

**SELF-CONCEPT AS AN ASPECT OF INVITATIONAL FEEDBACK:  
IMPLICATIONS FOR THE MANAGEMENT OF TEACHER COMPETENCE**

by

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Research Essay

Submitted in partial fulfilment of the  
requirements for the degree of

**MAGISTER EDUCATIONIS**

in the

Faculty of Education and Nursing

at the

**RAND AFRIKAANS UNIVERSITY**

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December 1996

## **ACKNOWLEDGEMENT**

I would like to sincerely thank my supervisor Dr MP van der Merwe. Through his diligence inspired me to be more critical in my interpretaion. "Thank you Dr van der Merwe for your patience, advice and accompaniment in my quest to achieve the M.Ed degree."

I would like to thank my husband Stanley, my children Nokuthula, Mpilo and my sisters Khosi, Khanyi and Nonhlanhla for their moral support. Their confidence in me made me to be what I am today.

Lastly, I would like to thank my colleagues at Vista University for setting aside time to listen to my problems and for encouraging me to persevere with my studies.



## OPSOMMING

Die brandpunt in Swart onderwys is tans die herlewing en oplewing van onderrig en leer sowel as die transformasie van ons huidige onderwysstelsel. Daar bestaan 'n duidelike verband tussen bogenoemde en onderwysers se bekwaamheid sowel as bevoegheid. Dit is belangrik dat alle persone betrokke by onderrig 'n duidelike beed sal hê van wat onderwysbekwaamheid behels. Die vraag ontstaan gevolglik watter kriteria deur alle betrokkenes aangewend kan word om onderwysers se bekwaamheid te evalueer en te beoordeel? Terugvoering na evaluering lei tot verdere bekwaammaking en die opvoedkundige bestuurder se rol kom duidelik na vore tydens hierdie aanvanklike terugvoering.

Die navorsing fokus op die ontwikkeling van die onderwyser se potensiaal deur middel van duidelike terugvoering van bekwaamheid aan die hand van bepaalde verwagte bekwaamheidsvlakke. Die spesifieke doelwit van hierdie navorsingskripsie was om te bepaal of terugvoering die selfkonsep ontwikkeling van die onderwyser beïnvloed. Die gevolg van 'n positiewe selfkonsep sal na alle vlakke en areas van die onderwys deurwerk.

Vanuit 'n literatuurstudie is funksies en eienskappe geïdentifiseer aan die hand waarvan onderwysbekwaamheid geëvalueer kan word. Vyf moontlike faktore wat verband hou met die evalueerders se kommunikasievaardighede is geïdentifiseer. 'n Gestruktureerde vraelys is tydens die empiriese navorsingstudie gebruik wat eksplisiet Suid-Afrikaanse onderwysers se mening bepaal het ten opsigte van die gedrag wat onderwysbestuurders demonstreer tydens terugvoering van evaluering. Respondente was verteenwoordigend van verskillende posvlakke in die onderwysprofessie, skool tipes en vanuit alle provinsie in Suid-Afrika (uitgesonderd die Kaapprovinsie).

Bevindinge vanuit die empiriese data bevestig die verwagtinge vanuit die literatuurstudie dat baie van die groepe van mekaar sou verskil veral wat hul siening ten opsigte van terugvoer vaardighede van onderwysbestuurders betref.

Aanbevelings word dan ook gemaak ten opsigte van die ontwikkeling van 'n positiewe selfkonsep gedurende die terugvoeringsproses met die oog daarop om die onderwyser meer bekwaam te maak vir sy taak as opvoerder.



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**SELF-CONCEPT AS AN ASPECT OF INVITATIONAL FEEDBACK:  
IMPLICATIONS FOR THE MANAGEMENT OF TEACHER COMPETENCE.**

**CHAPTER ONE**

**1.1 INTRODUCTION**

**1.2 MOTIVATION**

**1.3 STATEMENT OF THE PROBLEM**

**1.4 AIM OF THE RESEARCH**

**1.5 RESEARCH METHODOLOGY**

**1.6 EXPOSITION**

**1.7 SUMMARY**



## CHAPTER 1

### MOTIVATION, PROBLEM STATEMENT AND AIM OF THE STUDY

#### 1.1 INTRODUCTION

This research essay is part of a group project. The main focus of this project is to evaluate and investigate teacher competence, and also to investigate the effects of teacher competence on school effectiveness and improvement. From a pilot study, a structured questionnaire led to the identification of eight possible factors which can be associated with teacher competence:

1. the learning environment
2. professional commitment
3. order and discipline
4. educational foundation
5. reflection
6. cooperative ability
7. effectiveness
8. management style



A further study was undertaken with regard to the evaluator's communicative abilities. The following five factors were identified:

1. transparent feedback
2. tactful feedback
3. invitational feedback
4. culturally sensitive feedback
5. credible feedback

This research project is part of research undertaken with regard to invitational feedback during appraisal. In chapter two aspects of invitational feedback will be investigated in detail by means of a literature survey.

Invitational feedback has been conceptualised to consist of the following aspects namely:

1. self-concept
2. intentionality
3. respect
4. trust

One of the above aspects, namely self-concept will be investigated in detail in chapter 2, 2.1.2.

This research essay focusses on self-concept as an aspect of invitational feedback and the implications for the management of teacher competence.

## 1.2 MOTIVATION

A question that may arise, is why the emphasis on competence? From the mid 60's onwards, there has been greater demand for accountability in education. Education is viewed as a vehicle for improving the economy of the country and teaching is the major profession in education and the one having the most direct interaction with students. Hence, politicians, parents, church leaders and the private sector want to be involved in decision making with regard to education (Burke, 1990:11 and Nevo, 1994:114).

The burning issue in black education is the revival of the culture of teaching and learning. To some extent, it is argued that the high failure rate in matric is due to incompetent teachers. According to Oosthuizen (1994:92) "An incompetent person is described as someone who is unsuitable or unable to carry out the duties connected with his position in a competent manner." From van Wyk's point of view, an incompetent teacher can be described as one who fails to maintain discipline, fails to conduct himself in a professional manner and fails to produce good results (van Wyk, 1981:52). From the above one can conclude that a competent teacher is one who has knowledge of subject matter, has the ability to discipline his class and produces outstanding results. From a technical point of view, competency does not only refer to knowledge of content subject matter but also knowledge of pedagogical principles and basic skills.

In addition to knowledge of basic skills, Airasian (1993:60/61) indicates that proficiency refers to teachers' performance, when they plan, deliver and reflect upon their introduction. Effectiveness refers to teachers' impact on the pupils' learning; judging the teachers' competency according to pupils' results at the end of the year. Thus competency should not only focus on the product, i.e. the student's measured achievement but also the process towards achieving those results (Airasian, 1993:61).

Competence has been described by Burke (1990:28/30/32) as the acquisition of skills that are related to one's career. To be seen as competent one must meet the standards related to complex work roles, i.e. planning, delivery and evaluation.

The above discussion leads us to the question of appraisal. What criteria is used when appraising teachers? How often are teachers evaluated and by whom? McQuarrie and Wood (1994:93) define instructional supervision as "the set of activities designed to improve the teaching learning process, such supervision emphasises helping or supporting teachers." According to Burke (1990:40) "the problem of appraising may be due to the fact that competence is a construct and not something that we can observe directly. Therefore, observable measures must be developed and used to collect evidence that can support an inferential leap from an observed consistency."

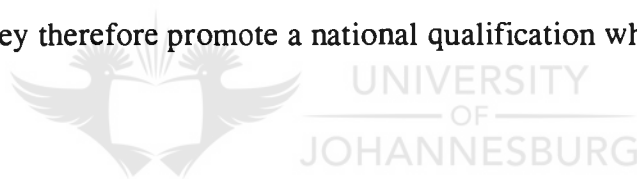
According to MacLean (1994:47) "Effective evaluation of educational personnel is one key to school improvement. It follows that teacher performance and evaluation becomes central issues in the educational reform movement." What the teacher regards as competent behaviour, may be interpreted as incompetent by the evaluator. Teachers want to know what behaviours will be evaluated and the criteria that will be used (MacLean, 1994:47)

From a South African perspective Beardall (1995:365) states that teacher appraisal cannot be divorced from teacher training programmes. For example the majority of black teachers did not have the necessary training to fill their posts adequately. This has led to the inculcation of poor education from one generation to the next generation.

Teachers without matriculation were required to teach senior secondary school classes, while teachers who were qualified to teach senior pupils were required to instruct them in subjects in which the teachers themselves have no qualifications or training. This appears to have contributed to the high failure rate of black pupils in the matriculation examination.

Ineffective teacher training programmes impact directly on teachers' competence; they are unable to master the subject matter and therefore fail to impart learning content. Failure to meet parents' and pupils' expectations i.e. achieving good results have negative consequences on teachers' self-concept. Furthermore, Beardall (1995:366) indicates that because teachers are not involved in decisions that affect them, and the fact that their influence on pupils is greatly undermined, they feel disempowered and they develop a negative self-concept.

Beardall (1995:370) refers to the documents of South African Democratic Teachers Union and the African National Congress which criticises the present appraisal system. They state that the system is closed, narrow, rigid and does not take into account a teacher's background and prior experience. They therefore promote a national qualification which deals with local factors and contexts.



According to Burke (1990:8) educational managers should be men of integrity and credibility, they should base their assessment on direct observations. Hence, Sweeney (1992:7) suggests that educational managers should be provided with training programs and procedures and that trust should be developed between the evaluator and the teacher. LeBruin (1986:57) believes that proper evaluation could be a catalyst to professional growth. Unfortunately, teacher evaluation presently is an underconceptualised and under developed activity.

With reference to the South African context Beardall (1995:367) suggests that first of all teachers should be evaluated through a "professional accrediting body" and they should undergo certification examination. Secondly, there should be a method of apprenticeship, where every novice teacher should be under the guardianship of a professional teacher. Mentor teaching is highly beneficial as long as there is not just one mentor for the entire school experience. Beardall (1995:368) indicates that self evaluation has been underestimated and therefore underdeveloped. He suggests that self evaluation should be done on a continuous basis, bearing in mind that teachers are not only accountable to students

but also to themselves as professionals. Fourthly, teachers could use questionnaires to gain pupils' opinion of their lesson presentations. Furthermore, Beardall (1995:369) is of the opinion that micro teaching is a good way to prepare teachers for the real classroom situation. It is believed that the more they practise the more competent and confident they will become. Evaluation by one's peers to guide one on how he/she can improve his/her teaching methods as well as point out weaknesses that the teacher may not be aware of.

Last but not least Beardall (1995:369) indicates that isolation in education has led to a narrow system of teacher appraisal. He suggest that the business sector should be involved in the assessment of teachers. In this way education is prevented from becoming static and teachers are forced to keep pace with wider social demands.

In line with invitational education, teachers want to be involved in decision making, Nevo (1994:114) suggest that teachers should participate in developing an evaluation system most appropriate to help them be accountable for their job performance. By so doing they are more likely to be supportive of its implementation and use.

According to Nevo (1994:113) "The most direct way in which teachers and their students can benefit from teacher evaluation is probably its use to provide teachers with feedback about the way they teach and the way their students learn. Such evaluation is intended to help teachers improve their teaching performance."

McQuarrie (1991:95) indicates that teachers have altruistic motives. In their quest to help students they receive little or no feedback regarding their performance. It is high time that principals and inspectors take it upon themselves to provide accurate, immediate and constructive feedback. From Frase (1992:179) and Frase and Streshly (1994:52/53) point out that when principals were interviewed, they stated that evaluation procedures were restrictive and only allowed one classroom observation per annum without writing endless paper work. With regard to feedback, they claimed that it could only be given as part of formal evaluation. Others said procedures for evaluation were confusing. This confusion may be due to absence of training and lack of commitment to provide feedback. The problem of not having time to do class visits is disregarded because other principals do make time.

Teachers who were interviewed raised the question of how they can be evaluated in absentia. These teachers received evaluation reports without any class visits being conducted. Teachers who were not in favour of class visits stated that there is no need because principals already know that they are good. Frase and Streshly (1994:51) indicate that in the final analysis, principals spent 2,5 - 10% of their time in classrooms, hence, immediate and constructive feedback is not forthcoming for most teachers.

Frase (1992:178) says that "Teachers want feedback that is based on honest performance, feedback that is appropriate, immediate and relevant to their work. Unfortunately they do not always receive the above mentioned feedback. It is also disturbing that in most schools there are no class visits by evaluators. The question is if there are no class visits how are teachers evaluated?" According to Beardall (1995:371) a further criticism of the South African Democratic Teachers Union was that the subject expert does not visit the student-teacher on a regular basis so as to obtain an overall perception of the teacher's ability.

Feedback should be invitational; given with an aim of helping teachers to improve and therefore become more competent. According to Purkey (1984:26) "An understanding of self-concept and it's relation to invitational education is advantageous for educators who wish to function in a professionally inviting manner." That is why invitational feedback is so important to reduce negative feelings that lead to a negative self-concept. Teachers who receive invitational feedback begin to see themselves as worthy and competent. Hence, it is significant that feedback should be given with the aim of developing a positive self concept.

### **1.3 STATEMENT OF THE PROBLEM**

The project problem which will be investigated in this study is:

- 1.3.1 What is the essence of competent feedback as an aspect of teacher competence?
- 1.3.2 Which factors are associated with invitational feedback?

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

#### **1.4 AIM OF THE RESEARCH**

The following aims are set for the research.

- 1.4.1 The general aim of this research project is to:  
Investigate the components of feedback and to determine how they can enhance the effectiveness of the feedback process during appraisal.
- 1.4.2 The aim of this group is to : Investigate the factors involved in invitational feedback and how they effect the feedback process during appraisal.
- 1.4.3 The specific aim of this research essay is to:  
Determine the importance of self-concept as an aspect of invitational feedback; and to elicit teacher opinion as to what extent feedback is given in such a way as to influence the self-concept.

In view of the preceding problem and aim statements the method envisaged in order to research the problem of teacher competence can now be discussed.

#### **1.5 RESEARCH METHODOLOGY**

The research strategy that will be used is descriptive. Creswell (1994:145) indicates that the researcher is interested in process, meaning and understanding gained through words or pictures, i.e. to describe a phenomenon, in this case teacher competence, with specific reference to invitational feedback.



A literature survey is the research method that will be used to discuss teacher competence in an effort to clarify the main aspects of this concept. Furthermore, literature about invitational feedback as a contributing factor to teacher competence will be investigated. More specifically, this script will concentrate on self-concept as an aspect of invitational feedback.

To supplement the preceding literature survey an empirical study will be undertaken. A structured questionnaire will be compiled using the literature research as a basis in an effort to obtain teacher opinion regarding self-concept as a facet of invitational feedback.

## **1.6 EXPOSITION**

The research will be done as follows:

- Chapter two : Literature review on feedback, invitational theory and self-concept in feedback.
- Chapter three: Research design, development of research instrument and sampling will be discussed.
- Chapter four: The findings will be tabulated, analysed and interpreted.
- Chapter five: Summary and conclusion on the findings, recommendations and reflection on the research will be done.

## **1.7 SUMMARY**

In this chapter the importance of research on teacher competence and its assessment was discussed. The necessity of research into the feedback process, the importance of invitational feedback as well as self-concept as an aspect of this process was postulated, and the research problem stated. The literature review in chapter two will now be undertaken to demarcate the research problem.

## **CHAPTER 2**

### **SELF-CONCEPT AS AN ASPECT OF INVITATIONAL FEEDBACK**

#### **2.1 INTRODUCTION**

#### **2.2 FEEDBACK**

#### **2.3 INVITATIONAL THEORY**

##### **2.3.1 PERCEPTIONS**

#### **2.4 SELF-CONCEPT**

##### **2.4.1 QUALITIES OF SELF-CONCEPT**

##### **2.4.2 SELF ESTEEM**

##### **2.4.3 SELF-WORTH**

##### **2.4.4 REFLECTION**

##### **2.4.5 EXPECTATIONS**

#### **2.5 INVITATIONAL FEEDBACK : IMPLICATIONS FOR EVALUATION**

#### **2.6 SUMMARY**

## CHAPTER 2

### SELF-CONCEPT AS AN ASPECT OF INVITATIONAL FEEDBACK

#### 2.1 INTRODUCTION

Feedback on appraisal of teacher competence should lead to development and therefore to teachers who are more secure with what they are doing and who they are. Teachers who receive feedback which invites their potential will necessarily feel good about themselves and will act accordingly. Purkey and Novak (1984:32) suggest that principals can use their talents to invite teachers to explore the world of knowledge. These invitations to development and learning are most likely to be accepted and acted upon when teachers see them as contributing to their own positive self-regard. Teachers with positive self-concepts, self-esteem, self-worth, self-respect, who perceive themselves favourably and reflect upon their performance, will no doubt become more competent. Therefore, it seems important for evaluators to provide invitational feedback aimed at developing the teacher's positive self-concept.



Purkey and Schmidt (1996:31) point out that self-concept is a life long process, that it is dynamic, organised, modifiable and learned. Therefore, through the evaluator's invitational feedback, the teacher's self-concept can be modified towards the positive self.

#### 2.2 FEEDBACK

According to Page and Thomas (1977:34) feedback refers to "Information on progress of teaching and learning provided through various methods of assessment."

In 1.2 it was pointed out that teachers do not receive feedback necessary to improve their instruction. Principals lack training and skills necessary to evaluate teachers hence, lack of constructive feedback.

Frase (1992:179) indicates that teachers who have misconceptions of feedback believe that only high ratings of their performance should be reflected in the evaluation form. That belief may be due to the fact that teachers fear that they will lose their jobs or that their prospects

of promotion will be compromised if the report indicates that there is room for improvement. To address this misunderstanding, principals can indicate areas where the teacher is doing exceptionally well (e.g. classroom discipline, lesson preparation etc.) Thereafter, indicate areas where the teacher needs to improve (e.g. lesson presentation or evaluation of students' progress).

From LeBrun's (1986:58) point of view, evaluators may unconsciously give negative feedback when they feel compelled to find something wrong with teachers' performance, because he fears that his supervisory skills will be questioned. According to Frase, (1992:179) feedback and supervision have all too often been inaccurate, shallow and at times vindictive rather than helpful and uplifting. They have focussed on enforcing rules and procedures rather than allowing teachers to achieve new successes in their number one goal of helping pupils to learn.

According to McQuarrie (1991:5) there should be no hard and fast rule as to who should provide feedback, as long as those involved are honest and committed to improving quality of instruction and education. Besides the principal or the administrator, the following are recommended; peer/student evaluation (using questionnaires) and video tapes (play back to judge one's mistakes). Furthermore, after class visits or observations, the interpretation of data and the determination of how data should be used can be done by the teacher. By so doing feedback moves from judging to helping and supporting. In addition Biehler and Snowman (1986:323) indicate that if teachers reflect on their own performance and provide their own feedback, this exercise might mean more to the teacher than feedback supplied immediately by an evaluator.

Scriven, as quoted by Frase and Streshly (1994:57), states that teachers want accurate, constructive and honest feedback so as to achieve their goal of helping young people learn. Sergiovanni and Starrat (1992:45) suggest that there should be frequent classroom visits that will enable principals to provide timely feedback. Feedback should not be restricted to verbal report only, principals should also serve as role models by presenting lessons and demonstrating specific use of teaching skills as well as use of audio visual media.

## 2.3 INVITATIONAL THEORY

### 2.3.1 PERCEPTION

According to Purkey and Schmidt (1996:25) "the term perception refers not only to senses but also to meanings the personal significance an event has for the person experiencing it. Those meanings extend far beyond sensory receptors to include such personal experiences as feelings, desires, aspirations and the ways people see themselves".

Behaviour is the direct result of how people perceive themselves and the situation in which they find themselves. Combs as cited by Biehler and Snowman (1986:391) and Purkey and Schmidt (1996:25) indicate that while the evaluator may not be able to change what a teacher is encountering in his/her life, the evaluator can assist the teacher in perceiving these encounters in a more realistic and positive way, aiding the teacher to better respond to life situations. Purkey and Schmidt (1996:28) believe that how a person perceives himself is of paramount importance, and that the basic purpose of teaching is to help each individual develop a positive self-concept. Evaluators must try to induce teachers to change /modify their perceptions and beliefs so that they can see things differently.

A question that may arise is - 'What is the role of the principal with regard to perceptions?' Purkey and Schmidt (1996:13) indicate that in an invitational environment, the professional helper has an image of an individual as one with endless possibilities, one who is able, dependable and helpful. With regard to the development of teacher's positive self-concept, LeBrun (1986:60) suggests that school principals should view teachers as capable, and must liberate more of the constructive power which each teacher possesses. The idea is to allow teachers to execute those duties in which they are sure to succeed, because success breeds confidence leading to a positive self-concept. By making use of peer evaluation the responsibility for evaluation could be shared. This is possible in an environment where teachers are perceived as responsible and principals are perceived as less expert in every respect. Peer evaluation has implications of trust, bottom up solutions and the development of positive self-concept.

According to McQuarrie and Wood (1991:92) supervision may be viewed as ineffective when it is provided by administrators or principals only. Principals may reverse this trend by opting to perceive teachers as capable of supervising each other, more so, because they are the people closest to instruction and most trusted by those supervised.

Purkey and Schmidt (1996:29) refers to basic assumptions of perceptions that principals should take note of when providing feedback. "What individuals choose to perceive is determined by past experiences, mediated by present purposes and expectations." Teachers will choose to perceive what is relevant to their purpose and ignore the rest. That is why it is important for principals to have a meeting before evaluation, so that interested parties can discuss the value and purpose of evaluation and the criteria to use for evaluation. This would help teachers when preparing and presenting the lesson. They will focus on those relevant aspects discussed in the meeting, thereby meeting the evaluator's expectations and succeeding in achieving their goals. Purkey and Schmidt (1996:29) refer to phenomenal absolutism, which means, people tend to believe that others perceive as they do. Principals should guard against absolutism and allow teachers to state their own views. Where teacher use technological media to facilitate teaching, principals who are ignorant with regard to technology may view this method negatively and the teacher may view it positively. To avoid conflict there should be communication between the two. Communication should focus on acquiring greater mutual understanding of one another's perceptual field. According to Purkey (1996:36) the perceived self, (e.g. teacher as a professional) is organised and personally meaningful, teachers want to maintain and protect the perceived self. If the evaluator threatens this organised self, (e.g. refers to teacher's incompetency) the teacher may begin to doubt his capabilities. That is why invitational feedback is important so as not to disorganise the self.

## **2.4 SELF-CONCEPT**

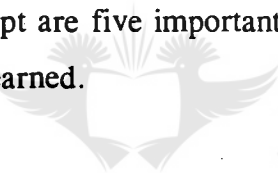
Purkey and Schmidt (1996:31) define self-concept as "the totality of a complex and dynamic system of learned beliefs that an individual hold to be true about his or her personal existence and that gives consistency to his or her personality".

Purkey and Novak as quoted by Grobler (1993:21) refer to the essence of self-concept; it is a dynamic complex of attitudes held towards oneself. The self has three components, the cognitive component where beliefs about the self are held, the evaluative component which refers to the feelings about ourselves and the behavioural which refers to the response one is likely to make based on feelings and beliefs towards oneself.

According to Fox (1993:66) the origin of the self is in social interactions. A person's self-concept develops from the reactions of other people to his behaviour. They give the person feedback about what is acceptable and what is not acceptable. Gradually the person builds up a picture of who he is, this 'self' is the core of person's personality.

#### **2.4.1 Qualities of Self-Concept**

Embedded in the self-concept are five important qualities of the self: dynamic, organised, consistent, modifiable and learned.



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##### **2.4.1.1 Self-concept is dynamic**

Teachers who have learned that they are professionals will view themselves as competent and will behave accordingly so as to maintain and protect the perceived self. To develop the teacher's positive self-concept, principals should elevate the professional status of the teacher rather than dwell on minor incompetences of teachers. On the other hand, where teachers see themselves as incompetent, they will not try to work harder for fear of failing and being embarrassed after trying so hard. Principals should help such teachers to reduce dissonance by creating a new revised belief system (Purkey & Schmidt, 1996:35/36).

##### **2.4.1.2 Self-concept is organised**

Principals should take note of the spread-effect phenomenon, where success in a highly valued activity (e.g. fund raising) has an effect on seemingly unrelated activities (e.g. remedial classes).

According to Purkey and Schmidt (1994:32) self has a generally stable quality that is characterized by orderliness and harmony. Principals may provide feedback aimed at those aspects in which teachers are successful. The positive feelings that come with success will be generalised to the entire self system.

#### **2.4.1.3 Self-concept is consistent**

If a new experience is consistent with experiences already incorporated into the self-system, the individual accepts and assimilates that new experience. From Purkey and Schmidt (1996:36) claim that teachers, because of their qualifications perceive themselves as professionals, therefore when evaluators give feedback they should avoid comments that threaten teachers perceived professionalism. If it is imperative to comment on teachers unprofessional conduct, comments should be aimed at helping teachers improve their performance instead of condemning or judging. Evaluator who understand tendency towards self consistency will not expect quick changes in teachers.. The good news is that teachers have an endless quest for positive self regard.

#### **2.4.1.4 Self-concept is modifiable**

Where principals may have given up hope that anything could be done to improve performance of incompetent teacher, they may be suprised to see the same teacher improving and succeeding. This may be due to the fact that teachers may wish to be favourably regarded by significant others. If significant others perceive them as able, valuable and responsible, they will strive to alter their self-concept to be in line with the principal's expectations. "In each reasonably healthy person, new perceptions filter into the self-concept through out life, while old ones fade away. This continuous flow creates flexibility in the human character and allows for infinite modifiability of the perceived self" (Purkey and Schmidt, 1996:38).



#### **2.4.1.5 Self-concept is learned**

Purkey and Schmidt (1996:39) indicates that through a joyous or sad experience, self-concept can be changed into totally new direction. A teacher who experienced difficulties obtaining his degree might decide after he graduates, that his instructional methods should now meet the higher standards expected from a degreed person. Repeated experiences, either good or bad, have a profound effect on performance or the self- concept, that is why it is important to encourage teachers to participate in decision making processes so that they can begin to view themselves as valuable and responsible.

Seeing that self-concept is learned, a lot is required of the evaluator. He must help teachers to explore the sources of their competence and encourage them to consider their strengths with an aim to developing a positive self-concept.

#### **2.4.2 SELF-ESTEEM**

Grobler (1993:12) indicates that most writers employ "self-esteem" to designate this self evaluation component. Self-esteem refers to the evaluation that the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval and indicates the extent to which the individual believe himself to be capable, significant, successful and worthy. Purkey and Novak as cited by Grobler (1993:12) state that self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds. It is the comparison of one's self image with the ideal self image, one's own belief as to how others evaluate him.

According to Seifert (1991:19) self-esteem may be enhanced through self respect and respect from others, hence it is important that when principals provide feedback they do so privately and not in front of students or colleagues. Treating teachers with respect creates positive feelings leading to positive self-concept. Self-esteem is also enhanced by recognition of one's talents, abilities and acknowledgement of achievement by significant others. Seifert stresses the importance of giving awards to those teachers who excel in specific areas of their profession.

Competent teachers are not naive enough to be duped by awards they know they do not deserve. Awards should be based on one's performance thus inspiring less competent teachers to aim for the sky. It is also important for principals to recognise the diversity of talents among staff members and give credit for a variety of projects.

According to Fox (1993:67) self-esteem could be enhanced by setting fair, firm, high standards, using rewards rather than punishment as incentives, and showing interest and warmth to subordinates. Burns (1982:72) indicates that people with high self-esteem are involved in decision making, in this case consensus was more valued than submission. People recognise the authority of the leader, there is a clear delegation of duties, people work towards a common goal or purpose and they possess a realistic, positive view of themselves.

Teachers' self-esteem could be enhanced by providing feedback on levels of success and offering guidance on what would be required to obtain success. Through feedback the principal should clearly indicate a teacher's strengths and weaknesses. People with high self-esteem approach their tasks with favourable attitudes and where there is conflict, trust their own judgement.

### 2.4.3 SELF-WORTH

Frase states that (1992 :179) self-worth could be enhanced by recognising the dignity and value of people - that people want to make a meaningful contribution and perform at an optimal level. Teachers who have been told that their work at the school is valuable will in turn try to meet that acknowledgement or praise.

According to Seifert (1991:20), a teacher's achievement can enhance self-worth, in the sense that those teachers who feel good about themselves will set high goals for themselves, those who have a negative self-concept will set goals that are unrealistically high or goals that are easy to achieve. In this way they will not be humiliated if they fail to achieve high goals because only a few, exceptionally good teachers achieve those goals. In turn principals should be realistic when setting goals for teachers, these goals should be challenging enough and yet promise a certain measure of success.

Principals are in a position to boost a teacher's feelings of self-worth by allowing them to set their own standards of performance as well as encouraging peer evaluation. Where teachers believe that principal have confidence in them and that they are worthy of the responsibilities given to them, they will feel important and with this sense of importance comes a positive self-concept (Seifert, 1991:21). Furthermore, Burns (1982:166/167/168) suggests that the teachers' self-concepts could be enhanced, for example, by highlighting the new method of teaching implemented by the teacher rather than dwelling on teacher's mistakes. To show teachers that they are valued, principals could help teachers satisfy their professional needs - e.g. advise them on scholarships available, encourage teachers to attend conferences and seminars, such advice would indicate to the teacher that the principal cares and want them to succeed. At the school, the principal is the primary source of feedback, evaluating and responding to the teachers' behaviour. Thus, a principal's comments should be directed at the behaviour and not the person's sense of worth - e.g. the principal should refer to the effects of late coming on pupils' achievements rather than refer to the late comer as 'useless or lazy'. Where principals provide verbal evaluation, positive rather than negative evaluation must be emphasised by highlighting the successes and strengths rather than failure and weaknesses. Principals should also guard against the human tendency of highlighting an isolated negative event in teachers' careers and playing down all the good that the teacher has been doing. To establish teachers' sense of worth, principals should convey the message that they are pleased and happy with the teacher's performance.

The implications for principals is that they must treat teachers with consideration, respect, acceptance and view them as people with human dignity.

#### **2.4.4 REFLECTION**

Purkey and Novak (1984:25) describe reflection as reconstructing one's past experiences and reinterpreting past experiences and the impact they have on the present as well the future. Examining one's perceptions is important to invitational education, because one can examine past mistakes, the causes, the consequences and eventually prevention measures can be taken. Being aware of these perceptions, can lead to deeper understanding of oneself, others and the world.

"Reflective thinking helps each of us to understand better what we have perceived in the past, what we are now perceiving and what we might perceive in the future. This reflective process can create new and exciting possibilities for the realization of human potential (Purkey & Novak, 1984:24). After evaluation teachers should be allowed to reflect on and examine the evaluation report, thereafter, improve where there are weaknesses and where there are strengths. In this way a positive self image will be encouraged.

Biehler and Snowman (1986:114) suggest that a teacher should be given time to continually think about the reasons behind his incompetent behaviour, and how it affects pupils' achievements. Hopefully, with patience, the teacher would acquire effective teaching skills and learn to implement these for the benefit of students.

According to Gage (1992:482) reflection can lead to self-evaluation - "It is when the individual has to take responsibility for deciding what criteria are important to him, what goals he has been trying to achieve, and the extent to which he has achieved those goals, that he truly learns to take responsibility for himself and his direction."

Where there is a sense of direction the teacher will strive to meet specified objectives thereby improving performance leading to a positive self-concept.

#### **2.4.5 EXPECTATIONS**

Grobler (1993:15) refers to Purkey and Novak on the role of self-concept. They feel that it provides a set of expectations; what the individual expects to happen. This role of self-concept has implications for the principal. It is believed that where a principal has high expectations of the teachers' performance, the teachers will do their best to meet those expectations. Where teacher's performances meet a principal's expectations self-concept will be boosted.

Seifert's (1991:286/287) view on expectations is that principals who hold high expectations for teachers tend to challenge in several ways - e.g. select topics for them that are difficult to teach, give them more time to finish a difficult project, compare a teacher's achievements with colleagues at other schools and offer clear and precise feedback.

A word of caution to principals, they should not expect the same of all teachers, but expect the best from each teacher.

## 2.5 INVITATIONAL FEEDBACK : IMPLICATIONS FOR EVALUATION

According to Purkey and Schmidt (1996:2), invitational theory is based on the assumption that people are valuable, capable and responsible. This implies that principals must treat teachers as persons of value in their own right, treat them with respect and dignity. Successful schools involve teachers in decision making, involvement makes teachers feel their input is valuable. This in turn makes them feel good about themselves and hence helps develop a positive self- concept.

Purkey and Schmidt (1996:2) point out that by treating teachers with respect the principal shows that he accepts teachers as they are, and through feedback, helps them to plan their future thereby contributing to their positive self and wellbeing.

From Purkey and Schmidt's (1995:8) point of view, a principal who view teachers as responsible, gives them challenging tasks and communicates his confidence in their ability to meet those challenges thereby contributing to their positive self-concept. Education is a participative process, if the process is worthwhile, i.e. if teachers are able to master and impart learning content they will experience positive feelings about themselves (Purkey and Schmidt, 1996:2).

According to Purkey and Schmidt (1996:2/7) optimism is based on the assumption that every individual possesses relatively untapped potential in all areas of human endeavour. Teachers can only reach their full potential if places and programmes are conducive to improvement and if they are treated as if they are what they ought to be.

This has implications for a positive self concept. The implications for the evaluator is that he should be personally inviting with teachers by becoming more of a helper and mentor rather than a judge. It is true that even the most competent teacher cannot function effectively if people are intentionally disinviting and school environment is not conducive for learning (Purkey and Schmidt, 1996:3).

Successful schools are characterised by mutual trust between a principal and the teachers. Trust is never won by a single inviting act. It is maintained and established through patience. Purkey and Schmidt (1996:9) refer to competence (intelligent behaviour) as one of the sources of trust identified by Arceneaux (1994). Trust is the product of these interlocking human qualities. It is true that teachers will trust advice of principal who is an expert in his field. In turn principals come to trust teachers who exhibit intelligent behaviour and will invariably entrust them with more responsibilities, thereby enhancing teacher's positive-self concept. With regard to the principals Purkey and Schmidt (1996:99) state that evaluators should exhibit more faith, love and respect towards teachers and indicate their belief in teachers' ability to be competent. In such an environment of trust and love, teachers will be encouraged to realize their full potential. Evaluators should be optimistic, available, courteous, caring and self controlled. In line with invitational education, Combs as cited by Biehler and Snowman (1986:391), indicates that people who are in leadership positions should trust their subordinates by allowing freedom of choice, believe in their ability to make the right choices, empathise and be sensitive to their fears, feelings and aspirations. An evaluator should be free to express his own feelings and needs, be sincere in his evaluation by indicating the good and the bad in teachers' performance.

## **2.6 SUMMARY**

In this chapter the significance of invitational feedback and its influence on the development of a positive self-concept was postulated, and the aspects under self-concept were examined in detail. In this chapter the review of the literature has provided a theoretical basis for the next phase in the research essay. In the next chapter an exposition of the empirical research will be presented.

**THE DEVELOPMENT OF THE RESEARCH INSTRUMENT AND AN EXPOSITION  
OF THE EMPIRICAL INVESTIGATION**

**CHAPTER 3**

**3.1 INTRODUCTION**

**3.2 THE INSTRUMENT OF RESEARCH**

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**3.3.1 RESPONDENTS**

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**3.4 SUMMARY**

## CHAPTER 3

### THE DEVELOPMENT OF THE RESEARCH INSTRUMENT AND AN EXPOSITION OF THE EMPIRICAL INVESTIGATION

#### 3.1 INTRODUCTION

The literature study in Chapter 2 formed the framework for the empirical study. The specific aim of this study is self-concept as an aspect of invitational feedback and its implications for teacher competence, was highlighted in Chapter 2. A brief discussion of the design of the research instrument now follows.

#### 3.2 THE INSTRUMENT OF RESEARCH

##### 3.2.1 The design of the questionnaire

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

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

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

Although this particular research deals with self-concept as an aspect of invitational feedback all the questions formulated by this group are represented in Table 3.1. The questions relevant to self-concept are indicated by means of an asterisk:



TABLE 3.1

## ITEMS ASSOCIATED WITH INVITATIONAL FEEDBACK

Item no.	Description	Mean Score	S.D.	Rank Order
B66	Respect the confidentiality of your assessment by not talking to other teachers about it.	3,54	1,36	12
B16*	Encourage you to build on your achievement in the belief that success breeds success.	3,53	1,36	13
B45	Indicate an attitude of accessibility should you wish to discuss any identified problems.	3,36	1,30	19
B17	Indicate a sincerity to assist you with your professional development.	3,35	1,41	21
B81	Allow teachers to retain responsibility of the poor performance of their students.	3,34	1,30	22
B 101*	Provide an atmosphere of warmth and acceptance where you can get an accurate view of your performance.	3,26	1,30	28
B72	Tell you in a direct way what improvement in behaviour is required.	3,20	1,36	35
B71	Listen to your opinion as well during appraisal sessions.	3,14	1,38	44
B70	Allow adequate time after feedback so that you can master any suggested new skills.	3,13	1,32	46

B57	Attempt to avoid prejudice of any kind when appraising teachers.	3,11	1,34	49
B 28*	Manage to enhance the view you have of yourself.	3,09	1,31	50
B30	Demonstrate the ability to give constructive criticism.	3,09	1,33	50
B29	Show a thorough knowledge of the complexity of teacher appraisal.	3,05	1,31	61
B82	Give you the opportunity to respond to your assessment report.	3,04	1,40	63
B44	Leave you with no doubt in your mind that the purpose of the appraisal was your professional development.	3,03	1,34	64
B93	Assist teachers in overcoming weaknesses by developing an action plan with the teacher concerned.	3,03	1,37	64
B9	Allow you to see your appraisal report.	2,99	1,54	70
B56 *	Assist you in analysing your lesson behaviour.	2,94	1,36	79
B43 *	Indicate confidence in teachers by allowing you to compare your self-evaluation with that of the management team.	2,62	1,43	98
B94	Allow you to record your opinion of your assessment alongside that of management.	2,58	1,38	100
B10 22	Allow you to be represented on the assessment panel by a person of your choice.	2,45	1,39	102

\* = Items involved with self-concept as an aspect of invitational feedback

S.D. = Standard deviation.

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

### 3.2.3 Discussion of self-concept as an aspect of invitational feedback

Each question was formulated in such a way that the respondents could indicate how often an educational manager demonstrated a particular behaviour, for example:

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

- \* **Encourage you to build on your achievements in the belief that success breeds success.**

In an inviting environment educational managers must liberate more of the constructive power which each teacher possesses. The idea is to allow teachers to execute those duties in which they are sure to succeed because success breeds confidence leading to a positive self-concept. Teachers want to maintain and protect the perceived professional self. Therefore, educational managers should elevate the professional status of the teacher which is in line with the teachers' view of himself as successful. Refer to chapter 2 (2.3.1 / 2.4.1.1). Purkey and Schmidt (1996:32) refer to the spread effect phenomenon, where success in a highly valued activity has effect on seemingly unrelated activities, see 2.4.1.2.

This question has been ranked number 13, with the mean average of 3,53. (Rank order discussion refer to Table 4.1)

- \* **Provide an atmosphere of warmth and acceptance where you can get an accurate view of your performance.**

One of the assumptions of invitational theory is that people are valuable, therefore, teachers must be accepted as persons of value in their own right. In an environment where there is mutual respect teachers are accepted as they are, and through managers' invitational feedback

teachers are helped to plan their future thereby contributing to their positive self-concept. In an atmosphere of warmth educational managers indicate their trust and their belief that teachers are able to make the right decisions. Where teachers are aware that managers are not there to judge them but are sensitive to their aspirations, the choices that they make will give them an accurate view of their strengths and weaknesses. Refer to chapter 2 (2.5).

This question has a low ranking of 28 with the mean average of 3,26. (Rank order discussion refer to Table 4.1).

\* **Manage to enhance the view you have of yourself.**

Teachers' view of themselves can be enhanced by educational managers who view teachers as responsible; allow peer evaluation and delegation of duties. Peer evaluation has implication of a bottom up solution and the development of a positive self-concept, (see 2.3.1). Educational managers should take note of the fact that self-concept is consistent, this means that because of their qualifications, teachers perceive themselves as professionals, therefore, feedback should not threaten teachers' perceived professionalism, (see 2.4.1.3).

This question has been ranked number 50, with the mean average of 3,09. (Rank order discussion see Table 4.1)

\* **Assist you in analysing your lesson behaviour.**

Where teachers are perceived as responsible, McQuarrie (1991:5) suggests that after class visits, the interpretation of data and the determination of how data should be used can be done by the teacher. If this is done, feedback moves from judging to helping and supporting, see 2.2. Gage (1992:482) indicates that reflection leads to self evaluation, therefore, principals should allow teachers to reflect on their performance and to examine their perceptions so that they can analyze the causes and consequences of their past mistakes. Hopefully this will lead to the establishment of preventative measures. This exercise might mean more to the teacher than feedback given by an evaluator, (see 2.4.4.).

This question has been ranked number 79. The mean average is 2.94. (Rank order discussion see Table 4.1)

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

With regard to self-concept, educational managers are in a position to boost teachers' feelings of self-worth by allowing them to set their own standard of performance. This standard could be compared with that of management's. With reference to Seifert (1991:20), those teachers who feel good about themselves will set high goals and these goals could be compared with management's fair, firm and high standards, (see 2.4.3). Furthermore, self-esteem has been described as a personal judgement of worthiness, comparison of one's self image with the ideal self image, and one's own beliefs as to how others evaluate one, (see 2.4.2).

This question has been ranked 98 with the mean average of 2.62. (Rank order discussion refer to Table 4.1)

### **3.3 THE EMPIRICAL INVESTIGATION**

#### **3.3.1 Respondents**

Respondents were chosen from the various post levels of the teaching profession. It was felt that the perceptions of the teachers at the various post levels relative to teacher competence should vary, and hence it was important to sample as wide a range of post levels as possible (see Section A question 2 of the questionnaire).

#### **3.3.2 Biographical details**

The following biographical details were requested:

Gender, post level, age, teaching experience, highest educational qualification, province in which person is presently teaching, religion, primary or secondary school, mother tongue, gender of the principal of the person's school, attendance of pupils, attendance of teachers and image of the school.

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

### 3.3.3 The research group

Questionnaires were distributed to members of the teaching profession in Gauteng and KwaZulu Natal, because the number of M.Ed Educational Management students staying in and around the Gauteng region is high, and there are also a large number of students in KwaZulu Natal. However, teachers from the other Provinces were also involved. Schools were selected on the grounds of their accessibility to members of the research team, and all provinces except the provinces from the Cape were represented in the sample.

Principals were approached in order to obtain their cooperation. The questionnaires were handed to principals by a member of the research team and personally collected again after completion. Cooperation in most instances was excellent and this ensured a good return of questionnaires.

### 3.3.4 Return of questionnaires

The following figures summarise the information relevant to the questionnaires:

\* **Feedback competence**

Handed out	Returned - usable	Percentage return
1500	1116	74,4%

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

## 3.4 SUMMARY

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

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

## **CHAPTER 4**

### **THE ANALYSIS AND INTERPRETAION OF A SELECTED SAMPLE OF THE EMPIRICAL DATA**

#### **4.1 INTRODUCTION**

#### **4.2 RELIABILITY AND VALIDITY**

#### **4.3 DESCRIPTIVE ANALYSIS OF THE ITEMS PERTAINING TO SELF-CONCEPT AS AN ASPECT OF INVITATIONAL FEEDBACK**

#### **4.4 HYPOTHESES**

##### **4.4.1 COMPARISON OF TWO INDEPENDENT GROUPS**

##### **4.4.2 COMPARISON OF THREE OR MORE INDEPENDENT GROUPS**

#### **4.5 SUMMARY**

## CHAPTER 4

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

#### 4.1 INTRODUCTION

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

- \* a discussion on the validity and reliability of the research instrument;
- \* a descriptive analysis of the items pertaining to self-concept as an aspect of invitational feedback.
- \* a comparison of one of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved; and
- \* a comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate statistical data.

#### 4.2 RELIABILITY AND VALIDITY

To ensure content validity the questions were designed within the framework of the relevant theory using the fifth constructs described by Van Der Merwe and Grobler (1995). Several experts in the research field also reviewed the questionnaire to judge the relevancy of each item.

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 106 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1).



These procedures were performed using the BMDP 4M program (Dixon, Brown, Engelman, Frane, Jenrich & Toporek, 1985:448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

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

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

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

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

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

#### 4.3 DESCRIPTIVE ANALYSIS OF THE ITEMS PERTAINING TO SELF-CONCEPT AS AN ASPECT OF INVITATIONAL FEEDBACK

**TABLE 4.1 ITEMS ASSOCIATED WITH INVITATIONAL FEEDBACK**

Item No.	Description	Mean Score	S.D.	Rank Order
B16	Encourage you to build on your achievements in the belief that success breeds success.	3,53	1,36	1
B101	Provide an atmosphere of warmth and acceptance where one can get an accurate view of your performance.	3,26	1,36	2
B28	Manage to enhance the view you have of yourself.	3,09	1,31	3
B56	Assist you in analysing your lesson behaviour.	2,94	1,36	4
B43	Indicate a confidence in teachers by allowing you to compare your self-evaluation with that of the management team.	2,62	1,36	5

\* **Encourage you to build on your achievements in the belief that success breeds success.**

This question has been ranked number 1 with the average of 3,53. The respondents regard this particular behaviour to be presented quite often during feedback. Therefore, apparently

evaluators do encourage their teachers to build on their achievement with the belief that success breeds success.

- \* **Provide an atmosphere of warmth and acceptance where one can get an accurate view of your performance.**

This question has been ranked 2 with the average of 3,26. The ranking by the respondents indicates that they perceive educational managers as presenting this behaviour fairly often. The acceptance of teachers as valuable people is important, hence teachers do get an accurate view of their performance.

- \* **Manage to enhance the view you have of yourself.**

This question has been ranked number 3 with the average of 3,09. The ranking by the respondents indicates that teachers' view of themselves is enhanced by the educational managers fairly often. One would hope to see a higher average owing to the importance of this concept in literature.

- \* **Assist you in analysing your lesson behaviour.**

This question has been ranked number 4 with the average of 2,94. The ranking of this question by the respondents indicates that although self evaluation is regarded by various authors to state just a few, (McQuarrie, 1991:5 and Biehler and Snowman, 1992:323/482) as important, it appears that at the schools teachers on average do get a chance to analyse their behaviour. One would again like to see a higher average for this item with respect of its theoretical importance.

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

This question has been ranked 5 with the average of 2,62. With the move towards democracy in our country one would have thought that teachers would be allowed to compare their evaluation with that of management more often. From the lower ranking of this question by the respondents it appears that this is not happening as it should in our schools.

Having discussed each of the questions on self-concept as an aspect of invitational feedback it is now necessary to describe the statistical investigation.

#### **4.4 HYPOTHESES**

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

##### **4.4.1 Comparison of two independent groups**

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

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

Possible relationships between the opinions of male and female with respect to feedback competence will now be discussed.

##### **4.4.1.1 Differences between male and female with respect of feedback competence**

**TABLE 4.2 COMPOSITE HYPOTHESES WITH MALE AND FEMALE AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Difference at the single variable level	Gender	Hot	There is no statistically significant difference between the mean scale scores of male and female with respect to feedback competence.	Student t-test
		Hat	There is a statistically significant difference between the mean scale scores of male and female with respect to feedback competence.	

**TABLE 4.3 SIGNIFICANCE OF DIFFERENCE BETWEEN MALE AND FEMALE REGARDING FEEDBACK COMPETENCE**

Factor	Group	Factor Mean	p-value (Student)
Feedback competence	M	295,97	0,225
	F	302,35	

N1 (Men) = 349                   \*\* = Significant at the 1% level

N2 (Women) = 767               \* = Significant at the 5% level

Factor mean for feedback competence = 300,35

formula : (No of ♂ x factor mean of males) + (no of ♀ x factor mean of females)  
total no ♂ + ♀

$$= \frac{(349 \times 295,97) + (767 \times 302,35)}{1116}$$

$$= 300,35$$

Table 4.2 and 4.3 indicate that there is no statistical significant difference ( $p = 0,225$ ) between the mean scale scores of males and females with respect to feedback competence. The nul hypothesis,  $H_0$ , is supported. With respect to feedback competence there is thus no significant statistical difference in the perceptions of males and females. Females do, however, have a factor mean which lies above the factor mean of males, (see table 4.2).

#### **4.4.2 Comparison of three or more independent groups with respect to the four post level groups**

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

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

**4.4.2.1 Differences between the various four post level groups with respect to feedback competence.**

**TABLE 4.4 COMPOSITE HYPOTHESES WITH FOUR POST LEVEL GROUPS AS THE INDEPENDENT VARIABLE**

Dimension	Variable	Symbol	Description	Test
Differences at the single variable level	Post level	HoA	The average scale scores of the four post level groups do not differ from one another in a statistically significant way with respect to feedback competence.	Anova
		HaA	The average scale score of the four post level groups differ from one another in a statistically significant way with respect to feedback competence.	
		HoS	There are no statistically significant differences between the average scale scores of the four post level groups when compared pair-wise with respect to the following factor namely:	
				Scheffè

## PAIRS OF GROUPS

FACTOR		A vs D	B vs C	B vs D	C vs D
FEEDBACK COMPETENCE	A		HOS AB1	HOS AC1	HOS AD1
	B			HOS BC	HOS BD
	C				HOS DC1
	D				

Difference at the single variable level	Four post level	HaS	There are statistical significant difference between the average scale scores of the four post level groups when compared pair-wise with respect to the following factor namely:
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FACTOR		A vs D	B vs C	B vs D	C vs D
FEEDBACK COMPETENCE	A		HaS AB	HaS AC	HaS AD
	B			HaS BC	HaS BD
	C				HaS DC
	D				



**TABLE 4.5 SIGNIFICANCE OF DIFFERENCES BETWEEN THE FOUR POST LEVEL GROUPS WITH RESPECT TO FEEDBACK COMPETENCE:**

				Sheffè				
FACTOR	GROUP	FACTOR AVERAGE	p-value (Anova)		A	B	C	D
Feedback competence	A	295,92	0,0206*	A				
	B	302,71		B				
	C	313,75		C				
	D	319,94		D				

A = Teachers (N = 764)

\*\* = Significant at the 1% level

B = Teachers with merit (N 161)

\* = Significant at the 5% level

C = Heads of Departments (N 120)

D = Promotion Post (N 71)

From Tables 4.3 and 4.4 it follows that HoA is rejected at the 5% level of significance and HaA is supported. The deduction can be made that there is a statistical significant difference at the 5% level between the average scale scores of the four post level groups A, B, C and D with respect of feedback competence.

Regarding the pair-wise comparisons of the groups the following conclusions can be made: However, when comparing the groups pair-wise using the Scheffè test no statistically significance difference is found. HoS is therefore supported. Heads of department, promotion posts and merit award teachers nevertheless perceive education managers to provide competent feedback.

Significant statistical differences were also found between most of the other independent groups investigated. Due to the limits in length imposed by a research essay these differences are summarised in Table 4.6 with limited discussion.

**TABLE 4.6 MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS WITH RESPECT TO FEEDBACK COMPETENCE**

NAME	CATEGORY NAME	MEAN SCORE
		Feedback competence
Gender	Men	295,97
	Women	302,35
School Type	Primary	305,28*
	Secondary	295,39*
Religion	A = Christian	303,77**
	B = Islam	293,53
	C = Hindu	273,19**
Highest Qualification	Lower Std 10; Std 10 Diploma	323,32*
	Teachers Diploma	300,84*
	Diploma; Degree	298,02*
	Degree plus	287,96**
Province	Gauteng	292,02**
	KwaZulu	327,80**
	Other	294,52**

Home Language	Afrikaans	303,29
	English	283,48**
	Sotho	*295,43
	Nguni	*319,40**
	Indian	*280,37
	Tsonga	*284,55
Attendance Pupils	Good	310,78**
	Average	298,89**
	Poor	255,54**
Attendance Teachers	Good	313,92**
	Average	293,74**
	Poor	249,22**
Image of School	Excellent	322,10**
	Good	308,12
	Average	*273,21**
	Disturbing	*239,97**

\*\* = Significant difference at the 1% level

\* = Significant difference at the 5% level

#### **4.4.3 The interpretation of the factor mean scores with respect to feedback competence: (Table 4.6)**

##### **1. GENDER**

There is no statistically significant difference between the mean scale score of males and females with respect to feedback competence. However, it appears that female respondents view evaluators as more inclined to provide competent feedback than male respondents.

##### **2. PRIMARY AND SECONDARY EDUCATORS**

Perceptions of primary educators are different from secondary educators at the 5% level of significance. Primary teachers perceive educational managers to be more competent in providing feedback than secondary teachers.

##### **3. RELIGION**

Christians have the higher factor average and differ statistically significantly at the 1% level in their factor mean score from the Hindus. Teachers belonging to the Christian religion perceive educational managers as presenting competent feedback more often than the Hindus.

##### **4. QUALIFICATIONS**

There is a significant difference at the 1% level between teachers with honours degree and teachers without standard ten and those with standard ten. Teachers with standard ten have the highest factor average and differ from teachers with diploma and teachers with diploma;degree at the 5% level. It appears that teachers with matric and diplomas are more likely to accept authority and feedback than teachers with degrees who tend to be more critical and question feedback because of their knowledge of appraisal systems.

##### **5 PROVINCES**

Educators from Gauteng have the lowest factor mean score and this scale score differs from the other two groups at the 1% level of statistical significance. The difference in mean scores may be due to the fact that many of the schools in KwaZulu are in the rural areas, where teachers are less qualified than those in the urban areas.

Hence, educational managers are more inclined to provide feedback without fear of being criticised or rebuked.

## 6. HOME LANGUAGE

Teachers with Nguni as home language have the highest mean score and they differ statistically significantly at the 1% level from the English speaking teachers and at the 5% level from Tsonga, Indian and Sotho speakers. Afrikaans speakers tend to question authority to a lesser extent than English speakers who tend to be more critical. Tsongas are brought up to be respect and obey authority figures and hence their reluctance to question feedback from authorities. There is a significant difference at 1% level between English speakers and Ngunis probably because Ngunis are in the majority hence the high mean score.

## 7. ATTENDANCE

Good attendance of pupils and teachers has the highest mean score and it differs statistically significantly at the 1% level compared to average and poor attendance. Teachers who perceive attendance to be poor at their schools regard educational managers as incapable of providing constructive, accurate and immediate feedback.

## 8. IMAGE OF SCHOOL

Teachers who perceive the school as having an excellent image have the highest factor mean score and they differ statistically significantly at the 1% level from schools with an average and disturbing image. There is a significant difference at 5% level between schools with an average image and schools with a disturbing image. Schools with an excellent image probably also have a high attendance and this is possible where teachers are qualified, committed and are provided with constructive feedback.

#### 4.5 SUMMARY

In this chapter an analysis and interpretation of some of the empirical data was undertaken. It can be seen from the data in Table 4.5 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of feedback competence.

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

From the research conducted it can be concluded that feedback competence consists of a single construct. This factor has construct validity with a high reliability and could thus serve as a basis for measuring and developing the feedback of educational managers.

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



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## **CHAPTER 5**

### **SUMMARY, FINDINGS AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

#### **5.2 SUMMARY**

#### **5.3 IMPORTANT FINDINGS**

**5.3.1 FINDINGS FROM THE LITERATURE WITH RESPECT TO SELF-  
CONCEPT AS AN ASPECT OF INVITATIONAL FEEDBACK :  
IMPLICATIONS FOR TEACHER COMPETENCE.**

**5.3.2 IMPORTANT EMPIRICAL FINDINGS WITH RESPECT TO FEEDBACK  
COMPETENCE.**

#### **5.4 RECOMMENDATIONS**

#### **5.5 CONCLUSION**

## CHAPTER 5

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The main aim of the group project was to investigate teacher competence, its appraisal and the implications for school improvement. The aim for the group investigating feedback competence was to find out how factors associated with invitational feedback, affect the feedback process during appraisal. The specific aim of this research essay was to determine whether invitational feedback can enhance teachers' self-concept and to elicit teacher opinion as to what extent feedback is given in such a way as to influence self-concept.

Education is regarded as a means for providing knowledge and skills that are career related as well as improving the economy of the country. To achieve these goals we need competent teachers. Therefore, it is important that educational managers and teachers have a clear conception of what teacher competences are and they should be very clear regarding the appraisal of those competences. The role of the educational manager with regard to teacher competence cannot be over emphasised. The way they communicate with teachers via feedback has implications for improving the quality of teaching/instruction. Therefore, it becomes critical for educational managers and teachers to know what criteria will be used for assessing teachers' competences. Educational managers should act in such a way that teachers are developed to their full potential so that they are able to meet the ever changing demands of education.

#### 5.2 SUMMARY

The summary of the research essay is as follows:

chapter one was concerned mainly with the importance of research on teacher competence and its assessment. Competence was described as knowledge of subject matter, acquisition of basic skills, lesson presentation, teachers' impact on pupils learning, and the development of courses.



Having discussed competence, the question of teacher appraisal was addressed. Teacher appraisal goes hand in hand with teacher training programs, involving teachers in the formulation of criteria for evaluation, credibility of the evaluator. Having discussed teacher appraisal a discussion on how educational managers should provide feedback based on evaluation was undertaken. It became apparent that immediate and constructive feedback is severely lacking for most teachers and where it was provided there was no intention of helping teachers improve. The question of how teachers could be provided with feedback where there were no class visits was raised.

Chapter two was concerned mainly with the significance of invitational feedback, its influence on the development of a positive self-concept. Aspects of self-concept were also investigated. Misconceptions of feedback on the part of educational managers and teachers were discussed. To clarify these misconceptions suggestions were put forward with special reference to the importance of an evaluator being inviting and willing to share the responsibility of appraisal. With regard to perceptions, the role of educational managers is important because teachers are concerned about how significant others view them. The development of a positive self-concept with the aim of making the teachers more competent was highlighted. The five qualities of the self-concept were discussed in relation to the educational manager's role in developing a positive self-concept, for example, the dynamism of self-concept allows the teachers to maintain and protect their perceived professional self. The organised self enables the teachers to spread feelings of success in one area to other areas leading to one feeling good and hence a positive self-concept. Where self-concept as being consistent serves as caution to educational managers not to pass comments that threatens the teachers' perceived professional self due to the belief that when self is not threatened the teachers experience positive feelings. The modifiability of the self-concept gives educational managers the hope that there is room for improvement, based on the fact that "new perceptions filter into the self-concept, while old ones fade away". With regard to self-esteem acknowledging the teachers' talents, abilities, achievements and mutual respect was seen as a key factor in enhancing a teacher's self-esteem. It was also vitally important that there be mutual respect between teacher and evaluators. The central issue with regard to self-worth was recognising the teachers as people of value with human dignity. Where teachers know that they are valued they experience positive feelings about themselves.

Reflective thinking enables teachers to better understand how their performance is directly influenced by the past, the present and the future. This reflective process can help the teachers to realize their full potential. Lastly, the assumptions of invitational theory and the implications for the development of a positive self-concept were discussed.

In chapter three the design of the research instrument was explained. The design of the empirical investigation was a structured questionnaire consisting of 106 open ended items. The aim was to obtain the perceptions of teachers as to how often educational managers demonstrate certain behaviours pertinent to feedback. The questions relevant to self-concept as an aspect of invitational feedback were discussed in detail. With reference to empirical investigation the following were briefly discussed; respondents, biographical details, research group and the return of questionnaires.

In chapter four the the discussion was limited to the following; the validity and reliability of the research instrument, hypotheses were formulated with respect to comparison of one of the independent pairs and a comparison of one of the independent groups containing three or more groups and the interpretation of the factor mean scores with respect to feedback competence.

### **5.3 IMPORTANT FINDINGS**

#### **5.3.1 Findings from the literature with respect to self-concept as an aspect of invitational feedback : implications for teacher competence**

With respect to perceptions, educational managers who view teachers as capable, will liberate more of the constructive power which a teacher possesses. This will give a teacher the chance to execute those duties which he is sure to succeed in, leading to a positive self-concept, ( see 2.3.1). With reference to the spread effect phenomenon, identified by Purkey and Schmidt (1996:32) educational managers could use it to develop teachers' positive self-concept by providing feedback aimed at those aspects in which the teachers are successful. The good feelings that come with success will be generalised to the entire self system motivating the teachers to be competent in other areas of their work, (see 2.4.1.2). In an atmosphere of mutual respect the teachers' input is valuable,

this sense of worthiness creates positive feelings and this has implications for a positive self-concept, (see 2.5). Teachers who perceive themselves as incompetent may be helped to change if they are viewed as valuable and responsible. Because teachers wish to be favourably regarded by significant others, they will strive to be responsible thus altering their self-concept and in the process becoming competent, (see 2.4.1.4). Reflection can lead to self evaluation. After determining the goals to be achieved, the teachers will think of ways of achieving those goals, thereby improving performance leading to a positive self-concept, (see 2.4.4). Educational managers can enhance teachers' self-concept by allowing them to set their own standards of performance that could be compared with that of management's and by showing confidence in teachers' ability, (see 2.4.2 and 2.4.3)

### 5.3.2 Important empirical findings with respect to feedback competence

Feedback competence consist of two factors namely:

- \* Feedback competence consisting of 95 items with a Cronbach-alpha-reliability coefficient of 0,984 with no items rejected.
- \* Unethical feedback consisting of 11 items with a Cronbach-alpha-reliability coefficient of 0,734. This reliability coefficient was regarded as being too low and hence this factor was not used in any of the analysis. The factor on unethical feedback was thus discarded.

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

With respect to feedback competence significant statistical differences were found between the perception of educators as reflected in the mean factor scores of the following groups:

- \* School type, religion, highest qualification, province, home language, pupil attendance, teacher attendance and image of the school.

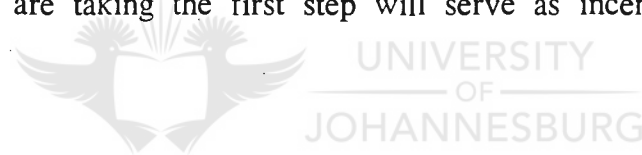
## 5.4 RECOMMENDATIONS

The following recommendations can be made:

- 5.4.1 To assist teachers in their quest to be competent, educational managers should make time to conduct class visits. Thereafter, they should provide immediate, accurate, honest and constructive feedback based on the teachers' performance. Educational managers should feel free to involve others in the evaluation process. By so doing evaluation moves from judging to supporting, and because of involvement the development of a positive self-concept.
- 5.4.2 It is recommended that educational managers should perceive teachers as capable of supervising each other, this has implications of trust, a bottom up solution and the development of a positive self-concept. Educational managers should allow the teachers to state their own views. For example, in teaching about factors of production, the teacher may wish to take students to the factories. However, it may happen that educational manager is against such visits and may not support a teacher in this regard. That is why educational managers should take note of the phenomenal absolutism and encourage communication with the aim of understanding each others' perceptual fields.
- 5.4.3 Teachers wish to be favourably regarded by significant others. The educational managers can use this desire to the benefit of the school. He can delegate responsibilities, for example, request a teacher to chair a parents' meeting in his absence, to present a paper at a conference, to help plan a budget for the current financial year. Success in execution of these responsibilities leads to positive regard of oneself. The teachers' self-concept can be modified by educational managers who regard them as valuable, able and responsible.
- 5.4.4 It is recommended that after evaluation the teachers should be allowed to examine the evaluation report and where applicable make improvement. Teachers should make time to reflect about how their behaviour affects pupils' achievements. After evaluation the educational manager may inform the teacher that the should try to relate theory to practice. After reflection the teacher will strive to use practical

examples that pupils could relate to. Practical examples could also lead to the use of audio visual media. e.g. when teaching about evaporation, pupils will understand this concept better if they see ice (solid state) being heated and turning to water (liquid state) and water turning to steam (gaseous state).

5.4.5 Educational managers should view teachers as capable, and indicate their confidence in teachers' ability to meet challenges. Their confidence has implications for developing the teachers' positive self-concept. For example if the school has installed a computer centre, the educational manager may assign a teacher to prepare user-friendly notes for those teachers who are not computer literate thus creating a positive attitude towards the acceptance of the computer. Teachers should be treated as if they are what they ought to be. In striving to become competent a positive self-concept is developed. Those teachers who have a phobia towards computers may be reassured that fear of the unknown is normal. Thereafter, praising those teachers who are taking the first step will serve as incentive to improve performance.



5.4.6 To assist teachers to become competent, educational managers should have high expectations for teachers. In the teachers' quest to improve a positive self-concept is developed. Educational managers should give teachers challenging tasks that promise a measure of success. For example, starting a feeding scheme for lower income group students. This would entail requesting donations from local business men and bakeries. with the support of parents such a scheme is sure to succeed.

## 5.5 CONCLUSION

After the literature review on appraisal, the conclusion arrived at is that teacher appraisal presently is an underconceptualised and underdeveloped activity. Educational managers and teachers do not have clear guidelines or set of criteria on what behaviours should be evaluated.

Therefore, Beardall (1995:367) suggests the following: a professional accrediting body, apprenticeship, mentor teaching, continuous self evaluation, peer evaluation, pupil and business assessment.

Feedback in most schools is severely lacking, teachers receive little or no feedback regarding their performance and where there is evaluation, feedback received is shallow with no intention to help teachers improve.

To address this problem the following is suggested:

- \* immediate and constructive feedback should be provided.
- \* educational managers should be equipped with training skills to evaluate teachers.
- \* misconceptions of feedback should be clarified.
- \* all relevant stakeholders in the evaluation process should be involved.
- \* more class visits should be conducted.

To develop teachers' positive self-concept, aspects associated with self-concept should be taken into account. Where teachers are perceived as valuable, capable and responsible they feel good about themselves and this has implications of developing a positive self-concept. With regard to enhancing the teachers' sense of worth, educational managers must treat teachers with consideration, respect and acceptance. This treatment helps to develop a positive self-concept. Encouraging teachers to engage in the reflection process can lead to deeper understanding of themselves, others and the world. Expectations of significant others directly impact on subordinates' behaviour. Hence educational managers should have reasonable expectations which ensures success, which lead to confidence and hence a positive self-concept. To assist teachers in their quest to be competent a spirit of mutual trust should prevail in the school. Places, programmes, policies should be intentionally designed to invite development of a positive self-concept.

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