

**PERSONAL MASTERY AS AN ASPECT OF LEADERSHIP:
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE.**

by

PREMAPRAGASAN GOVENDER

RESEARCH ESSAY

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SINOPSIS

Hoofstuk Een verskaf die motivering vir die studie en sit voorts ook die probleme uiteen. In hierdie hoofstuk word die doelstellings van die navorsing en die metodologie wat gebruik is, omskryf; en sekere begrippe wat in hierdie studie gebruik word, word verklaar.

Die fokuspunt van Hoofstuk Twee bied 'n uiteensetting van die onderwerp van die navorsingsonderwerp, dit wil sê **PERSOONLIKE MEESTERSKAP AS 'N LEIERSKAPSASPEK: IMPLIKASIE VIR DIE BESTUUR VAN ONDERWYSERBEVOEGDHEID.**

Die hoofdoelstelling van die navorsingsprojek was om vas te stel of persoonlike meesterskap, as 'n aspek van leierskap, tot die verhoging van onderwyserbevoegdheid kan bydra. 'n Intensiewe literatuurstudie is onderneem ten einde hierdie doelstelling te verwesenlik en dit het as grondslag gedien waarop die empiriese navorsing gebaseer kon word.

Die bespreking wentel in Hoofstuk Twee om onderwyserbevoegdheid, leierskap en persoonlike meesterskap. Die studie ondersteun die sienswyse dat onderwysers dwarsdeur hulle loopbane die omvang van hulle bevoegdheid verander deurdat hulle kennis gespesialiseerd raak; deur in nuut-ontwikkelende terreine van professionele werk in te beweeg; deur bestuurs- of leierskapsrolle te aanvaar; en ook deurdat hulle voortdurend die gehalte van hulle werk op verskeie terreine verby die bevoegdheidsvlak tot 'n vlak van bedrewenheid, kundigheid of persoonlike meesterskap ontwikkel.

In Hoofstuk Drie word die ontwerp van die navorsingsprojek verduidelik. Die vraelys word bespreek en die verloop van die navorsing word kortliks uiteengesit. Al die vrae wat met leierskap verbandhou, het hoë gemiddelde tellings wat tussen 3,64 en 4,35 val, opgelewer.

Die ontleding (analise) en interpretasie van die empiriese gegewens (data) word in Hoofstuk Vier bespreek. Die konstrugeldigheid van die navorsingsinstrument (-middel) is ondersoek deur middel van twee opeenvolgende faktoranalises wat die 108 items tot slegs twee faktore verminder het. Hierdie twee faktore is, naamlik,

- * opvoedingsbevoegdheid, bestaande uit 81 items, met 'n betroubaarheidskoeffisiënt van 0,978; en
- * samewerkingsbevoegdheid, bestaande uit 27 items met 'n betroubaarheidskoeffisiënt van 0,918.

Die statistiese ontleding (analise) van die navorsing is tot 'n vergelyking tussen een voorbeeld van twee onafhanklike groepe en een voorbeeld van drie of meer onafhanklike groepe gerasionaliseer. Hipoteses word vervolgens gestel en meerveranderlike statistiek word aangewend om die gegewens (data) te interpreteer. Na hierdie kursoriese opsomming van die aspekte wat tydens die huidige navorsing aangeraak is, word belangrike bevindinge wat uit die navorsing voortgespruit het, bespreek (kyk 5.3). Daarmee saam word aanbevelings ten opsigte van onderwyserbevoegdheid gemaak.

CHAPTER 1

1.1 INTRODUCTION

Society the world over cherishes great expectations of teachers because teachers are society's representatives or go-between. It is expected that teachers play the intermediary role between the "real world" (the factual world, the world as is and as we see it) and the "ideal world" (the world of learning, the intellectual world, the philosophical world). To fulfil this role of intermediary demands, it is essential that teachers possess the qualities required to guide (lead) children. Furthermore, they need to know each and every child in their class as an individual. Personal mastery of his/her subject is of the utmost importance. Teachers also need to have a thorough knowledge of the teaching and educational goals which are important to lead their children from the "real world" to the "ideal world" (Sonn, 1992 : 21).

The teacher is one among the many formative environmental factors exercising their cumulative effect on children, yet they are factors of incalculable importance as they are the persons who deliberately, consciously, purposefully and systematically, devote attention to forming the child's character. The teacher, in his/her capacity as the delivery agent of instruction, is the primary factor in school improvement. At the base of this concept, however, is an essential element in the search for excellence. Schools require **leaders** who have the capability to motivate pupils. Being leaders to young people, teachers ought to execute their professional task by assisting, leading and serving their pupils to the best of their ability, so that the children may gradually become what they ought to be. Teaching presupposes that teachers possess expert knowledge and skill (especially of their subjects) as well as the ability to apply and teach this to their pupils. A deep understanding of, and insight into, the skill of teaching in an exciting and inspiring manner will quickly earn them the trust, respect and admiration of their

pupils, as well as the obedience and co-operation which are a “sine qua non” for effective and educative teaching (Swift, 1985:87).

In their capacity as true professionals, teachers constantly seek more knowledge. They should also exemplify an insatiable desire to know and to understand, and to express a longing for, or desire to attain greater and deeper understanding of their pupils, their subject matter and their teaching styles (Rafferty, 1993 : 228).

In order to achieve society’s expectation of teacher competence, it is necessary to examine the background to the problem.

1.2 MOTIVATION/BACKGROUND TO THE PROBLEM

The National Teacher Education Audit has found that the quality of teacher training is generally poor, and that reconstruction of the system is essential (Sunday Times Metro, 1996:20). The audit indicates that good teacher education is rapidly being driven out of existence as more institutions turn to cheap correspondence courses without sufficient support to students.

Other major findings are:

- Teacher supply, utilisation and development are underpinned by inadequate concepts. Political rather than educational considerations have tended to influence decisions concerning the establishment or expansion of the teaching corps.
- Teacher education institutions are being subverted by many students who have no desire to teach but want an affordable route to a higher education qualification.

According to Anon (1996:3) a member of the research team that conducted the study, much of the problem can be traced back to the apartheid education era. For many, teaching was the only profession they could afford to study. Worse still, many chose “softer-option subjects due to poor career guidance and subject choice at high school” says Mkhatsheiva, a career guidance expert (1996:5).

In an article in the STAR, (1996:02), township mothers expressed their difficulties and hardship in order to get their children to “Model C” schools in the suburbs, so that their children could be afforded a decent education. The children of many political leaders and educationists attend private or “Model C” schools.

The above responses and discussions from influential educationists and parents pose vital and justifiable concerns and therefore need to be vigorously pursued and researched to provide a framework for the improvement in the quality of education and training. Thus the formulation of a problem statement as indicated below will assist towards this pursuit.

1.3 **PROBLEM STATEMENT**

In the light of the preceding information it appears as if the problem of this research project can be summarised by means of the following questions:

- What is teacher competence and how is it constructed?
- What is the essence of leadership as an aspect of teacher competence?
- Which factors are associated with leadership?
- Which teaching behaviours are representative of personal mastery?
- To what extent can personal mastery be used to enhance leadership in the classroom and how does this relate to teacher competence?

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

1.4 AIM OF THE RESEARCH

In view of the problem formulated above, the general aim of this research project is to:

- Investigate the components of teacher competence and how these aspects can enhance the effectiveness of the teacher.

In order to achieve this general aim of the project the aim of the group dealing with leadership is to:

- Investigate the nature (contribution) of leadership as an aspect of teacher competence.
- Determine which components are involved in leadership.

In order to achieve the above group aim the specific aim of this particular research essay is to:

- Procure teacher opinion as to what extent personal mastery is part of the repertoire of the competent teacher.
- Determine whether personal mastery, as an aspect of leadership, can serve to enhance teacher competence.

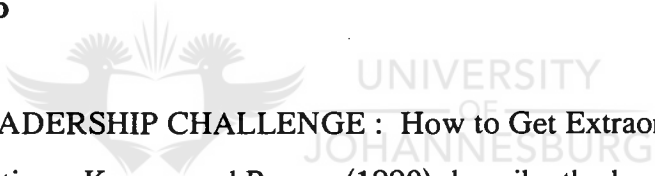
In view of the preceding problem and aim statements, the method envisaged in order to research the problem of teacher competence can now be discussed.

1.5. METHOD OF RESEARCH [Research Methodology]

The aim of this investigation is descriptive, in other words to describe a phenomenon, in this case teacher competence with specific reference to leadership. A literature survey will be used to elucidate teacher competence in an effort to clarify the main aspects of this concept. Furthermore, literature about leadership as a contributing factor to teacher competence will be investigated. More specifically, this script will concentrate on PERSONAL MASTERY as an aspect of leadership.

1.6. CONCEPT CLARIFICATION

1.6.1. Leadership



In *THE LEADERSHIP CHALLENGE : How to Get Extraordinary Things Done in Organisations*, Kouzes and Posner (1990) describe the leadership behaviours of 1 300 middle and senior managers in private and public sector organisations across the country. Briefly, leaders challenge the process because they are risk-takers who capitalise on opportunities. As idealists who communicate expressively, they inspire a shared vision. Since they like teamwork and instinctively nurture the talent and energy of colleagues, leaders enable others to act. Leaders are role models and planners who model the way. By serving as coaches and cheerleaders, they encourage the heart.

In an article written by Meena Wilson, titled : “The Search for Teacher Leaders” which appeared in *Education Leadership* Vol 50, March 1993, she shares the evidence and the exploratory understanding she gained about teacher leadership :

First, in common with other leaders, teacher leaders seek challenge, change and growth. The teacher leaders she spoke with go out of their way to find innovative, exciting programmes both for the benefit of their students as well as themselves. At the same time teacher leaders feel like family : informal, reassuringly dependable and supportive of colleagues. “My sense is that anytime you get teachers who work together talking about kids, problems, and curriculum in a supportive way they feel better about themselves, and there is more energy. All of that has positive consequences for kids in their classrooms.” Thus, these teachers busily pursue novel opportunities, but continue to be nurturing and co-operative people. Using leadership jargons, they are risk-orientated and collaborative. Clearly, these leaders both “challenge the process” and “enable others to act.” Third, leadership is the process of bringing forth the best from oneself and others. Unfortunately, these teachers do not as yet seem to lead colleagues. However, the Kouzes and Posner model show they are potent leaders of students. In the eyes of their colleagues, leadership skills with students is what uniquely qualifies some teachers as leaders in their schools. Ironically, teacher leaders do not see that simply by “walking their talk,” they inspire and influence others. They fail to understand that role modelling is a powerful form of leading. For example : “I think of him as a master teacher and that is how he gets his influence..... [by] modelling what an excellent teacher should be as far as relationships with students and content are concerned. His leadership has not been with anything he has done outside the classroom”.

After this brief clarification of how leadership can be seen, a succinct description of teacher competence now follows.

1.6.2 Teacher Competence

There has been growing interest internationally in establishing clarity on issues related to teacher competence. According to Burke (1990: 11), competence based teaching are the keystones of Education and Training. Clarity on competence would result in the description of associated standards and hence give greater meaning to specific occupations and work roles which could then be evaluated.

Views of teacher competence however, remain elusive and vary according to fundamental values and principles. In some instances it is related to occupational roles while for others it is focused on routine aspects of work activity. The over supply of teachers made the quest for quality more urgent (Burke, 1990:12). He also argues that competence is based on the ability to perform activities within an occupational area to the level of performance expected in employment. It is a broad concept which embodies the ability to transfer skills and knowledge to new situations. It also involves organisation and planning of work, innovation and coping with non routine activities and, qualities of personal effectiveness in order to respond to regular and irregular occurrence in environments having different characteristics.

1.6.3. Personal Mastery

Personal mastery refers to teachers who work at a higher level of understanding the various dimensions of school and classroom contexts so well that many of their decisions become almost intuitive. Where appropriate, they are also able to face the dilemmas of teaching with more self-confidence, to experiment with, analyse, and reflect on their own practice (Bloom, 1971:3).

In conclusion to this chapter a brief summary of each chapter that is to follow, is outlined below

1.7 OUTLINE OF THE STUDY

Chapter one provides the motivation for the study and a description of the problems. It outlines the methodology used and clarifies certain concepts that will be used in this study.

Chapter two reviews the literature and builds a conceptual framework of leadership and its sub components with an emphasis on personal mastery.

Chapter three deals with the quantitative analysis of the data and provides an interpretation of the findings.

Chapter four analyses the data and provides an interpretation of the findings.

Chapter five links the interpretation of the findings of chapter two, three, and four and reflects on the reliability and validity of the research findings. It also deals with the conclusion and recommendations.

CHAPTER 2

LITERATURE SURVEY

2.1 INTRODUCTION

All great teachers - from Socrates and Confucius to Dewey and Tyler - have been influential and inspirational to others, not because of their training in materials and methods, but rather because of their human dimensions that give life to their meaningful messages. The best teachers are those who are able to translate their knowledge, wisdom, and experience into a form of communication that is compelling and interesting. Although teachers know that content is important, students could not care less what they are teaching; what matters most to them is the style in which such knowledge and wisdom is imparted (Zehm, Jeffery & Kottler, 1993 : 1).

An expert teacher must have at his disposal specific curriculum skills and knowledge which enable him to be effectively involved in the classroom and outside it. The teacher must not only be able to do micro-correlation within the classroom, but preferably also become involved in curriculum development activities outside the classroom situation. The teacher will therefore also have to be an agent for change. The teacher will be required to have a broad knowledge and understanding of educational views; a knowledge of children, positive teaching aptitude and educational relationships; and also a knowledge and expertise in respect of both general curriculum studies and particular subject curriculum studies. Hence in order to be seen as a leader the teacher will have to become a master of his/her subject. The discussion in this Chapter is centred around teacher competence, leadership and personal mastery.

2.2 The Competent Teacher

As a point of departure, it is useful to introduce yet another meaning of the word 'competent' expressed in The Oxford English Dictionary as ".....sufficient in amount, quality, or degree." According to circumstances this can have the positive meaning of 'getting the job done' or the negative meaning of "adequate but less than excellent.' Thus one might be pleased to have any 'competent' teacher to teach a relatively easy subject, but be more discriminating for a particularly difficult subject. An ambitious company would not employ an architect to design its new headquarters building who was described only as 'competent', and a rich woman might look for rather more than accounting competence in her tax adviser. Where there is a need for extra quality or expertise the description "competent" is tantamount to damning with faint praise; but for routine tasks competence might be preferred to excellence if it resulted in quicker and cheaper service. This difference in connotation stems from whether the judgement is being made on a binary scale, where a person is judged to be either competent or not competent, or on a graduated scale where 'competent' is a position on a continuum from 'novice' to 'expert' (Eraut, 1994:5).

Occasionally, somebody has in mind a graduated scale of task difficulty, for example playing a piano accompaniment, and asks 'what is her level of competence?' However, this can be interpreted not as an attempt to create different grades of competence but rather as meaning 'at what levels of tasks does she remain or cease to be competent?'

The 'Peter Principle' stated that people were generally competent but then got promoted until they reached the level at which they became incompetent.

Pearson (1989) expressed this meaning of competence very clearly when he stated that :

“If we can think of a continuum ranging from just knowing how to do something at the one end to knowing how to do something very well at the other, knowing how to do something competently would fall somewhere along this continuum (Pearson, 1989 : 32).

The preceding discussion has highlighted the fact that a professional person’s competence has at least two dimensions, scope and quality. The scope dimension is concerned with what a person is competent in, namely the range of roles, tasks and situations for which their competence is established or may be reliably inferred. The quality dimension is concerned with judgements about the quality of that work on a continuum from being a novice, who is not yet competent in that particular task, to being an expert acknowledged by colleagues as having progressed well beyond the level of competence (Eraut, 1994:10).

Throughout a professional career, professionals will be changing the scope of their competence, through becoming more specialist, through moving into newly developing areas of professional work, or through taking on management or educational roles. They will also be continuously developing the quality of their work in a number of areas, beyond the level of competence to one of proficiency or expertise.

Learning opportunities for work-based learning are crucially dependent on the way in which work is organised and allocated; and that in turn is dependent on prevailing assumptions about the competence of the people involved. In practise, what is accepted as competent in one area may be less than what is expected in another, so that ‘competent’ can come to mean anything from ready to start work-based learning to being highly reliable and proficient. Qualified school teachers may be expected to perform their core role with virtually no supervision, while architects,

for example, are expected to work in teams comprising several senior professionals and are only delegated routine tasks (Lipham, Rankin & Hoah, 1985:42).

The challenge of competent teachers in our schools, where integration is a gradual process, is inter alia to ensure that pupils from disadvantaged communities who cannot communicate in English, progress just as efficiently as the other pupils. The success of learners is largely dependent upon competent teachers as leaders (Hopkins, Ainscow & West, 1994:54). Therefore, let us briefly examine what constitutes teacher leadership.

2.3 LEADERSHIP

2.3.1 Educational Leadership : The Context

There are two certainties about the management of the education service of the future. The first is that organisations - schools, colleges, local authorities, funding agencies - will continue to change. The second is that the leaders of those organisations - head teachers, principals, directors - will have to manage the change process and establish new expectations (Kouzes & Posner, 1990 : 199).

The educational leaders of the future will be a diverse group, not only in terms of their background and experience but also in terms of their responsibilities and powers. The challenges they face will be complex and taxing. The actions they take to shape, to influence and to inform their organisations will affect the process of schooling - the nature of the education experience offered to young people - and the outcomes - how they feel about themselves

as young people and how equipped they are to move forward into adulthood (Kouzes & Posner, 1990 : 199).

The management tasks of organisational leaders in local education authorities will be less focused on direct outcomes than in the past. They will need to redirect their activities from the management of action to the management of influence. Head teachers and principals will have the opportunity to exercise their leadership through more direct activities and intervention but they will also be subject to a range of external constraints and influences. Who will assume these leadership roles and what kinds of values will underpin their management activities? Concerns about meeting the needs of children may clash with activities aimed at responding to the demands of individual clients. Concepts such as partnership and collegiality conflict with notions of individual rights. It is the new leaders in the education system who will have to balance these competing goals.

2.3.2 Educational Leader : National and International Comparisons

Although there are variations in the pattern of representation of women in positions of educational leadership, both within the European Community and internationally, three common trends emerge :

- * Educational leaders are predominantly white and male.
- * At all levels, in virtually all countries, women are under-represented at managerial level.

- * The portion of women employed in teaching declines as the age of students rises.

In the United Kingdom, higher education remains almost entirely a male preserve. A survey of 11 institutions in the old university sector carried out in 1993 found that although women made up nearly half the student population and over one-fifth of the total academic workforce, only 4,9 % of professors were women.

The lack of representation of women in formal positions of leadership in the education service is problematic from a number of vantage points. It suggests that the talents and skills of many women in the education service are not being adequately recognised, and it serves to reinforce stereotypes in our society. If young women and men are not accustomed to seeing women in positions of authority and men in positions of support, this will limit their view about the capabilities of women and men. The inadequate representation of women in educational leadership will affect many other areas of employment (Leithwood, Begley & Cousins, 1992:42). Having discussed the National and International Comparisons, the School Practice of Educational Leadership is now examined.

2.3.3 Educational Leadership and School Practice

Managing for quality in a fast moving educational service requires an adaptive leadership style which approaches change in a way that is positive for the organisation and for the individuals within that organisation.

According to Wilson (1993:25), women tended to be transformational or interactive leaders but switched to being transactional leaders if co-operation would not work. Through their socialisation, women are more likely to adopt a co-operative, interactive form of leadership than men.

One theory which has been particularly influential in the field of education conceives of leadership as being expressed in three forms : democratic, autocratic and laissez-faire (Ribbins, 1991 : 86).

Because of the connotations commonly associated with the above three words, most leaders would probably prefer to think of themselves as democratic leaders even when their perceived behaviour is in conflict with this belief, and the situation in which they are attempting to lead may call for a different style of leadership. In regard to the latter factor, studies have shown that submissive and dependent people tend to prefer a democratic leader. A second major theory of leadership emphasises that the most important variable which should determine the leaders' behaviour is the nature of the situation in which he finds himself. This school of thought rejects the premise that one style of leadership is preferable to another or that there exists a set of personal qualities which every leader must possess. Instead, the proponents of situational leadership set forth the proposition that the style of leadership employed by an individual should be relative to the situation, and that different situations call for different kinds of personal qualities and behaviour on the part of a leader (Ribbins, 1991:87).

The development of future schools will probably be largely dependent upon transformational and instructional leadership.

In the South African situation, a major political change has led to change in all fields.

For many, change is a difficult process. The competent teacher who is also a leader needs the unconditional support of the leadership, that is, the principal of the school. Teachers as leaders are also motivated to update their knowledge at their own expense and come up with innovative ideas to encourage pupils to participate in classroom activities. Teachers as leaders cherished notions of being craftsmen. Their pupils enjoy being led. They avoid the language and actions of bureaucrats and technocrats (Louden, 1995: 131).

The numerous changes in the education system will require innovative, high performance leaders. Thus we need to examine to what extent can personal mastery be used to enhance leadership in the classroom and how does it relate to teacher competence.

2.4 EXPERTISE/PERSONAL MASTERY

With lengthy time commitments necessary to become expert in complex areas of human functioning, it is no wonder that individuals generally excel in only a single area. In the study of teachers, it has been noted that time and experience play an important role in the development of expertise.

On the basis of fragmentary evidence and anecdotal reports, some schools propose that teachers do not reach their peak until they have at least five years of on-the-job experience. The expert teacher with ten years of experience has spent a minimum of ten thousand hours in classrooms as a teacher, preceded by at least fifteen thousand hours as a student. While not all such experienced teachers are experts, there are not likely to be

many expert pedagogues who achieve their status without extensive classroom experience (Cullingford, 1995:12).

An adept teacher's expertise depends in part on knowing his/her students in three ways, namely:

- * They know the cognitive abilities of the students they teach and this helps them to determine the level at which to teach.
- * They know their students personally, and this allows for personal rather than bureaucratic and informal mechanisms of control to be used in teaching.
- * They have a reputation of excellence with their students.

Compared to novices and advanced beginners, expert teachers appear to have such a good self-concept and respect for their students that they consider it markedly unprofessional to show up in class without having mastered their material completely.

There is a sufficient theoretical and empirical evidence to support the assumption that pedagogic expertise is not a uniform, homogeneous, and coherent class of knowledge. There are good reasons to assume that there are at least four sub-domains of teaching expertise that are independent of each other and acquired independently of each other (Eraut, 1994:34). Accordingly, the following classification of pedagogic knowledge will now be discussed :

2.4.1 Subject Matter Expertise

Subject matter expertise refers to the content of the knowledge domain to be taught. This involves a well organised and easily accessible body of factual and conceptual knowledge, content specific algorithms and heuristics, and metacognitive competencies to be used in decisions concerning curricular goals, optimal sequential organisation of subject matter, task difficulty and the like. Thus, teachers' subject matter expertise includes not only content - specific knowledge but also an organisation of this knowledge that facilitates optimal instruction (Levine, 1985:23).

2.4.2 Classroom Management Expertise

Classroom management expertise refers to procedural knowledge about conditions supporting effective and responsible teaching and successful learning. This includes maintaining high levels of on-task behaviour in the classroom, preventing and/or rapidly eliminating interruptions, and creating a positive social climate in the class (Creemers, 1994:26).

2.4.3 Instructional Expertise

Instructional expertise refers to the teachers' implicit and explicit knowledge about teaching strategies and methods for achieving instructional or pedagogical goals. It is composed primarily of procedural knowledge that is organised within a complex/ hierarchical system of instructional schemata (Davis, 1993:46).

It also includes planning, monitoring, control, evaluative and corrective skills that allow classroom teaching to be organised in a competent way and adapted to changing situations.

2.4.4 Diagnostic Expertise

This subdomain refers to general and person-specific knowledge about the student in the class - their needs and goals, their abilities and achievement levels and their particular strengths and weaknesses as learners (Levine, 1985:30).

These four classes of knowledge involve declarative, procedural, and metacognitive knowledge, that is, they consist of classroom specific facts, concepts, heuristics and skills. In addition, such factors as teachers' personality attributes, motives, values, and emotions no doubt also influence instruction and teaching.

2.4.5 Integrated Expertise

It is hypothesised that a teachers' competence, defined as the quality of teaching behaviour and its outcomes, is determined by the combined use of knowledge within these four subdomains. Obviously the term expert teacher should refer only to those teachers who can draw on a rich knowledge base in all four subdomains. It is presently not clear whether simultaneous active action of these four knowledge components gives rise to an additional class of integrated pedagogic expertise (Levine, 1985:32).

The model that is being discussed is composed of three separate structural components : teacher expertise, teacher competence and teaching outcomes (see figure 2.1)

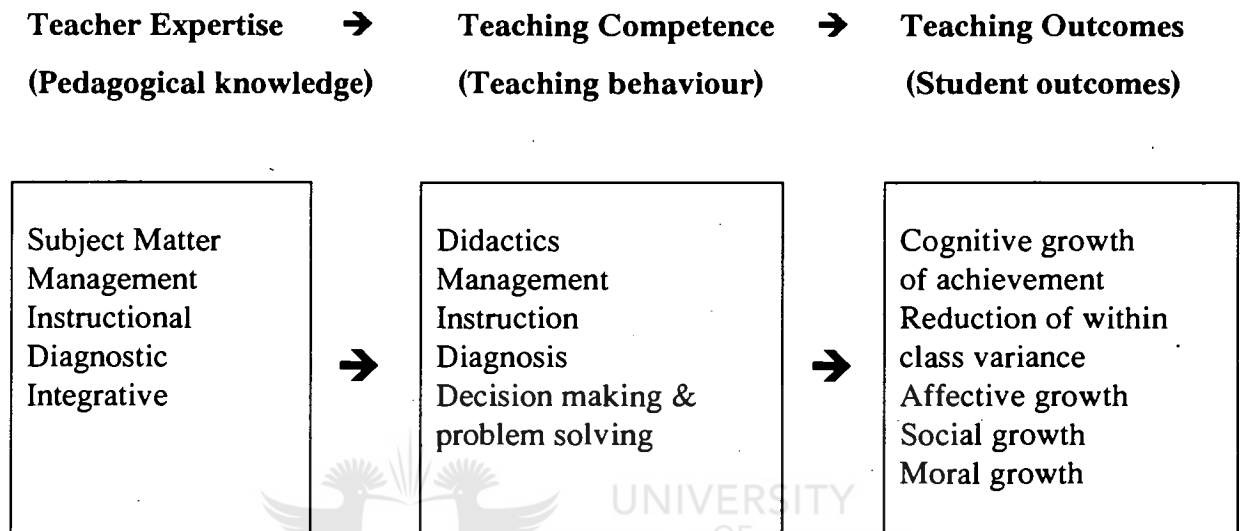



Figure 2.1: The structural components of Personal Mastery.

The advantage of this model is that these three construct systems enable separate operationalisation of the variables, so that data sources are not confounded, namely:

- * the expertise level is composed of the teachers' classroom behaviour resulting from pedagogic knowledge of the teacher,
- * the teaching competence level is composed of the teachers' classroom behaviour resulting from pedagogic knowledge,
- * and the criteria level refers to student development, such as achievement growth and changes in cognitive aptitude, motives, and values.

It is important to realise that pedagogic expertise is but a part of the qualities and competencies required by teachers. Professional enthusiasm, high moral standards, humanistic values, and emotional warmth are no doubt as important for students' growth and development as is effective instruction. But these attributes should not be regarded as conflicting with teaching expertise. The level of pedagogic expertise and the level of desirable personal attributes and values of the teacher are independent of each other. Nonetheless, the assumption that expert teachers who give effective instruction, will be able to assert their moral and socio-emotional competencies in the classroom better than teachers whose instruction is little more than a chain of unsolved or wrongly solved instructional problems, seems plausible and has been supported by empirical results.

3. CONCLUSION



Expert teachers seem to attribute an integral part of their success and competence to their ability to understand students and their willingness to observe, listen to them and to lead them, making responsible interaction the keynote of their everyday work with their students. Furthermore, their large repertoire of strategies and skills that they can call on leaves them free to deal with unique or unexpected events. Their wealth of knowledge that they employ as well as their caring attitude enables them to be not just competent but also responsible in carrying out their activities. In short, these teachers demonstrate leadership skills and personal mastery in their subject.

CHAPTER 3

3.1 INTRODUCTION

The literature study in Chapter 2 formed the framework for the empirical study. The specific aim of this study was also highlighted in Chapter 2 as personal mastery as an aspect of leadership and its implication for the management of teacher competence. A brief discussion of the design of the research instrument now follows.

3.2 THE INSTRUMENT RESEARCH

3.2.1 The design of the questionnaire

The design of the empirical investigation was a structured questionnaire consisting of 108 open ended items (see Appendix A). The items were based on research done by Grobler & Van Der Merwe (1995). This research indicated that teacher competence was designed around the theoretical constructs of :

- * The learning environment
- * Professional commitment
- * Order and discipline
- * Educational foundation
- * Teacher reflection
- * Co-operative ability
- * Effectiveness
- * Leadership

Subsequently groups of students were assigned to investigate each of the above constructs of teacher competence in greater detail. This resulted in 108 questions being designed to obtain the perception of members of the teaching profession as to how often they demonstrated certain behaviours.

Although this particular research paper deals with personal mastery as an aspect of leadership all the questions formulated by this group are represented in Table 3.1. The questions relevant to personal mastery are indicated by means of an asterisk.

TABLE 3.1
ITEMS ASSOCIATED WITH LEADERSHIP

ITEM NO.	DESCRIPTION	MEAN SCORE	S.D	RANK ORDER
C53	Treats pupils with dignity and respect by means of caring acts such as recognition and personal thank you.	4,35	0,96	4
*C15	Analyse complex information so that it can be presented to the pupils in an understandable way	4,18	1,03	21
C54	Show assertiveness when communicating with pupils	4,17	1,01	26
C18	Create a classroom climate where pupils are able to exchange ideas freely.	4,05	1,02	42
C69	Have the tenacity not only to listen to pupils' problems but also to do something about it.	4,00	1,08	45
C62	Encourage pupils to feel a sense of ownership for the school.	3,95	1,13	48
C36	Lead by telling his/her pupils exactly what to do.	3,94	1,16	50
*C23	Experiment and introduce exciting teaching techniques to facilitate pupil learning	3,85	1,08	62
C35	Displays a sensitivity when dealing with children from different cultural groups.	3,78	1,21	69
C41	Uses tact when resolving problems where different cultural groups are involved.	3,74	1,20	74
C42	Demonstrate assertiveness when communicating with parents	3,71	1,57	77
*C8	Keep up to date with new developments in his/her subject field by attending courses and seminars	3,66	1,28	79
C108	Use feedback received from teachers and pupils to improve teaching methods	3,64	1,22	81
C65	Allows pupils to participate in formulating rules and regulations concerning classroom procedures	3,49	1,26	88
C68	Involve pupils in planning lesson activities	2,96	1,34	99
C1	See that bureaucratic obstacles do not interfere with teaching.	2,88	1,28	101

* Items-involved with personal mastery as an aspect of leadership.

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

3.2.2 Discussion of personal mastery as an aspect of leadership

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

In your opinion how often do you :

*** KEEP UP TO DATE WITH NEW DEVELOPMENTS IN YOUR
SUBJECT FIELD BY ATTENDING COURSES AND SEMINARS?**

Teachers in their capacity as true professionals constantly seek more knowledge. Teachers should exemplify an insatiable desire to know and to understand, and to express a longing for or desire to attain greater and deeper understanding of their subject matter and their teaching styles (see 1.1 p.1). It is therefore imperative for teachers to attend at least two courses/ seminars per annum in order to keep up to date with new developments in their subject field. Whilst the rank order of this question is 79th, and the mean score is 3,66 it is absolutely important for respondents to take cognisance of this question as keeping up to date in one's subject enables one to be empowered to disseminate information with greater confidence. Furthermore it is important that life-long learning should be part and parcel of a teacher's framework.

Having discussed the first question, the second question will now be discussed.

In your opinion how often do teachers :

*** ANALYSE COMPLEX INFORMATION SO THAT IT COULD BE PRESENTED TO THE PUPILS IN AN UNDERSTANDABLE WAY.**

Teachers with instructional expertise will ensure that their lessons are presented to their pupils in an understandable way so that they could achieve their lesson objectives. Instructional expertise refers to the teacher's implicit and explicit knowledge about teaching strategies and methods for achieving instructional or pedagogical goals. It also includes planning, monitoring, control, evaluative and corrective skills that allow classroom teaching to be organised in a competent way and adapted to changing situations (see 2.4.3 p.13).

The rank order of this question is 21st and the mean score is 4,18. The question is of significance to the respondent as it makes him/her aware that in order to achieve lesson objectives, lessons must be presented in an effective and competent manner.

The third and final question will now be discussed.

In your opinion how often do you :

*** EXPERIMENT AND INTRODUCE EXCITING TEACHING TECHNIQUES TO FACILITATE PUPIL LEARNING.**

Teaching presupposes that teachers possess expert knowledge and skill (especially of their subjects) as well as the ability to apply and teach this to their pupils. A deep understanding of, and insight into, the skill of teaching in an exciting and inspiring manner will quickly earn them the trust, respect and admiration of their pupils, and the obedience and co-operation which are a "sine qua non" for effective and educative teaching (see 1.1 p.1).

Although the rank order of this question is 62nd the mean score is 3,85, and competent teachers should always ensure that they introduce exciting teaching techniques to facilitate pupil learning.

Having discussed each of the questions on **PERSONAL MASTERY** as an aspect of **LEADERSHIP**, it is now necessary to describe the empirical investigation.

3.3 **THE EMPIRICAL INVESTIGATION**

3.3.1 **Respondents**

Respondents were chosen from various post levels of the teaching profession. It was felt that the perceptions of the teachers at 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 Annexure A Section A question 2)

3.3.2 **Biographical details**

The following biographical details were requested :

Gender, post level, age, teaching experience, highest qualification, province in which you are presently teaching, religion, primary or secondary school, mother tongue, gender of principal of your school, attendance of pupils, attendance of teachers and image of your school.

It was reasoned that these aspects could be related to teaching competence and could influence teachers perceptions of how often they demonstrated such behaviours.

3.3.3 **The research group**

Questionnaires were distributed to members of the teaching profession especially in Gauteng and KwaZulu - Natal. However, teachers from 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 co-operation. The questionnaires were handed to principals by a member of the research team and personally collected again after completion. Co-operation in most instances was excellent and this enabled a good return of questionnaires to be obtained.

3.3.4 **Return of questionnaires**

The following figures summarize the information relevant to the questionnaires:

Teacher competence

Handed out	Returned - useable	Percentage return
1500	1112	74,13 %

The questionnaires were now 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 data flowing from the statistical analysis will be examined, tabulated and interpreted.



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

- * a discussion on the validity and reliability of the research instrument ;
- * a comparison of one of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved;
- * a comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate statistical data; and
- * a discussion of the statistical differences between the various independent groups used in the project in respect of educative and collaborative competence.

4.2 RELIABILITY AND VALIDITY

To ensure content validity the questions were designed within the framework of the relevant theory using the eight constructs described by Grobler & Van Der Merwe (1995). Several experts in the research field from the Department of Educational Sciences and the Statistical Consulting Services of the Rand

Afrikaans University 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 108 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the BMDP4M 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 nine factors obtained from the first order factor analysis were now used as inputs for the second order procedure. This consisted of a PCAC2 with varimax rotation and orthogonal axes followed by a PFA2 with doblomin rotation.

These procedures resulted in the 108 items being reduced to two factors namely :

- * Educative competence consisting of 81 items with a Cronbach-alpha-reliability coefficient of 0,978 with no items rejected. The 81 items can thus be regarded as one scale with a maximum value of $81 \times 5 = 405$ and a minimum value of $81 \times 1 = 81$; and
- * Collaborative competence consisting of 27 items with a Cronbach-alpha-reliability coefficient of 0,918. The 27 items can thus be regarded as one scale with a maximum scale value of $27 \times 5 = 135$ and a minimum scale value of $27 \times 1 = 27$.

Both scales are thus valid with high reliability and could thus serve as a basis for evaluating teacher competence in the form of educative competence and collaborative competence.

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

4.3 HYPOTHESES

4.3.1 Comparison of two independent groups

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

Possible differences between the opinions of male and female principals in respect of educative and collaborative competence will now be discussed.

4.3.1.1 Differences between male and female principals relative to educative and collaborative competence.

TABLE 4.1
COMPOSITE HYPOTHESES WITH MALE AND FEMALE
PRINCIPALS AS THE INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Principal	HoT	There is no statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together	Hotelling T ²
		HaT	There is a statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together.	
Differences at the single variable level	Principal	Hot	There is no statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely :	The Student T-Test
		Hot 1	Educative competence	
		Hot 2	Collaborative competence	
		Hat	There is a statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely :	
		Hat 1	Educative competence	
		Hat 2	Collaborative competence	

TABLE 4.2
SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND
FEMALE PRINCIPALS REGARDING THE FOLLOWING FACTORS

Factors	Group	Factor Average	p-value (Hotelling)	p-value (Student)
Educative competence	M	325,20	0,0000 **	0,2888
	F	320,95		
Collaborative competence	M	86,28		0,0024 **
	F	90,50		

N1 (Men) = 840
 ** :Significant at the 1% level
 N2 (Females) = 272
 * :Significant at the 5% level

Tables 4.1 and 4.2 indicate that there is statistical significant difference ($p=0,0000$) between the vector means scale scores of male and female principals in respect of the two factors considered together. The null hypothesis H_0 is thus rejected and the alternative hypothesis H_a is supported.

In respect of differences at the single variable level between two groups the average scale score of the female principals is significantly higher than of the males only in respect of collaborative competence ($p=0,0024$). Thus H_0 1 is accepted because there is no significant difference between the two groups **relative to educative competence**. However, H_0 2 is rejected in favour of H_a 2. Female principals are thus significantly more collaborative than their male counterparts. Hardly an unexpected result!

4.3.2 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 educative and collaborative competence considered together. The vector mean scale scores are compared and should any differences be revealed at this level then ANOVA (analysis of variance) and the Scheffé test are used to investigate this difference at the single variable level.

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



4.3.2.1 Differences between the various religious groups in respect of educative and collaborative competence.

TABLE 4.3
COMPOSITE HYPOTHESES WITH RELIGIOUS GROUPS AS THE INDEPENDENT VARIABLE.

Dimension	Variable	Symbol	Description	Test	
Differences at the multivariate level	Religion	HoM	There is no statistical significant difference between the vector mean scores for the three religious groups taken together	Manova	
		HaM	There is a statistical significant difference between the vector mean scores for the three religious groups taken together		
Differences at the single variable level		HoA	The average scale scores of the three religious groups do not differ in a statistical significant way from one another in respect of the following factors taken separately namely :	Anova	
		HoA 1 HoA 2	Eductive competence Collaborative competence		
		HaA	The average scale scores of the three religious groups do differ in a statistical significant way from one another in respect of the following factors taken separately namely :	Scheffè	
		HaA 1 HaA 2	Educative competence Collaborative competence		
		HoS	There are no statistical significant differences between the average scale scores of the three religious groups compared pair wise in respect of the following factors namely :		
FACTORS			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Educative competence			HoS.AB1	HoS.AC1	HoS.BC1
Collabrative Competence			HoS.AB2	HoS.AC2	HoS.BC2
Diferences at the style variable level	Religion	HaS	There are statistical significant differences between the average scale scores of the three religious groups when compared pair-wise in respect of the following factors : namely:		
FACTORS			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Educative competence			HaS.AB1	HaS.AC1	HaS.BC1
Collabrative Competence			HaS.AB2	HaS.AC2	HaS.BC2

TABLE 4.4
SIGNIFICANCE OF DIFFERENCES BETWEEN THE RELIGIOUS GROUPS IN RESPECT
OF THE FOLLOWING FACTORS :

FACTORS	GROUP	FACTOR AVERAGE	P VALUE MANOVA	P VALUE ANOVA	Sheffe		
					A-B	A-C	B-C
Educative Competence	A	322,86	0,0014**	0,0159*		*	
	B	329,39					
	C	337,81					
Collaborative Competence	A	87,66		0,7258			
	B	86,09					
	C	87,06					

A = 855 Christians
 B = 109 Moslems
 C = 102 Hindus

**= Significant at the 1% level
 * = Significant at the 5% level

Using Tables 4.3 and 4.4 it follows that HoM is rejected at the 1% level of significance. A statistical significant difference thus exists between the vector mean scores of the three religious groups taken together.

On the single variable level the deduction can be made that there is a statistical significant difference at the 5% level between the average scale score of the religious groups A, B and C in respect of educative competence only. The null hypotheses HoA1 is thus rejected in favour of the alternative hypotheses HaA1. There is, however, no significant statistical difference between the groups in respect of collaborative competence.

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

- there is a statistical difference at the 5% level between average scale scores of Christians and Hindus in respect of educative competence. HoS.AC1 is thus rejected in favour of HaS.AC1. HoS.AB1 and HoS.AB2 can, however, not be rejected. Teachers belonging to the Hindu religion thus perceive themselves to be significantly more educatively competent than Christian teachers. This could be due to the historical high reverence of educators in the Hindu social structure.

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

TABLE 4.5
MEAN SCORES OF SOME INDEPENDENT GROUPS IN
RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE

NAME	CATEGORY NAME	MEAN SCORES	
		PI	P2
Gender	Men	325,73	86,18
	Women	323,54	87,76
School Type	Primary	322,61	89,23 **
	Secondary	326,62	84,28 **
Post Level	Teachers	320,11**	85,65 **
	Teachers with merit awards	325,16	88,74
	Head of Departments	340,22 **	91,62 **
	Higher Promotion posts	334,32	92,84 **
Highest Qualification	Lower Std.10; Std.10; Diploma	297,93 **	89,17
	Teachers Diploma	324,44 **	87,55
	Diploma; Degree	331,38 **	89,28 *
	Degree plus	332,30 **	83,48 *
Province	Gauteng	327,19 **	87,14
	KwaZulu	*312,44 **	88,08
	Other	*328,30	86,91
Home Language	Afrikaans	338,97 **	83,84 *
	English	*330,48	**83,54
	Sotho	320,52 *	**90,58 *
	Nguni	*316,72 **	**89,50 *
	Indian	335,70	88,46
Attendance Pupils	Good	323,96	87,17
	Average	325,03	88,09 *
	Poor	317,06	80,74 *
Attendance Teachers	Good	324,65	88,07 *
	Average	324,66	87,26
	Poor	314,13	80,29 *
Image of School	Excellent	326,89	86,83
	Good	325,12	89,10 *
	Average	320,06	85,35
	Disturbing	318,27	80,76 *

- F1 = Educative competence
 F2 = Collaborative competence
 ** = Significant difference at the 1% level
 * = Significant difference at the 5% level

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

It is necessary to briefly explain the differences in the factor mean scores obtained by the various independent groups as summarised in Table 4.5. In order to facilitate the discussion the factors are considered separately with educative competence being the first to be discussed.

4.4.1 Educative competence

- * **Gender** - according to the factor mean scores males perceive themselves to be slightly more educatively competent than do women.
- * **School type** - secondary school teachers have a slightly higher factor mean score than do primary teachers. Secondary teachers tend to be subject specialists and are thus likely to perceive themselves as being educatively more competent than primary school teachers.
- * **Post level** - heads of department have the higher factor average and differ statistically significantly at the 1% level in their factor mean scores from teachers. Heads of department are appointed to these posts because of subject expertise and one would expect them to be educatively more competent than teachers. It is interesting to note that heads of department even have a higher factor mean than teachers in promotion posts above that of head of department.

- * **Educational qualifications** - educators with an honours degree or higher qualification have the highest factor average and differ from the other three groups at the 1% level of statistical significance. Teachers perception of their educational competence is directly proportional to their educational qualifications. Hence teachers with the lowest educational qualifications perceive themselves to be educatively least competent. The higher the qualification the better the perception of educative competence.

- * **Province** - educators from KwaZulu Natal have the lowest factor mean score and this scale score differs from Gauteng educators at the 1% level of statistical significance and from educators from the other provinces at the 5% level. Many of the schools in KwaZulu Natal are in rural areas and the teachers at these schools are often not well qualified and hence they perceive their educative competence to be lower than those from urban schools. Factors such as a lack of educational facilities and overcrowded classrooms probably also play a role in these perceptions.

- * **Home language** - teachers with Afrikaans as home language have the highest factor mean score and they differ statistically significantly at the 1% level from the Nguni speaking people and at the 5% level from Sotho speaking teachers. Afrikaans speaking people have always attached great value to educative competence and have also had the advantage of a superior system of education relative to the Nguni and Sotho speaking teachers. It is also a decided advantage to receive an education in your mother tongue whereas Nguni and Sotho speaking teachers probably studied via their second language, namely English. Teachers with English as home language have the second highest factor mean score and differ from Nguni speaking people at the 5% level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers. Teachers who have Indian

dialects such as Gujarati and Urdu as home language also have a higher factor mean score and thus also believe that they are educatively competent relative to the other groups. The fact that there was no statistically significant differences between Indian-speakers and other groups was probably due to the small number of Indian-speakers sampled.

- * **Attendance of pupils** - teachers who perceive the attendance of pupils at their school to be average and good have the higher factor mean scores. Teachers who have the perception that pupil attendance at their school is poor also have the lowest factor mean score and hence the lowest perceived educative competence.
- * **Attendance of teachers** - teachers who perceive the attendance of teachers at their schools to be good and average have the highest factor mean scores. Teachers with the perception that teacher attendance at their schools is poor also perceive themselves to be educatively least competent.
- * **Image of the school** - the factor mean scores seem to indicate a direct link between teachers perception of the image of their school and their educative competence. The higher the factor mean score the better the teachers perception of the image of their school. Teachers with the perception that the image of their school is disturbing also perceive themselves to be the least educatively competent.

It is obvious from the above discussion that many of the independent groups differ statistically significantly from one another in respect of educative competence. The fact that these groups were expected to differ from one another reinforces the constructive and predictive validity of educative competence as an educational construct.

A discussion of the differences between the various independent groups in respect of collaborative competence now follows.

4.4.2 Collaborative competence

- * **Gender** - women perceive themselves to be slightly more collaboratively competent than do men.

- * **School type** - teachers who have gained most of their teaching experience at primary schools differ statistically significantly at the 1% level from educators who have mostly taught at secondary schools. This significantly higher factor mean score indicates that primary school teachers believe themselves to be more collaborative than secondary school teachers. The fewer subject groupings in primary schools probably cause teachers to collaborate with one another to a greater extent than teachers in secondary schools who tend to be more individualistic because of subject specialisation.

- * **Post level** - educators in promotion posts higher than heads of department have the highest factor mean score and differ from teachers at the 1% level of statistical significance. Heads of department with the second highest factor mean score also differ statistically significantly from teachers at the 1% level. There thus appears to be a direct link between the educators post level and collaborative competence. Educators in promotion posts can only achieve their objectives if they possess collaborative competence and it is thus hardly surprising to see that they have the higher factor mean scores when it comes to collaboration.

- * **Highest qualification** - educators with a degree and a teachers diploma differ in their factor mean scores at the 5% level of statistical significance from educators who have an honours degree and higher qualification. The higher

the educational qualification the lower the collaborative competence.

Teachers who are well qualified are usually innovative, autonomous and individualistic and probably do not need to be as participative as teachers with lower qualifications.

- * **Province** - educators from KwaZulu Natal are more collaborative than educators from Gauteng and other provinces.
- * **Home language** - Sotho and Nguni speaking teachers have the highest factor mean scores in collaborative competence and they differ from English speaking teachers at the 1% level of statistical significance. Sotho and Nguni speakers also differ from Afrikaans speaking teachers at the 5% level of statistical significance. English and Afrikaans speaking teacher have the lowest factor mean scores indicating that their collaborative competence is not as good as those teachers belonging to the black population groups. This difference is probably due to the perceptive characteristic known as collective consciousness which derives from common experience and contrasts with its opposite pole known as individualistic consciousness which is generally operative in the context of the white population groups. The Indian speaking people also have a high factor mean score indicating that they also perceive themselves to be collaboratively competent relative to the other groups.
- * **Attendance of pupils** - educators with the perception that pupil attendance at their school is average have a higher factor mean score and differ at the 1% level of statistical significance from educators with the perception that pupil attendance at their school is poor. Teachers who perceive the pupil attendance to be good to average thus believe themselves to be more competent in a collaborative sense than educators who perceive pupil attendance at their schools to be poor.

- * **Attendance of teachers** - teachers with the perception that teacher attendance at their schools is good have a statistically significantly higher factor mean score at the 5% level than teachers who believe that teacher attendance at their schools is poor. It thus appears as if teacher attendance influences collaborative competence in a direct way and teachers who teach at schools who have good to average teacher attendance are collaboratively more competent than teachers who teach at schools where teacher attendance is poor.

- * **Image of the school** - teachers with the perception that the image of their schools is good differ in a statistically significant way at the 5% level from teachers who believe that their schools have an image which is disturbing. There thus appears to be a link between teachers perception of the image of their school and their collaborative competence. It is also likely that the collaboration in schools with good images is better than in schools where the image of the school in the community is poor.

Collaborative competence manifests itself where there are high levels of collaboration among teachers and between teachers and principals and is characterised by mutual respect, shared work values, co-operation and specific conversations about teaching and learning (Sergiovanni & Starratt, 1993:103). It is also obvious from Table 4.5 that many of the independent groups differ statistically significantly from one another in respect of collaborative competence. As many of the groups discussed above are known to differ from one another in many of the aspects researched this reinforces the predictive and construct validity of collaborative competence as a construct.

Collaborative competence is also an exciting construct as it is related to aspects such as open communication, trust, support, learning on the job, getting results and job satisfaction (Sergiovanni & Starratt, 1993:102). Collaborative competence thus seems to be essential in order to be classified as a competent teacher or manager of a school.

The discussion of the differences between the factor mean scores of the various independent groups is now followed by a brief summary of the chapter.

4.5 SUMMARY

In this chapter an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by means of two successive factor analyses which reduced the 108 items to just two factors namely:

- * Educative competence consisting of 81 items with a reliability coefficient of 0,978; and
- * Collaborative competence consisting of 27 items with a reliability coefficient of 0,918.

The statistical analysis of the research was rationed 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 analyse and interpret the data.

An instrument which has construct validity should also be able to distinguish between groups which are known to differ from one another. It can be seen from the data in Table 4.5 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of educative and collaborative competence. These differences were discussed and possible reasons for the differences in factor mean scores were postulated.

From the research conducted it can be concluded that teacher competence revolves around the constructs of educative and collaborative competence.

Both of these constructs were shown to have construct validity and high reliability and could thus serve as a basis for measuring and developing the educative and collaborative competence of teachers.

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



CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study forms part of a greater, ongoing research project concerning teacher competence and its assessment. The project focusses on researching teacher opinion on teacher competences identified by the initial research. The following areas are being researched :

Teacher competence consisting of group research on each of the following factors of teacher competence :

1. The learning environment
2. Professional commitment
3. Order and discipline
4. Educational foundation
5. Teacher reflection
6. Co-operative ability
7. Effectiveness
8. Leadership



UNIVERSITY
OF
JOHANNESBURG

The main aim of this specific research essay is to determine whether PERSONAL MASTERY as an aspect of leadership can serve to enhance teacher competence.

South African education is often a tale of two worlds : One black, bleak and deprived; the other white, rich and comfortable. This unfortunate scene is a direct result of apartheid legacies. A deliberate policy of deprivation of the majority has created a monstrous situation which needs urgent attention. The issue of equity and equal opportunity for all is central to our democratic society (Angula, 1991:1).

Our immediate answer to the question : “Whom to teach,” should be unanimous: “We must teach all.” Improvement of teaching should be enhanced alongside the reform of the education content and improvement of access. This can only take place with the improvement of teacher competences, supply of appropriate learning materials, and creation of a general good learning environment in schools (Angula, 1991:3).

Too many teacher training institutions and subsequent staff development initiatives do not adequately prepare teachers for the rigours of professional development and school participation, or the challenges of teaching students for whom survival is more imperative than learning. Recent national assessments have concluded that requisite skills and abilities appropriate in the 1970s are no longer adequate for the 1990's (Rafferty, 1993:226).

We will never know all that we need to know. In fact, learning begets additional questions, begets new insight and so forth. As a result, a desiderative nature is also necessary because true professionals constantly seek more knowledge. We

should exemplify an insatiable desire to know and to understand, and to express a longing for or desire to attain greater and deeper understanding of our students, our subject matter and our own personal growth as well as to contribute to the growth of others. If one does these things then you evince desiderative attributes. Knowledge without implementation will not produce the necessary changes in education. An adage on a colleague's door is all too often true: "When all is said and done, more will be said than done." Both the individual and the collective must not only desire to know, but also strive to make a difference. After all expert knowledge and personal mastery are forms of responsibilities (Rafferty, 1993:228).

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

- * SUMMARY
- * IMPORTANT FINDINGS
- * RECOMMENDATIONS
- * CONCLUSION

5.2 SUMMARY

Chapter one provides the motivation for the study and a description of the problems. It outlines the aim of the research, the methodology used and clarifies certain concepts that will be used in this study.

Chapter two focussed on the exposition of the topic of the research project, that is **PERSONAL MASTERY AS AN ASPECT OF LEADERSHIP : IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE.**

The main aim of the research project was to determine whether personal mastery, as an aspect of leadership, can serve to enhance teacher competence. In order to realise this aim a literature survey was undertaken and this served as a foundation upon which the empirical research could be based.

The discussion in Chapter two centres around teacher competence, leadership and personal mastery. The study supports the view that throughout a teacher's career, teachers will be changing the scope of their competence, through becoming more specialist, through moving into newly developing areas of professional work or through taking on management or leadership roles, and they will also be continuously developing the quality of their work in a number of areas, beyond the level of competence to one of proficiency, expertise or personal mastery.

The design of the research project was explained in Chapter three. A description of the empirical investigation was provided. The questionnaire was discussed and the course of the research was briefly indicated. All the questions relevant to leadership resulted in high mean scores that is between 3,64 to 4,35.

The analysis and interpretation of the empirical data was discussed in Chapter four. The construct validity of the research instrument was investigated by means of two successive factor analyses which reduced the 108 items to just two factors namely :

- * Educative competence consisting of 81 items with a reliability co-efficient of 0,978; and
- * Collaborative competence consisting of 27 items with a reliability coefficient of 0, 918.

The statistical analysis of the research was rationed 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 analyse and interpret the data.

After this cursory summary of the aspects touched upon during the present research, important findings emanating from the research are made. These are now briefly illuminated and recommendations for teacher competence are made.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature in respect of personal mastery as an aspect of leadership and the implication for the management of teacher competence :

- * The best teachers are those who are able to translate their knowledge, wisdom and experience into a form of communication that is compelling and interesting (see 2.1 p.9).
- * The challenge of competent teachers in our schools, where integration is a gradual process, is inter alia, to ensure that pupils from disadvantaged communities who cannot communicate in English, progress just as efficiently as the other pupils. The success of learners is largely dependent upon competent teachers as leaders (see 2.2 p.12).
- * Teachers as leaders are motivated to update their knowledge at their own expense and come up with innovative ideas to encourage pupils to participate in classroom activities.

Teachers as leaders cherished notions of being craftsmen. Their pupils enjoy being led. They avoid the language and actions of bureaucrats and technocrats (see 2.3.3 p.16).

- * The expert teacher with ten years of experience has spent a minimum of ten thousand hours in classrooms as a teacher, preceded by at least fifteen thousand hours as a student. While not all such experienced teachers are experts, there are not likely to be many expert pedagogues who achieve their status without extensive classroom experience (see 2.4 p.16 and 17).

5.3.2 Important empirical findings in respect of teacher competence.

- * Teacher competence consists of two factors namely :

Educative competence which is composed of 81 items with a Cronbach - alpha - reliability co-efficient of 0,978; and

Collaborative competence, made up from 27 items with Cronbach - reliability co-efficient of 0,918.

- * In respect of educative competence significant statistical differences were found between the perception of educators as reflected in the mean factor scores of the following groups:

Post-levels, educational qualifications, provinces in which one is presently teaching and home language.

Therefore the implementation of the broad banding policy and not acknowledging teachers studying for further degrees and diplomas may have a detrimental effect on the education department in the future as teachers may not be motivated enough to study.

* In respect of collaborative competence the opinions of the following groups of educators showed statistically significant differences:

School-type, post levels, educational qualifications, home language, pupil attendance, teacher attendance and image of the school.

5.4 RECOMMENDATIONS

The main aim of this research project was an investigation into the importance of personal mastery as an aspect of leadership and its implication for teacher competence. In order to realise this aim a literature survey 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.

RECOMMENDATION 1

5.4.1 Quality of Work

Competent teachers should continuously develop the quality of their work in as many areas as possible, beyond the level of competence, to one of proficiency, expertise and personal mastery.

RECOMMENDATION 2

5.4.2 Educative competence as a factor of teacher competence:

Educative competence should include the following factors:

- * creation of an effective learning environment;
- * professional commitment;
- * creation of order and discipline;
- * an ethical foundation;
- * the ability to reflect on teaching practice;
- * co-operative ability;
- * effectiveness; and
- * leadership qualities.

THE RESULTS OBTAINED IN THE FACTOR MEAN SCORES RELATIVE TO EDUCATIVE COMPETENCE SHOWS THAT EDUCATIVE COMPETENCE IS AN IMPORTANT ASPECT OF TEACHER COMPETENCE AND IT SHOULD BE INCLUDED IN ANY FUTURE TEACHER APPRAISAL SYSTEM.

RECOMMENDATION 3

5.4.3 Collaborative competence as a factor of teacher competence:

Collaborative competence refers to the interaction between management, teachers and pupils in order to influence amongst others, teacher attendance, pupil attendance, image of the school, participation and team work.

The high factor mean score obtained by the various independent groups for collaborative competence also shows that collaborative competence should be an integral part of an educational framework for any competent teacher.

THE TEACHERS SHOULD THEREFORE MAKE EVERY EFFORT TO ENHANCE THEIR COLLABORATIVE COMPETENCE AS THIS SIGNIFICANTLY INFLUENCES THE QUALITY OF TEACHING.

RECOMMENDATION 4

5.4.4 Topics for further research

The lack of representation of women in formal positions of leadership in the education service is problematic from a number of vantage points. It suggests that the talents and skills of many women in the education service are not being adequately recognised, and it serves to reinforce stereotypes in our society (see 2.3.2 p.14). Research on the representation of women in positions of leadership could provide further guidelines on teacher competence.

5.5 CONCLUSION

Teacher leadership is essential to re-structure schools for the twenty-first century. Reaching every student rather than covering the curriculum, connecting to all learners rather than merely offering education is our task. Approaches must be invented that allow students and colleagues to connect in ways to focus on what individuals as well as groups need. Both individuals and groups must then work in an environment flexible to allow those needs to be serviced (Goss, 1993:4).

Educational authorities must shift from efforts to improve schools by creating better regulations to efforts to improve schools by investing in competent teachers and the knowledge base for teaching.

As professionals, teachers take responsibility for their actions and accept the obligation to look for ways of improving the quality of their service to their pupils. After all, expert knowledge and personal mastery are essential skills required to keep pupils focused and working on the task. The challenge now is for teachers to move towards obtaining a clearer understanding of teacher competence.



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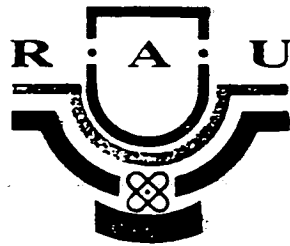
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ANNEXURE A





RAND AFRIKAANS UNIVERSITY
PO Box 524
Auckland Park
Republic of South Africa
2006

RAND AFRIKAANS UNIVERSITY
Telegraphic address Rauniv
Telex 424526 SA
Telephone (011) 489-2911
+ 27-11-489-2911
Fax (011) 489-2191
+ 27-11-489-2191

Dear Madam/Sir

Date: 1996-05-27

The professional development of teachers is an aspect which directly concerns you. It is thus vital that we obtain your opinion regarding this aspect as it is a **REAL CONCERN OF TEACHERS AND EDUCATIONAL MANAGERS** in the new Educational dispensation.

A questionnaire is one of the most effective ways of **ELICITING TEACHER OPINION** and we are committed to the fact that without your opinion the information is not credible. Please bear the following in mind when you complete the questionnaire:

- * Do not write your name on the questionnaire - it remains anonymous.
- * There are no correct or incorrect answers in Section B. This is not a test of your competence. We merely require your **honest opinion** in order to obtain reliable and trustworthy data.
- * Your first spontaneous reaction is the most valid. So work quickly and accurately. Do not ponder too long over any particular question/item.
- * Please answer **ALL** the questions (questions are printed on **BOTH SIDES** of the page).
- * If you would like to change your response to a question do so by clearly crossing out the incorrect response and circling your intended response.
- * Please return this questionnaire to the **PERSON FROM WHOM IT WAS RECEIVED, AFTER HAVING COMPLETED IT.**

Thank you once again for your assistance.

Yours faithfully

PROF. J B SMITH..... *J B Smith* PROF. K P DZVIMBO..... *K P Dzvimbo*
 DR B R GROBLER..... *B R Grobler* DR M P v d MERWE..... *M P v d Merwe*
 MS. S SCHALEKAMP..... *S Schalekamp*

TC/ERG

Office use only				
				(1-4)
Card number				
				(5)
1				

SECTION A - PERSONAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A		
QUESTION 1: Your Gender?		
If you are a male then circle as follows:		
Male.....	<table border="1" style="width: 30px; height: 30px; margin: auto;"><tr><td style="text-align: center;">1</td></tr></table>	1
1		
Female.....	<table border="1" style="width: 30px; height: 30px; margin: auto;"><tr><td style="text-align: center;">2</td></tr></table>	2
2		

1. GENDER

Male.....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">1</td></tr></table>	1
1		
Female.....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">2</td></tr></table>	2
2		

(6)

2. YOUR PRESENT POST LEVEL

Teacher without merit award.....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">1</td></tr></table>	1
1		
Teacher with merit award(s).....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">2</td></tr></table>	2
2		
Head of Department.....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">3</td></tr></table>	3
3		
Deputy Principal.....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">4</td></tr></table>	4
4		
Principal.....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">5</td></tr></table>	5
5		
Higher promotion posts.....	<table border="1" style="width: 30px; height: 30px;"><tr><td style="text-align: center;">6</td></tr></table>	6
6		

(7)

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

(e.g. thirty five years

3	5
---	---

)

--	--

 (8-9)

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

(e.g. five years:

0	5
---	---

)

--	--

 (10-11)

5. YOUR HIGHEST EDUCATIONAL QUALIFICATION

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

(12)

6. PROVINCE (In which you are presently teaching)

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

(13)

7. WHICH IS YOUR RELIGIOUS COMMITMENT?

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

(14)

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

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

(15)

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

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

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

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

(18)

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

Excellent.....
 Average.....
 Poor.....

1
2
3

(19)

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

Excellent.....
 Average.....
 Poor.....

1
2
3

(20)

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

Excellent.....
 Good.....
 Average.....
 Disturbing.....

1
2
3
4

(21)

SECTION B

Remember this is not a test of your competence. Mark your opinion by circling the appropriate number/code on the scale provided for each question.

Give your opinion on a 5 point scale where:

- 1 means very seldom;
- 5 means very often; and
- 2 - 4 is somewhere in between

EXAMPLE

In your opinion how often do you:

Effectively use available teaching time?

very seldom

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

very often

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

IN YOUR OPINION HOW OFTEN DO YOU:

1. See that bureaucratic obstacles do not interfere with your teaching?

very seldom

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

 very often (22)

2. Use a variety of resources in order to enhance the relevance of the lesson?

very seldom

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

 very often (23)

3. Ensure that respect for each other is entrenched in your disciplinary actions?

very seldom

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

 very often (24)

4. Show your subject expertise by using effective learning strategies?

very seldom

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

 very often (25)

5. Complete a given quantity of work in a specific period of time as specified in a scheme of work?

very seldom

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

 very often (26)

6. Critically examine any educational reform before accepting or rejecting it?

very seldom

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

 very often (27)

7. Use clear instructions so that pupils very often know what, when and how work is to be done?

very seldom

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

 very often (28)

8. Keep up to date with new developments in your subject field by attending courses and seminars?

very seldom

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

 very often (29)

IN YOUR OPINION HOW OFTEN DO YOU :

9. Offer to do additional work outside normal teaching hours?

very seldom

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

 very often (30)

10. Attempt to make pupils realise that education is something you acquire for yourself?

very seldom

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

 very often (31)

11. Have effective strategies in order to manage disruptive pupil behaviour?

very seldom

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

 very often (32)

12. Inform parents about the value of independent learning?

very seldom

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

 very often (33)

13. Encourage teachers to work together in order to achieve a common goal?

very seldom

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

 very often (34)

14. Make use of a variety of techniques in order to explain difficult concepts?

very seldom

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

 very often (35)

15. Analyze complex information so that it could be presented to the pupils in an understandable way?

very seldom

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

 very often (36)

16. Formulate valid and reliable tests to assess pupil progress?

very seldom

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

 very often (37)

17. Effectively use available teaching time?

very seldom

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

 very often (38)

IN YOUR OPINION HOW OFTEN DO YOU :

18. Create a classroom climate where pupils are able to exchange ideas freely?
 very seldom

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

 very often (39)
19. Demonstrate that discipline is directed primarily at correction and not retribution?
 very seldom

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

 very often (40)
20. Show a repertoire of teaching skills that facilitate learning?
 very seldom

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

 very often (41)
21. Encourage teachers to work together with a view to improving pupil achievement?
 very seldom

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

 very often (42)
22. Illustrate the practical application of theoretical concepts using numerous concrete examples?
 very seldom

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

 very often (43)
23. Experiment and introduce exciting teaching techniques to facilitate pupil learning?
 very seldom

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

 very often (44)
24. Display attitudes that foster learning amongst your pupils?
 very seldom

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

 very often (45)
25. Teach students to become critical learners?
 very seldom

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

 very often (46)
26. Show that interaction between teacher and pupil is an important aspect of the educational process?
 very seldom

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

 very often (47)

IN YOUR OPINION HOW OFTEN DO YOU :

27. Create opportunities for pupil participation during lessons?

very seldom

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

 very often (48)

28. Phrase questions in a language easily understandable to the pupils?

very seldom

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

 very often (49)

29. Create a climate which is conducive to learning?

very seldom

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

 very often (50)

30. Assist with extra-curricular activities such as sport and culture?

very seldom

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

 very often (51)

31. Use questioning techniques which stimulate pupils to THINK?

very seldom

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

 very often (52)

32. Think about your lesson planning before the actual lesson?

very seldom

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

 very often (53)

33. Encourage parents to become involved in extra-mural activities?

very seldom

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

 very often (54)

34. Set achievable instructional goals?

very seldom

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

 very often (55)

35. Display a sensitivity when dealing with children from different cultural groups?

very seldom

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

 very often (56)

36. Lead by telling your pupils exactly what to do?

very seldom

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

 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

37. Use the minimum amount of time and energy to successfully achieve your objectives?

very seldom

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

 very often (58)

38. Reflect on some of your teaching methods during the lesson?

very seldom

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

 very often (59)

39. Allow parents with special skills to assist in the organisation of school matters?

very seldom

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

 very often (60)

40. Assist pupils in applying knowledge gained to actual problems experienced in society?

very seldom

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

 very often (61)

41. Use tact when resolving problems where different cultural groups are involved?

very seldom

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

 very often (62)

42. Demonstrate assertiveness when communicating with parents?

very seldom

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

 very often (63)

43. Use questions that vary in difficulty in order to cater for the different abilities of pupils?

very seldom

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

 very often (64)

44. Make use of a diary to plan your use of time effectively?

very seldom

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

 very often (65)

45. Organise various symposiums aimed at professional development?

very seldom

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

 very often (66)

IN YOUR OPINION HOW OFTEN DO YOU :

46. Indicate that you are not afraid to experiment with novel ideas?

very seldom

1	2	3	4	5
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 very often (67)

47. Manage your learning environment by using rules and routines?

very seldom

1	2	3	4	5
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 very often (68)

48. Maintain an orderly yet relaxed classroom climate?

very seldom

1	2	3	4	5
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 very often (69)

49. Attempt to relate the content of your subject to the present and future concerns of pupils?

very seldom

1	2	3	4	5
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 very often (70)

50. Involve students in the actual planning of certain lessons?

very seldom

1	2	3	4	5
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 very often (71)

51. Encourage parents to assist their children with the learning process?

very seldom

1	2	3	4	5
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 very often (72)

52. Give careful consideration to the various ability levels of your pupils when planning lessons?

very seldom

1	2	3	4	5
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 very often (73)

53. Treat pupils with dignity and respect by means of caring acts such as recognition and personal thank you's?

very seldom

1	2	3	4	5
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 very often (74)

54. Show assertiveness when communicating with pupils?

very seldom

1	2	3	4	5
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 very often (75)

Office use only				
				(1-4)
Card number				
	2			(5)

IN YOUR OPINION HOW OFTEN DO YOU :

55. Involve parents in the formulation of school rules pertaining to the discipline of their children?

very seldom

1	2	3	4	5
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 very often (6)

56. Use the knowledge gained from past experiences with pupils as a means to assist pupils in making sense of your particular subject?

very seldom

1	2	3	4	5
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 very often (7)

57. Actively involve the children in the lesson?

very seldom

1	2	3	4	5
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 very often (8)

58. Demonstrate that you are able to work without supervision by constantly evaluating your own work?

very seldom

1	2	3	4	5
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 very often (9)

59. Enforce rules in such a way that desired behaviour is obtained?

very seldom

1	2	3	4	5
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 very often (10)

60. Ensure that the classroom environment is well organised so that effective learning can occur?

very seldom

1	2	3	4	5
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 very often (11)

61. Attempt to prepare pupils to fulfil a meaningful role in society?

very seldom

1	2	3	4	5
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 very often (12)

IN YOUR OPINION HOW OFTEN DO YOU :

62. Encourage pupils to feel a sense of ownership for the school?

very seldom

1	2	3	4	5
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 very often (13)

63. Encourage activities which involve pupils in collaborative efforts?

very seldom

1	2	3	4	5
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 very often (14)

64. Carefully analyze the performance of pupils with the view of remediation?

very seldom

1	2	3	4	5
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 very often (15)

65. Allow pupils to participate in formulating rules and regulations concerning classroom procedures?

very seldom

1	2	3	4	5
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 very often (16)

66. Act as a mediator in conflict situations such as teacher strikes?

very seldom

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

 very often (17)

67. Keep careful records of pupil progress to determine your understanding of essential skills?

very seldom

1	2	3	4	5
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 very often (18)

68. Involve pupils in planning lesson activities?

very seldom

1	2	3	4	5
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 very often (19)

69. Have the tenacity not only to listen to pupils problems but also to do something about it?

very seldom

1	2	3	4	5
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 very often (20)

70. Believe that your teaching really does make a difference in the performance of pupils?

very seldom

1	2	3	4	5
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 very often (21)

IN YOUR OPINION HOW OFTEN DO YOU :

71. Give unceasing support in order to motivate pupils?

very seldom

1	2	3	4	5
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very often

(22)

72. Assist with the management of induction programmes for new teachers to the school?

very seldom

1	2	3	4	5
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very often

(23)

73. Take a pride in your work by doing it to the best of your ability?

very seldom

1	2	3	4	5
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very often

(24)

74. Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils?

very seldom

1	2	3	4	5
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very often

(25)

75. Use positive rewards as an educational aid?

very seldom

1	2	3	4	5
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very often

(26)

76. Act as a role model for pupils by displaying conduct of the highest ethical standards?

very seldom

1	2	3	4	5
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very often

(27)

77. Instill a sense of self-motivation and self-discipline in pupils?

very seldom

1	2	3	4	5
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very often

(28)

78. Resist methodologies forced upon you before having had the opportunity to review such methods?

very seldom

1	2	3	4	5
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very often

(29)

79. Evaluate the applicability of teaching materials before use?

very seldom

1	2	3	4	5
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very often

(30)

IN YOUR OPINION HOW OFTEN DO YOU :

80. Study videotapes of lessons together with colleagues in order to improve team work?
 very seldom

1	2	3	4	5
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 very often (31)
81. Make up for teaching time lost due to work stoppages?
 very seldom

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

 very often (32)
82. Make use of peer-group tutoring to facilitate learning?
 very seldom

1	2	3	4	5
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 very often (33)
83. Accept criticism from colleagues in an effort to improve your teaching?
 very seldom

1	2	3	4	5
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 very often (34)
84. Strive to inspire pupils to high levels of achievement?
 very seldom

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

 very often (35)
85. Create interest in your lessons by using stimulating and thoughtful lesson plans?
 very seldom

1	2	3	4	5
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 very often (36)
86. Share the responsibility with management of disciplining pupils?
 very seldom

1	2	3	4	5
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 very often (37)
87. Develop your pupils' ability to adjust and relate to one's environment?
 very seldom

1	2	3	4	5
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 very often (38)
88. Ensure that your pupils are familiar with the standards required for the completion of certain tasks?
 very seldom

1	2	3	4	5
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 very often (39)

IN YOUR OPINION HOW OFTEN DO YOU :

89. Acknowledge that problems often have many solutions?

very seldom

1	2	3	4	5
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very often

(40)

90. Use lesson plans in conjunction with colleagues?

very seldom

1	2	3	4	5
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very often

(41)

91. Make every effort in order to improve collaboration among teachers?

very seldom

1	2	3	4	5
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very often

(42)

92. Attempt to create flexibility in the school curriculum to encourage pupil participation?

very seldom

1	2	3	4	5
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very often

(43)

93. Plan the use of any free time during the school day effectively?

very seldom

1	2	3	4	5
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very often

(44)

94. Encourage group work as an aid to pupil co-operation?

very seldom

1	2	3	4	5
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very often

(45)

95. Exhibit good self-control?

very seldom

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

very often

(46)

96. Choose those specific teaching methods that best achieve your lesson objectives?

very seldom

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

very often

(47)

97. Help pupils in ways which will assist them to become independent learners?

very seldom

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

very often

(48)

IN YOUR OPINION HOW OFTEN DO YOU :

98. Develop your pupils' ability to appreciate and admire literature and the arts?

very seldom

1	2	3	4	5
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 very often (49)

99. Ask your colleagues to evaluate your lessons?

very seldom

1	2	3	4	5
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 very often (50)

100. Collect information for a teaching portfolio which could assist you with self-evaluation?

very seldom

1	2	3	4	5
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 very often (51)

101. Make use of formal assessment by means of tests and examinations in order to monitor your pupils' learning?

very seldom

1	2	3	4	5
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 very often (52)

102. Assist with additional chores such as keeping the school clean?

very seldom

1	2	3	4	5
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 very often (53)

103. Show a clear understanding of your subject content?

very seldom

1	2	3	4	5
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 very often (54)

104. Endeavour to get pupils to fully understand why they are expected to behave according to certain norms?

very seldom

1	2	3	4	5
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 very often (55)

105. Develop pupils' ability to be tolerant of one another?

very seldom

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

 very often (56)

106. Encourage pupils to think critically about the answers they give to questions asked?

very seldom

1	2	3	4	5
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 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

107. Organise visits to colleagues in neighbouring schools as a means to improve your teaching practice?

very seldom

1	2	3	4	5
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very often

(58)

108. Use feedback received from teachers and pupils to improve your teaching methods?

very seldom

1	2	3	4	5
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very often

(59)

THANK YOU FOR YOUR PATIENCE AND CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE.



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