent teacher. These differing conceptions of what constitutes teacher competence makes assessment difficult and unorganised.

Long & Stansbury (1994:318) are of the opinion that traditional forms of assessment should be augmented with performance assessments, that is, assessments that require the teacher to demonstrate the application of knowledge rather than just the knowledge itself. Performance assessments have the potential of providing much richer information about the teachers' skills and abilities than the traditional assessment methods (Long & Stansbury, 1994:321).

A pilot study has been undertaken at the Rand Afrikaans University. It suggested that the following factors are involved in teacher competence:

- | | |
|---------------------------|-----------------------|
| - Learning Environment | - Teacher reflection |
| - Professional commitment | - Cooperative ability |
| - Order and discipline | - Efficiency |
| - Educational foundation | - Leadership style |

Regarding the person evaluating teacher competence, the following factors were identified, namely:

- Invitational feedback
- Transparent feedback

- Tactful feedback
- Credible feedback
- Culturally sensitive feedback

This study forms part of a bigger ongoing research project concerning teacher competence and its appraisal. This research study is a part of the research that will be undertaken regarding being culturally sensitive when giving feedback during appraisal. It consists of the following four aspects, namely:

- Normative factors
- Economic factors
- Social factors
- Cultural factors

This research study focuses on the normative factors as an aspect of culturally sensitive feedback.

1.2 MOTIVATION

Educational reform in South Africa and increased emphasis on accountability of teachers has brought about increased awareness of teacher performance (Ellermeyer, 1992:161). All stakeholders in education have expressed dissatisfaction with student achievement and with incompetent teaching. They are demanding improvement in instruction for the purpose of improving student achievement (Oliva, 1993:13). This has necessitated that teacher supervision and evaluation undergo important revision (Stodolsky, 1984; Buttram & Wilson, 1987 as quoted by Ellermeyer, 1992:161). Consequently, teacher competence appraisal has loomed large in recent years (Oliva, 1993:13).

Educationists have come up with a whole range of teacher competencies based on knowledge, skills and values. To ensure that all aspects of teaching are covered in the evaluation process, all these are specified in terms of defined outcomes. Knowledge and skills lend themselves to competence based assessment. Values do not lend themselves to this form of assessment. It is proposed that we only list those values that should be striven towards in teacher education programs (Cotep, 1994:10-11).

Brezinka (1987:229) agrees with the discussion document of Cotep (1994) by reiterating that teacher competence includes knowledge, skills and ethos (moral attitudes). Brezinka (1987) argues that knowledge and skills were held to be the most important thing in the training of teachers. This corresponds to the widespread and false belief that personal ethos are a private affair and can be dispensed with. No educational efforts were done to promote moral convictions. Knowledge and techniques were considered enough and the most important things for teachers. It was forgotten that schools cannot fulfil their educational tasks if teachers lack a good professional ethos, which is an essential basis for teacher competence (Brezinka, 1987:229).

According to Brezinka (1987:229) professional ethos is a necessary but not a sufficient condition for competence. A good professional ethos does not enable one to be competent, just as knowledge and skills (qualifications) will not necessarily make one competent (Grobler & Van der Merwe, 1995:5). Cotep (1994:10) purports that knowledge, skills and professional ethos are not mutually exclusive, they are interactive. Knowledge contributes to a meaningful realisation of skills, while the acceptability of knowledge and skills is screened by attitudes based upon a value system. This simple truth was, until recently, self evident to all stakeholders in education.

Effective teaching will then require a knowledge of the learning process and the acquisition of appropriate dispositions, knowledge, skills, values and attitudes which recognizes the social, political and economic context in which the teaching and learning are to occur (Cotep, 1994:5). Tawari & Osarobo (1994:409) adds to this discourse by stating that the success of a school depends on the quality of the teachers' instructional performance. If teachers do not have skills, attitudes and knowledge essential for the accomplishment of the school goals, then their participation in educational programs will become reduced, thereby retarding the school's overall success.

According to Ornstein (1993:24) a good teacher is task-oriented and businesslike. This means a competent teacher will:

- * *strive to meet academic goals;*
- * *structure activities carefully and explicitly;*
- * *cover content thoroughly;*
- * *do a lot of practice and review;*
- * *explain concepts and procedures;*
- * *monitor classroom progress;*
- * *give and check homework regularly and hold students accountable.*

These are the kinds of teacher behaviour that correlate with measurable outcomes which often lead to rote learning, drill and automatic responses. Maxine Greene of Columbia University takes quite a different point of view. Greene asserts that a good deal of teaching is not subject to empirical inquiry or to correlates of student achievement as explained by Ornstein and other researchers. For Greene, good teaching and learning involves values, experiences, insights, imagination and appreciation- things that cannot easily be observed or measured. In Eisner's view, to say that excellence in teaching requires measurable behaviour and outcomes is to miss a substantial part of teaching that is artistry, drama, tune and flavour (Ornstein, 1993:26).

Oliva (1993:524-525) sees the criterion of teacher competence as a problem that needs to be clarified before teachers are assessed. Different people employ different criteria and approaches to the assessment of teachers. Some approach competence from the point of personal prerequisites, some from teacher-pupil behaviours, some from basic knowledge, attitudes and skills. These approaches give different answers to the competence of a teacher.

Ornstein (1993:24) states that teaching is a complex act - both an art and a science. What works in some situations with some students might not work in different settings with different students, subjects and schools. Some teachers break the rules of teaching procedures and methods and be successful. Others follow the rules to the letter and are unsuccessful. Standards about judgement are so different, even experts have trouble defining and measuring teacher competence.

Consequently, educational managers as evaluators of the performance of teachers, have no clear direction or explanation of what really to consider as requirements for teacher competence or effective teaching. Grobler & Van der Merwe (1995:1) maintains that managers require a clear description of teacher competence and a clear criteria and instrument with which to measure these competencies.

Different views as to what constitutes teacher competence, triggered different responses from teachers. According to Glasman & Nevo (1988:31) most teachers perceive evaluation as a destructive activity which threatens spontaneity and paralyses activity. Teachers have not been involved to any significant degree in the development of staff evaluation programs. They have just been confronted with prepacked packages from the education authorities, and these did not help in improving their instructional effectiveness. Lahti (1978:1) says that such negative responses may be justified by the lack of sophistication of many appraisal systems now in use.

Oliva (1993:525) is of the opinion that a school should reach consensus on what it believes is good teaching as perceived by its teachers and top management. Whatever requirements for teacher competence are agreed upon, must in turn be communicated to all teachers, so that they also know what is actually expected of them.

The main purpose of evaluation programs as espoused by Gorton (1983:241) are in direct conflict and incompatible. The first objective identifies needs for the development of teachers. To achieve this, teachers should be open, candid and cooperative about revealing their limitations. The other objective is to reach a determination about whether a teacher is competent or not. Contrary to the achievement of the first objective, if teachers want to be promoted, they will naturally want to be seen in the best light. It may be to their disadvantage to willingly reveal their limitations or confirm the perceptions of the educational manager about their specific deficiencies.

Judgements about performance (eg. Is this individual a good, bad or average teacher?) involves values as well as objective information. That is, the same behaviour may be judged to be very good, and very bad or neutral, depending on the values and standards that are used in judging performance. Disagreements over the evaluation of what has occurred could result from different perceptions of what actually happened or different opinions regarding what behaviours are acceptable, good or unacceptable (Anon, n.d.:117).

The unpreciseness of what constitutes teacher competence and the way teachers were assessed in different schools gave rise to "the defiance campaign" of the South African Democratic Teachers Union. They totally rejected the assessment of teacher performance by any authority representing the then education department. Visitation to schools on advisory capacity were boycotted and stopped (Anon, 1993:1). Class-visits by educational managers and heads of departments were also not welcomed in most black schools. Teachers alleged that they also used bureaucratic measures to appraise teachers.

According to Lahti, (1978:1-3) some of these actions may be justified by the lack of sophistication of appraisal systems that are being used. A review of literature on performance appraisal show the following deficiencies:

- * Judgement on performance is too subjective. Personal values and biases often replace organizational standards.
- * Rating by different individuals in different departments may be comparable.
- * Performance appraisal may demand too much time from educational managers.
- * Educational managers fail to give feedback to teachers, thus delaying effective reinforcement.
- * Criteria of judgements are not clear, so teachers do not know what kind of performance is expected of them.

Oliva (1993:13) explains teachers' reaction to evaluation by stating that teachers have not wholeheartedly accepted current processes of appraisal, because they do not know the competencies on which they are to be judged, who will do the assessment, how the assessment will be conducted and what use will be made of their results. Teachers further questions the reliability of the data collected on their performance and the competence of those who will be making appraisals. The general outcry is that they want to be involved in the creation of the appraisal process.

Gorton (1983:243) supports this view and adds that evaluative criteria and procedures do not reflect teachers' ideas. Teachers are being appraised by criteria and process on which they had no say and about which they may disagree. Reyes (1986) as quoted by Ellermeyer, (1992:162) adds that the criteria which is used in the appraisal of teachers is of unknown validity and not consistent with what is known about effective teaching. The methods and means used to analyze teachers work are also of questionable reliability.

The inability to separate supervisory service from evaluation adds to the tension of teachers. (Oliva, 1993:14) Oliva believes that a distinction be made in the competencies to be assessed for formative purpose and those to be assessed for summative purpose (Oliva, 1993:577). Teachers welcome supervisory help to increase their effectiveness in class. Yet many teachers view educational managers with contempt, feeling that they are more capable than the supervisors or that educational managers have nothing of value to offer them (Oliva, 1993:14).

Singh (1984), House (1973) and Buttram & Wilson (1987) as quoted by Ellermeyer, (1992:162) support this view and add that current evaluation practices are of limited value, they inhibit the improvement of classroom instruction and interfere with professional quality teaching instead of nurturing it. Educational managers receive little, if any, training to standardized procedures. This serves to make evaluation by educational managers fundamentally unfair to teachers being observed.

Blumberg (1980) in Ellermeyer (1992:161) states that since the ultimate goal of supervision is the improvement of teacher effectiveness, educational managers and teachers should merge their efforts and work cooperatively for the improvement of instruction. She believes that educational managers and teachers can interact and work more effectively as a team. This would foster a mutual relationship, instead of the "cold war" atmosphere which currently characterizes the relationship between educational managers and teachers.

Teachers have the major responsibility of controlling and maintaining their own behaviour, so research strongly support that teachers be involved in every stage of the supervision and evaluation process. They must be allowed to have an input into the way they are assessed because teacher involvement and responsibility will improve the quality of teacher assessment (Ellermeyer, 1992:164).

Van der Westhuizen (1991:257) acknowledges that an educational manager functions as an evaluator because of his post. This represent some of the problems areas which question his ability to evaluate, to make accountable judgements and to make indepth

diagnosis of the situation so that effective support measures can be put into operation. Ellermeyer, (1992:163) states that teachers perceive educational managers as being perfunctionary with little or no impact upon actual teaching practices. Reyes (1986) as quoted by Ellermeyer (1992:163) says that teachers are not sure whether they are being assessed to be graded or to be developed.

Gorton (1983:251) reiterates that it would not make sense to minimize the importance of expertise in assessing teachers, because teachers have become better prepared and more specialized in their subject matter and teaching methodology. If an educational manager is to do a competent job of his/her findings or judgements about their strengths and weaknesses, he/she will need to have expertise to assess teachers. Ellermeyer (1992:162/3) adds that the educational manager also has to have specialized subject matter knowledge so as to adequately assess the content of a teachers' lesson presentation.

Teachers feel that there are risks to participate cooperatively in assessment programs, they tend to fall back on informal assessment by their colleagues. An important advantage of being assessed by their colleagues is that it possesses few risks for the teacher assistance which he may not be receiving from the educational manager. Development and the usefulness of appraisal systems is impaired because of the reluctance of teachers to identify their weaknesses, for fear that educational managers would not regard them as competent (Gorton, 1983:241).

The purpose, criteria and procedure of appraisals are seldom agreed upon or adequately communicated between teachers and educational managers (Gorton, 1983:249). Teachers are aware that the process of evaluation involves a pre-conference where they will be given knowledge of the criteria on which they are to be assessed, followed by observation by the educational manager and a follow up conference to discuss the findings of the observation.

According to Gorton (1983:253) for many teachers, there is too frequently a lack of feedback before and after assessment. Frase & Streshly (1994:50) say in such cases, the potential of feedback to improve teacher performance is not realized because educational managers are not fulfilling their responsibility of providing feedback to teachers.

Evaluation without immediate and constructive follow up supervisory assistance can lead to anxiety, frustration and resistant behaviour. Active or passive resistance serves as a defensive response to the perceived threat imposed by the educational manager's assessment.

Judging from reports of many teachers, educational managers are seldom in classrooms and seldom give constructive feedback. On those few occasions when educational managers did visit classrooms, there is a lack of immediate assistance following the assessment, worthwhile suggestions are seldom offered. Teachers can be informed of their weaknesses, but no specific help is given in improving. This harms the teacher's self-concept and lead to a negative attitude towards assessment on the part of the teacher assessed (Gorton, 1983:253; Frase & Streshly, 1994:51).

1.3 PROBLEM STATEMENT

In the light of introductory remarks made, it appears that the problem of this research project can be summarized by means of the following questions:

- * What are the components of teacher competence?
- * What role does cultural sensitivity play in giving feedback during assessment?
- * Is the normative factors as an aspect of cultural sensitivity accommodated when educational managers give feedback during assessment?

Having demarcated the research problem, it is now necessary to state the aim of this research project.

1.4 AIM OF THE RESEARCH

- a) In view of the problem formulated above, the general aim of this project is to:

Investigate the components of teacher competence.

- b) In order to achieve the general aim of the project, the specific aim of the group is to:

Investigate the factors involved in culturally sensitive feedback and how they affect the feedback process.

- c) My specific aim in this mini-dissertation is to:

- *Determine the importance of the normative factors as an aspect of culturally sensitive feedback during assessment.*
- *Procure teacher opinion as to what extent the normative factors are present when feedback is provided during assessment.*

In order to realize the stated objectives, an indication of the research methodology to be used is necessary.

1.5 RESEARCH METHODOLOGY

The aim of this investigation is descriptive, so a literature survey will be used to:

- * elucidate competent feedback during assessment in an effort to clarify its main aspect;
- * to investigate cultural sensitivity as a contributing factor to competent feedback;
- * to establish the normative factors as an aspect of cultural sensitivity.

According to Smith (1995:28) this type of research will involve a systematic, accurate and factual description of a research theme. The emphasis can be on an indepth description of a domain phenomenon competent feedback with specific reference to cultural sensitivity.

1.6 CONCEPT CLARIFICATION

Evaluation



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A process of determining to what extent educational objectives are actually being realized (Glasman & Nevo, 1988:83)

Assessment

A process of improving instruction and making personnel decisions (Airasain, 1993:57).

Appraisal

Appraisal is about prizing and valuing a teacher's performance with emphasis on judgements about an activity, a person or an organisation (Montgomery & Hadfield, 1989:15).

For the purpose of this research study I will use "evaluation" and assessment to refer to the act of checking if there is effective teaching in class and helping teachers to improve their instructional effectiveness.

Appraisal will be used in the sense of appraising the teacher's total contribution to the school, i.e. prize and value this contribution in a frank discussion which examines all aspects of a teacher's role including classroom performance and any extra curricular activities. This will be essentially an exercise of communication (giving feedback) to improve instructional activities and teacher development.

1.7 EXPOSITION

I intend examining each of the elements introduced above, in the following framework:

Chapter Two: Literature review on competent feedback, culturally sensitive feedback and the normative factors during feedback.

Chapter Three: A discussion of the research design, and the development of a research instrument to be used.

Chapter Four: The findings will be tabulated, analysed and interpreted.

Chapter Five: This chapter will provide a summary of this research essay and highlight the findings. Recommendations based on the findings will also be made here.

1.8 CONCLUSION

Some introductory remarks were made in this chapter regarding the importance of researching what really constitutes teacher competence and its assessment. Literature review in chapter two will survey feedback and normative factors which might influence the effectiveness of feedback given by managers during assessment.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

Giving and receiving performance feedback successfully is one of the most critical and difficult interpersonal skills in the modern workplace. We need to communicate comfortably and effectively with teachers to improve individual and team performance and promote continuous improvement (Jerome, 1994:1).

Appraisal of teacher competence serves a number of purposes in a school. Appraisal systems identify training and development needs of teachers. They pinpoint teachers' skills and competencies that are currently inadequate but for which programs can be developed to remedy. They motivate teachers by providing feedback on how organisations view their performance.

Of utmost importance, appraisals provide managers with data on which to make personal decisions and opportunities to observe, modify and change behaviour in order to improve performance, and to encourage staff development (Robbins, 1996:572, Lahti, 1978:7).

2.2 FEEDBACK

2.2.1. What is feedback?

Feedback should be an integral part of any appraisal system. Feedback are those provisions in a program which provides participants with ongoing or formative appraisal and support (Kortecamp, 1983:84).

Stronge & Helm (1991:54/57) simply regards feedback as a systematic two way communication between the educational manager and the teacher at every stage of the appraisal cycle, to minimize unintended consequences and maximize organizationally relevant performance.

2.2.2 Nature of feedback

Feedback can be seen as any communication to a person, giving that person information about an aspect of his behaviour and its effect on others (Tunica, as quoted by Van der Merwe & Grobler, 1995:8). It has been shown that effective feedback leads to increased performance. Feedback should help subordinates to set and achieve goals. Adequate provision of feedback by a supervisor is also related to satisfaction and competence.

Bolton *in* Stronge & Helm (1991:57) provides a useful synopsis of the nature of feedback. Key considerations regarding the nature of feedback include the following:

- Feedback should be prompt;
- The substance of feedback sessions should be relevant to established goals and job performance;
- Considerations would be given to circumstances and constraints that arise during the appraisal cycle and feedback should be provided regarding this information;
- Feedback should be conducted informally throughout the appraisal cycle and formally at the conclusion of the cycle.

Feedback should always be positive in that its aim is to point the way to further development and improvement, not simply to tell people where they have gone wrong.

But feedback must report on failures as well as successes, although failures should not be dwelt on as matters for blame. Instead they should be treated as opportunities for learning so that they are less likely to be repeated in future (Armstrong, 1995:35).

According to Armstrong (1995:35-36) the nature of feedback could be understood along the following lines of thought:

- Feedback should be presented as a description of what has happened and not be accompanied by a judgement. Judgement will instantly create resistance and prejudice an opportunity to encourage improvement.
- Feedback should always be factual. It should be provided on actual results or observed behaviour. It should not be based on suppositions about the reason for the behaviour.
- Feedback will be given at formal performance reviews, but it is more important to ensure that it is provided immediately after the event - it should not wait until the end of a review period.
- For feedback to be effective, it should be built into the job or provided within forty-eight hours of the activity taking place.
- Feedback should be related to specific items of behaviour. Educational managers should not indulge in transmitting general feeling or impressions.
- Select key issues and restrict yourself to them.
- Focus on aspects of performance which can be improved.
- Provide positive feedback on the things that the individual did well.

- Criticise performance not the individual, to bring about positive change in behaviour.

In order to provide effective feedback, it is imperative for school managers to first understand the four stages of the feedback process as espoused by Jerome (1994:1).

* *Describe current behaviour*

- Cite the teacher's current behaviour;
- Be descriptive and brief;
- Be available, open and patient;
- Be prompt and sensitive to time and place.

* *Identify situations*

- Be factual with examples and base your feedback on direct observation.

* *Describe impacts and consequences*

- Be precise, selective, objective and supportive.

* *Identify alternative behaviours*

- Be encouraging and offer ideas;
- Be optimistic and creative with opinions;
- Be part of the plan.

Feedback is a cooperative activity in which "togetherness" leads to improvement. Feedback should be based on the following underlying premises, as espoused by Van der Merwe & Grobler (1995:8-9).

* *Everyone has room for improvement*

Not only superior ratings should be acceptable. Peer and self ratings should be considered.

* *Constructive feedback is healthy*

Helping others to succeed leads to more success and improvement for all involved.

Feedback will not be constructive or meaningful if managers feel that if they help teachers to succeed, there will be less for them.

* *Success and power lie in intrinsic motivation*

Feedback and supervision should not focus on enforcing rules and procedures and meeting quotas, but should rather lead to facilitating the creation of new goals for professional growth. Accomplishment of these goals increase intrinsic motivation.

* *Recognise the dignity of people*

Effective feedback is generally described as feedback which:

- focuses on specific behaviour rather than on general impressions.
 - avoid general statements.
 - Be specific in telling recipients why one is critical or complimentary and what is expected of them in the future.
- is job-related and never criticises someone personally for an inappropriate action.

- Personal criticism leads to emotional reactions and oversight of the actual reason for the feedback.
- is task/goal/behaviour orientated.
- is time related.
- Choose the time for giving feedback carefully.
 - Immediate feedback is effective, but be flexible, this can be dangerous if emotions are high.
- is understood.
- Feedback should be concise yet complete.
 - Discuss feedback and reach a consensus in a face to face situation.
 - Make sure the meaning of written feedback is understood.
- is adjusted to fit the person.
- Consider the recipient's past performance and future potential.
 - Acknowledge high or persistent performances.
 - Feedback to poor performers should be frequent and very specific.
 - Do not disgruntle subordinates by negative feedback.
- uses non-verbal communication accurately and positively.
- Non-verbal communication sends more decisive messages than spoken words. These messages are often misinterpreted due to their unintentional nature and send messages contrary to those intended.

→ demonstrates preparedness to listen to subordinates.

- Pay attention to details.
- Understand the situation from the employee's perspective.
- Respond accurately and constructively (Van der Merwe & Grobler, 1995:9-10).

2.2.3 Contributing factors to competent feedback

Assessment of teacher competence is a major component of instructional leadership. It entails the collection of high quality data on teacher performance and engage a set of effective activities that involve the delivery of useful feedback to teachers. The performance of this role is an ongoing process. It is conducted with the aid of broad knowledge about teaching performance, as well as specific knowledge about characteristics of each pertinent situation associated with the teacher being appraised (Glasman & Nevo, 1988:100).

The educational manager is probably engaged in the process of communicating more often than in any other process. In order to persuade, direct, request, assess, present, stimulate or develop understanding, the manager must communicate. In order to communicate he must deliver a message via a medium which reaches a receiver and registers a desired response. His/her success in working with teachers and in productively carrying out his/her other responsibilities, will be greatly influenced by the extent to which he/she is an effective communicator (Gorton, 1983:60/61).

Van der Merwe & Grobler (1995:5) states that the ability to provide feedback relies on the communicative abilities of the manager. In essence, communication is the transfer of meaning. This entails the process where two or more individuals relate meaningful content on all levels of their personality and life world to each other, in such a way that they are able to understand, accept and get to know each other.

Glasman & Nevo (1988:100) states that the essence of the role of educational managers as appraisers of teachers is communication.

Communication is viewed as the central means by which educational managers fulfil their role. According to this view, educational managers engage in communication in the capacity of message senders as well as message receivers. They use written or oral face to face communication channels. They also act in the capacity of monitoring, seeking and receiving communication.

It is because of these multiple communication capacities that the school improvement literature emphasizes communication as central to the school principalship, and especially to its function of appraising teacher performance. The importance of communication in teacher appraisals is the exchange of information, the transformation of ideas and the influence of behaviours. As such communication is interwoven within the appraisal systems in schools (Glasman & Nevo, 1988:101).

Most teachers appreciate high quality feedback because they like to know where they stand, when they have done well and when it is thought they have not done so well, if only in the latter case, they have an opportunity of putting the record straight (Armstrong, 1995:35).

If appraisal of teacher competence leads to the development of teachers, then the feedback on appraisal becomes critical from an invitational perspective. Communicating effectively with teachers during these stressful instances requires that educational managers know what communication is, understand the communication process, be aware of the levels on which communication takes place and be sensitive to what causes ineffective communication (Van der Merwe & Grobler, 1995:5).

Feedback given in such instances, should not be perceived by the participants as an assessment of the teacher's performance in the same vein as the summative evaluation, but rather as an opportunity for the educational manager to provide valuable feedback for the teacher's consideration. The conduct of an effective feedback process requires a special set of technical and personal skills on the part of the educational manager. He/she must know how to give helpful and sometimes negative feedback without injuring the teacher's ego or arousing defensive behaviour (Oliva, 1993:497). Positive or constructive feedback is usually a pleasant experience because this type of feedback is readily accepted and perceived as accurate, because it tends to fit what people wish to hear and already believe about themselves. When appraising teacher performance this type of feedback rarely leads to poor interpersonal communication and relationships.

Negative feedback on the other hand is uncomfortable, there is a fear of offending and the defensiveness of the recipient which has to be coped with. It is often minimized or given in broad general terms. Negative feedback is more likely to be accepted when coming from a person with high status and credibility. It should never be seen as subjective or unsupported by facts or specific examples (Van der Merwe & Grobler, 1995:9).

Barton as quoted by Van der Merwe & Grobler (1995:7) is of the opinion that positive and direct communication provides an impetus for action. Educational managers should remember that the most important aspect of communication is not what is said or written, but the perception that is left by the communicator. It is therefore important for educational managers to be honest, but also thorough in their communication. This leads to teachers who are generally happier, motivated and more productive.

Abercrombie as quoted by Van der Merwe & Grobler (1995:6) sees perception, change and communication as central to teaching and learning. Of these three, perception is regarded as the most important one, permeating and sustaining the other

two. Abercrombie further found that the capacity to observe, absorb information, make and justify judgements, are shaped by personal experience and consciously held ideas and attitudes. Perception is therefore active, selective and projective. Educational managers appraising teacher competence and providing feedback on appraisal need to be aware of their perceptions.

Communication is closely related to both perception and change. For messages to pass accurately between two people, it is important not only to see things from another's point of view, but that one person should be able to see himself as the other person sees him. If participants are at different levels in the authority-dependency hierarchy, this is usually difficult because of the asymmetry of perception.

To really understand these human factors of communication, requires time, time spent in face to face contact. There is a need to be more perceptive of the barriers between people, whether equals or of different status. These barriers are self-imposed and can be dissolved by change in attitude - change in one's perception in relation to others (Van der Merwe & Grobler, 1995:6-7).

The educational manager's manner and attitude are as important as the technical analysis she/he makes for the teacher. A non-directive behaviour can put the teacher at ease. A few processing type comments at the beginning of the feedback can go a long way towards establishing rapport. A question to the teacher such as, "How did you feel about the lesson?" can be useful in breaking the ice. The educational manager needs to avoid sermonizing and conveying a loftier-than-thou superiority. The educational manager should keep in mind that teachers want specific help and specific suggestions that can help them to improve their instructional effectiveness (Oliva, 1993:497).

Competent interpersonal communication depends on all parties concerned in the process. The willingness, responsibility and interdependence of all are essential. In reflecting on communicative competence some of the values and beliefs told about

work, people and how they should work, should also be considered. These values provide the foundation for the way we perceive the world around us and consequently for the way we behave interpersonally (Van der Merwe & Grobler, 1995:6).

I will now discuss culture because values and beliefs that people hold about their work and how they should work, are the core of culture or the building blocks of culture.

2.3 WHAT IS CULTURE?

Anthropologists generally defined culture as a way of life, (Burtonwood, 1986:1) as a way of perceiving, believing, evaluating and behaving (Goodenough, quoted by Gollnick & Chinn, 1990:6).

Goodenough view culture as a matter of standards:

- Standards for deciding what is;
- Standards for deciding what can be;
- Standards for deciding how one feels about;
- Standards for deciding how to go about doing it (quoted by Mncwabe *in* Grove 1992:115).

Researchers in the different fields of study came up with their own definitions. Tylor (quoted by Burtonwood, 1986:1) defines culture as that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.

From a broad perspective the societal culture represent the values, norms, expectations and traditions that define a society. Kluckhorn & Kroeberg (*In* Hallinger, 1995:5) referred to culture as pattern of behaviour that are acquired and transmitted by symbols overtime, which become generally shared within a group and

are communicated to new members of the group in order to serve as a cognitive guide or blueprint for future action. This conception is distinct from, though related to the organizational culture in which teachers, pupils and educational managers operate.

Codeiro, Reagan & Martinez (1994:2) states that in an educational context, culture is most commonly viewed as that pattern of knowledge, skills, behaviours, attitudes and beliefs as well as material artifacts produced by a human society and transmitted from one generation to another.

The above definitions of culture are related to the culture in which schools operates. From these definitions advanced by some researchers, it is evident that the aspects of culture are normative factors, cultural products, social factors and the economic factors.

2.3.1 Importance of culture in schools

Each organization as a form of social togetherness has its own unique culture as any other social community of people. Every school as a specific organization has a unique culture created by the participants, as its school culture.

Culture is important because it shapes the different ways we recognize and react to events in our work lives. It shapes how people experience the world of work and how they express meaning in their own work. Culture produces reaction and our choice of responses is affected by work culture. These responses of teachers shapes organizational success or failure (Cunningham & Gresso, 1993:20).

Culture in its most basic form is the way we do things around the school . Culture expresses organizational values, attitudes, and beliefs. It is a strategic body of learned behaviours that give both meaning and reality to its participants .

Sergiovanni & Starrat (1988:103) states that culture provides a sense of order and stability and a source for the development of norms that give meaning and significance to the lives of people. Culture tells teachers what is important and what is expected from them (Cunningham & Gresso, 1993:259).

John Saphier in Cuningham & Gresso, (1993:261) suggests that the culture of the school is the foundation for school improvement. If certain norms of school culture are strong, improvements in instruction will be significant, continuous and widespread. If these norms are weak, improvement will be infrequent, random and slow.

Culture defines the way individual teachers respond to one another , and the expectations of the work that is to be done. It is the system of informal rules and regulations that spells out how people within the school conduct their work life. The educational manager assumes the role of the high priest seeking to define, strengthen and articulate those enduring values, beliefs and cultural strands that give a school its unique identity (Cunningham & Gresso, 1993:30).

Culture is formed as we observe, listen, talk and interact with others in a school. Education will improve if we invite ideas from teachers about their assessment. They are the ones who know which processes or systems are acceptable , and which ones can be implemented successfully. Such improvements will influence the school positively.

It is the responsibility of educational managers who are interested in improving instructional effectiveness and student learning, to encourage the development of collegial relations, trust, understanding, support, broad involvement, life-long development and continuous improvement. It is through culture that we have the greatest chance of achieving all these. Culture serves as a self perpetuating counterforce to instructional effectiveness and the development ,of teachers (Cunningham & Gresso, 1993:23-24).

Educational managers must emphasize the personal values that make teachers' classrooms and schools effective. The emphasis should be on cultural and personal qualities of achievement such as self-image, respect, confidence, worth, enthusiasm, pride, wisdom and commitment. The central themes of an effective work culture are values, professional development, information, cooperation, communication, trust, support and continuous sustained improvement.

Educational managers cannot mandate, impose or coerce effective culture in a school. They can create one by supporting teachers' personal and professional development, by focusing their talent, energy and passion on quality in their school, by giving them time to make a difference, by building trust, support and a desire for continuous improvement and finally by giving them competent feedback on their performance (Cunningham & Gresso, 1993:26-27).

Sergiovanni (in Cunningham & Gresso, 1993:27-29) pointed out the importance of culture to the roles and responsibilities of educational managers. He stated that effective schools have central zones composed of values and beliefs that have a sacred cultural characteristics. These values and beliefs give meaning to the school lives of teachers and students and guide appropriate actions. The focus on educational managers as leaders, then, is on developing and nurturing these central zone patterns so that they provide a normative basis for action within the school (Cunningham & Gresso, 1993:27-29).

Sergiovanni and Starrat (1988:263) confirms this, by stating that effective work performance is most often created by a combination of culture and management. People are significantly influenced by the culture to which they belong. To understand why teachers are successful or unsuccessful, we must look into the work culture from which they have acquired their beliefs and attitudes.

Following the explanation of the importance of culture, this research study will attempt to elaborate on the normative factors as an aspect of culture.

2.4 THE NORMATIVE FACTORS

Normative views are concerned with what ought to be done with prescribing actions designed to produce the best solutions. Normative views specify what should be done and describe a more ideal world of performance appraisals. These views are useful in setting standards to encourage performance improvement, and for helping to select targets and goals towards which all involved in a school might strive. (Sergiovanni & Starrat, 1988:19 & 26).

It is assumed that choices are made by educational managers to maximise certain desirable values and objectives. The educational manager is faithful to certain value statements and committed to certain objectives. He uses the resources available to him to achieve goals in accordance with a maximum cost benefit exchange. He perform certain processes such as helping, supporting, developing and appraising the performance of teachers (Sergiovanni & Starrat, 1988:19).

Koopman (1991:145) states that these organizational values are nothing else but norms which we would like to establish within our schools in order to cohere the whole school and the teacher corps to a common goal. It is not so much a case of whether we want values or not, but which values take precedence over others. There is a need to determine which priorities need addressing urgently within the school. Shared values within the school should be reassessed with all personnel so that they feel ownership. All involved in a school need to point scenarios of what the school should look like if they are to improve teaching and develop themselves to be competent teachers. This involves the sharing of hopes, aspirations and fear for the future (Koopman, 1991:145-152).

Sergiovanni & Starrat (1988:19) gave the following as advantages of the normative view :

- They specify what should be done.

- They challenge all involved within the school to place highest priority on moral rather than instrumentive value.
- They challenge all on what is most effective rather than on some lesser condition.
- They help to set goals.
- They help to reach agreement on future directions.
- They help to develop plans for future action.
- They set standards for improving instructional effectiveness and the development of teachers.

The normative factors of the school is often ignored and a temptation exists to abandon standards and ideals and play the game as it is (Sergiovanni & Starrat, 1988:25). This creates problems for teachers and educational managers, when the performance of teachers is to be appraised. Within the normative factors, standards are mutually set and agreed upon to achieve school goals. These are the standards that educational managers use when appraising the performance of teachers.

Koopman (1991:145-152) believes that the most important factor for the development of teachers, are the values of the organization into which they work. Most teachers are exposed to norms as standards for values in their daily work life, few realise the extent to which norms influence their pattern of behaviour. Norms will prescribe certain behaviour, allow some form of behaviour and also forbid other forms of behaviour from teachers (Van der Westhuizen, 1991:620).

To enhance the understanding of this paper, the following concepts as aspects of the normative factors will be explained, to determine the importance of the normative factors as an aspect of culturally sensitive feedback.

2.4.1 Values

Values are among the basic building block of culture. They have a significant influence on the school culture, the behaviour of teachers, educational managers and pupils. Values provide direction and integrate internal designs and behaviour into a coherent pattern.

Effectiveness of schools is a function of school culture, cultural values and personal work values of all employees in a school (De Bruyn, 1992:20-23). According to Hofstede (1980:19-21) values are defined as broad tendencies to prefer certain state of affairs over others. Values have intensity - if we hold a value, this means that the issue involved has a certain relevance for us. Values also have direction - we identify certain outcomes as good, others as bad. Values deal with evil versus good, abnormal versus normal and irrational versus rational (Hofstede, 1994:8).

Many values remain unconscious to those who hold them. They cannot be directly observed, they can only be inferred from the way people act under various circumstances (Hofstede, 1994:8). Examples of values that teachers hold are integrity, respect, commitment, caring, support, concern for others, accountability and responsibility. If people in a school are always punctual, exemplary and show concern for pupils and colleagues, the way they act shows that they understands how they should act in the school and know what is good or acceptable behaviour. Values define this behaviour for them.

In interpreting people's statements about their values, it is important to distinguish between desirable and the desired. What distinguishes the desirable from the desired is the nature of the norms involved. In the case of desirable, the norm is absolute, pertaining to what is ethically right. In the case of the desired, the norm is statistical, it indicates the choices actually made by the majority, relating to practical matters (Hofstede, 1980:19-21 & Hofstede, 1994:8-10).

In recent years teachers have become aware of themselves, who they are, where they come from. Educational managers have to be aware and sensitive to values that teachers bring to school. When giving feedback during appraisal, they should be conscious of their eye contact, posture, tone, place, time and the distance between them and the appraisee, because cultural values vary across societies, certain behaviour is acceptable in one culture while in another it is unacceptable.

If an educational manager is to do a competent job of appraising teacher performance and obtain their acceptance of his/her findings, he/she will need to be aware of teachers' cultural and work values, so that he can be culturally sensitive when giving feedback to teachers. It would make little sense to minimize the importance of knowing them as individuals - what their beliefs, values and norms are.

Normally, we operate without an awareness of our own culture - it's just there. A cultural context in which teachers and educational managers work exists, but our "cultural lens" blinds us to its effect. We must make the cultural context explicit, so we can explore its impact on schools. How people approach space, time, information and communication are shaped by the cultural context in which they exist (Hallinger, 1995:5).

2.4.2 Norms

Norms are a criteria, prescription or rules concerning what is proper within a certain cultural community of a specific school. They prescribe the idea of what should be,

in terms of behaviour to all involved in a particular school - they allow or forbid other forms of behaviour. In adhering to certain norms, there is expected and required behaviour which is permissible in a school. These norms are a standard model or pattern regarded as typical for a specific school. Norms are guidelines for ideal behaviour that should exist in a school (Van der Westhuizen, 1991:620).

According to Sergiovanni & Starrat (1988:103) in every school there are observable behavioural regularities that are defined by the rules of the game for getting along. These rules are norms that define for people what is right and correct to do, what is acceptable and what is expected. These norms are expressions of certain values and beliefs held by members of the work group.

Norms are standards for values that exist within a group of people (Hofstede, 1994:9). Norms and standards are the ought's, should's and don'ts that govern the behaviour of teachers, pupils and educational managers. In a school, they can be identified by examining what behaviours get rewarded and what behaviours get punished (Sergiovanni & Starrat, 1988:105).

When educational managers prepare to appraise the performance of teachers, they should allow teachers to participate in setting these standards and discuss specific objectives with them. There should be no mystery about what the teacher's performance will be assessed against.

They should mutually agree if standards are fair and objectives achievable. A set of norms will be formulated as to how things will be done. When teachers are truly involved in this step, they take responsibility for their performance (Breackell, 1989-1991:15). The notion of taking responsibility or being accountable, brings with it recognition and respect.

Literature on teacher appraisals for school improvement, clearly shows that when teachers and educational managers are jointly involved in integrating appraisal processes for professional growth with school improvement efforts, individuals and the school improve (Jantjes, 1996:52).

2.4.3 Assumptions and beliefs

Assumptions are an inherent part of school culture because they direct it and find expression in it. Assumptions indicate specific presuppositions, beliefs, attitudes and values of all people involved in a school to realise effective teaching. Assumptions are sub-consciously accepted as self evident truths about certain things in a school and how they should be done. They also enable people involved in a school to accept a statement or action as right or wrong (Van der Westhuizen, 1991:623).

Most people have a system of belief which usually is an attempt to create order out of the apparent chaos surrounding us, and a need to get to understand yourself better. Similarly, teachers have a belief system as to how and why they teach. If managers intent to change the practices of teachers to promote effective teaching and learning, and the professional development of teachers, it is necessary for educational managers to discuss appraisal systems with teachers. This will help them to come to grips with the subjectively reasonable beliefs of teachers (Jantjes, 1996:52).

Behaviour change does not require imposing roles of behaviour. It requires the creation of internally verifiable knowledge, that is, transforming beliefs and knowledge in a way that allows for improvement of teaching and learning. Teachers' behaviour is guided by their thoughts, judgements and decisions. As rational professionals, they make judgements and carry out decisions in uncertain, complex environments (Jantjes, 1996:52).

To improve teachers performance, educational managers should guide teachers through the essential steps needed for improvement. Educational managers should have an ideology that focuses on involving teachers in all aspects of the school and enhancing their commitment to the school and its goals. Discussions should be held on why a course of action was appropriate and why pursuing a course of action was both worthwhile and possible. Educational managers should also confer with teachers about why teachers sometimes deviated from specific lesson plans.

Teachers desire appraisal systems that develop a sense of self worth, stimulate critical self-awareness and provide channels to express feelings (Teacher Inservice Project, quoted by Jantjes, 1996:52). The satisfaction of teachers with appraisals is derived from the perception that it is soundly based and that they have some control over both task performance and its appraisal (Strike & Bull, quoted by Jantjes, 1996:52).

2.5 CULTURAL SENSITIVE FEEDBACK

Managers are expected to assist teachers in reaching their potential. This task can be difficult and demanding when faced with teachers from different cultural background. When appraising teachers, the behavioural aspects of culture are very important and in particular, its role in communication. This research study attempts to raise awareness of cultural factors during appraisals.

While cultures may differ, people nonetheless share a common humanity. Tomalin & Stempleski (1993:1) uses the term "cultural awareness" to describe sensitivity to the impact of culturally-induced behaviour on language use and communication. This awareness covers life and institutions, beliefs and values, and attitudes and feelings, conveyed not only by language, but by paralinguistic features such as dress, gestures, facial expressions, stance and movement.

Cultural issues may affect the quality of feedback, example - difference in norms for the appropriate amount of interpersonal space exist in different cultures. Effective communication requires deciphering the basic values, motives, aspirations and assumptions across occupational, functional or social class lines. It also means seeing our own culture as different but not necessarily better. Cultural miscommunication occurs when a receiver misunderstands the message transmitted by a sender of another culture (Gordon, 1994:302).

Feedback could be ineffective because of cultural differences of the educational manager and the teachers, due to the different communities from which staff members are drawn. Example could be:

- Using first names;
- Pointing a finger at a person when addressing him/her;
- Eye contact during communication;
- The distance between the sender and the receiver of a message;
- On entering the office - being offered a chair;
- Tone of voice;
- Time and place of discussion.

All of the above might mean different things to teachers from different cultures. To ensure quality feedback, communicators should assume that cultural difference exist, and they should then be culturally sensitive when giving feedback by viewing the situation from the perspective of the persons they are communicating with. They can then adjust their encoding or decoding to respond to likely differences. Knowledge of the characteristics of other people's culture facilitates such an adjustment. In this way the barrier of inadequate cultural sensitivity can be reduced (Gordon, 1994:302/303).

Non-verbal aspects of communication are of crucial importance when giving feedback. These can say more than words convey. Non-verbal behaviours are the primary vehicles for expressing emotions (Oliva, 1993:407). Studies have shown these non-verbal elements to be the most culturally influenced part of behaviour.

Educational managers need to study the meaning of gestures in our society and other cultures and develop a sensitivity to non-verbal language of the persons with whom they talk. Different cultures communicate by using different gestures. An acceptable gesture in one culture can be an obscenity in another. They should be skilful in using and reading non-verbal language and must help teachers to use and understand it as well (Oliva, 1993:407).

If managers are culturally sensitive when giving feedback to teachers, then this will help both teachers and managers to:

- develop an understanding that people exhibit culturally-conditioned behaviours and that social variables influence the ways in which people speak and behave;
- become aware of conventional behaviour in common situations in the school;
- increase awareness of their own culture and that of the community from which they operate and the cultural connotations of words, phrases and behaviour;
- be aware and tolerant of cultural influences affecting one's own and others' behaviour.

It is important that managers be aware of and be sensitive towards the way they communicate with teachers when giving feedback. Honingham (1963:9) is also of the opinion that care is essential in collecting facts of context of other people's cultures, because it enriches understanding. Stereotyped presuppositions of what a culture is like, won't help understanding and can do serious harm to communication. The culture of each teacher should then be known in its own terms. Cultural context is best mastered by sharing the teachers lives as much as possible.

Behaviours associated with cultural sensitive feedback would be the following:

- * Teachers should feel valued, understood, supported and motivated;
- * Teachers' role and responsibilities can be reviewed and the schools' expectations of these roles and tasks made clear;
- * Increased feeling of involvement, commitment and sense of collegiality;
- * Reduced stress;
- * Lessened feelings of separation;
- * Increased schools' awareness of its staff;
- * Increased self-esteem of staff members and improved working relationships (Montgomery & Hadfield, 1989:104-106; Tomalin & Stempleski, 1993:3-7).

This will be a way to solve performance problems without the emotional heat that so often accompanies and hinders personnel encounters. Cultural sensitivity compels managers to produce desired changes on the job using new set of rules. The process will help to equalize the playing field by treating others openly and professionally regardless of hierarchical relationships. This ends offensive power plays and personal attacks. It leaves no room for subjective judgements. It opens channels of communication. It requires listening and respect from all parties (Jerome, 1994:1-3, Tomalin & Stempleski, 1993:3-7).

CHAPTER THREE

THE DESIGN OF THE RESEARCH INSTRUMENT AND THE DESCRIPTION OF THE EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The literature study in chapter two formed the framework for the empirical study. The specific aim of this study was also highlighted in chapter two when the normative factors as an aspect of culturally sensitive feedback: implication for teacher competence was discussed. A brief discussion of the design of the research instrument now follows.

3.2 THE INSTRUMENT OF RESEARCH

3.2.1 The design of the questionnaire

The design of the empirical investigation was a structured questionnaire consisting of 106 open ended items (see Appendix A). The items were based on research done by Van der Merwe & Grobler (1995). This research indicated that feedback competence was designed around the theoretical constructs of:

- * Culturally sensitive feedback.
- * Invitational feedback
- * Credible feedback
- * Tactful feedback
- * Transparent feedback

Subsequently groups of students were assigned to investigate each of the above constructs of feedback competence in greater detail. This resulted in 106 questions designed to obtain the perceptions of members of the teaching profession as to how often educational managers demonstrate certain behaviour pertinent to feedback.

Although this particular research paper deals with the normative factors as an aspect of culturally sensitive feedback all the questions formulated by this group are represented in Table 3.1. The questions relevant to the normative factors are indicated by means of an asterisk:



TABLE 3.1

ITEMS ASSOCIATED WITH CULTURALLY SENSITIVE FEEDBACK

ITEM NO.	DESCRIPTION	MEAN SCORE	STANDARD DEVIATION	RANK ORDER
*65	Point out that it is important that a teacher be punctual	4.37	1.04	1
*68	Emphasize the importance of personal example of the teacher in classroom life.	3.86	1.22	2
*54	Reveal that good teaching is about caring and sharing.	3.71	1.30	3
*36	Highlight the importance of work-related values in getting teachers to accept responsibility.	3.70	1.22	4
37	Reveal that people and warm relationships are important.	3.68	1.31	5
8	Indicate that conflicts should be resolved by means of compromise and negotiation.	3.68	1.30	6
64	Demonstrate that good academic performance in school is a product of a group as a whole.	3.63	1.33	7
67	Indicate that teachers should be involved in setting their own standards of work.	3.63	1.31	8
23	Indicate that the way your dress is important for your status as a teacher.	3.62	1.42	9
*42	Demonstrates an awareness that access to information and resources are important for your professional growth.	3.55	1.29	11
*1	Show that knowledge of the duties of a teacher is important.	3.48	1.27	15
14	Demonstrate that harmony is more important than direct confrontation.	3.47	1.32	16
40	Show that learning to think in terms of "we" is more important than thinking in terms of "I".	3.44	1.39	17
41	Give advice which is mostly prescriptive in nature.	3.36	1.27	19
*62	Indicate that teaching experience is just as valuable as academic qualifications.	3.30	1.35	24
35	Emphasize that there are different levels of status in the school.	3.29	1.40	26
7	Indicate that maturity in teaching is just as valuable as academic qualifications.	3.25	1.36	30
88	Demonstrate an awareness that most people wish to participate in the formulation of policies which affect them.	3.20	1.32	35
*18	Encourage teachers to inspire their students with an enthusiasm for the teaching profession.	3.17	1.39	39
34	Show a tolerance that various cultures have a different awareness of the importance of time.	3.12	1.34	48
5	Convey an attitude that people "work in order to live" and not that people "live in order to work".	3.06	1.33	59
63	Show an appreciation that the educational system of the past has left the majority of teachers with a shortage of teaching skills.	3.01	1.37	67
22	Encourage you to bring reality to the teaching situation in the form of authentic cultural possessions.	2.95	1.33	78
53	Show a sensitivity that some cultures regard direct eye contact as disrespectful.	2.60	1.32	97
15	Reveal a greater respect for teachers married to political figures in the community.	2.44	1.41	103
2	Advocate the use of local music to enhance creativity.	2.32	1.29	104
52	Advocate that any money received by the school as a result of good performance by an individual should be shared by everyone on the staff.	2.20	1.43	106

* = Items involved with Normative Factors as an aspect of Culturally Sensitive Feedback.

Having displayed the various items involved in culturally sensitive feedback only those items relevant to this research paper will now be discussed.

3.2.2 Discussion of normative factors as an aspect of culturally sensitive feedback

Each question was formulated in such a way that the respondents could indicate how often an educational manager demonstrated a particular behaviour. Each question will now be discussed separately:

* *In your opinion, when providing feedback, how often do educational managers*

3.2.2.1 Point out that it is important that a teacher be punctual?

It was very important to formulate such a question, so as to find out if time is important to managers, and that they can manage time properly. Managers must utilise time effectively and efficiently. If things are always done on time in a school, it ensures attainment of goals, going to classes on time, and doing all other school activities on time. This is important for the smooth running of a school. After appraising teacher performance, feedback must also be given on time - within 48 hours.

The respondents scored this question the highest among the 106 items given (ranked as number one) because in a school time is very important. All school activities must be planned and time allocated to each, that is why there are year plans and time tables in a school. It is again very important that educational managers give themselves enough time to be with teachers in their classes.

3.2.2.2 **Emphasize the importance of personal example of the teacher in classroom life?**

It was very important to formulate such a question, so as determine if managers themselves lead by example. If managers are role models for teachers and pupils, it will be easy for teachers to imitate them and lead by example. Pupils learn by imitation, so both managers and teachers must do as they say. They must mind their language, dress and behaviour.

The respondents scored this question the second highest among the 106 items given, because they might have felt that the manager must lead by example and constantly emphasize the importance of personal example of the teacher in classroom life. Good and acceptable behaviour is expected from all involved in a school.

3.2.2.3 **Reveal that good teaching is about caring and sharing?**

It was important to formulate this question to find out if managers are working to improve individual and team performance to promote continuous improvement in a school. The willingness, responsibility and interdependence of all parties concerned in teaching is essential. It is therefore important for managers to be honest and thorough in their communication. This leads to teachers who are generally happier, motivated and more productive.

The respondents scored this question very high (ranked 3) because it is the responsibility of headmasters who are interested in improving instructional effectiveness and student learning, to encourage the development of collegial relations, trust, understanding, support and continuous sustained improvement. It is through culture that we have the greatest chance of achieving all these.

3.2.2.4 Highlight the importance of work-related values in getting teachers to accept responsibility?

It was important to formulate this question because in reflecting on communicative competence some of the values and beliefs told about work, people and how they should work, should be seriously considered. The values provide the foundation for the way we perceive the school and consequently for the way we behave interpersonally.

Work values are expressed by culture which shapes the different ways we recognize and react to events in our work lives. Managers must therefore emphasize those values that make a school effective.

The respondents scored this question very high (ranked 5) because work related values like integrity, respect, commitment, caring support, concern for others, accountability and responsibility are very important in a school. All these values will maximise organizationally relevant performance.

3.2.2.5 Demonstrate an awareness that access to information and resources are important for your professional growth?

It was important to formulate this question to find out if professional growth is important to all managers. Managers should keep teachers informed, encourage them to attend seminars and workshops on new developments, and encourage them to improve their qualifications.

Communication is central to the school principalship. It's importance in teacher appraisals is the exchange of information, the transformation of ideas and the influence of behaviours.

The respondents scored this question high (ranked 11) because this is an important management strategy. It is imperative that teachers keep abreast with new developments that are taking place at a breath-taking speed.

3.2.2.6 Show that knowledge of the duties of a teacher is important?

It was important to formulate such a question to find out if managers constantly remind teachers what is expected of them especially before visiting their classes. When appraising teacher performance, managers must discuss with teachers what is expected of them, such discussions will highlight duties of a teacher and objectives will be clearly outlined. Such feedback will help teachers to set and achieve goals with ease.

The respondents scored this question high (ranked 15) because they might have realized that when teachers are assessed they are never sure of what they will be assessed on, so knowledge of their duties as teachers is important.

3.2.2.7 Indicate that teaching experience is just as valuable as academic qualifications?

It was important to formulate this question to find out if managers encourage their teachers to improve their qualifications. Managers have to encourage teachers to develop themselves professionally and academically. This will help them keep abreast with the latest teaching methods. Teaching experience on its own is not sufficient. Experienced teachers have to study new things in the teaching field, so as to be more competent.

The most important factor for the self-development of teachers are the values of the organisation in which they work. Teachers are significantly influenced by the culture to which they belong. To understand why teachers are successful or unsuccessful, we must look into the work culture from which they have acquired their belief and attitudes.

The respondents scored this question high (ranked 24) because they might have realised that the past education system left the majority of teachers with a shortage of skills, and that the new education system is making higher demands on teachers. There are quite a number of changes in the education system which require new strategies. Experienced teachers should have qualifications relevant to their actual work tasks, so as to cope with the new demands.

3.2.2.8 Encourage teachers to inspire their students with an enthusiasm for the teaching profession?

It was important to formulate such a question to find out if managers encourage teachers to conduct themselves in a manner that will make students have a high regard of the teaching profession. Professional ethos of teachers is very important - teachers moral attitude towards their professional work and towards their particular tasks and duties of their profession is important.

The respondents scored this question high (ranked 39) because they might have realised that professional ethos of teacher is very important. Recently, the teaching profession is looked down upon, moral standards are deteriorating and thus teachers and managers have to revisit their ethos and put things right.

Having discussed each of the questions on normative factors as an aspect of culturally sensitive feedback, it is necessary to describe the empirical investigation.

3.3 THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

Respondents were chosen from the various post levels of the teaching profession. From teachers on post level one with or without merit awards right up to educators on post level six and seven, i.e. directors on higher promotion posts. It was felt that the perceptions of educators at the various post levels relative to teacher competence should vary and hence it was important to sample a wide range of post levels as possible (see Section A, Question 2 of the questionnaire).

3.3.2 Biographical details

The following biographical details were requested: Gender, post levels, age, teaching experience, highest educational qualification, province in which you are presently teaching, religion, primary or secondary school, mother tongue, gender of the principal of your school, attendance of pupils, attendance of teachers and image of your school.

Interesting differences between male and female principals were found. There was also a remarkable difference between the perception of educators on higher post levels and lower post levels.

It was reasoned that these aspects could be related to competent feedback and could influence teachers perceptions on how often educational managers demonstrated such behaviour.

3.3.3 Research group

Questionnaires were distributed to members of the teaching profession especially in Gauteng and KwaZulu Natal. However, teachers from the other Provinces were also

involved. Schools were selected on the grounds of their accessibility to members of the research team and all Provinces except the Northern Cape, Western Cape and the Eastern Cape were represented in the sample.

Educational managers were approached in order to obtain their cooperation. The questionnaires were handed to educational managers by a member of the research team and personally collected again after completion. Cooperation in most instances was excellent and this enabled a good return of questionnaires to be obtained.

3.3.4 Return of questionnaires

The following figures summarise the information relevant to the questionnaires:

* **Competent feedback**

<i>Handed Out</i>	<i>Returned-useable</i>	<i>Percentage return</i>
1500	1116	74,4%

The questionnaires were sent to the statistical consulting service of the Rand Afrikaans University where the data was transcribed and processed.

3.4 SUMMARY

In this chapter a description of the empirical investigation was provided. The questionnaire was discussed and the course of the research was briefly indicated. In Chapter 4 the following aspects will receive attention:

- * reliability and validity of the instrument and
- * only some aspects of the data flowing from the statistical analysis will be examined, tabulated and interpreted.

CHAPTER FOUR

THE ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE EMPIRICAL DATA

4.1 INTRODUCTION

Due to the limit imposed on the length of this research essay a detailed discussion of the various statistical techniques is impossible. Hence the discussion will be limited to the following:

- * a discussion on the validity and reliability of the research instrument;
- * a comparison of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved; and
- * a comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysis the appropriate statistical data.

4.2 RELIABILITY AND VALIDITY

To ensure content validity the questions were designed within the framework of the relevant theory using the five constructs described by Van der Merwe and Grobler (1995). Experts in the research field from universities, teachers' colleges and curriculum services of the Gauteng Education Department also reviewed the questionnaire to judge the relevancy of each item.

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 106 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal

factor analysis (PFA1). These procedures were performed using BMDP 4M Program (Dixon, Brown, Engleman, Frane, Jenrich, Hill & Toporek, 1995:448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

The ten factors obtained from the first order factor analysis were now used as inputs for the second order procedure. This consisted of PCA2 with varimax rotation and orthogonal axes followed by a PFA2 with doblomin rotation.

These procedures resulted in the 106 items being reduced to two factors namely:

- * Competent feedback consisting of 95 items with a Cronbach-alpha reliability coefficient of 0,984 with no items rejected. The 95 items can thus be regarded as one scale with a maximum value of $95 \times 5 = 475$ and a minimum scale value of $95 \times 1 = 95$; and
- * Unethical feedback consisting of 11 items with a Cronbach-alpha-reliability coefficient of 0,734. This reliability coefficient was regarded as being too low and hence this factor was not used in any analysis. The factor on unethical feedback was thus discarded.

The factor named competent feedback is however valid with high reliability and could thus serve as a basis for evaluating feedback competence of the educational manager. Thus any weakness in competent feedback can be determined and appropriate training given.

Now that the validity and reliability of the instrument has been established, the appropriate statistical analysis can be discussed.

4.3 HYPOTHESES

Hypotheses were formulated in respect of all the independent groups. The comparison of two independent groups will now follow.

4.3.1 Comparison of two independent groups

At the multivariate level two groups can be compared for possible statistical differences by means of Hotelling's T^2 test. This implies that the vectors of the mean scale scores of the two groups are compared in respect of the two factors taken together. Should a significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variables taken separately.

As only one factor is involved in feedback, tests at the multivariate level are unnecessary and hence Hotelling's T^2 is dispensable and t-tests are sufficient to point out any significant differences between the various groups.

Possible differences between the opinions of male and female principals in respect of competent feedback will now be discussed.

4.3.1.1 Differences between male and female principals relative to competent feedback

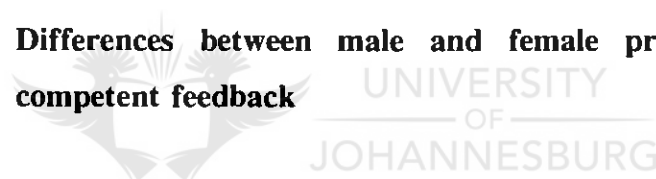


Table 4.1

COMPOSITE HYPOTHESES WITH MALE AND FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Differences at the single variable level	Principal	Hot	There is no statistical significant difference between the mean scale scores of male and female principals in respect of competent feedback	Student t-test
		Hat	There is a statistical significant difference between the mean scale scores of male and female principals in respect of competent feedback	

Table 4.2

SIGNIFICANCE OF DIFFERENCES IN THE PERCEPTIONS OF TEACHERS IN RESPECT OF COMPETENT FEEDBACK BETWEEN MALE AND FEMALE PRINCIPALS

FACTOR	GROUP	FACTOR AVERAGE	P-VALUE (Student)
Competent feedback	M	301,40	0,4554
	F	297,19	

N1 (Men) = 838

** = significant at 1% level

N2 (Women) = 278

* = significant at 5% level

Mean factor scale score for competent feedback = 300,35

Tables 4.1 and 4.2 indicate that there is no statistical significant difference ($p = 0,4554$) between the mean scale scores of males and females in respect of competent feedback. The null hypothesis H_0 can thus not be rejected. In respect of competent feedback there is thus no significant statistical differences in the perceptions of males and females. Males do, however have a factor average which lies above the mean average for competent feedback. Teachers therefore perceive male principals to be better in giving competent feedback.

4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups, differences are investigated by means of ANOVA (analysis of variance) in respect of competent feedback. The mean scale scores are compared and should any differences be revealed, the Scheffé test is used to investigate any differences between the various pairs of groups involved.

As an example of differences between three or more groups the various teacher attendance groupings are considered.

4.3.2.1 **Differences between the various teacher attendance groups in respect of competent feedback**

Table 4.3

COMPOSITE HYPOTHESES WITH TEACHER ATTENDANCE GROUPS AS AN INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test	
Differences at the single variable level	Teacher attendance	HoA	The average scale scores of the three teacher attendance groups do not differ from one another in a statistical significant way in respect of competent feedback.	Anova	
		HaA	The average scale scores of the three teacher attendance groups differ from one another in a statistical significant way in respect of competent feedback.	Scheffé	
		HoS	There are no statistical significant differences between the average scale scores of the three teacher attendance groups when compared pair-wise in respect of the following factor namely:		
FACTOR			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Competent feedback			HoS.AB	HoS.AC	HoS.BC
Differences at the single variable level	Teacher Attendance	HaS	There are statistical differences between the average scale scores of the three teacher attendance groups when compared pair-wise in respect of the following factor namely:		
FACTOR			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Competent feedback			HaS.AB	HaS.AC	HaS.BC

Table 4.4

Significance of differences between the teacher attendance groups in respect of competent feedback

Factor	Group	Factor average	p-value (Anova)	Scheffé		
				A vs B	A vs C	B vs C
Competent Feedback	A (Good)	313,92	0,0000 **	**	**	**
	B (Average)	293,74				
	C (Poor)	249,22				

A = Good attendance (N = 498)

** = Significant at the 1% level

B = Average attendance (N = 558)

* = Significant at the 5% level

C = Poor attendance (N = 60)

Using tables 4.3 and 4.4 it follows that HoA is rejected at the 1% level of significance. The deduction can be made that there is a statistical difference between the average scale scores of the three attendance groups A, B and C in respect of competent feedback. The null hypotheses HoA, is thus rejected in favour of the alternative hypothesis HaA.

Regarding the pair-wise comparisons of the groups the following conclusions can be made:

* there is a statistical difference at the 1% level between the average scale scores of the three attendance groups in respect of competent feedback. HoS.AB, HoS.AC and HoS.BC are thus rejected in favour of HaS.AB, HaS.AC and HaS.BC. Teachers belonging to that group where teacher attendance is perceived to be good, perceive educational managers to be significantly more competent in giving feedback than do teachers who perceive teacher attendance as average or poor. Where teachers attendance is perceived to be good it is likely that teachers will also have a positive opinion about feedback. Feedback is an aspect of communication and competent communicators are likely to influence teacher attendance in a positive way.

Significant statistical differences were also found between most of the other independent groups investigated. Due to the limits in length imposed by a research essay these differences are summarized in Table 4.5.

Table 4.5

Mean scores of some of the independent groups in respect of feedback competence

NAME	CATEGORY NAME	MEAN SCORE
		Feedback competence
Gender	Men	295,97
	Women	302,35
School Type	Primary	305,28*
	Secondary	294,39*
Post Level	Teachers	295,92
	Teachers with merit awards	302,76
	Heads of Departments	313,75
	Higher Promotion posts	319,94
Highest Qualification	Lower Std. 10; Std. 10; Diploma	323,32*
	Teachers Diploma	300,84*
	Diploma Degree	298,02*
	Degree plus	287,96**
Province	Gauteng	292,02**
	KwaZulu	327,80**
	Other	294,52**
Home Language	Afrikaans	303,29
	English	283,48**
	Sotho	*295,43
	Nguni	*319,40**
	Indian	*280,37
	Tsonga	*284,55
Attendance Pupils	Good	310,78**
	Average	298,89**
	Poor	255,54**
Attendance Teachers	Good	313,92**
	Average	293,74**
	Poor	249,22**
Image of School	Excellent	322,10**
	Good	308,12
	Average	*273,21**
	Disturbing	*239,97**

** = Significant difference at the 1% level

* = Significant difference at the 5% level

4.4 BRIEF DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES IN TABLE 4.5

A survey of the various factor mean scores obtained by the independent groups in respect of competent feedback, reveals some interesting aspects. A brief explanation of the differences observed will now follow:

4.4.1 Gender

There is no significant difference between the factor mean score in respect of men and women. Women have a higher factor mean score in respect of feedback competence than men do. Women thus have a more favourable opinion than men do in respect of the feedback competence of educational managers.

4.4.2 School type

Educators in primary schools have a higher factor mean score and differ from the scale score of secondary educators at the 5% level of statistical significance. Primary school principals are perceived as more competent when giving feedback than secondary school principals. Primary school teachers have a more favourable opinion about the feedback competence of educational managers than do secondary school teachers. This might be because there is more formal feedback and greater collaboration between principals and teachers in primary schools.

4.4.3 Post level

No significant differences occur between the factor mean scores of the various groups of educators. Educators in higher post levels have a different perception about

feedback than educators in lower post levels as they perceive managers to be more competent when giving feedback. This might be because they are more experienced and understand performance appraisals better than those on lower levels. Most probably this group had reasonably positive experiences concerning feedback.

4.4.4 Higher qualification

Educators with higher qualification have the lowest factor mean scores and differ from educators with the lowest educational qualifications on the 1% level of statistical significance. Educators with the lowest qualifications differ from the other groups at the 5% level of statistical significance. They have the highest factor mean score whereas educators with the highest qualifications have the lowest factor mean score. Well qualified educators are probably well versed with feedback, it is expected that they should be critical and thus they are of the opinion that managers are not as competent at providing feedback as they should be.

4.4.5 Province



Educators from KwaZulu Natal have the highest factor mean score and differ from educators in Gauteng and other provinces at 1% level of statistical significance. This may be due to the negative experiences of teacher appraisals. In Gauteng feedback is problematic because of the boycotts and strikes of the past. That might be the reason why they perceive their managers as not being competent when giving feedback. The opinion of educators in KwaZulu Natal, however seem to be more reserved as it is in keeping with their culture not to criticize persons in position of authority as this is against the normative system prevalent in rural communities. The collaborative competence of the KwaZulu educational managers has been shown to be high and it is possible that KwaZulu Natal teachers perceive their managers as competent when giving feedback (Research project on Teacher Competence, 1996).

4.4.6 Home language

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Nguni-speaking educators have the highest factor mean score and they differ statistically significantly from teachers with English as home language at the 1 % level. Nguni-speaking educators also differ at the 5 % level of statistical significance from the Sotho, Indian and Tsonga-speaking groups. The high factor mean score of the Nguni group corroborates the finding in respect of the provinces given above. It is of interest to note that the Afrikaans-speaking educators have the second highest factor mean score and they thus also perceive their educational managers as possessing feedback competence. It could also be that Afrikaans-speaking educators have a high regard for persons in positions of authority and hence will not readily criticise educational managers.

4.4.7 Attendance of pupils

Educators with the perception that pupil attendance at their schools is good have the highest factor mean score and differ from those groups who perceive pupil attendance to be average and poor at the 1 % level of statistical significance. Where attendance is good, teachers perceive headmasters as being competent when giving feedback. There is a direct proportion between the attendance of pupils and the feedback competence of educational managers. This is indicated by the fact that teachers who perceive the attendance of pupils at their schools to be poor also believe that educational managers are not very competent when it comes to providing feedback.

4.4.8 Teacher attendance

There is a close parallel in the results between teacher and pupil attendance. Teachers with the perception that teacher attendance at their schools is good differ at the 1 % level of statistical significance from the groups who perceive teacher attendance at their schools to be average and poor. Looking at the mean factor scores of both

independent groups, one can conclude that the attendance of both pupils and teachers indicates something about the culture, climate and communication present in the school. Where attendance of both is perceived as good, it might be because the feedback given by educational managers is of high quality. This is possibly due to the prevailing good school culture and climate and in such schools attendance of pupils and teachers is likely to be good.

4.4.9 Image of the school

There is a direct proportion between the feedback mean scores and the image of the school as indicated by the fact that teachers who perceive the school image to be excellent also perceive educational managers to be competent in respect of feedback. On the other hand, teachers who perceive the image of the school to be disturbing, are of the opinion that the feedback given by their educational managers is not up to the standard of the other groups.

Educators who perceive the image of their school to be excellent have the highest factor mean scores and differ from the average and disturbing groups at the 1% level of significance. Teachers who perceive the image of the school to be average also differs at the 5% level of statistical significance from the factor mean score of teachers who believe the image of their school to be disturbing.

Competent feedback is all about effective communication and it could be that teachers view the image of the school as disturbing because of a lack of communication on the part of educational managers (see project on managerial communication in schools, 1996).

4.5 SUMMARY

In this chapter an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by

means of two successive factor analyses which reduced the 106 items to just two factors namely:

- * Competent feedback consisting of 95 items with a reliability coefficient of 0,984; and
- * Unethical feedback consisting of 11 items with a reliability coefficient of 0,734. This factor was discarded from the analysis as the reliability coefficient was deemed to be low.

An instrument which has construct validity should also be able to distinguish between groups which are known to differ from one another. It can be seen from the data in Table 4.5 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of feedback competence.

The limited scope of a research essay rationed the research to a comparison of one example of two independent groups and one example of three or more independent groups. Hypothesis were set and multivariate statistics were used to analyze and interpret the data.

A brief discussion on the possible causes of the statistically significant differences in the factor scores of the various independent groups was provided. From the research conducted it can be concluded that competent feedback consists of a single construct. This factor has construct validity with a high reliability and could thus serve as a basis for measuring and developing the feedback of educational managers.

In Chapter 5 a summary of the research will be given. Important findings will be discussed and recommendations will be made.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study forms part of a bigger research project concerning teacher competence and its assessment. It focuses on researching teacher opinion on feedback given by principals during assessment. It is part of the research undertaken regarding being culturally sensitive when giving feedback during assessment.

Culturally sensitive feedback has been conceptualized to consist of the following four types of factors, namely:

- Normative factors
- Social factors
- Economic factors
- Cultural factors



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The core of this study was to determine the importance of accommodating the normative factors in any assessment and appraisal programs, to make the feedback culturally sensitive.

Feedback given during appraisals should be culturally sensitive so that it becomes effective and helps to improve the quality of education. There is a decline in the quality of educational performance (see 1.1) This might be because of the incompetent feedback teachers receive from principals. The way standards are set and assessed and the way teacher competence is assessed in general is unorganised and causes concern (see 1.1). Professionals question the usefulness and value of assessment programs in use (Anon, 1986).

This being the final chapter, it is necessary to recapitulate the salient points of this research project under the following headings:

- * Summary
- * Important findings
- * Recommendations
- * Conclusion

5.2 SUMMARY

In chapter one the background to the study was discussed, a motivation was given as to why this research was done. Research aims were stated and the methodology of achieving these aims were given.

Chapter two focused on a literature survey on the nature of feedback and the normative factors as an aspect of culturally sensitive feedback. The factors identified and discussed were values, norms and assumptions and beliefs.

The design of the research project was explained in chapter three. The design of the empirical investigations was a structured questionnaire consisting of 106 open ended items (see Appendix A). A discussion of the normative factors as an aspect of culturally sensitive feedback was also done.

The empirical investigation of the survey were presented. It entailed a random sampling of educators from post level one to post level six in the different provinces. Educators were selected from schools and education department offices. Biographical details were requested as indicated in the questionnaire. An acceptable return of questionnaires was obtained and sent to the statistical consulting services of the Rand Afrikaans University, where the data was transcribed and processed.

In chapter four attention was given to the presentation, analysis and interpretation of the empirical data. The responses to each question item were presented in the form of tables indicating mean scores, followed by the analysis and interpretation of data presented. The overall aim of this research essay as stated in chapter one, was achieved as indicated in the following findings.

5.3 IMPORTANT FINDINGS

The following findings were made from the literature in respect of the normative factors as an aspect of culturally sensitive feedback and the implication for the management of teacher competence.

5.3.1 Values

The most important factor for the development of teachers are the values of the organization in which they work. Values provide direction and general guidelines of conduct. Activities and behaviour of teachers are integrated into a coherent pattern by shared values (see 2.4.1). Without shared values, members of a school would be unlikely to cooperate and work together. With differing or conflicting values they would often be pulling in different directions and pursuing incompatible goals (Haralambos & Holborn, 1991:6).

Teacher competence is influenced by the teachers' behaviour. Values of the school will direct the behaviour of the teacher and ensure that it is acceptable and what is expected. In order for a school to operate effectively, the behaviour of all involved in a school must be based on guidelines shared by all members. It is for this reason then that, when educational managers give teachers feedback on their performance, such feedback should focus on specific behaviour rather than on general impressions (see 2.2.2). Such competent feedback will help in the professional development of teachers and effective teaching.

5.3.2 Teacher Training

Effective teaching requires knowledge of the learning process and the acquisition of appropriate disposition, skills, values and attitude which recognizes the social, political and economic context in which the teaching and learning are to occur (see 1.2).

Teacher competence includes knowledge, skills and moral attitudes. Existing teacher training programs concentrate on knowledge and skills and neglects professional ethos. Consequently, the moral attitude of teachers towards their work appears to be at a low level. Participation in educational programs is thus reduced, retarding the school's overall success (see 1.2).

5.3.3 Assumptions and beliefs

Effective schools have school culture, cultural values and work values of employees, which function together to guide and regulate teachers' behaviour (see 2.4.1).

Assumptions and beliefs contain a large number of guidelines which direct conduct in particular situations in a school to realise effective teaching. Without a shared culture, teachers would less likely develop into competent teachers. Shared beliefs and assumptions are essential for the operation of certain things in a school and how they should be done (see 2.4.3).

Teachers have a belief system as to how and why they teach. When culture is shared, educational managers will most likely be able to transform beliefs in a way that allows for the improvement of teaching and learning (see 2.4.3). If educational managers are culturally sensitive when giving feedback, such feedback will be meaningful and thus help teachers to be competent.

5.3.4 Norms

The normative factors of the school are often ignored and a temptation exist to abandon standards and ideals and play the game as it is (see 2.4).

There seems to be less constructive feedback between educational managers and teachers concerning standards to be achieved, this impairs the professional development of teachers. The purpose, criteria and procedure of appraisals are seldom adequately communicated between teachers and educational managers (see 1.2). The criteria of teacher competence needs to be clarified before teachers are appraised, so that they know what is expected from them. Teachers are not significantly involved in the development of staff appraisals (see 1.2) and shared values within the school are usually not reassessed by all personnels, only the top management is involved (see 2.4).

These practices encourage teachers to abandon standards and ideals because they feel no ownership of the programs. There is little, if any regular feedback to teachers which inform them of their progress and how they can improve.

5.3.5 Cultural differences

Cultural differences of the educational manager and the teacher may affect the quality of feedback given during appraisals, due to the different cultural communities from which the staff is drawn (see 2.5).

The staff attach different meanings to non-verbal aspects of communication. These non-verbal elements are the most culturally influenced part of behaviour. If educational managers are not culturally sensitive when giving feedback to teachers, their communication becomes ineffective and teachers miss out on how they can improve their teaching.

Being culturally sensitive makes both educational managers and teachers understand the social variables influencing the way in which they speak and behave. All will be tolerant of cultural differences affecting their behaviour. Teachers' roles and responsibilities can then be reviewed and school's expectations of those roles and tasks made clear. When tasks are clarified, teachers have a chance of improving their effectiveness in class. Sense of involvement, commitment and collegiality will also increase (see 2.5). If educational managers are culturally sensitive when giving feedback, teachers will understand better what's required of them. Such competent feedback will help in the development of teachers.

5.3.6 Important empirical findings in respect of competent feedback

- * Feedback competence consists of two factors namely:
 - Competent feedback which is composed of 95 items with a Cronbach-alpha-reliability coefficient of 0,984 and
 - Unethical feedback, made up of 11 items with a Cronbach-reliability coefficient of 0,734

- * In respect of competent feedback significant statistical differences were found between the perceptions of educators as reflected in the mean factor scores of the following groups:
 - school type, educational qualifications, province in which one is presently teaching, home language, attendance of pupils, attendance of teachers and the image of the school (see 4.4).

- * Unethical feedback was not used in any analysis and thus discarded.

5.4 RECOMMENDATIONS

The main aim of this research project was an investigation into the importance of normative factors as an aspect of culturally sensitive feedback and its implication for the management of teacher competence. In order to realise this aim a literature survey was undertaken and this served as the foundation upon which empirical research could be based. The findings of this research are now amalgamated by the following recommendations:

5.4.1 Recommendation I

- * Schools should maximise certain desirable values and objectives to create an effective culture of learning and teaching.
- * It is important for a school to distinguish between desirable values pertaining to what is ethically right and desired values indicating the choice made by the majority. Desirable values could help in making teachers competent.

5.4.2 Recommendation II

- * Technical and personal skills of the principal are essential for an effective feedback process which will improve and develop competent teachers.
- * Internally verifiable knowledge that will transform teachers belief system in a way that allow for improvement of teaching and learning is important.
- * The training of teachers should also include professional ethos (moral attitude) so that school can fulfil their educational task with teachers who have a good professional ethos - which is an essential basis for teacher competence.

- * Educational managers should receive adequate training to standardized procedures of assessment. Expertise to assess teachers is needed, together with specialized subject matter knowledge so as to adequately assess the content of a teacher's lesson presentation. Principals will then be able to help teachers improve their teaching.

5.4.3 Recommendation III

- * It is important for principals to be aware of teachers' cultural and work values, and know them as individuals, what their beliefs, values and norms are.
- * Principals should be conscious of cultural issues that might affect their feedback. This will help them to be culturally sensitive to values and norms that teachers bring to school.
- * A school should reach consensus on what it believes is good and effective as perceived by its teachers and top management, so that they know what is actually expected of them during appraisals.
- * Encouraging the development of collegial relations, trust, understanding and continuous improvement will also be helpful in bringing about effective teaching and learning.

5.4.4 Recommendation IV

- * Competent principals should develop and nurture values and beliefs so that they provide a normative basis for action within the school.
- * A school should have norms which challenge teachers on what is most effective. Norms and standards should be mutually set and agreed upon to achieve school goals and improve instructional effectiveness and the development of teachers. All should adhere to these norms to know what is acceptable and what is expected.

- * Teachers should be involved to a significant degree in every stage of staff appraisals. By allowing them to have an input into the way they are assessed, will improve the quality of teacher assessment and instructional effectiveness.
- * Principals should have communicative abilities and be sensitive to what causes ineffective communication, because the purpose, criteria and procedure of appraisals have to be adequately communicated between teachers and principals.
- * Principals should fulfil their responsibility of providing accurate, constructive feedback to teachers before and after assessment. If such communication is present there will be no tendencies of deviating from agreed upon standards.

5.4.5 Recommendation V

- * The cultural context in which principals and teachers work should be made explicit so that its impact on the school is explored. Knowledge of other peoples' cultures should be collected to enrich understanding of the culture of all involved in a school, in its own terms. This will help principals to be culturally sensitive when giving feedback during appraisals.
- * Principals need to study the meaning of gestures in our society and develop a sensitivity to non-verbal language of the person with whom they talk. In this way they will understand and know if teachers received the correct message during appraisals for improving their teaching.
- * Principals and staff members should increase their awareness of their own culture and that of the community in which they operate and the cultural connotations of words, phrases and behaviour. They will then be aware of and be sensitive towards the way they communicate with each other during appraisals.

5.4.6 Recommendation VI

Topics for further research:

- * Competence of appraisers (Evaluation expertise of educational managers) (see 1.1).
- * Involvement of teachers in the formulation and revision of assessment programs (see 1.1).
- * Competencies to be assessed for formative and summative purposes (see 1.1)
- * Assessment of evaluation programs used in South African Schools (see 1.1).
- * Effectiveness of self assessment and peer evaluation (see 1.1).
- * Reliability and use of data collected on teacher performance (see 1.1).
- * Situational variables affecting educational performance (see 1.1).

The next section will bring this study to a close.

5.5 CONCLUSION

The objective of this study was to establish if the normative factors as an aspect of culturally sensitive feedback is accommodated during assessment. This research has helped to procure teacher opinion on the extent the educational managers are culturally sensitive when giving feedback during assessment.

The study showed that unawareness of cultural differences between educational managers and teachers make feedback ineffective and impairs the development of teachers. These differences have certain implications for teacher competence and its assessment. Therefore understanding of other cultures is vital for effective teaching and learning.

In view of the different cultures brought to school by different staff members from different cultural communities, feedback competence can be restored by knowing and understanding the values, norms and beliefs of all involved in a school and including them when agreeing on standards to be achieved for teacher competence. Management have to be culturally sensitive when giving feedback to all staff members in the school. In this way, we shall have schools where teachers teach and learners learn.

Conceivably, the recommendations made in this study may assist in developing strategies for effective assessment of teacher performance which will serve to enhance teacher competence in South Africa. These recommendations are included for the purpose of stimulating thought and discussion, they are not intended to represent prescriptions for success or leave the impression that they represent the only alternatives for improving teacher competence or effective teaching.

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APPENDIX A

1.

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(1-4)	
Card number	
1	(5)

SECTION A PERSONAL INFORMATION

Circle the applicable code or fill in the number where necessary.

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your Gender?

If you are a male then circle as follows:

Male.....	1
Female.....	2

1. GENDER

Male.....	1
Female.....	2

(6)

2. YOUR PRESENT POST LEVEL

Teacher without merit award.....	1
Teacher with merit award(s).....	2
Head of Department.....	3
Deputy Principal.....	4
Principal.....	5
Higher promotion posts.....	6

(7)

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

(e.g. thirty five years

3	5
---	---

)

 (8-9)

4. NUMBER OF YEARS TEACHING EXPERIENCE (IN COMPLETE YEARS)

(e.g. five years:

0	5
---	---

)

 (10-11)

5. YOUR HIGHEST EDUCATIONAL QUALIFICATION

Lower than Std.10.....	1
Standard 10.....	2
Post school Diploma.....	3
Teacher's Diploma.....	4
Teacher's Diploma + Further Education Diploma.....	5
Bachelor's Degree.....	6
Bachelor's Degree + Teacher's Diploma.....	7
Higher Post Graduate Diploma.....	8

(12)

6. PROVINCE (In which you are presently teaching)

Gauteng.....	1
Northern Province.....	2
Mpumalanga.....	3
North-West Province.....	4
KwaZulu-Natal.....	5
Free State.....	6
Northern Cape.....	7
Western Cape.....	8
Eastern Cape.....	9

(13)

7. WHICH IS YOUR RELIGIOUS COMMITMENT?

None.....	1
Christian.....	2
Islam.....	3
Hindu.....	4
Jewish.....	5
Other (Specify).....	6

(14)

8. SCHOOL WHERE GREATER PART OF YOUR TEACHING EXPERIENCE WAS GAINED (MARK ONE ONLY)

Primary school(Grade 1 to Std.5).....	1
Secondary school(Std.6 to Std.10).....	2

(15)

9. WHICH LANGUAGE DO YOU REGARD AS YOUR MOTHER TONGUE? (Choose one option only)

Afrikaans.....	01
English.....	02
Ndbele.....	03
North Sotho.....	04
South Sotho.....	05
Swati.....	06
Tsonga.....	07
Tswana.....	08
Venda.....	09
Xhosa.....	10
Zulu.....	11
Gujerati.....	12
Urdu.....	13
Hindi.....	14
Tamil.....	15
Telegu.....	16
Other African.....	17
Other European.....	18

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

Male.....	1
Female.....	2

(18)

11. IN YOUR OPINION HOW WOULD YOU DESCRIBE THE SCHOOL ATTENDANCE OF THE PUPILS IN YOUR COMMUNITY?

Excellent.....	1
Average.....	2
Poor.....	3

(19)

12. IN YOUR OPINION HOW WOULD YOU DESCRIBE THE SCHOOL ATTENDANCE OF THE TEACHERS IN YOUR COMMUNITY?

Excellent.....	1
Average.....	2
Poor.....	3

(20)

13. HOW WOULD YOU DESCRIBE THE IMAGE OF YOUR SCHOOL IN THE COMMUNITY?

Excellent.....	1
Good.....	2
Average.....	3
Disturbing.....	4

(21)

SECTION B

Mark your opinion by circling the appropriate number/code on the scale provided for each question. Give your answer on a 5 point scale where:

- 1 means never;
- 5 means always; and
- 2 to 4 means somewhere in between

EXAMPLE

In your opinion when providing feedback how often do Educational Managers:

Assist you in analysing your lesson behaviours?

never 1 **2** 3 4 5 always

MARK YOUR OPINION BY CIRCLING THE APPROPRIATE NUMBER ON THE SCALE PROVIDED FOR EACH QUESTION

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN DO EDUCATIONAL MANAGERS:

1. Show that knowledge of the duties of a teacher is important?

never

1	2	3	4	5
---	---	---	---	---

 always (22)

2. Advocate the use of local music to enhance creativity?

never

1	2	3	4	5
---	---	---	---	---

 always (23)

3. Discuss with you how a particular teaching competence was judged?

never

1	2	3	4	5
---	---	---	---	---

 always (24)

4. Ensure that the meaning of the feedback is understood through discussion and consensus?

never

1	2	3	4	5
---	---	---	---	---

 always (25)

5. Convey an attitude that people "work in order to live" and not that people "live in order to work?"

never

1	2	3	4	5
---	---	---	---	---

 always (26)

6. Ask you for your opinion about the appraisal process?

never

1	2	3	4	5
---	---	---	---	---

 always (27)

7. Indicate that maturity in teaching is just as valuable as academic qualifications?

never

1	2	3	4	5
---	---	---	---	---

 always (28)

8. Indicate that conflicts should be resolved by means of compromise and negotiation?

never

1	2	3	4	5
---	---	---	---	---

 always (29)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

9. Allow you to see your appraisal report?

never

1	2	3	4	5
---	---	---	---	---

 always (30)

10. Indicate that clarity of expression is vital during appraisal?

never

1	2	3	4	5
---	---	---	---	---

 always (31)

11. Give you a written report that is a true reflection of your classroom performance?

never

1	2	3	4	5
---	---	---	---	---

 always (32)

12. Leave you with a feeling that your efforts will be sufficient in order to attain your goals?

never

1	2	3	4	5
---	---	---	---	---

 always (33)

13. Ensure that teacher achievements are announced to all the relevant stakeholders?

never

1	2	3	4	5
---	---	---	---	---

 always (34)

14. Demonstrate that harmony is more important than direct confrontation?

never

1	2	3	4	5
---	---	---	---	---

 always (35)

15. Reveal a greater respect for teachers married to political figures in the community?

never

1	2	3	4	5
---	---	---	---	---

 always (36)

16. Encourage you to build on your achievements in the belief that success breeds success?

never

1	2	3	4	5
---	---	---	---	---

 always (37)

17. Indicate a sincerity to assist you with your professional development?

never

1	2	3	4	5
---	---	---	---	---

 always (38)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

18. Encourage teachers to inspire their students with an enthusiasm for the teaching profession?

never

1	2	3	4	5
---	---	---	---	---

 always (39)

19. Allow a member of a union or teachers' association to be present during appraisal interviews?

never

1	2	3	4	5
---	---	---	---	---

 always (40)

20. Also discuss your future career with you giving concrete examples of how you can gain promotion?

never

1	2	3	4	5
---	---	---	---	---

 always (41)

21. Encourage teachers to use methods of self-appraisal?

never

1	2	3	4	5
---	---	---	---	---

 always (42)

22. Encourage you to bring reality to the teaching situation in the form of authentic cultural possessions?

never

1	2	3	4	5
---	---	---	---	---

 always (43)

23. Indicate that the way you dress is important for your status as a teacher?

never

1	2	3	4	5
---	---	---	---	---

 always (44)

24. Withhold information from you which could affect your promotion?

never

1	2	3	4	5
---	---	---	---	---

 always (45)

25. Avoid facial expressions which indicate anger, displeasure or hurriedness?

never

1	2	3	4	5
---	---	---	---	---

 always (46)

26. Encourage you to use creative teaching techniques?

never

1	2	3	4	5
---	---	---	---	---

 always (47)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

27. Make every effort to ensure that the appraisal be perceived as being fair?

never

1	2	3	4	5
---	---	---	---	---

 always (48)

28. Manage to enhance the view you have of yourself?

never

1	2	3	4	5
---	---	---	---	---

 always (49)

29. Show a thorough knowledge of the complexity of teacher appraisal?

never

1	2	3	4	5
---	---	---	---	---

 always (50)

30. Demonstrate the ability to give constructive criticism?

never

1	2	3	4	5
---	---	---	---	---

 always (51)

31. Ensure that good teaching performance is followed by personal recognition and praise?

never

1	2	3	4	5
---	---	---	---	---

 always (52)

32. Keep feedback short and simple so that the teacher is not overwhelmed?

never

1	2	3	4	5
---	---	---	---	---

 always (53)

33. Provide you with an accurate report of your performance?

never

1	2	3	4	5
---	---	---	---	---

 always (54)

34. Show a tolerance that various cultures have a different awareness of the importance of time?

never

1	2	3	4	5
---	---	---	---	---

 always (55)

35. Emphasise that there are different levels of status in the school?

never

1	2	3	4	5
---	---	---	---	---

 always (56)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

36. Highlight the importance of work-related values in getting teachers to accept responsibility?

never

1	2	3	4	5
---	---	---	---	---

 always (57)

37. Reveal that people and warm relationships are important?

never

1	2	3	4	5
---	---	---	---	---

 always (58)

38. Take care to emphasize only the positive aspects and avoids the negative all together?

never

1	2	3	4	5
---	---	---	---	---

 always (59)

39. Use simple language in order that no ambiguity exists regarding the appraisal?

never

1	2	3	4	5
---	---	---	---	---

 always (60)

40. Show that learning to think in terms of "we" is more important than thinking in terms of "I"?

never

1	2	3	4	5
---	---	---	---	---

 always (61)

41. Give advice which is mostly prescriptive in nature?

never

1	2	3	4	5
---	---	---	---	---

 always (62)

42. Demonstrate an awareness that access to information and resources are important for your professional growth?

never

1	2	3	4	5
---	---	---	---	---

 always (63)

43. Indicate a confidence in teachers by allowing you to compare your self-evaluation with that of the management team?

never

1	2	3	4	5
---	---	---	---	---

 always (64)

44. Leave you with no doubt in your mind that the purpose of the appraisal was your professional development?

never

1	2	3	4	5
---	---	---	---	---

 always (65)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

45. Indicate an attitude of accessibility should you wish to discuss any identified problems?

never

1	2	3	4	5
---	---	---	---	---

 always (66)

46. Allow you to study the assessment criteria thoroughly before you are appraised?

never

1	2	3	4	5
---	---	---	---	---

 always (67)

47. Give you the impression of complete frankness about your appraisal?

never

1	2	3	4	5
---	---	---	---	---

 always (68)

48. Leave you with an impression that all teachers are appraised in exactly the same way?

never

1	2	3	4	5
---	---	---	---	---

 always (69)

49. Indicate that the necessary resources which you need to teach effectively will be provided?

never

1	2	3	4	5
---	---	---	---	---

 always (70)

50. Give feedback which is balanced so as to benefit both the school and the individual teacher?

never

1	2	3	4	5
---	---	---	---	---

 always (71)

51. Ensure that any criticism is supported by appropriate facts and specific examples?

never

1	2	3	4	5
---	---	---	---	---

 always (72)

52. Advocate that any money received by the school as a result of good performance by an individual should be shared by everyone on the staff?

never

1	2	3	4	5
---	---	---	---	---

 always (73)

Office use only				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(1-4)
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	<input type="text" value="2"/>			(5)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

53. Show a sensitivity that some cultures regard direct eye contact as disrespectful?

never

1	2	3	4	5
---	---	---	---	---

 always (6)

54. Reveal that good teaching is about caring and sharing?

never

1	2	3	4	5
---	---	---	---	---

 always (7)

55. Ensure that any system of external moderation of marks is clearly explained to the teachers?

never

1	2	3	4	5
---	---	---	---	---

 always (8)

56. Assist you in analysing your lesson behaviours?

never

1	2	3	4	5
---	---	---	---	---

 always (9)

57. Attempt to avoid prejudice of any kind when appraising teachers?

never

1	2	3	4	5
---	---	---	---	---

 always (10)

58. Give you the impression that hidden agendas will not come to the surface during the appraisal process?

never

1	2	3	4	5
---	---	---	---	---

 always (11)

59. Point out your errors by using specific episodes or behaviours?

never

1	2	3	4	5
---	---	---	---	---

 always (12)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

60. Display evidence that favourites gained an unfair advantage?

never

1	2	3	4	5
---	---	---	---	---

 always (13)

61. Set challenging yet attainable teaching goals together with you?

never

1	2	3	4	5
---	---	---	---	---

 always (14)

62. Indicate that teaching experience is just as valuable as academic qualifications?

never

1	2	3	4	5
---	---	---	---	---

 always (15)

63. Show an appreciation that the educational system of the past has left the majority of teachers with a shortage of teaching skills?

never

1	2	3	4	5
---	---	---	---	---

 always (16)

64. Demonstrate that good academic performance in the school is the product of the group as a whole?

never

1	2	3	4	5
---	---	---	---	---

 always (17)

65. Point out that it is important that a teacher be punctual?

never

1	2	3	4	5
---	---	---	---	---

 always (18)

66. Respect the confidentiality of your assessment by not talking to other teachers about it?

never

1	2	3	4	5
---	---	---	---	---

 always (19)

67. Indicate that teachers should be involved in setting their own standards of work?

never

1	2	3	4	5
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 always (20)

68. Emphasize the importance of personal example of the teacher in classroom life?

never

1	2	3	4	5
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 always (21)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

69. Use the appraisal report as a tool for advancing the professional growth of the teacher?

never

1	2	3	4	5
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 always (18)

70. Allow adequate time after feedback so that you can master any suggested new skills?

never

1	2	3	4	5
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 always (19)

71. Listen to your opinion as well during appraisal sessions?

never

1	2	3	4	5
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 always (20)

72. Tell you in a direct way what improvement in behaviour is required?

never

1	2	3	4	5
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 always (21)

73. Use questions to determine whether the two of you have interpreted the explanations the same way?

never

1	2	3	4	5
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 always (22)

74. Suggest corrective steps in order to eliminate your errors?

never

1	2	3	4	5
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 always (23)

75. Create an atmosphere of trust because of unimpeachable behaviour?

never

1	2	3	4	5
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 always (24)

76. Leave you with a distinct impression that you are making a meaningful contribution to the success of the school?

never

1	2	3	4	5
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 always (25)

77. Discuss your specific areas of weakness with the aim of providing in-service training?

never

1	2	3	4	5
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 always (26)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

78. Ensure that criticism is directed at the particular incident observed and not at the person?
never

1	2	3	4	5
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 always (27)
79. Allow you total access to your appraisal report?
never

1	2	3	4	5
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 always (28)
80. Assist teachers to set educational goals before assessing them?
never

1	2	3	4	5
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 always (29)
81. Allow teachers to retain responsibility for the poor performance of his/her students?
never

1	2	3	4	5
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 always (30)
82. Give you the opportunity to respond to your assessment report?
never

1	2	3	4	5
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 always (31)
83. Allow personal differences between the two of you to cast a shadow over the assessment?
never

1	2	3	4	5
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 always (32)
84. Ensure that you receive a draft copy of your ratings for you to study before the feedback interview takes place?
never

1	2	3	4	5
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 always (33)
85. Make use of a mentor to assist new teachers with suggested improvements?
never

1	2	3	4	5
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 always (34)
86. Conduct the whole process of appraisal in an incorruptible manner?
never

1	2	3	4	5
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 always (35)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

87. Ensure that you are absolutely sure as to the purpose of the appraisal?

never

1	2	3	4	5
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 always (36)

88. Demonstrate an awareness that most people wish to participate in the formulation of policies which affect them?

never

1	2	3	4	5
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 always (37)

89. Keep important information from you during the appraisal process?

never

1	2	3	4	5
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 always (38)

90. Discuss the appraisal procedure thoroughly before any appraisal occurs?

never

1	2	3	4	5
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 always (39)

91. Arrange workshops where teachers can become familiar with all aspects of the appraisal process?

never

1	2	3	4	5
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 always (40)

92. Demonstrate respect for certain cultural traditions as for example the way some people dress during a period of mourning?

never

1	2	3	4	5
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 always (41)

93. Assist teachers in overcoming weaknesses by developing an action plan with the teacher concerned?

never

1	2	3	4	5
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 always (42)

94. Allow you to record your opinion of your assessment alongside that of management?

never

1	2	3	4	5
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 always (43)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

95. Give you the opportunity to express your opinion openly without having it held against you?

never

1	2	3	4	5
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 always (44)

96. Indicate a willingness to constantly search for new ideas pertaining to teacher appraisal?

never

1	2	3	4	5
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 always (45)

97. Give the impression that his/her appraisals of you will not be influenced by others (for example by superintendents or members of political parties)?

never

1	2	3	4	5
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 always (46)

98. Clearly state which aspects of teaching have been evaluated?

never

1	2	3	4	5
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 always (47)

99. Allow you to be evaluated by a neutral person should you disagree with the appraisal report?

never

1	2	3	4	5
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 always (48)

100. Ensure that nothing is said that may offend you?

never

1	2	3	4	5
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 always (49)

101. Provide an atmosphere of warmth and acceptance where one can get an accurate view of your performance?

never

1	2	3	4	5
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 always (50)

102. Allow you to be represented on the assessment panel by a person of your choice?

never

1	2	3	4	5
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 always (51)

103. Make use of expert knowledge to demonstrate how certain difficult concepts should be taught?

never

1	2	3	4	5
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 always (52)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

104. Share your assessment with you in the presence of a
colleague of your choice?

never

1	2	3	4	5
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 always (53)

105. Explain how a particular teaching behaviour was judged?

never

1	2	3	4	5
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 always (54)

106. Share all the data collected with you during the appraisal
process?

never

1	2	3	4	5
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 always (55)

THANK YOU FOR YOUR PATIENCE AND KINDNESS IN COMPLETING THIS
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