Educator development as an aspect of whole school evaluation

by

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SINOPSIS

Hoofstuk een handel hoofsaaklik oor die motivering vir die studie, die probleemstelling en doel met die navorsing, begripsverheldering en die metode van navorsig wat gevolg is. Hierdie navorsig fokus veral op die persepsies van opvoeders ten opsigte van onderwyserontwikkeling as 'n aspek van die evaluering van die skool in sy geheel.

In hoofstuk twee val die fokus op 'n literatuurondersoek met die oog daarop om die verskillende bestuursteorieë en die navorsingbevindinge oor onderwyserontwikkeling as 'n aspek van geheelskoolevaluering te bepaal. Die literatuurstudie het oor die volgende aspekte gehandel:

- Geheelskoolevaluering
- Onderwyserontwikkeling
- Die essensiële aspekte van onderwyserontwikkeling
- Die ontwerp van n program vir onderwyserontwikkeling
- Strategieë
- Die betekenis van onderwyserontwikkeling.
- Implikasie vir skoolbestuur.

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Die navorser het vervolgens 10 vrae, wat by die navorsingstitel aanpas, vir bespreking uitgesonder. Die meerderheid van die vrae het hoë gemiddelde tellings behaal. Dit dui daarop dat die meerderheid van die respondente 'n telling van 5 of 6 op die gelyke interval skaal gekies het. Dit weerspeël moontlik dat die meerderheid respondente met die items saamgestem het.

Die analise en interpretasie van die empiriese data is in hoofstuk vier bespreek. Daar is bevind dat die navorsnsinstrument geldig en betroubaar is. Hipotese is gestel tesame met die interpretasie van die toetse. Die konstrukgeldigheid van die navorsingsinstrument is aan die hand van twee opeenvolgende faktoranalitiese prosedures ondersoek.

In hoofstuk vyf is 'n opsomming van die navorsing gegee. Belangrike bevindinge is bespreek en toepaslike aanbevelings is gemaak.

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CHAPTER ONE

ORIENTATION TO THE MINI-DISSERTATION

1.1 INTRODUCTION

Every school has a responsibility to be properly managed. Learners and educators are ambassadors of their school. Schools portray certain images to the community they serve. In each and every activity that the learners and educators engage in, they should be aware of the images they portray to the community at large. Educator development and school development are inextricably linked. Continuous educator development is the key to school improvement. Continuous development of educators is the cornerstone of improvement and reform (Fullan & Stiegelbauer 1991:315). Evaluation is a significant component for supervision and ensuring the realisation of educational objectives. The reputation portrayed by a school depends largely on the quality of the educators it has. Fullan and Stigelbauer (1991:315) confirms this when he writes "beginning teachers will get better or worse depending on the schools in which they teach".

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Changes in education are aimed at helping schools accomplish their goals effectively. Schools will only achieve their goals through the quality of staff they have. The question is how do schools ensure that they recruit and retain quality educators? To cope with the number of changes, staff development is not only desirable but "an activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowlegeable staff" (Rebore,1995:160). The bottom line is one of change, development and improvement. There is no single strategy that can contribute more to meaning and improvement than the on-going professional development of educators. In this chapter, the research problem is explained and the aims, the research methodology and structure of the mini-dissertation are described.

1.2 BACKGROUND TO THE PROBLEM

As long as there is a need for improvement in education there will be a need for educator development. Different appraisal systems have come and gone in South Africa in an attempt to improve performance in schools. These included inspections by inspectors, class visits by principals and the developmental appraisal system. While the previous methods focused on individuals' performance, the policy of whole school evaluation focuses on the activities of the entire school. The policy is based on the philosophy of whole school continuous improvement (RSA, 2000:12).

In America formal evaluation of educators had three stages of historical development. During the 1920's teacher evaluation centered around John Dewey or the William Jones philosophy. The second stage was more concerned with ascribing certain personality traits as being related to excellence in teaching. The third stage of the 1960's to 1970's emphasised generic teaching behaviours that would be effective in all instructional settings. A dramatic change in the concept of evaluation was ushered in by the appraisal by means of the developmental objectives of the 1990's. An educator was to be evaluated within the context of attaining certain pre-established objectives (Rebore ,1995:184).

Having given the background to the problem, the statement of the research problem will now follow.

1.3 STATEMENT OF THE RESEARCH PROBLEM

The purpose of this study is to explore the importance of educator development in whole school evaluation. The research problem can be epitomised by the following questions:

- What is whole school evaluation?

- Which are the essential aspects of educator development in whole school evaluation?
- What is the significance of educator development in relation to whole school evaluation?
- What are the perceptions of educators in respect of whole school evaluation?
- What implications does educator development have for school management?

Having introduced the central problem, the aims of this research will now be discussed.

1.4 AIMS OF THE RESEARCH

The general aim of this research is to:

- investigate the policy of whole school evaluation in South Africa and particularly the effect of educator development on whole school evaluation.

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The following are specific aims of this project, namely to:

- clarify what is meant by whole school evaluation;
- investigate the essential aspects of educator development in whole school evaluation;
- investigate the significance of educator development in relation to whole school evaluation;
- investigate the perceptions of educators on whole school evaluation; and
- investigate the implications that educator development has for school management .

A discussion of the research methodology will now follow.

1.5 RESEARCH METHODOLOGY

In this study two methods of research will be utilised, namely:

- a literature survey; and
- a structured questionnaire.

1.5.1 Literature survey

In this study a quantitative approach will be used in order to examine the relationship between educator development and whole school evaluation. To sharpen and deepen the theoretical framework of this research and to familiarise the researcher with the latest developments in this area of research, a literature survey will be used (Bless & Higson-Smith, 1995:23). A literature survey adds much to an understanding of the selected problem and helps place the results of a study in a historical perspective. It further enables the reader to gain insights from the purpose and the results of a study (Schumacher & McMillan, 1993:112-113). A literature survey will be used to bedrock the research questions that will be given to the respondents to answer (Creswell, 1994:24).

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1.5.2 Structured questionnaire

A quantitative research technique is an inquiry into social or human problems based on testing a theory composed of variables measured with numbers and analysed with statistical procedures in order to determine whether the predictive generalisation holds true (Creswell, 1994: 2).

In view of the above explanation, the questionnaire will be used to gather data from the random sample of educators in KwaZulu Natal schools. The information gathered will thereafter be generalised to the larger population of KwaZulu Natal. To ensure a high response rate, the questionnaires will be hand delivered to respondents for completion (Babbie, 1989: 242 ; Creswell, 1994: 119).

Having briefly discussed the research methodology, the demarcation of research will now be discussed.

1.6 DEMARCATION OF THE RESEARCH

This research study is restricted to the primary and secondary schools in the KwaZulu Natal province of South Africa.

Having presented the methods to be used in this research, concepts to be used in this study will be clarified. The detailed research design will be discussed in chapter 3.

1.7 CLARIFICATION OF CONCEPTS

Various concepts will be used in this mini-dissertation. The following paragraphs attempt to clarify the meanings of these concepts.

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1.7.1 Evaluation

Van Den Aardweg and Van Den Aardweg (1988: 86) define evaluation as the ability to make a judgement of worth and merit, to appraise educational outcomes in terms of whether they fullfil a particular set of educational goals. It is the final step to a consequence of events, setting a goal, the way to reach a goal, the performance achieved and finally the evaluation of the outcome. Evaluation is the systematic process of determining the character of something. Evaluation plays an important role in the learning process.

Evaluation is further, a structured process through which judgements are reached about the quality of provision offered to learners and the benefits those learners gain, be they academic attainment or personal and social development. The good work of a school can be affirmed and recommendations designed to

help the school improve can be made (Dillon, 2001:2). Educator evaluation should be a small but significant part of a larger strategy for school improvement. Evaluation is, furthermore dialogic rather than hierarchical and leads to staff development (Sawa, 1995:4).

1.7.2 Whole school evaluation

In the government Gazette (RSA, 2000: 11) whole school evaluation is described as the cornerstone of the quality assurance system. The intention is to provide support and development programmes for the improvement of performance. The shift is from inspections conducted to weed out sub-standards of non-conforming practices and services, to improve on an on-going basis, performance and school effectiveness.

Whole school evaluation in this research would mean a continuous process aimed at whole school development and improvement. It is also about setting acceptable performance standards for schools. The fact that it combines internal and external processes in a school makes it a valuable instrument. It is not a fault finding mission, but the aim is whole school improvement. The approach also allows the school community a voice. Whole school evaluation is about people playing different roles for quality provision and improvement. The training of supervisors and the way it is communicated to all educators is crucial to its success.

1.7.3 Educator

According to Van Den Aardweg and Van Den Aardweg (1988:73) an educator is one who educates, who takes the responsibility of leading the educand to adulthood. An educator is further a scientifically schooled educator practising education. An educator is concerned with the educand as a totality and not simply the learning of a specific subject.

The Employment of Educators Act,1998, (RSA, 1998:1-2) defines the educator as any person who teaches, educates or trains other persons or who provides professional educational services at any public school and who is appointed in a post in any educator establishment.

1.7.4 Development

Fowler and Fowler (1995:369) define development as a process of growth and advancement. Van Den Aardweg and Van Den Aardweg (1988: 60) define development as a gradual perceptible change which is empirically manifested. It is a continuous irreversible and complex process. Development includes maturation and is also dependent upon learning. Maturation and learning interact and determine the course of development.

1.7.5 Educator development

Educator development is a formal, systematic programme designed to promote personal and professional growth. It relates to life-long developmental programmes which focus on a wide range of knowledge, skills and attitudes (Steyn, 1999: 207). Educator development is about the promotion of personal and professional growth of educators. During this process the general teaching effectiveness of individuals, subject teams or the total staff improves. This is a continuous, never ending process of growing (Fullan & Stiegelbauer 1991: 318) which leads to whole school improvement.

Developed educators would therefore be identified by the following typical competencies:

- high productivity;
- innovative skills; and
- team motivation (Gerber, Nel, & Van Dyk 1998 : 461).

In this research educator development is about educator professional growth, commitment and dedication to the success of a well designed development programme which addresses the specific needs of educators. This should lead toward the development of the entire school.

1.8 DIVISION OF CHAPTERS

The order of discussion of this research project will be as follows:

1.8.1 Chapter 1

This chapter is an outline of the research study where the following items are covered: problem statement, motivation, purpose of research, research methodology, demarcation of research and clarification of concepts.

1.8.2 Chapter 2

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In this chapter a literature study on educator development will be undertaken to find out what the other researchers have written on this topic. The researcher will then gain further insight and findings of other related studies.

1.8.3 Chapter 3

This chapter will focus on the research design, the development of the research instrument and sampling.

1.8.4 Chapter 4

In this chapter, empirical findings will be revealed. Data will be analysed , conclusions will be drawn and suggestions will be made for the future avenues of research to be undertaken in this field of study.

1.8.5 Chapter 5

This is the final chapter where a summary of the entire research is undertaken.

1.9 CONCLUSION

Chapter one has indicated the importance of educator development in whole school evaluation. Of the nine focus areas, educator development, seems to be the most critical to school improvement. For a school to be rated as good or as one that needs improvement will depend mostly on the educators' effort. The success of the policy will also depend on the in-service training and development of the appointed supervisors. In chapter two the researcher will substantiate the aim of the study with appropriate literature.

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CHAPTER 2

LITERATURE REVIEW: EDUCATOR DEVELOPMENT AS AN ASPECT OF WHOLE SCHOOL EVALUATION

2 .1 INTRODUCTION

In this literature study, the writer investigates the policy of whole school evaluation in South African schools and particularly the effect of educator development in whole school evaluation. In this new era, South African schools are faced with challenges mainly as a result of political changes taking place in the country. School managers and educators are faced with situations in which new and improved skills, knowledge and attitudes to cope with these new demands and challenges are required. These include improving and maintaining high standards of education, working more closely with parents, assuming greater financial responsibility, coping with multicultural school populations and managing change and conflict (Squelch & Lemmer, 1994 :vii). In short the schools have to ensure that they meet their responsibilities for improving their performance.

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In the light of the above, the ministry of education had to introduce and implement measures to ensure that schools function effectively. Hence South African schools saw the introduction of the development appraisal system in 1998 which emphasised the importance of personal and professional development of educators in order to improve the quality of teaching practice and education management. The policy of whole school evaluation has now been introduced as a quality education assurance measure for the whole school (RSA, 2000:11).

2.2 WHAT IS WHOLE SCHOOL EVALUATION ?

Whole school evaluation is a national policy introduced by the ministry of Education as "an effective monitoring and evaluation process that is vital to the improvement of quality and standards of performance in schools" (RSA, 2000:7). This policy has been designed to obtain valid information about a school's condition, functioning and effectiveness and should lead to the provision of

support as it seeks to respond to any recommendations for improvement (RSA, 2000:13). The policy is based on the philosophy that whole school continuous improvement is driven by the following principles:

- to improve the educational achievement of all learners;
- evaluation activities are characterised by openness and collaboration;
- good quality whole school evaluation must be standardised and consistent;
- all members of a school should take responsibility for the quality of their own performance;
- school improvement should be based on quantitative and qualitative processes across the full range of inputs, processes and outcomes ; and
- staff development and training is critical to school improvement (RSA, 2000:12).

Whole school evaluation is a combination of internal and external evaluations. Both forms of evaluation have their parts to play in ensuring that standards are set and schools improve. For the policy to be effective it should be:

- understandable to educators; (See Q B1)
- work constructively to help schools improve; and
- flexible enough to take into account the different circumstances of South African schools (Dillon, 2001:6).

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The above briefly explains what whole school evaluation is, the process of whole school evaluation will now be discussed.

2.2.1 The evaluation process

Whole school evaluation includes a cycle of pre-evaluation, detailed evaluation and reviews and post evaluation reporting. During pre-evaluation an accredited supervisor builds a brief profile about the general level of functionality of the school as evidenced by school records, survey instruments and self-evaluation reports. Supervisory teams will be balanced across the nine focus areas of evaluation. These supervisors should have the expertise to evaluate one subject or focus area (RSA, 2000:15).

The evaluation process cannot be completely discussed without the inclusion of the specific focus areas for evaluation which will now be discussed.

2.2.2 Areas for evaluation

The Government Gazette (RSA, 2000 :14), stipulates the following as the key areas for evaluation:

- basic functionality of the school;
- leadership, management and communication;
- governance and relationships;
- quality of teaching and educator development;
- curriculum provision and resources;
- learner achievement;
- school safety, security and discipline;
- school infrastructure ; and
- parents and community.

Whole school evaluation includes the use of indicators ,the discussion of which immediately follows.

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2.2.3 The use of indicators

Evaluation will be based on indicators covering inputs, processes and outputs. The input indicators include the main characteristics of each cohort of learners, infrastructure, funding and professional and support staff (RSA, 2000:14). Process indicators show how well the school seeks to achieve its goals. These include the effectiveness with which schools try to ensure effective governance,leadership and management, safety and security and the quality of teaching . Output indicators show what the school achieves in terms of academic standards and learners standards of behaviour and attainment, rates of punctuality and attendance (RSA, 2000:14).

The above has briefly clarified the process of whole school evaluation, it is now necessary to explore educator development in the context of whole school evaluation.

2.3 EDUCATOR DEVELOPMENT

In order to meet the challenges of a turbulent educational environment, educators need to be developed. Educator development is a key element towards the accomplishment of quality teaching and learning (See Q B4). Educators need exposure to continuous development programmes which will directly link to sustained growth, empowerment and development in schools.

In a summary of a thesis by Sawa (1995:30) the alignment of educator evaluation processes with educator development was clearly enunciated. He further contends that any system of educator evaluation, must first and foremost be faithful to teaching. The cornerstone of evaluation schemes should be the belief that educators wish to improve their performance in order to enhance the education of their learners. Montgomery and Hadheld (Sawa,1995:19) claim that a fair, non-threatening valid and comprehensive evaluation system offers what is often an unprecedented opportunity to learn and develop in a situation which benefits the individual and the school, and meets the prime aim of evaluation which is to improve the quality of teaching and learning. Wareing (Sawa, 1995:20) echoes this feeling when she writes that an "effective evaluation process will serve to minimise fear and maximise human potential and ultimately, improve the quality of the teaching-learning process".

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The success of the whole school evaluation policy in South Africa will greatly depend on the **people** involved in the process. Thus the need for competently trained supervisors cannot be over emphasised (See Q B5). The attitude of the educators, on the other hand, will ensure the success of the policy. Postman and Weingarter (Evans,1993:19) pose a great challenge when they argue that "there can be no significant innovation in education that does not have at its center the attitude of the educators" (See Q B40).

Programmes and materials do not bring about effective improvement, but the people in the education system do. Focusing on people or investing in human potential is the key to the provision of quality and improvement in schools (Steyn,1999:206). The implication therefore, is that whole school evaluation will tend to be as effective as the people who implement it.

Having elaborated on the nature of educator development, it is now logical to discuss the important force of motivation.

2.3.1 Motivation

Motivation is derived from the Latin word "movere" meaning to move (Luthans, 1992:146). It is the drive within an individual that incites him or her to action (Donaldson & Scannell, 1986 : 109). It is further, the inspiration, the enthusiasm or the "oomph" that stirs a human being to perform. Woodridge and Manamela (1992:115) describe inspiration as elevation, enthusiasm and encouragement. Learning or any acquisition of knowing goes with motivation. It is therefore, a powerful force behind educator development programmes. School managers have to meet this challenge of motivating educators. In South Africa a number of educators currently display very low morale and demotivation. They seem to lack the drive and enthusiasm to perform their daily activities. They are only prepared to do the minimum required. Inspiration will encourage and convert them to be enthusiasts.

Motivation is therefore a crucial factor towards the success of an educator development programme. Another important factor is that of continuity, which will now be discussed.

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2.3.2 Continuity

Daresh (Steyn, 1996:44) maintains that educator development should take place continuously on a long-term basis. As educator development is growth-oriented and staff members are constantly striving to rise in their profession, a one-off programme cannot be satisfactory. The educator development programmes should therefore be an integral part of the school programme. Care must, however, be taken that it is not mechanically applied, as the relevance, effectiveness and value of the programme can be greatly reduced. This study is about evaluating the whole school. This necessitates the team work factor.

In accordance with the principles of whole school evaluation, inter alia, collaboration, standardisation and consistency, the team approach should be viewed as vital for schools (See Q B6). Obviously the department's message to schools is the concern for the improvement in all nine areas, which according to the whole school evaluation policy, make up a school. This calls for team work from all the stakeholders.

A team is a group of people with a common objective that vigorously tackle any task which, it has set up (Everard & Morris, 1996:156). Senge (1990:236) further explains team learning as the process of aligning and developing the capacity of a team to create the results its members truly desire. Teams are "people who need one another to act". South African schools have this challenge to meet. Through effective, on-going development programmes, schools would come up with innovative, coordinated action to improve their performance.

Squelch and Lemmer (1994:83) proposed the following seven essential ways to build commitment in a team:

- common goals shared by all team members;
- motivate members by reward and encouragement;
- open communication channels;
- member involvement in decision making;
- regular meetings;
- easy access of information and resources; and
- review progress.

Speaking to the Mercury, Professor Ndabandaba, the new Kwazulu-Natal minister of Education says "I have a vision which tells me to encourage team work among education practitioners as well as co-operation in schools and in the department "(Makwakwa, 2001:3).

A discussion of the value of a conducive climate in the success of an educator development programmes will now follow.

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2.3.4 School climate

School climate refers to the following observable effects of all aspects of the school:

- the nature of the work;
- the people;
- the architecture of its building and environment;
- its history and culture;
- the organisational structure;
- the management and leadership style ;and
- its interpersonal relationships (Kruger, 1996;15).

Kruger and Van Schalkwyk (1993:104) contend that school climate needs to be positive. In a sincere, warm and friendly atmosphere everyone will be relaxed. In such an atmosphere people will be prepared to open up and become involved. A positive school climate will determine the success of any educator development programme (See Q B39). The prevalence of an attitude of openness between educators and management will result in high educator morale and they will be motivated to teach (Sergiovanni & Starratt 1993: 82).

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The school climate is closely related to the school culture. This will now be discussed.

2.3.5 School culture

The importance of establishing a productive 'culture' for effective management and leadership cannot be underestimated. Even the most efficient and well organised professional development programme is likely to be ineffective if it is not rooted within a professional climate that can nurture, sustain and enhance it (Law & Glover, 2000:261).

Snowden and Gorton (1998:107) define culture as a social and normative glue that holds an organisation together. It is the social energy that drives or fails to drive an organisation. Research has shown that schools differ in their cultures

and that those cultures have an impact on the progress of the whole school (See Q B32).

The full benefits of professionalism become possible when a collaborative culture exists. The following are indicators of the existence of a collaborative culture:

- explicit and clearly articulated organisational values;
- a holistic development focus;
- a development focus where the integration of theory and practice informs future actions; and
- a focus on the continuous improvement of both processes and outcomes, for both the individual and the organisation (Law & Glover, 2000: 261).

The above aspects have clearly indicated the significant role these aspects play in the success of educator development programmes towards the improvement of the entire school.

A discussion of essential aspects of educator development in the whole school evaluation context now follows .

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2.4 ESSENTIAL ASPECTS OF EDUCATOR DEVELOPMENT

In terms of the Department of Education's whole school evaluation guidelines and criteria (RSA, 2000:9) educator development should lead to quality teaching in a school. When the supervisors visit a school, the purpose would be to evaluate the overall quality of teaching throughout the school and how well it helps the learner to learn and raise their levels of performance and attainment. They will further judge the quality of in-service professional development provided for the educators.

The following is a discussion of specific aspects on which the supervisors will make judgements and reports on the following focus area: the quality of teaching and educator development (RSA, 2000:19).

2.4.1. Educator's planning and schemes of work

Petty (1993:319) argues that planning is an art, not a science. He further asserts that "Failing to plan is to plan to fail". Lesson planning can be on long or short term basis. A scheme of work is a plan which organises course content, breaking it up into teaching weeks and putting it into a logical teaching order. This is a long term plan. Schemes of work guide lesson planning and whether the educator is on target to finish the course in the time available (Petty, 1993:327).

Planning entails what the educator intends to do during a specific period. Each lesson plan should include the following essential elements:

- outcomes;
- instructional procedures;
- resources ;and
- evaluation (Oliva &Pawlas, 2001:94).

The educator decides on outcomes to be attained at the end of the lesson (See Q B29). Clear outcomes help the educator to focus on the main points of the lesson and keeps him or her from wandering off the topic. When learners are clear about the outcomes of the lesson, their motivation is enhanced (Savage, 1991:96). These provide a direction of a lesson and a criterion against which the success of a lesson can be determined. The educator further decides on suitable strategies to be employed (See Q B27). These techniques of instruction must be compatible with the educator's own abilities and the nature of the learners present (Oliva &Pawlas, 2001:94).

In order to determine how well learners have grasped the lesson presented, the educator chooses quantitative or qualitative evaluation techniques. The technique will determine whether the presentation has been successful and whether the learners did master the content or not (See Q B26). Employing some evaluation techniques will reveal to the educator whether outcomes set at the beginning have been achieved and whether the day's lesson has "gone over" (Oliva & Pawlas, 2001:120).

Whole school evaluation supervisors will also make judgements on the educators expectations of all learners including learners with special education needs.

2.4.2. Educator's expectations of the learners

Educators as professionals have certain expectations of the learners. Firstly they should know the different stages of child development. They should understand these levels of child development and they should have certain expectations of learners in the specific grades. Educators have a task of identifying learner needs and interests. If learners are interested in an activity or topic they will be motivated to get involved. This implies that the educator needs to attend to learner perceptions of the task complexity and difficulty. If the learners view the task as complex and difficult, they may avoid the task altogether (Savage, 1991:97).

Educators have to consider different learning styles when they plan their daily work. They have to be sensitive to the unique learning abilities of learners. Educators have to provide learning activities on each unit for which learners can use their own learning styles (See Q B31). Learners are sometimes catergorised into: intuitors, intellectuals , implementers and inventors. Educators should therefore know how to cater for these different categories of learners.

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The next criterion for discussion is how knowlegeable the educator is about his or her subject.

2.4.3. The educator's subject knowledge

In Ngubeni (1998: 32) knowledge is defined by the following characteristics:

- understanding;
- experience;
- expertise;
- acquaintance with the process; and
- training.

An educator's subject knowledge should be characterised by the above in order for the educator to perform his or her duties competently. Education is a field inundated with changes. Change in schools therefore becomes inevitable. Further, the educator has a responsibility of making a choice of what he or she intends discussing in every lesson and to make a finer selection

(Ngubeni,1998:16). An educator should possess superior knowledge of his or her subject and skills to impart the knowledge. The educator must know the subject he or she teaches well. To the learners, the educator should be the master of his or her subject (Kruger & Van Schalkwyk, 1993:16).

In order to keep abreast with the latest subject developments, educators should continuously be exposed to educator development programmes.

Closely related to the subject knowledge, are the teaching strategies the educators use. These will now be discussed.

2.4.4 The teaching strategies

Borich (2000:112) asserts that educators should be aware of and be able to make a selection from a variety of methods and materials that meet the learners' ability in the classroom. There is a wide variety of teaching strategies that may be used. What is important to note is that there is no single perfect strategy for all educational aims. Educators should be strategic in that they choose a variety or a combination of the strategies under different circumstances.

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An educator should be able to employ a suitable strategy (See Q B27). In whole school evaluation the educator will be evaluated on the effectiveness of teaching strategies. Further, the suitability of questioning learners, organising learners in a range of different ways and the creativeness of the educators will aid the supervisor in judging the quality of teaching (RSA, 2000:19).

Another important aspect is the educators' use of resources. The discussion of the same immediately follows.

2.4.5 Use of resources

In the whole school evaluation policy educators' use of resources includes books, equipment and time. It is essential to prepare and collect enough material to cover the lesson within the allocated time. It is always wise to have extra material. An educator should always supplement the text available to learners.

Examples of resources are textbooks, handouts, newspapers, television and video. Resources can be used to:

- promote learning;
- maintain interest (See Q B18);
- add variety to a lesson; and
- relate one subject to other subjects (Coombs, 1995:33).

As contemplated in the National guidelines and criteria (RSA, 2000:19), supervisors will make judgements on what resources are introduced at what stage of a lesson, how the resources are used to increase the learners' knowledge, understanding and skills, how the educator has organised the classroom and to what extent this helps the learners' learning.

The next essential aspect for discussion is the way educator's control and manage learners.

2.4.6 Educator's control and management of learners

Effective teaching and learning can only take place in a properly disciplined classroom environment (Squelch & Lemmer, 1994:56; Savage, 1991:128) (See Q B25). The educator should manage his or her class well so that the atmosphere is conducive for teaching and learning. Classroom control is one of the most important management tasks that an educator is required to perform. Educators can practise "preventative discipline" by maintaining an orderly learning environment through good management and teaching skills (Squelch & Lemmer, 1994:61).

One cannot over emphasise the value of an educator development programme in this particular aspect. With many changes in the education legislation, educators need to be developed in alternative disciplinary measures they can employ in the new era. There is a need to equip the educators with the necessary skills on how to balance the human rights and the responsibilities of learners in schools .

The next aspect for discussion, the arrangements made by educators for learners of different abilities, will now follow.

2.4.7. Arrangements for learners of different abilities

Educators have to make arrangements for learners of different abilities. It is important that educators cater for learners' individuality in their lesson presentations. The educator must know the learner's needs, interests and differing abilities and therefore provide for individual differences (Ngobeni, 1996:18) (See Q B33).

Meeting the needs of learners with special needs presents special challenges to educators. Research has provided some guidelines to assist educators work with these learners in ways that promote their peer acceptance and their self esteem as well as their academic achievement. These are briefly:

- inclusion, a programme for special education and support in the general education classes; and
- content mastery classroom, a classroom for extra lessons (Emmer, Evertson & Worsham, 2000:205).

In accordance with whole school evaluation guidelines and criteria (RSA, 2000:19), the supervisor has to assess how well the educator recognises and meets the learners needs. The supervisor has to further judge the effectiveness of arrangements for learners of different abilities, from the most able to those with learning difficulties.

Having briefly discussed the arrangements for learners of different abilities, the methods used by educators to assess learners progress will now be discussed.

2.4.8 Assessment methods

Duke (1990:108) contends that "instruction is the heart of teaching and evaluation is the conscience". Educators develop opinions about their learners and form judgements about their learners' performance. A variety of techniques can be used by educators in their daily assessment of learner performance. The most frequently used is questioning. Classroom assessment includes activities such as classroom practice and demonstrations.

Kruger and Van Schalkwyk (1993:53) maintain that the evaluation of learners' work should give the educator insight into the following:

- the success of the lesson;
- the desire to re-plan;
- the individual learner differences; and
- the suitability of a teaching method.

With the implementation of OBE in South Africa learner activity based instruction gives more opportunities for daily assessment. The whole school evaluation supervisor will have to evaluate the accuracy of the assessment and how well the information is used to provide different work for learners with different levels of achievement.

Closely related to the above aspect is assessment methods for lessons, which will now be discussed.

2 .4.9 Methods for assessment of lessons

Educators can use homework exercises as well as assignments in order to evaluate the effectiveness of their teaching. Homework is the link between lessons and a vital part of any scheme of work (See Q B28). When homework is set it should be viewed by learners as something that is interesting and a challenge to an individual. The educator, however, has to be careful that tasks and standards set are within the capabilities of the learners (Coombs, 1995:62).

In line with the principles of whole school evaluation, supervisors need to scrutinise homework to decide if it is appropriate and whether it is helping the learners in their learning. The supervisors have further, to see other strategies for evaluating the lesson, discuss with the educator how he or she intends to gauge the success of the lesson and what will be done as a result of the findings (RSA, 2000:19).

It is recommended that educators use their practical experiences, read case and empirical studies in order to keep abreast with the latest developments in their subject fields (Borich, 2000:113).

This completes the discussion of the essential aspects of educator development. It is now necessary to give a cursory account of the educator development design.

2.5 EDUCATOR DEVELOPMENT DESIGN

It is important to note that educator development cannot be separated from school development. Research has proved that when comparing the attitude toward educator learning in the collaborative or "learning-enriched "schools with those in the isolated or "learning-impoverished" schools, that in the collaborative schools their learning is cumulative and developmental and that it is a life-long pursuit (Fullan & Stiegelbauer, 1991:331).

Educator development programmes are efforts by competent professionals to grow beyond established routines and basic competence and thereby gain new insights into their work, refine skills their skills and assume new responsibilities (Duke, 1990:309). With the breakdown in the culture of teaching and learning in South African schools, educator development seems to be one strategy to address this problem. Schools require reconstruction if they are to provide quality teaching and learning (Steyn, 1999:207).

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Since educator development programmes must be needs driven, needs assessment should be the initial planning step. This will now be discussed.

2.5.1 Needs analysis

The primary purpose of an educator development programme is to increase the knowledge and skills of educators and thereby increase the school's potential and performance. The involvement of educators in the planning process is of great importance. Educator development programmes should focus on specific areas of development as identified by educators (See Q B11). With the use of observation, questionnaires, interviews, feedback from learners, parents and assessment inventories, specific educator needs can be identified (Weller & Weller, 2000:126; Steyn, 1996:45;

Rebore, 1995:165). The success of an educator development programme therefore depends on its meeting the needs of the individual educator and those of the school.

Law and Glover (2000:247) maintain that it is essential that any needs analysis is:

- open (enabling everyone to contribute to needs assessment);
- flexible (enabling needs to be met) ;and
- responsive (enabling both staff and stakeholders needs to be recognised).

While planning is critically important, the value of an educator development plan will be determined by the careful selection of objectives.

2.5.2 Objectives

Objectives are outcomes that the school wants to achieve through the use of the educator development programme. These may be short or long-term. Objectives are vital to the success of the programme since they give direction to its activities, provide evaluation criteria and are motivating in nature (See Q B2). Educator development programme objectives will continually change to meet the changing needs of the individual staff members and schools (Rebore,1995:165). The primary aim of educator development is to increase the quality of student learning by the development of staff potential (Steyn, 1999:207). Barth (1990:241) echoes the same idea when he writes that when teachers stop growing, so do their students". The success or failure of the development programme will be measured by its success in achieving the set outcomes (See Q B10).

The school needs to know whether the activities did make any difference in educator performance. For the success of the above plan, reflective practice is important. The discussion of same now follows.

2.5.3 Reflective practice

Reflective practice is defined as a continuing conscious and systematic review of the purposes, plans, action and evaluation of teaching in order to reinforce

effectiveness and, where appropriate to prompt change. Encouraging self-renewal management will save educators from operating in a restricted professional or from a "single loop learning" (Busher & Saran,1995:114). Schon (Busher & Saran, 1995:114) maintains that educators need to engage in "reflection in action" in order to review their teaching from a distance.

Reflective practice is an essential aspect of continuing professional development. It involves acquiring a vocabulary of practice which facilitates thinking about earlier actions, helping us to evaluate responses and plan future actions. More importantly, it enables alternatives to be evaluated and future plans to be made through collaborative review and joint reflexive action (Law & Glover, 2000:249).

Having discussed the above steps to follow in designing the educator programme, strategies to be used will now be discussed.

2.6 STRATEGIES

A goal for educator development should be to create a programme that enables educators to share their problems, solutions and expertise, to put educator development in touch with research on teaching, to provide educators with a way to become aware of and to consider the effects of their teaching on learners (Willes & Bond, 2000:276). In order to achieve the above goal and to address the different educator needs, the following two strategies should be used when designing educator development programmes. They are educator induction and in-service education. These will now be discussed.

2.6.1 Educator induction

The induction of a novice educator into the system represents the best overall opportunity to influence subsequent professional behaviour. Induction is a five step process that includes community adjustment, personnel adjustment, system personal adjustment and establishment of expectations (Willes & Bond, 2000:285). Induction is further regarded as the introduction of a new employee into his or her job and the organisation.

The need to develop support systems for beginning educators is a matter of both humanity and of educator quality (Fullan & Stiegelbauer, 1991:303) (See Q B9). Research has shown that there is a strong relationship between how educators pass through the transition period and how likely they are to progress professionally to high levels of competence and endeavour (Fullan & Stiegelbauer, 1991:302).

The induction programme should be designed so that it meets the needs of both educators and the school. Newly appointed educators and newly promoted educators should be the targets of any induction programme. The goals of induction programmes are generally:

- orientation, that is, integrating novice educators into the professional and social fabric of the school;
- to promote the personal well-being of beginning educators by improving educator attitudes toward themselves and the profession;
- to increase the retention of promising novice educators;
- to satisfy mandated requirements related to induction and certification; and
- to transmit the culture of the educational system to novice educators (Fullan & Stiegelbauer, 1991:304).

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The educator induction strategy alone cannot meet all the educator needs. The in-service education or in-service training is another strategy to address different educator needs. This will now be discussed.

2.6.2. In-service training

In-service education refers to programmes designed to improve the proficiencies of the practising educator (Willes & Bond, 2000:284). According to Oliva and Pawlas (2001:355) in-service education satisfies immediate training needs. It is further viewed as training:

- that helps educators do their present jobs better;
- for new curricula; and
- in the improvement of pedagogical skills

In addition, in-service training is useful in making educators aware of new developments and regulations (Drake & Roe, 1999:343) (See Q B13).

Professional development or in-service training is one of the most powerful routes to "growth on the job", to combating educator boredom and alienation. The bottom line is one of change in learning material, in skills and practices, in thinking and understanding. Successful change requires great skill, sophistication and persistence of effort (Fullan & Stiegelbauer, 1991:318).

In his speech, Firoz Patel says educators need to be "systematically empowered through centre-based training and in-classroom support to play a more influential role in curriculum matters.... "(www.sadtu.org.za/press/speeches/2001). Professor Ndabandaba, the new KwaZulu-Natal minister of Education also views in service training of educators as vitally important for raising teaching standards and he plans ensuring that this happens more vigorously (Makwakwa, 2001:3).

This summarises strategies to be implemented in an educator development programme. The significance of educator development will now be explained.

2.7 SIGNIFICANCE OF EDUCATOR DEVELOPMENT

Having explored the essential aspects of educator development in the whole school evaluation context, it becomes evident that schools need on-going educator development programmes in order to meet the standards set by the policy. Schools are to provide quality teaching and learning. This calls for the empowerment of educators. Essential change involves altering peoples' attitudes and behaviour as well as providing them with new skills and techniques.

In order to influence the entire school, staff development should be school wide and be in line with the whole school evaluation principles and essential aspects of this focus area. More appropriately, educator development programmes should be based on the expressed needs of educators revealed as part of a collaborative process of collaborative planning and collegial relationships (Purkey & Smith, 1983:444).

Fullan and Stiegelbauer (1991:319) views educator development as a powerful strategy for implementing specific improvements and should be viewed as part and parcel of the development of schools as collaborative work places. It is thus both a strategy for specific, instructional change and for basic organisational change.

change. Educators need to be made aware of the specific essential criteria for whole school evaluation and be developed in them.

Complementary to the significance of educator development is the following discussion of implications for school management since educator development is a responsibility for school management.

2.8 IMPLICATIONS FOR SCHOOL MANAGEMENT

South African schools are still undergoing enormous changes as a result of complex changes in the political, socio-economic and technological arena. Current challenges are exceptionally high violence, economic instability, the HIV and AIDS epidemic, educator rationalisation and redeployment. These societal problems impact negatively on interpersonal relationships and morale in schools.

It is a fact that change in any organisation is inevitable. The challenge for school management is therefore how to manage the new social complexities in which schools find themselves. School management needs to instill awareness of change in the society. Among other responsibilities, the school governing body has to support and promote the interest of the school (RSA, 1996:14). The school management has therefore to work with all the stakeholders to promote the quality of teaching and learning which is in the main interest of the school.

The White Paper on Education and training (RSA, 1995:21) explicitly states the necessity of the improvement of quality of education and training services. It realises the decline in quality of performance in many schools. Educator development is a powerful tool for quality improvement which needs total reconstruction. Educators are an education system's greatest expense as well as its most precious investment (Holt, 1993:19).

Maximising human potential, a major goal of effective learning organisations, will be best accomplished by principals through structured, systematic designs targeted at developing individual skills and knowledge. What is important is that educator development programmes should be designed systematically and in response to educator needs. It is only when human potential is maximised that educational excellence can be achieved (Weller & Weller, 2000:115).

2.9 CONCLUSION

It is evident from the above discussion that educator development is a key element in whole school development as envisaged by whole school evaluation. Whole school evaluation should be closely aligned with educator development. School management has of course to create a conducive environment and opportunities for learning and growth. Educator development and whole school improvement should therefore be reciprocal. After all, appraisal helps to identify staff development needs and improves performance. As long as there is need for improvement there will always be a need for educator development. It is also important to note that sustained improvement in schools will not occur without changes in the quality of learning experiences on the part of educators.

In chapter three, a discussion of the research instrument and empirical investigation will be given.

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CHAPTER 3

DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The literature study in chapter two formed the framework for the empirical study. The specific aim of this research was highlighted in the same chapter as educator development as an aspect of whole school evaluation. In this chapter the researcher outlines the methodology used to collect the data in an effort to investigate the research problem.

In this research design the foci is on the following aspects:

- the purpose of quantitative research;
- the questionnaire as a research instrument;
- the population and the sampling procedure; and
- a discussion of the questionnaire used by the researcher.

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A brief discussion of the quantitative research now follows.

3.2 QUANTITATIVE RESEARCH

The goal of research is to collect information that will investigate a research problem or question. This goal is attained only if the research is conceived and executed in such a manner that the data collected are accurate and directly relevant to the question posed. The quantitative research method involves choosing subjects, data collection techniques such as a questionnaire and procedures for gathering data (Schumacher & Mcmillan 1993:157). This data collection, in turn, enables a researcher to generalize the findings from a sample of responses to a larger population (Babbie 1989: 237; Creswell 1994:117).

In line with the above definition, an attempt will be made in this chapter to justify the choice of sample and data collection technique.

3.2.1 The purpose of quantitative research

Since research design is governed by the notion of 'fitness for the purpose', the purpose of research determines the methodology and design of the research (Cohen, Manion & Morrison, 2000: 73). Quantitative research is used to gather information about people's attitude, opinions, beliefs, demographics and behaviour. Information gathered from a sample of respondents can be generalized to a population.

Another purpose of quantitative research is to describe the frequency, incidence, the distribution of the characteristics of an identified population and to explore relationships between variables (Schumacher & McMillan, 1993:279; Creswell, 1994: 118). Emphasis is placed on precise measurement and control of possible extraneous sources of error. A further important view to be noted with quantitative research is that questionnaires can be used to ensure that the researcher remains as objective as possible.

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In this research study the researcher opted for the quantitative approach as it is the most suitable for gathering information from a sample of educators representative of the large population of Kwazulu-Natal educators in both primary and secondary schools.

3.3 DATA COLLECTION

Schumacher and McMillan (1993:223) state that different techniques for gathering data are used in quantitative research. A particular technique or instrument is chosen to fit the research design. For this particular research study,

the researcher intends using the structured questionnaire as a data collection method.

A discussion of the questionnaire now follows.

3.3.1 The structured questionnaire

The design of empirical investigation included a structured questionnaire consisting of fifty closed-ended questions (See appendix A). In Section B forty questions were designed to obtain the perception of educators and educators in promotion posts about the quality of teaching competencies. Ten questions in Section C were designed to explore the perceptions of educators and educators in promotion posts about effective management skills. The above perceptions were explored in the context of whole school evaluation.

The questions were based on the essential aspects of education development that according to the document on whole school evaluation should lead to quality of teaching.

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These aspects are as follows:

- educator's lesson planning;
- educator's subject knowledge;
- use of resources;
- teaching strategies;
- educator's classroom management;
- assessment methods;
- in service training of educators; and
- induction of educators.

Each question was formulated in a way that the respondents would indicate to what extent they agree or disagree with the given statements.

The following tables indicate the distribution of responses in sections B and C and the percentages.

TABLE 3.1 DISTRIBUTION OF RESPONSES AND PERCENTAGES

	1		2		3		4		5		6			%
	SD		D		PD		PD		A		SA		Total	Selecting 5 or 6
Item	No	%	No	%	No	%	No	%	No	%	No	%		
B1	21	5,2	13	3,2	16	4,0	84	20,8	189	46,8	81	20,0	404	66,8
B2	4	1,0	17	4,2	10	2,5	38	9,4	215	53,2	120	29,7	404	82,9
B3	46	11,4	86	21,3	71	17,6	74	18,4	82	20,3	44	10,9	403	31,27
B4	9	2,2	5	1,2	10	2,5	61	15,1	105	25,9	215	53,1	405	79,0
B5	5	1,2	26	6,5	30	7,4	88	21,8	160	39,7	94	23,3	403	63,0
B6	2	0,5	7	1,7	20	4,9	63	15,6	78	19,3	235	58,0	405	77,2
B7	4	1,0	6	1,5	50	12,3	46	11,4	77	19,0	222	54,8	405	73,8
B8	11	2,7	50	12,3	15	3,7	59	14,6	141	34,8	129	31,9	405	66,6
B9	27	6,7	10	2,5	34	8,4	36	8,9	164	40,7	132	32,8	403	73,4
B10	18	4,5	16	4,0	19	4,7	46	11,4	200	49,5	105	26,0	404	75,4
B11	18	4,5	39	9,7	24	6,0	62	15,4	148	36,7	112	27,8	403	64,5
B12	6	1,5	15	3,7	10	2,5	74	18,4	204	50,7	93	23,1	402	73,8
B13	3	0,7	2	0,5	23	5,7	44	10,9	86	21,3	245	60,8	403	82,1
B14	4	1,0	8	2,0	28	7,0	59	14,7	160	39,9	142	35,4	401	75,3
B15	8	2,0	19	4,7	34	8,5	58	14,4	174	43,3	109	27,1	402	70,3
B16	16	4,0	31	7,7	28	6,9	64	15,9	161	40,0	103	25,6	403	65,5
B17	130	32,3	72	17,9	47	11,7	51	12,7	53	13,2	50	12,4	403	25,5
B18	5	1,2	29	7,2	19	4,7	73	18,1	187	46,4	90	22,3	403	68,7

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B19	5	1,2	17	4,2	27	6,7	80	19,9	196	48,6	78	19,4	403	67,9
B20	4	1,0	28	6,9	42	10,4	13	34,2	108	26,8	83	20,6	403	47,3
B21	4	1,0	26	6,5	47	11,7	53	13,2	171	42,2	102	25,3	403	67,7
B22	18	4,5	23	5,7	19	4,7	29	7,2	161	40,0	152	37,8	402	77,8
B23	26	6,5	22	5,5	46	11,4	93	23,1	163	40,5	52	12,9	401	53,4
B24	81	20,2	90	22,4	75	18,7	40	10,0	63	15,7	52	13,0	401	38,6
B25	19	4,7	9	2,2	21	5,2	16	4,0	80	19,8	256	64,1	401	83,7
B26	1	0,2	16	4,0	18	4,5	51	12,7	180	44,7	137	34,0	403	78,6
B27	4	1,0	7	1,7	26	6,5	61	15,2	179	44,5	125	31,1	402	75,6
B28	2	0,5	17	4,2	21	5,2	47	11,7	149	37,1	166	41,3	402	78,3
B29	3	0.7	15	3,7	37	9,2	37	9,2	153	38,1	157	39,1	403	77,1
B30	15	3,7	6	1,5	17	4,2	54	13,4	176	43,7	135	33,5	403	77,1
B31	15	3,7	14	3,5	30	7,5	54	13,4	175	43,5	114	28,4	402	71,8
B32	7	1,7	18	4,5	14	3,5	46	11,5	115	28,7	201	50,1	401	78,8
B33	2	0,5	10	2,5	24	5,9	53	13,1	201	49,8	114	28,2	404	77,9
B34	2	0,5	20	5,0	21	5,2	60	14,9	190	47,1	110	27,3	403	74,4
B35	50	12,4	71	17,6	97	24,0	50	12,4	65	16,1	71	17,6	404	33,6
B36	5	1,2	36	9,0	17	4,2	58	14,4	175	43,5	111	27,6	402	71,1
B37	16	4,0	12	3,0	24	6,0	59	14,6	193	47,9	99	24,6	403	72,4
B38	9	2,2	23	5,7	23	5,7	61	15,1	88	21,8	200	49,5	404	71,2
B39	4	1,0	13	3,2	5	1,2	25	6,2	99	24,6	257	63,8	403	88,3
B40	4	1,0	4	1,07	15	3,7	54	13,4	154	38,3	171	52,5	402	80,8

The following 6 point scale was used:

1= Strongly disagree (SA)

2= Disagree (D)

3= Partially disagree (PD)

4= Partially agree (PA)

5= Agree (A)

6= Strongly agree (SA)

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TABLE 3. 2 DISTRIBUTION OF RESPONSES TO THE 10 ITEMS

SECTION C

	1		2		3		4		5			
	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent		Total	Percentage selecting 4 or 5
Item	No	%	No	%	No	%	No	%	No	%		
C1	2	0,5	5	1,2	68	17,0	172	44,4	148	36,9	395	81,0
C2	5	1,3	6	1,5	86	21,6	204	51,1	98	24,6	399	75,6
C3	7	1,7	14	3,5	54	13,5	119	29,7	207	51,6	401	81,2
C4	6	1,5	35	8,7	112	27,9	154	38,3	95	23,6	402	61,9
C5	18	4,5	30	7,4	115	28,5	128	31,8	112	27,8	403	59,5
C6	5	1,2	17	4,2	73	18,2	151	37,7	155	38,7	401	76,3
C7	3	0,7	22	5,5	39	9,7	208	51,7	130	32,3	402	84,0
C8	3	0,7	12	3,0	56	14,0	119	29,7	211	52,6	401	82,2
C9	9	2,2	27	6,7	68	16,9	152	35,3	156	38,8	402	74,1
C10	17	4,2	18	4,5	80	19,9	153	38,1	135	33,3	403	71,4

The following 5 point scale was used:

1= To no extent

2= To a small extent

3= To a moderate extent

4= To a large extent

5= To a very large extent

Having indicated a profile of educators' responses in the above two tables it would also be pertinent to indicate some biographical information with respect to the sample.

3.4 BIOGRAPHICAL INFORMATION

In this research study a convenient random stratified sample was used. The sample was representative of primary and secondary school educators in the province of Kwazulu-Natal. The sample consisted of 405 respondents. Five hundred questionnaires were handed out to educators in the Durban North, Durban South, Vryheid and Empangeni regions. Of the 500 questionnaires, 405 were returned of which 400 were useable and represent a return rate of 81% and a useable rate of 80%. This high return rate adds to the validity of the research.

The following tables show how representative the sample was.

Table 3.3 Gender of the respondents

Gender	Frequency	Percentage
Male	164	40,8
Female	238	59,2
Total	402	100,0

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Table 3.4 Mother tongue

Language	Frequency	Percentage
Afrikaans	28	6,9
English	46	11,4
Nguni	309	76,3
Other	22	5,4
Total	405	100

Table 3.5 Medium of instruction

Language	Frequency	Percentage
Afrikaans& Parallel	33	8,2
English	300	74,1
Dual Medium	69	17,0
Other	3	0,7
Total	405	100,0

Table 3.6 Highest educational qualification

Qualifications	Frequencies	Percentage
Gr12 & Teacher's diploma/certificate	141	34,8
Teacher's diploma + FDE	117	28,9
Bachelor's degree+ Higher qualification	147	36,3
Total	405	100,0

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Table 3.7 Post level

Current position	Frequency	Percentage
Promotion posts	222	55,5
Educators	178	44,5
Total	400	100,0

3.8 Educator Organisations

Organisation	Frequency	Percentage
SADTU	232	59,1
Other	161	40,9
Total	393	100,0

3.9 Age of respondents

Age groups	Frequency	Percentage
22-29	69	17,2
30-35	76	19,0
36-40	84	21,0
41-45	85	21,3
46-58	86	21,5
Total	400	100,0

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3.10 Teaching experience

Years	Frequency	Percentage
1-5	55	14,8
6-9	83	22,3
10-15	97	26,1
16-20	72	19,4
21+	65	17,4
Total	372	100

Having displayed the frequencies of the sample of the research, a brief discussion of 10 items selected by the researcher now follows.

3.5 DISCUSSION OF TEN SELECTED ITEMS

Question B 4 Educator development is vital to the provision of quality education for all.

- Mean score = 5,2
- Mode = 6
- Rank order = 1
- % respondents who selected 5 or 6 = 79,0

From the above information the researcher concludes that educators feel that educator development is vital to the provision of quality education. A relatively large percentage (79,0%) and a mode of 6 suggest that educators agree to strongly agree that educator development is important to quality education. This item ranked first according to its mean score and this emphasizes the importance the respondents place on educator development. The quality assurance system has at its core whole school evaluation as a monitoring and evaluation process. Materials and programmes do not bring about effective improvement, but the people in the education system do. Therefore, in striving towards school improvement, it is important to focus on the improvement of people (Steyn, 1999:206).

Question B 37 The main aim of educator development should be to raise the level of performance of the learners.

- Mean score = 4,7
- Mode = 5
- Rank order = 4
- % Respondents choosing 5 or 6 = 72,4

With a mean score of 4,7 and the mode as the most typical score being 5, the implication is that the respondents agree with this statement. From the above information one can conclude that respondents feel strongly that the main aim of educator development should be placed on the improvement of the academic performance of learners. By developing the staff potential and recognizing the specialized subject needs of the individual educators, the quality of learners' learning can be assured. Steyn (1999:206) states that focusing on people is the key to effective improvement and quality in schools. Improved learner achievement is one of the dividends yielded by professional development of educators.

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Question B40 Educator development should lead to a change in an educator's attitude.

- Mean score = 5,1
- Rank order = 2
- Mode = 6
- % respondents selecting 5 or 6 = 80,8

The question had a mean score of 5,1 with 80,8% of the respondents choosing either options 5 or 6. This indicates that respondents felt that the educators' attitude is important for the success of educator development programmes. Essential change involves altering people's attitudes and behaviour (see 2.8

p.20). Further, the educators' attitude towards whole school evaluation will eventually determine how effective the policy of whole school evaluation will be.

Question B9: An induction programme should be developed for newly appointed educators.

- Mean = 4,7
- Mode = 5
- Rank order = 3
- % respondents selecting 5 or 6 = 73,4

An induction programme is important in capacitating newly appointed and promoted educators (see 2.6.1 p.19). A high percentage of educators, namely 73,4% also value the induction of new educators in schools. With a mean score of 4,7 and a mode of 5 the idea that an induction programme be developed for novice educators cannot be overemphasized.

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Question B15: Continous classroom assessment gives the educator insight into the suitability of his or her teaching methods.

- Mean score = 4,7
- Mode = 5
- Rank order = 5
- % respondents choosing 5 or 6 = 70,3

Item B15 indicates that respondents agree and strongly agree that continuous assessment gives the educator insight into the suitability of his or her teaching methods (see 2.4.8 p.15). A mean score of 4,7 and a 70,3 percentage of respondents choosing either 5 or 6 indicate how highly continuous assessment is valued by respondents. Continuous assessment not only relates to the suitability of the teaching method, but allows learners more opportunities to display the

skills, knowledge and values they have learnt. Educators assess learners as they continue with the classroom lesson or activities. If more skills, knowledge and values are correctly displayed it indicates the success of the lesson or activity, which, in turn, implies the achievement of the outcomes.

Question B20: Experience is the most important aspect of an educator's subject knowledge.

- Mean score = 4,4
- Mode = 4
- Rank order = 7
- % respondents choosing 5 or 6 = 47,3

Item B20 has a mean score of 4,4 and a mode of 4 with a smaller percentage of respondents choosing either 5 or 6. This indicates that the respondents partially agree with the statement that experience is the most important aspect of an educator's subject knowledge. With reference to the above, the researcher concludes that the respondents acknowledge the importance of experience but not that it is the most important aspect of subject knowledge (see 2.4.3 p.11).

Question B16: Accurate records of learner assessments are kept in our school.

- Mean score = 4,5
- Mode = 5
- Rank order = 6
- % respondents choosing 5 or 6

Item B16 is about accurate assessment record keeping in schools. A mean score of 4,5 and a 65,5% of respondents choosing either 5 or 6 suggest that accurate records of learner assessment are kept in most schools sampled. A mode of 5 indicates that respondents agreed with the statement. Whole school evaluation

uses recorded information as evidence. Referring to the above information, the researcher concludes that with a large percentage of respondents agreeing with the statement, whole school evaluation supervisors should find learner records as evidence of continuous assessment records in the majority of schools.

Question C8: Providing quality education for all learners.

- Mean score = 4,3
- Mode = 5
- Rank order = 8
- % respondents choosing 4 or 5 = 82,2

A high percentage (82,2) of respondents believe that whole school evaluation will to a large and very large extent succeed in providing quality education for all learners. A mean score of 4,3 and a mode of 5 emphasises the above perspective.

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Considering the present apathy amongst educators it seems surprising that such a high percentage of respondents have the perception that whole school evaluation will to a large and to a very large extent succeed in providing quality education for all.

Question C3: Restoring the culture of teaching and learning.

- Mean score = 4,3
- Mode = 5
- Rank order = 9
- % respondents choosing 4 or 5 = 81,2

A high percentage of 81,2 and a mode of 5 indicate that respondents believe that whole school evaluation will succeed in developing management skills that could result in the culture of teaching and learning being restored among educators. It is striking to note that at the time when educator unions have shown their concern about Whole School Evaluation (WSE) being implemented before Development Appraisal System (DAS), such a high percentage of respondents believe that it will succeed in restoring the culture of teaching and learning in schools.

Question C10: Solving complex management problems collaboratively.

- Mean score = 3,9
- Mode = 5
- Rank order = 10
- % respondents choosing 4 or 5 = 71,4

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The above information suggest that 71,4% of respondents selected 4 or 5 which is, that they believe to a large and to a very large extent that whole school evaluation will succeed in developing management skills that will help educators solve complex management problems collaboratively. A mode of 5 emphasises the same belief.

From the questions selected by this researcher for discussion it thus seems that the respondents appear to have positive attitudes towards whole school evaluation (WSE) and what it should be able to do for the development of educators.

3.6 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 be discussed:

- reliability and validity of the research instrument; and
- some aspects of the data flowing from the statistical analysis will be examined and interpreted.

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CHAPTER 4

ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

4.1 INTRODUCTION

In chapter 3 the instrument of research, the questionnaire, was discussed together with selected items. The biographical details of the sample were also displayed.

In this chapter the following aspects will receive attention:

- the reliability and validity of the structured questionnaire;
- a discussion of the factors involved;
- a comparison of two independent groups by stating the appropriate hypotheses and analysing the data using multivariate statistical tests;
- a comparison of two or more independent groups by stating the appropriate hypotheses and an analysis of data by means of multivariate statistical tests;
- a discussion of the significance of differences between the factor mean scores of the independent variables; and
- a summary.

4.2 RELIABILITY AND VALIDITY

The concept of validity and reliability are multifaceted. There are many different types of reliability and validity. Threats to reliability and validity cannot be removed completely; rather, the effects of these threats can be attenuated by attention to reliability and validity throughout a piece of research. Reliability is a necessary but insufficient condition for validity in research, but it is important to

note that it is a necessary pre-condition of validity (Cohen, Manion & Morrison, 2000: 105).

A brief discussion of reliability now follows.

4.2.1 Reliability

Reliability refers to the consistency and accuracy with which a measuring instrument measures something – a reliable instrument will yield similar data from similar respondents over time (Cohen, Manion & Morrison, 2000: 117). If we measure a particular person's size over a short period of time with a measuring tape, we would expect that the person's length or height would be the same at each subsequent measurement. The measuring tape is therefore reliable (Rose & Sullivan: 1996:19).

In this research study, six out of 40 items of the first factor were rejected to improve reliability. These were from factor 4 with items B24, B17 and B35 omitted and factor 5 with items B5, B4 and B3 left out. The above briefly clarifies reliability, a brief discussion of validity will now be given.

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4.2.2 Validity

Validity is a requirement for both quantitative and qualitative research. For the purpose of this research validity will be looked at in quantitative context. Cohen, Manion and Morrison (2000:105) contend that earlier versions of validity were based on the view that it was essentially a demonstration that a particular instrument measures what it purports to measure; more recently validity has taken many forms. Through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data, validity might be improved. An optimism of perfection would be to think that a research instrument is 100% valid. Quantitative research possesses a measure of standard error which is inbuilt and has to be acknowledged. Validity, then should be seen as a matter of

degree rather than as an absolute state (Van Zyl, 2000:54). Hence at best the researcher strives to minimise invalidity and maximise validity. There are several kinds of validity, but for the purposes of this research only content and construct validity will be clarified.

To ensure content validity, the researcher designed 50 items to probe the perceptions of educators and educators in promotion posts (school based) as to the extent that they agree or disagree with certain statements relative to the management of educator development within the context of whole school evaluation (see Appendix A).

The construct validity of the questionnaire was investigated by means of successive first and second order factor analytic procedures (Jaegar, 1990:345). The first order procedure involved a principal factor analysis (PFA 1). These procedures were performed using the SPSS 10,0 programme (Norrusis, 2000) to identify a number of factors that may facilitate the processing of the statistics. The first order procedure resulted in seven factors that were used as an input for a second order procedure. This second order procedure consisted of principal axis factoring (PFA 2) with direct oblimin (oblique) rotation.

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These procedures resulted in the 40 items in Section B in the questionnaire being reduced to one factor only that was named essential educator competencies (Factor 1). The 10 items of section C of the questionnaire were subjected to a similar procedure and this resulted in one factor only that was dubbed effective management skills (Factor 2).

The items associated with the factor essential educator competencies will be the first to be discussed.

4.3 THE SCALE ASSOCIATED WITH THE FACTOR ESSENTIAL EDUCATOR COMPETENCIES

Six items were omitted from Factor 1 to improve reliability. The 34 items of Factor 1 were named "essential educator competencies" with a Cronbach-Alpha-reliability coefficient of 0,9359. The 34 items can thus be regarded as forming one scale with a minimum value of 34 x 1 = 34 and a maximum of 34 x 6 = 204. The six point scale should be understood in terms of the new scale that can be presented as follows:

Item scale	1	2	3	4	5	6
			(3x34) ⇩			
Factor scale	34	68	102	136	170	204

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A score between 170 and 204 would indicate that the respondents agree to strongly agree with the factor concerned. A score of 136 would indicate partial agreement by the respondents whereas a score between 136 and 170 would indicate partial agreement to agreement with the factor. A factor mean score of 68 would indicate partial disagreement by the respondents concerned.

Having briefly discussed the first factor the scale associated with the second factor will now be discussed.

4.4 THE SCALE ASSOCIATED WITH THE FACTOR EFFECTIVE MANAGEMENT SKILLS

Factor 2 consisting of 10 items was named "Effective management skills" with a Cronbach-Alpha–reliability coefficient of 0,8466. The 10 items can thus be regarded as one scale or factor and the five point scale should be understood in terms of a new scale that can be presented as follows:

Item scale	1	2	3	4	5
			(3x10) ⇩		
Factor scale	10	20	30	40	50

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A score of between 40 and 50 would indicate that educators believe to a large extent to a very large extent that whole school evaluation will succeed in developing the management skills of educators. A score of 30 indicates that educators believe to a moderate extent that whole school evaluation will succeed in developing the management skills of educators. A score between 10 and 20 indicates that educators do not believe or believe to a small extent that whole school evaluation will succeed in developing the management skills of educators.

The two factors and their new scales were briefly discussed. It is now necessary to state the various hypotheses involved.

4.5 HYPOTHESES

Due to the restrictions placed on the length of a mini-dissertation, only one example of two independent groups and one example of three or more independent groups will be discussed in detail. The comparison of two independent groups will be the first to be discussed. Hypotheses for the first order factor, namely essential educator competencies, were formulated in respect of one of the independent groups. The comparison of the particular example chosen by the researcher of two independent groups will now follow.

4.5.1 Comparison of two independent groups (educator attendance)

At the multivariate level two groups can be compared for possible statistical differences in their mean scores using Hotelling's T^2 test. This implies that the vector means of the two independent groups are compared in respect of the two factors considered together. Should a statistically significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variables taken separately (Borg et al.,1993:158). The independent group chosen by this researcher for discussion is gender and the discussion will now turn to possible differences between the factor mean scores of the gender groups relative to the two factors.

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4.5.1.1. Differences between male and female respondents as independent variable

Table 4.1

Dimensions	Variable	Symbol	Description	Test
Multivariate level	Gender	HoT	There is statistically no significant difference between vector mean scores of male and female respondents in respect of the two factors considered together.	Hotelling's T^2
		HaT	There is a statistically significant difference between the vector mean scores of male and female respondents in respect of the two factors considered together.	
Univariate level		Hot	There is statistically no significant difference between the mean scores of male and female respondents in respect of each factor taken separately, namely:	

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		Hot 1	Essential educator competencies	
		Hot 2	Effective management skills	
		Hat	There is a statistically significant difference between the mean scores of male and female respondents in respect of each factor taken separately, namely:	
		Hat 1	Essential educator competencies	
		Hat 2	Effective management skills	

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TABLE 4.2: SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE RESPONDENTS REGARDING THE FOLLOWING TWO FACTORS

Factor	Group	Mean	Hotelling T^2 (p – value)	Student t – test (p – value)
Essential educator competencies	Male	169,66	0,000 **	0, 000 **
	Female	162,44		
Effective management skills	Male	40,88		0,082
	Female	39,86		

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** statistically significant at the 1% level (p < 0,05) N(Male)= 164

* statistically significant at 5% (p>0,01 but <0,05) N(Female)=238

Table 4.2 indicates that there is a statistically significant difference between the vector scores mean scores of male and female respondents at the multivariate level in respect of the two factors considered together (p = 0,000). HoT is thus rejected and the alternative hypothesis HaT is accepted. At the univariate level male and female respondents differ statistically significantly from one another in

respect of only one of the factors considered separately. Hot1 is thus rejected in favour of the alternative hypotheses namely Hat1.

Table 4.2 thus indicates that there is a statistically significant difference (p=0,000) between the mean scores of male and female in respect of essential educator competencies. Both male and female educators consider essential educator competencies to be important. However, the males consider essential educator competencies to be more important than do their female counterparts. This difference of opinions can possibly be ascribed to the fact that men and women often differ in their perceptions regarding educator competencies.

There is statistically no significant difference between male and female educator groups in respect of the perception that whole school evaluation will succeed in developing the effective management skills of educators. Male educators, however, do believe to a larger extent that whole school evaluation will succeed in developing the management skills of educators.

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Having set hypotheses and tested them in respect of one example of two independent groups, it is now necessary to do the same for one of three or more independent groups.

4.5.2 Comparison of three or more independent groups

In respect of three or more independent groups, multivariate differences are investigated by means of MANOVA (Multivariate Analysis of Variance) in respect of the two factors considered together. The vector mean scores are compared and should any difference be revealed at this level then ANOVA (Analysis of Variance) is used to investigate which of these two factors are responsible for the significant statistical difference. Groups are analysed pair-wise by means of either the Scheffé or the Dunett T3 tests. If the homogeneity of variance in the

Levene test (an advanced form of the Student t-test) is more than 0,05 (p>0,05) the Scheffé test is used to investigate possible differences between pairs. Should the homogeneity of variance be less than 0,05 (p<0,05) then the Dunett T3 test is used to investigate the differences between the various pairs. The differences between the highest educational qualification groups will now be discussed beginning with a statement of the hypotheses.

TABLE 4.3: HYPOTHESES WITH EDUCATIONAL QUALIFICATION AS THE INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test
Multivariate level	Educational qualifications	HoM	There is statistically no significant difference between the vector mean scores of the three qualification groups in respect of the two factors taken together.	Manova
		HaM	There is a statistically significant difference between the vector mean scores of the three qualification groups in respect of the two factors taken together.	
Univariate level	Educational qualifications	HoA	The average scale scores of the three educational qualification groups do not differ in a statistically	

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			significant way from one another in respect of the following factors taken separately:	
		HoA1	Essential educator competencies	
		HoA2	Effective management skills	
		HaA	The average scale scores of the three educational qualification groups do differ in a statistically significant way from one another in respect of the following factors taken separately, namely:	
		HaA1	Essential educator competencies	
		HaA2	Effective management skills	
Pair-wise differences		HoS/D	There is no significant difference between the average scale scores of the three educational qualification groups compared pair-wise in respect of the two factors considered separately, namely:	

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		HoS1	Essential educator competencies	
		HoS2	Effective management skills	
		HaS/D	There is a statistically significant difference between the average scores of the three educational qualification groups compared pair-wise in respect of the three factors considered separately, namely:	
		HaS1	Essential educator competencies	
		HaS2	Effective management skills	

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TABLE 4:4: SIGNIFICANCE OF DIFFERENCES BETWEEN THE EDUCATIONAL QUALIFICATION GROUPS IN RESPECT OF THE TWO FACTORS

Factor	Group	Factor mean	Manova (p-value)	Anova (p-value)	Scheffé/Dunette T3			
Essential educator competencies	A	159,12	0,000 **	0,000 **		A	B	C
	B	165,58			A	-	-	-
	C	170,68			B	-	-	-
					C	**	-	-
Effective management skills	A	39,70		0,049 *		A	B	C
	B	39,80			A	-	-	-
	C	41,00			B	-	-	-
					C	-	-	-

**Statistically significant at the 1% level (p<0,01)

* Statistically significant at the 5% level (p>0,01 but p<0,05)

-No statistical significant difference

Group A= Grade 12+ teachers cert/dip (N =138)

B=Teachers diploma/cert + FDE (N =116)

C=Bachelors degree& higher (N =146)

TOTAL 400

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Using the data in Table 4.4 it follows that there is a statistically significant difference at the 1% level between the educational qualification groups at the multivariate level. HoM is thus rejected in favour of the research hypothesis HaM. At the univariate level the mean scores of the three qualification groups differ from one another in respect of both of the factors namely essential educator competencies (p=0,000) and effective management skills (p=0,049). HoA is thus rejected in favour of HaA.

In respect of the pair-wise comparison, the following conclusions can be made. In respect of the factor essential educator competencies the educators with the highest educational qualifications differ statistically significantly from the group with the lowest educational qualifications. Thus the higher the educational qualification the more strongly they agree with the importance of essential educator competencies.

With regard to factor 2, there is no statistical significant difference between the mean score of the groups. Educators with educational qualifications of Bachelor degrees and higher do, however, have the highest factor mean score. Thus the higher the educational qualification the greater the value the group attaches to effective management skills as an aspect of educator development in the context of whole school evaluation.

This finding seems to be contrary to present happenings. Educator unions are reported to be fuming over the Kwazulu-Natal department's move to implement the evaluation system. SADTU specifically feels that this assessment system is "creating animosity between educators and managers in the department" (Makhanya, 2002: 7).

Only one example of two independent groups and one example of three or more independent groups have been discussed completely. Due to the limitation in length placed on a mini-dissertation, it is not possible to discuss all the

independent groups in this fashion. The various factor mean scores will, however, be summarised in Table 4.6 followed by a brief discussion for each of the groups.

4.6: MEAN SCORES OF THE OTHER INDEPENDENT GROUPS IN RESPECT OF THE TWO FACTORS CONCERNED WITH WHOLE SCHOOL EVALUATION

Independent Group	Category Name	Factor F1 (34 items)	Mean Score F2 (10 items)
Age	22 – 29 years	157,76*	39,19
	30 – 35	171,02	41,34
	36 – 40	172,38**	40,91
	41 – 45	165,58	41,07
	46 +	160,82	38,80
Marital Status	Married	166,94	40,67
	Single	164,90	39,87
Post level	Promotion post	164,56	40,77
	Educators	166,26	39,63
Mother tongue	Afrikaans	146,88**	39,57
	English	170,68**	40,81
	Nguni	166,26*	40,47
	Other	164,90	37,22
Medium of instruction	Afrikaans	151,98**	39,17
	English	166,60*	39,94
	Dual medium	164,90*	42,21
Subject fields	Languages	160,48	39,80
	Human sciences	164,56	38,38
	Natural sciences	166,60	41,13
	Economic sc.	167,96	41,73
	Primary school	169,32	40,82

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Experience as principal	1 –5 years	161,50	40,42
	6–10 years	157,76	39,90
	11 + years	167,96	40,00
Teaching experience	1 – 5 years	159,12	39,51
	6 – 9 years	166,94	40,53
	10 – 15 years	170,68	41,37
	16 – 20 years	163,20	39,45
	21 +years	162,18	39,83
Type of school	Public	165,92	40,26
	Independent	154,70	40,38
Average number of learners	Less than 30	155,38*	40,33
	31 – 40	162,86	40,15
	41 – 50	169,32*	39,65
	More than 50	167,62	42,01
Type of school	Secondary	166,94	40,35
	Primary	165,24	39,75
Educator organisation	SADTU	167,62**	40,17
	Other	161,50	40,16
Attendance of educators	Excellent	170,00**	41,33*
	Average	162,18	39,57
SMT in-service courses	0	159,12	39,53
	1 – 2	166,94	40,03
	3 or more	164,90	40,64
D of E in – service courses	0	156,06*	39,91
	1 – 2	165,58	39,09
	3 or more	166,26*	40,56
Attendance of learners	Excellent	166,26	40,68
	Average	164,56	39,96
Average factor mean score		164,21	40,18

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** Statistically significant at the 1% level (p<0,01)

* Statistically significant at the 5% level (p>0,01 but<0,05)

F1 = Essential educator competencies

F2 = Effective management skills

The mean factor scores of the various independent groups in Table 4.6 will now be discussed.

4.6 DISCUSSION OF THE DIFFERENCES BETWEEN FACTOR MEAN SCORES PRESENTED IN TABLE 4.6

In order to facilitate the discussion of the factor mean scores the factors will be discussed separately with essential educator competencies being the first to be examined.

4.6.1 Essential educator competencies

The various factor mean scores in Table 4.6 should be interpreted against the following scale:

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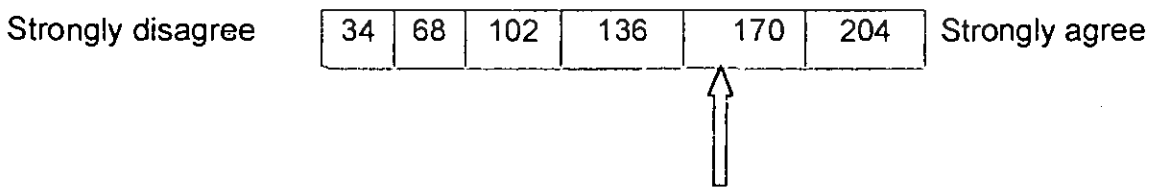

A glance at Table 4.6 Column 3 indicates that the mean score is 164,21 (4,83 on the 6 point scale). Thus most independent groups agree that essential educator competencies is an essential aspect for educator development in the context of whole school evaluation.

The first independent group to be discussed is age groups.

Between the five age groups there is a statistically significant difference at 1% level. More than the other groups, the middle age group (36 – 40 yrs) tend to agree that essential educator competencies is an important factor to be considered in educator development in the context of whole school evaluation. This group of educators probably fall in the age category of promotion posts and hence they possibly regard essential educator competencies as being more important than the other groups.

❖ **Marital status**

There is statistically no significant difference in the factor mean scores between the married and the single groups. Married educators, however, have a slightly higher factor mean score than the single educators do. Both groups, however, agree that essential educator competencies is an important aspect for education in the context of whole school evaluation.

❖ **Post level**

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There is statistically no significant difference between the educators and educators in promotion posts. Both groups agree that essential educator competencies is an important aspect for educator development in the context of whole school evaluation.

❖ **Mother tongue**

English speaking educators, more than other groups perceive essential educator competencies to be an important factor for education within the context of whole school evaluation. This group has the highest factor mean score and differ statistically significantly at the 1% level from Afrikaans, Nguni and other groups. It is possible that this group attaches great value to competent educators. It is striking to note the difference between the English and their Afrikaans

counterparts with regard to this factor. One would expect the Afrikaans speaking group to share this view at the same level. Perhaps the small number of Afrikaans speaking involved in this research study has contributed. All groups, however, do agree with the importance of the factor essential educator competencies as an aspect of educator development.

❖ **Medium of instruction**

Educators with English as a medium of instruction have the highest factor mean score and differ from the Afrikaans as medium of instruction group at the 1% level of significance. This difference can be attributed to the small number of educators with Afrikaans as a medium of instruction included in this reseach. This finding seems to agree with the mother tongue finding with Afrikaans medium of instruction respondents achieving the lowest factor mean score.

❖ **Subject fields**

There is statistically no significant difference between the five subject field groups and all groups agree that essential educator competencies are important. Educators in primary schools, however, perceive the essential educator competencies factor as a more important aspect of educator development in the context of whole school evaluation than the other four groups do.

❖ **Experience as principal**

There is statistically no significant difference between the factor mean scores of the three groups in respect of essential educator competencies. All principals irrespective of years of experience agree that essential educator competencies is an important aspect for educator development in the context of whole school evaluation . Principals with 11 and more years of experience, however, have a

higher factor mean score. It is striking to note that the higher the experience the more strongly the principals feel about this factor.

❖ **Teaching experience**

There is statistically no significant difference between the five groups in respect of essential educator competencies. All educators agree that essential educator competencies is an important aspect for educator development in the context of whole school evaluation. Educators with 10 – 15 years of teaching experience have a slightly higher factor mean score and again it seems that the greater the experience the more strongly the agreement with essential educator competencies is.

❖ **Type of school**

There is statistically no significant difference between the public and independent schools with regard to the factor essential educator competencies. All educators agree that essential educator competencies is an important aspect for educator development in the context of whole school evaluation. Educators in public schools, however, do agree to a greater extent that this factor is important relative to whole school evaluation. The concept of whole school evaluation is inimical to public schools and hence it is expected that they should agree with it to a greater extent than educators from independent schools do.

❖ **Average number of learners**

Educators whose schools have an average of 41 – 50 learners in class have a higher factor mean score than the other three groups. There is a statistically significant difference at the 5% level between the educators from schools with a learner class average of less than 30 and those with 41 – 50 learners per class. All educators irrespective of class averages in their schools perceive essential

educator competencies as an important aspect for educator development in the context of whole school evaluation.

❖ **Educator organizations**

The educator organisation SADTU has a higher factor mean score than the other organizations which means that SADTU respondents agree to a greater extent than the other educator organisations with the factor essential educator competencies. There is a statistically significant difference at 1% level between SADTU and other educator organisations. This seems contrary to the general feeling of SADTU members about whole school evaluation. It is possible that SADTU members agree with the items concerned with educator competencies but that they are against the notion of whole school evaluation because of the connotation that it is associated with school inspections.

❖ **Attendance of educators**

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Educators who perceive the attendance of educators in their schools to be excellent have the highest factor mean score.

❖ **SMT In - service Courses**

Educators who have attended 1 – 2 in-service courses conducted by their School Management Teams (SMT) agree more strongly that the factor essential educator competencies is important for educator development in the context of whole school evaluation. There is, however, statistically no significant difference between these educator groups.

❖ **D of E in – service courses**

Educators who have attended the greatest number of in-service courses conducted by the Department of Education agree most strongly with the factor. There is a statistically significant difference at 5% level between the educators who have not attended in-service courses by the department of education and those who have attended the greatest number of these in-service courses.

❖ **Attendance of learners**

There is statistically no significant difference between the educators who perceive the attendance of learners in their school as excellent and those who perceive learner attendance to be average with regard to this factor. They both do, however, agree that the factor essential educator competencies is important in the context of whole school evaluation.

4.6.1.1 Synopsis of essential educator competencies

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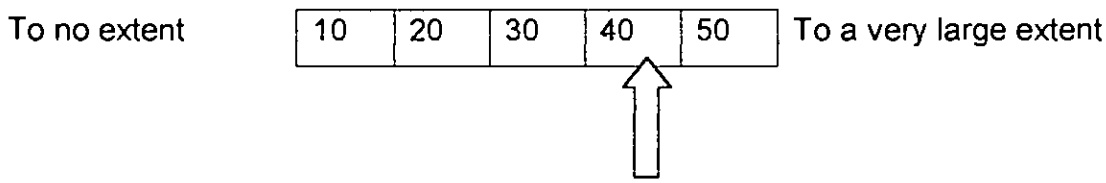
All of the independent groups agreed that essential educator competencies is an important aspect of educator development. Educators aged between 36 – 40 years and educators with teaching experience of between 10 – 15 years obtained the highest factor average and thus agree more than the other independent groups that essential educator competencies is an important factor of educator development in the context of whole school evaluation.

It appears as if teaching experience plays an important role with respect to educator perceptions regarding competence and whole school evaluation. It is probable that educators with many years of teaching experience will not feel threatened by supervision of lessons and hence they are likely to also support the notion of whole school evaluation more readily than inexperienced educators.

This completes the discussion of the first order factor, essential educator competencies. The second factor involved namely, effective management skills will now be discussed.

4.6.2 Effective management skills

The various factor mean scores in Table 4.6 with regard to this factor should be interpreted against the following scale:



The factor mean score of the various independent groups in Table 4.6 column 4 is 40,18 which indicates that most of the independent groups agree to a large extent that whole school evaluation will succeed in developing the effective management skills of educators. The first independent group where factor mean scores will be compared are the various age groups.

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❖ **Age**

Educators with ages ranging from 30 – 35 years have the highest factor mean score and believe to a large extent that whole school evaluation will develop the effective management skills of educators. There is, however, statistically no significant difference between the five age groups.

❖ **Marital status**

There is statistically no significant difference between the factor mean scores of the married and the single educators regarding the effective management skills. Both groups' perception is that whole school evaluation will to a large extent develop the effective management skills of educators.

❖ **Post level**

There is statistically no significant difference between educators and educators in promotion posts in respect of effective management skills as a factor to be developed in educators. Both groups agree to a large extent with the factor.

❖ **Mother tongue**

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There is statistically no significant difference between the mother tongue groups in respect of the factor effective management skills. All four mother tongue groups agree to a large extent with this factor.

❖ **Medium of instruction**

Dual medium of instruction schools have the highest factor mean score and differ statistically significantly at the 5% level from other language of instruction groups. This explains the significance this group places on the importance of management skills of educators.

❖ **Subject fields**

There is statistically no significant difference between the educator subject field groups. All groups believe to a large extent that whole school evaluation will develop the management skills of educators.

❖ **Experience as principal**

There is statistically no significant difference between the principal experience groups in respect of the factor effective management skills. The group of principals with 1-5 years experience, however, do attach the highest value to the development of effective management skills of educators. This group is perhaps still enthusiastic and passionate about their leadership positions and have not yet developed sufficient management skills because of their relative lack of experience.

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❖ **Teaching experience**

There is no statistically significant difference between the teaching experience groups of educators with regard to effective management skills. The group with 10–15 years experience has the highest mean score. This group has been in the service for quite some time and it is possible that they are now occupying promotion posts. Thus this group, more than other groups, believe that whole school evaluation will develop the effective management skills of educators.

❖ **Type of school**

There is statistically no significant difference between the factor mean scores of the public and independent school educators with respect to this factor. In both

types of schools educators believe to a large extent that whole school evaluation will develop the effective management skill of educators.

❖ **Average number of learners**

There is no statistically significant difference between the factor mean scores of the average number of learner groups with respect to effective management skills. Educators in schools with more than 50 as class average, however, do believe to a larger extent that whole school evaluation will develop effective management skills than educators in other groups believe this.

❖ **Type of school**

Educators in secondary schools have a slightly higher factor mean score than the educators in primary schools. There is, however, no statistically significant difference between the factor mean scores of educators in secondary and primary schools.

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❖ **Educator organisations**

Both educator organisation groups agree to a large extent that whole school evaluation will develop effective management skills in educators. This is however, in contrast with the recent Katlehong incident of 16 May 2002 where SADTU educators locked out the whole school evaluation supervisors who had come to visit the school. It appears that SADTU educators are opposed to the principle of whole school evaluation and not to the fact that it could develop the management skills of educators.

❖ **Attendance of educators**

Educators who perceive the attendance of educators in their schools as excellent have a higher factor mean score. These educators more than the others believe that whole school evaluation will develop the effective management skills of educators. There is a statistically significant difference at the 1% level between educators who perceive the attendance of educators in their schools as excellent and those who perceive the attendance of educators in their schools as average. Both groups of educators, however, believe that whole school evaluation will develop effective management skills in educators to a large extent.

❖ **In – service courses conducted by the SMT**

There is statistically no significant difference between educators who have not attended in-service courses conducted by the school management team and those who have attended courses three or more times. All educators believe to a large extent that whole school evaluation will develop the effective management skills of educators.

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❖ **In – service courses conducted by department of education**

There is statistically no significant difference between educators who have not attended in-service courses offered by the department and those who have attended such in-service courses. Educators with the highest number of attended courses have the highest factor mean score, which possibly explains the value they attach to the development of effective management skills in educators.

❖ **Attendance of learners**

Educators who perceive the attendance of learners at their schools as excellent have a slightly higher factor mean score than those who perceive the attendance of learners at their schools as average.

4.6.2.1 Synopsis of effective management skills

All the independent groups agreed that whole school evaluation will develop the effective management skills of educators. Educators aged 30 – 35 years and educators with the highest educational qualifications obtained the highest factor mean scores and therefore agree more strongly than other groups that whole school evaluation will develop effective management skills in educators.

Having discussed the various statistical results of the two factors concerned it is now necessary to summarise the important aspects of this chapter.

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4.7 Summary

In this chapter the analysis and interpretation of some empirical data was undertaken.

The 40 items involved in the first factor were reduced to 34 to improve the reliability of this factor. The second factor consisted of 10 items.

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 4.6 that many groups differed from one another in their perception of essential educator competencies and effective management skills.

These differences were discussed and possible reasons for the differences in factor mean scores were postulated.

The statistical analysis of the research was rationed to a comparison of one example of two independent groups and one example of two or more independent groups. Hypotheses was set and multivariate statistics were used to analyse and interpret the data.

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

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CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This mini–dissertation has taken one on a route that generally entails whole school evaluation. Specifically, the focus is on educator development as an aspect of whole school evaluation, the other being school management. It has been important to research this topic in order to assist educators to restore the quality of teaching in the education system.

The literature study has clearly indicated that educator development is a key element in whole school development as envisaged by whole school evaluation. Whole school evaluation should be closely aligned with educator development. The purpose of educator development is to increase the ability of educators to engage in the process of teaching and learning.

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

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- summary;
- important findings;
- recommendations;
- topics for further research; and
- conclusion.

5.2 SUMMARY

In chapter one the motivation of the study, the problem statement, aim of the research concept clarification and research methodology was provided.

In chapter two the focus was on a literature review, getting other researchers views, theories and their findings on educator development. The literature study discussed the following aspects:

- whole school evaluation;
- educator development;
- essential aspects of educator development;
- educator development design;
- strategies;
- significance of educator development; and
- implications for school management.

Nine areas for evaluation were mentioned and the one associated with this research, namely educator development was discussed in detail.

The design of the research study was explained in chapter three. A brief discussion and a motivation of ten questions chosen by this researcher was given. Most of the questions resulted in high mean scores, which indicate that most of the respondents chose options 5 and 6 on the equal interval scale. This is a reflection of the significance that respondents attach to these aspects as they mostly agreed to strongly agreed with most of the items.

The analysis and interpretation of the empirical data was discussed in chapter four. The reliability ad validity of the structures questionnaire was provided. There were seven first order factors and two-second order factors. These factors were named "essential educator competencies" and "effective management skills" respectively. Appropriate hypotheses were stated together with the appropriate statistical tests. Finally, factor mean scores of the various independent groups were compared with one another and briefly discussed.

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5.3 IMPORTANT FINDINGS

The following findings were obtained from the literature review:

5.3.1 Findings in respect of whole school evaluation

Whole school evaluation is a combination of internal and external evaluations. Both forms of evaluation have their individual and respective parts to play in ensuring that standards are set and schools become centres for quality education.

Staff development and training is critical to school improvement. In order for the policy to be effective it should be:

- understandable to educators;
- something that works constructively to help schools improve;
- well communicated;
- acceptable to educators; and
- flexible enough to take into account the different circumstances of South African schools.

5.3.2 Findings in respect of educator development

A favourable context for both teaching and learning gives rise to effective educator development. Educator development included the following characteristics:

- motivation;
- continuity;
- teamwork;
- school climate; and
- school culture.

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The availability of resources, support and recognition can make a large difference in the desire of educators to refine their teaching practice.

5.3.3 Findings in respect of essential aspects of educator development

The following were identified as the core components of educator development in the context of whole school evaluation:

- educator's planning and schemes of work;
- educator's expectations of the learners;
- educator's subject knowledge;
- the teaching strategies;
- the use of resources;
- educator's control and management of learners;

- class arrangement of learners of different abilities; and
- assessment methods.

It appears an indisputable fact that educator development remains a key factor towards the accomplishment of quality teaching and learning.

5.3.4 Findings in respect of the design of educator development programmes

It is in the interest of every school that individual members of the school are engaged in continuous learning. Educator development programmes can ensure that educators grow beyond established routines and gain new insight in their work. Educator development programmes are carefully planned with the following as the necessary steps identified:

- needs analysis;
- outcomes; and
- reflective practice.

5.3.5 Findings in respect of strategies

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The two strategies to be used when designing educator development programmes were identified as:

- educator induction; and
- in-service training.

The above strategies, should be monitored, implemented and evaluated by superintendents and advisors of high calibre who have gained credibility as competent educators before they become supervisors.

5.3.6 Findings in respect of the significance of educator development

Staff development should be school-wide and be in line with the principles of whole school evaluation. Educator development is a powerful strategy for implementing specific improvements and for whole school development.

It is an important vehicle for school development. The quality of teaching and learning depends entirely on the effective professional development of educators.

5.3.7 Findings in respect of the implications for management

School management is faced with challenges to manage schools in new social complexities. The school management has to work with all the stakeholders to promote the quality of teaching and learning. The decline in quality of academic performance in many schools necessitates the implementation of educator development programmes. These should be properly structured, systemically designed and targeted at developing individual skills and knowledge.

5.3.8 Findings in respect of the perceptions of educators

The questionnaire handed to educators and educators in promotion posts (school based) revealed that:

- there are two important factors associated with whole school evaluation, namely "essential educator competencies" and "effective management skills"; and
- teaching experience, age and educational qualifications seem to play an important role with respect to educator perceptions regarding both factors.

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5.4 RECOMMENDATIONS

The main aim of this research study was to investigate the perception of educators on educator development as an aspect of whole school evaluation. In order to realise the aim a literature study was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research are now amalgamated by the following recommendations.

5.4.1 Recommendation 1

The school management teams should work hard towards developing positive attitudes in educators for staff development programmes to be effective.

5.4.2 Recommendation 2

The educator development programme should be an on-going process. It will not succeed in one or two short bursts. The programme needs to be designed with the involvement of educators. To bring about permanent improvement in teaching and learning at the school, educators need to work in teams and network with competent educators in other schools.

5.4.3 Recommendation 3

The effectiveness of new policies depends to great deal on the human resources responsible for the implementation. Effective communication in the form of negotiations consultations and reaching of consensus on the proposed change between the policy – makers and the policy implementers is recommended.

5.4.4 Recommendation 4

Effective communication after the policy formulation is also recommended. Thus more whole school evaluation advocacy campaigns are still needed.

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5.4.5 Recommendation 5

Educator development programmes should be planned at school level. Specific needs analysis of educators should be undertaken before designing educator development programmes. The school should budget for educator development programmes so that experts on various education issues can be invited to develop educators.

In the light of the above information it is imperative that this study recommends topics for further research.

5.5 TOPICS FOR FURTHER RESEARCH

This research study has identified the following topics that deserve further investigation:

- whole school evaluation as an effective quality assurance tool;
- the basic functionality of the school as an aspect of whole school evaluation;
- developing a positive attitude in educators for whole school development; and
- educational managers as effective communicators with respect to educator development.

Having stated recommendations for further research a conclusion is now provided.

5.6 CONCLUSION

This research study has investigated educator development as an aspect of whole school evaluation and its implication for whole school development.

Educator development and the quality of teaching are like mother and daughter; the former gives birth to the latter. The researcher believes that educators should be knowledgeable and competent in order that the learners acquire quality education.

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