

TITLE PAGE

**TEACHER TEAMWORK AS AN ASPECT OF CO-OPERATIVE ABILITY:
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE**

by

FLORENCE NOZIPHO SILI

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OORSIG

Die voorsiening van kwaliteitonderrig in skole, veral gedurende die oorgangsperiode, het die hoofoorweging vir alle belanghebbende partye geword. Dit gee aanleiding daartoe dat onderwyservaardighede beklemtoon word. Hierdie navorsingsprojek is dus hoofsaaklik gerig op die waarde van onderwyservaardighede in die opvoeding. Aangesien die begrip 'onderwyservaardigheid' baie wyd is, is dit nodig om op die verskillende komponente van onderwyservaardigheid te wys, om sodoende die effektiwiteit daarvan aan te toon. Die vermoë tot samewerking, wat die middelpunt van hierdie ondersoek vorm, is geïdentifiseer as een van die komponente van onderwyservaardigheid.

Drie aspekte van hierdie vermoë tot samewerking wat aangedui word, is onderwysersspanwerk, oerbetrokkenheid en leerlingdeelname. Onderwysersspanwerk, as 'n aspek van die vermoë tot samewerking is intensief ondersoek in hierdie studie.

Bevindinge van hierdie navorsingsprojek het aangedui dat onderwysersspanwerk van deurslaggewende belang is, in die herstel van 'n leer en onderrigkultuur. Dit het verder aangetoon dat die aanwending van spanne in skole positiewe gevolge vir beide leerlinge en leerkragte het. Onderwysersspanwerk blyk 'n universele geneesmiddel te wees, vir die probleme van onderwysers wat voorheen in isolasie gewerk het. Sodanige onderwysers is verseker van groepsinergie.

Aanbevelings wat gebaseer is op die bevindinge van hierdie studie, beklemtoon die noodsaaklikheid daarvan, om spanne in skole te vestig, ten einde die kwaliteit van onderrig te verbeter. In die aanbevelings word dit ook beklemtoon dat oorkoepelende doelstellings gestel moet word, om leerkragte aan te moedig om 'n gesamentlike doel na te streef.

Hierdie studie is dus 'n aanduiding van die waarde van onderwysersspanwerk in die opvoeding. Dit impliseer ook dat hierdie navorsingsprojek, gebaseer op 'n aktuele saak soos onderwyservaardigheid, betekenisvol is vir onderwysers sowel as vir ander belanghebbendes, en dat die bevindinge nie sleg relevant is tot 'n klein gebied nie, maar dat dit van waarde sal wees oor 'n veel wyer veld. Die waarde daarvan lê in die doelstelling, naamlik die verbetering van die kwaliteit van die onderwys in Suid Afrika.

SYNOPSIS

Provision of quality education in schools, has become the main concern for all the stakeholders, especially during this transitional period. This has prompted emphasis on teacher competence. This research project thus, is mainly focused on the value of Teacher competence in education. Since the concept 'Teacher competence', is broad, there has been a need to focus on its components, which would help reveal its effectiveness. Co-operative ability, which forms the main core of this investigation, has been identified as one of the components of Teacher competence.

The three aspects of co-operative ability identified in this regard were teacher teamwork, parental involvement and pupil participation. Teacher teamwork as an aspect of co-operative ability was intensively investigated in this study.

Findings of this research work have revealed the effectiveness of teacher teamwork, in the restoration of the culture of teaching and learning. This study has further proved that utilisation of teams in schools has positive results for both teachers and students. Teacher teamwork has proved to be a panacea to teachers who have previously worked in isolation. Such teachers are ensured of group synergy.

The recommendations which were based on the findings of the study, emphasized establishment of teams in schools, with a view to improve the quality of education. They also encouraged creation of superordinate goals, that will encourage teachers to work together towards a common goal.

This study therefore, serves as an indication of the value of teacher teamwork in education, especially in our present day. Summarily, this implies that this research work, based on a pertinent issue such as Teacher competence has proved to be of significance, not only to teachers, but also to stakeholders. It is evident therefore that, this study will not only be beneficial to a small area, but to quite a wide area. Its value lies in its intention, which is the improvement of the quality of education in South Africa.

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CHAPTER ONE

1.1 INTRODUCTION

The previous socio-political changes in South Africa have affected the Education system adversely. This is manifested in the degeneration of the teaching and learning culture, especially in Black schools, where chalksdown, classboycotts, defiance campaigns, stayaways and marches during school hours have been the order of the day.

Poor matric results for the past three years clearly indicate the effect of the change on education in Black schools in the Mdantsane district in the Eastern Cape Province.

TABLE 1

Std 10 Results of Three Secondary Schools in the Eastern Cape Province.

YEAR	1995			1994			1993		
NAME OF SCHOOL	NO. OF CANDIDATES	P	F	NO. OF CANDIDATES	P	F	NO. OF CANDIDATES	P	F
S.E.K MQHAYI SSS	132	55	77	105	48	57	177	74	103
NGCELWANE SSS	114	47	67	110	54	56	112	59	63
WONGALETU SSS	51	21	30	67	30	37	77	33	44


It is in this light that this situation of anomaly calls for the restoration and reformation of the culture of teaching and learning. Among researchers who view teacher competence as of great significance, Squelch and Lemmer (1994:1) realize that school management calls for improved skills, knowledge and attitudes to be able to cope with a wide range of demands and challenges.

This realization may be in support of the aspirations of many parents who expect a high quality of education for their children. That being the case, it implies emphasis on teacher competence. In this regard the document of Norms and Standards for Teacher Education in South Africa (July 1994:2) notes that the norms and standards are aimed at ensuring the quality of teacher education. To support this view, this document has further provided competencies and criteria for teacher education, with a view to eliminate current disparities. On considering that more often than not, teachers work independently, one would suggest a more collaborative approach, which would help them achieve a common goal.

Co-operative ability therefore becomes imperative for teachers who strive for rendering a high quality of education. To be effective, this has to entail teacher teamwork, parental involvement and pupil participation. The Report of the

Committee to Review the Organisation, Governance and Funding of Schools (1995 :28) notes the apparent difficulties experienced by rural areas and farm teachers and parents in working together. The reasons are attributed to the tension mainly derived from the living and working conditions of teachers in these areas. Failure to bring these groups together, defeats the aim of encouraging group synergy. Murgatroyd and Morgan (1993:44) also agree that the new rule for organizational design and effectiveness is teamwork.

1.2 DEFINITION OF THE PROBLEM

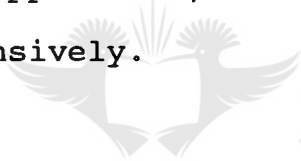


This study is concerned mainly with teacher teamwork as an aspect of the co-operative ability. It is also concerned with an investigation of the implications of teacher teamwork on Teacher competence. Teacher competence is the main core of this investigation, because both co-operative ability and teacher teamwork have serious implications for teacher competence. Besides teacher teamwork, co-operative ability entails other components such as parental involvement and pupil participation. All these reveal the extent to which co-operative ability has effect in producing results and work of a high standard.

This study also focuses on the implications of teacher

teamwork. These may be based on the ability of teams to work collaboratively towards a common goal, with predetermined objectives. Senge et.al. (1994:352) in support of this view realise that team learning also draws upon the skills of building shared vision, particularly in building shared aspiration. This evidently suggests that the success of teamwork largely depends on shared decisions.

The decision to conduct this study from a teacher perspective consequently calls for the use of both the qualitative and quantitative approaches, whereby co-operative ability will be examined intensively.



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The interpretive theories will guide the qualitative research aspect of the study, since they are concerned with the way individuals attribute meanings to their daily interactions. These theories will further be relevant to this study as they deal with interaction with others. It is true that in these theories other person's reaction will affect the self-concept. An individual teacher's image is boosted by being part of teacher teamwork. Mouton and Marais (1995:203) in support of this view note that according to the symbolic interaction theory the self is established, maintained and altered in interaction with others.

1.3 AIMS OF THE STUDY

The general aim of this study is to determine whether co-operative ability has a positive effect on Teacher competence.

1.3.1 SPECIFIC OBJECTIVES

The specific objectives of this study are:

- (a) To establish empirically, the role of teacher teamwork, parental involvement and pupil participation on Teacher competence, with a view to encourage the restoration of the culture of teaching and learning.
- (b) To ascertain the role of pupil participation in the process of the restoration of the culture of teaching and learning.
- (c) To develop findings and recommendations of how best teacher teamwork can be encouraged, in order to improve the quality of education in South Africa.

1.4 QUESTIONS GUIDING THE STUDY

Murgatroyd and Morgan (1993:91) assert that appropriate leadership is a requirement for effective teams in schools. Their view is echoed by West-Burnham (1992:199) where he argues that there is a substantial gap between merely labelling a group a team, and creating effective work team which is able to function in a total quality environment.

Questions for Aim 1:

- (a) What are the possible factors which contribute to effective teacher teamwork?
- (b) Why is shared vision important for teams? Senge et.al. (1994:437)
- (c) What can the educational manager do to promote teacher teamwork?

Questions for Aim 2:

- (a) What role can the students play to promote the culture of learning?
- (b) What are the possible factors which promote student participation?
- (c) How can co-operative ability be encouraged among students, parents and teachers?

Questions for Aim 3:

- (a) How can co-operative ability be encouraged to improve the quality of education?
- (b) What can the educational manager do to promote interaction among teachers, students and parents? (c) What are the costs and benefits of teacher teamwork to students?
- (d) What structural sources of inequality lead to teacher incompetence?

1.5 SIGNIFICANCE OF THE STUDY

It is envisaged that this study will encourage collaborative approach, which will culminate in positive results for the schools. In support of this view Murgatroyd and Morgan (1993:84) argue that teams are desirable because they work together to achieve common goals. Achievements of goals by teachers will contribute to effective teaching. Students will also benefit in the restoration of the culture of teaching and learning, as they would be participating in the process. Involvement of parents, teachers and students in the positive educational change, will help transform them into change agents.



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Research work based on a pertinent issue such as Teacher competence will prove to be of great value, not only to the East London area, but to the country as a whole. Both qualified and unqualified teachers will move away from the idea of being "islands", and work collaboratively with other teachers, with a view of producing work of a high standard. There has always been a far cry pertaining to competencies of teachers in South Africa. An improvement in Teacher development in this regard is more likely to be attained. Working in collaboration with a group is bound to eliminate frustrations of working in isolation with no one to share work situation problems with. In this regard Murgatroyd and Morgan

(1993:143) cite a shared sense of purpose and vision as one of the characteristics of high performing teams.

Recommendations of how to improve the quality of education will appeal to educationists assigned such a task, and thus be shared throughout the country. Investigation of issues which are of great concern indicate a high standard of Research Development of the country.

1.6 METHODOLOGY

Two methodological approaches will be utilised in this study, namely:

- (a) The quantitative approach, and
- (b) The qualitative approach.

1.6.1. THE QUANTITATIVE PARADIGM

The quantitative research is deductive in nature, in that the researcher's aim is to test hypotheses, hence he/she starts with a clear statement of the problem. The researcher stands aloof from that being researched, this is done for objectivity purposes. Reality is seen as singular and objective by the researcher who distances herself from it.

It is formal and also based on a set of definitions. The formality associated with this paradigm becomes more evident on structured questions, that are of a quantitative nature.

Deductive reasoning which is fundamental to quantitative research moves from the general to the particular. It requires a nomothetic approach to research evidence. This paradigm allows for the formulation of the main principles of generalisations of theories, that evolve out of research. Such theories can be applied to a large number of cases or situations. Consequently it allows for formulation of rules and theories. This will also be possible in our study which has utilized this paradigm.

The utilisation of this paradigm in research, ensures the inclusion of validity and reliability. This does not go without problems. Basing research on what is given, obviously limits the researcher to what exists.

1.6.2 THE QUALITATIVE PARADIGM

In its research methodologies it takes cognisance of human agency. Qualitative research is concerned with how people derive meanings in their daily lives. Emphasis is placed on process rather than outcomes or products. The researcher in the process of interaction becomes immersed in that being researched. It is informal, involves decisions and personal voice. That the researcher is the primary instrument for data collection and analysis is in support of this statement. Data are mediated through the human instrument. As the researcher

interacts while collecting data, he becomes part of the schema. Qualitative research involves fieldwork. A researcher has to investigate how people derive meanings on what they are doing. It is descriptive and also inductive in nature, for it moves from the particular to the general. The researcher builds abstractions, concepts, hypotheses and theories from details. Mouton and Marais (1994:204) strongly support the view that qualitative research designs begin with specific observations and build towards general patterns. They argue that holism is the assumption that the whole is greater than the sum of the parts, and that context is essential for understanding a situation.



The hermeneutic methodology asserts that the researcher and the subjects are closely related during the research process. A subjectivist approach argues that human nature is essentially voluntaristic. Consequently, the investigation should strive to focus on the symbolic actions of the subjects. Use of this paradigm allows for the in-depth of the study.

1.6.3. QUESTIONNAIRES

These will contain clear instructions and introductory comment where appropriate as noted by Babbie (1989:150). The questionnaires will be based on a quantitative research paradigm. They will be closed-ended questions, to allow for a

greater uniformity of responses and also for easy processing as Babbie (1989:140) argues. These will be structured questions on co-operative ability as an aspect of Teacher competence. Special focus will be directed on Teacher teamwork.

1.6.4 INTERVIEW GUIDES

For interview, questions based on a qualitative framework will be prepared. These will be open-ended questions to allow for the in-depth of the study.

1.7 DATA ANALYSIS

Analysis of data is based on the selected analytical units. For a better understanding of the subjects' accounts of their experiences and perceptions, the reports of the subjects will be analyzed against the background of the organisational structure. This will provide a context for the analysis, as the subjects will be viewed within their contextual setting. Le Compte and Preissle (1993:148) support the view of the incorporation of data collection strategies such as survey analysis and other components or alternative research models into the ethnographic design. This is due to the realization that ethnographers engage in studies that transcend descriptive analysis and as such, mandate a wider range of techniques to ensure reliability and validity of the research results.

As soon as the data is generated, the researcher attempts to discover relationships in patterns by means of close scrutiny of the data. The analysis of data is made possible by the use of inductive abstraction and generalization. This leads to a more systematic explanation or even a conceptual framework.

The inductive

strategy is particularly appropriate to studies aimed at hypothesis-generating or studies of exploratory as well as descriptive nature.

1.8 POPULATION

In this study our population was drawn from ten secondary schools. Therefore, it was made up of ten secondary school headmasters and three teachers, three H.O.D.s, three S.R.C. members from each school and also three parents from each school. This was conducted in the Soweto district in the Gauteng region.

1.9 SAMPLE/SAMPLING PROCEDURE

Probability sampling was used to eliminate any biases in the selection procedure, particularly the Simple Random Sampling.

1.10 LIMITATIONS OF THE STUDY

A major framework such as symbolic interactionism which is part of interpretive theories would be appropriate for this study, since it focuses upon group behaviour in natural settings, but because it is most accessible through direct observations, which was not utilised in this study, has not been possible to utilise.

1.11 DEFINITION OF CONCEPTS

- (a) Teacher competence - is the ability/authority of an individual to perform a task in the manner expected of him. This may refer to a skill necessary to perform a particular duty.
- (b) Co-operative ability - refers to the ability to work collaboratively with various groups of people to achieve a common goal.
- (c) Teacher teamwork - refers to a group of teachers who work together for the improvement of the quality of education. "Teams are defined as any group of people who need each other to accomplish a result", Senge et.al. (1994:354)
- (d) Parental involvement - this refers to the positive role played by parents in school matters, with a view of promoting the culture of learning.
- (e) Pupil participation - refers to the involvement of students in school matters, with a view of

getting their support in cultivating the culture of learning in the school.

- (f) Teacher appraisal - refers to the system of teacher assessment, which is based on the standard of performance of an individual teacher, as reflected in the work completed.
- (g) Performance - is the manner in which one executes a given task. This involves going through a particular proceeding. The level of one's performance determines the degree of the individual's success or failure.
- (h) Theoretical framework - is a set of related theories which serve as an all-embracing way of explaining, interpreting and investigating the social world out there. The following are some of the major theoretical frameworks: symbolic interactionism, functionalism, conflict theory, interpretive theory, critical theory and reproduction or transmission theory.
- (i) Population - in a study is the group about whom the researcher wants to be able to draw conclusions. It is from this group that a sample is drawn.
- (j) High standard - this refers to the level above which the individual is expected to perform. It may further refer to the high degree of expectation

towards one's performance.

1.12 LAYOUT

- CHAPTER ONE :** This chapter deals with the background and context of the problem. It also deals with the methodology to be utilised in the study. It gives an overview of the whole study.
- CHAPTER TWO :** Literature review is dealt with in this chapter. This will focus on Co-operative ability as an aspect of Teacher competence and specifically Teacher teamwork. Literature review will assist the researcher to develop a theoretical framework or paradigm.
- CHAPTER THREE:** This chapter will concern itself about the methodology of the study. Both major research paradigms will be used (i.e. Qualitative and Quantitative) for data collection.
- CHAPTER FOUR :** In this chapter the main concern will be the presentation of findings of both the qualitative and quantitative research paradigms
- CHAPTER FIVE :** The main focus of this chapter will be data analysis, which will be based on the conceptual framework developed in chapter two. This will facilitate the analysis of both the Qualitative and the Quantitative findings. Recommendations will be made after the analysis of data.

1.13 CONCLUSION

A research design in any scientific study is a sine qua non. Without any proper planning of the study, the effort to complete the relevant project will be futile. It is the research design that gives the researcher the direction to follow, in order to be able to complete his research work. A research design is like a building-plan, without which the actual project cannot be commenced.

That the research design provides the researcher with a definite route to his study, makes his investigation a lot more easier. Completion of a research study is possible only with the availability of a solid research design.

CHAPTER TWO

2.1 INTRODUCTION

The accelerating rate of educational changes in South Africa during the transitional phase calls for educational leaders to adapt promptly. It is evident that a change in the education system implies a need for change in the leadership styles of educators. To ensure that a high quality of education is maintained even during this phase, emphasis is placed on Teacher Competence. High quality education refers to high standards set in providing education. In this regard Hartley (1992:41) argues that competence and quality are both emphasized in industry and education. He further notes that competence in education is seen as a necessary condition for success. A discussion of co-operative ability as an aspect of teacher competence will utilise teacher teamwork, parental involvement and pupil participation in its endeavour to explicate issues related to co-operative ability and teacher competence.

2.2 INTERNATIONAL AND SOUTH AFRICAN PERSPECTIVES OF TEAMS IN ORGANISATIONS.

With emphasis being placed on co-operative ability, teachers

need to work together in order to produce quality work. Teams therefore become unavoidable in this regard. Total quality management philosophy (TQM) is utilised in tasks which require a collaborative effort. According to Murgatroyd and Morgan (1993:60) total quality means that all aspects of an organization have to be dedicated to the goal of achieving the highest possible standards of performance. Jablonski (1994:41) defines TQM as a co-operative management approach. He further asserts that this philosophy has been adopted abroad by countries such as the United States of America, Britain, Canada and Australia. Ross (1993:1) defines TQM among others as cultural change based on a management philosophy of meeting customer requirements through continuous improvement.

All the definitions given above imply provision of high quality performance by teachers. Murgatroyd and Morgan (1993:143) argue that only self-managing teams can bring the range of professional talent, experience and perspectives needed to analyse and improve the core process of organisation. What this implies is a paradigm shift in the leadership style of the Headmaster. For TQM to be effective in the school situation, the headmaster should set superordinate goals.

Everard and Morris (1990:18) assert that goals should not just be set for the sake of setting goals, but these should be as specific, as clear, as concise, as time-bound and as observable or measurable as possible. This is true because knowing the goals of the school gives a sense of direction to all teachers. Newstrom and Davis (1993:425) in support of this view argue that when the members of a task team know their objectives, they contribute responsibly and enthusiastically to the task. LauFaci and Richter (1970:73) realise that, in order to achieve set goals, a team should have a sense of commitment, which brings with it unusual esprit de corps. Consequently each faculty member will view herself/himself as a member of the team, and direct her/his efforts towards achieving group goals.

Teamwork is aimed at developing teams that function effectively. According to Compton and Galaway (1984:523), teamwork is intended to build interagency organizations and professional teams that function effectively in the interest of the client and the desired goals. Willing and Girard (1990:15) share the same view with Newstrom and Davies (1993:425), that of realising the importance of knowing the goals which culminates in commitment and dedication. They further note that if the

goal is shared and valued by all the group members, they will want to stay on task. What this implies is that teams need to communicate effectively, in order to be able to attain the goals of the organisation.

Quality education among other things, can be possible with co-operation and effective communication among teachers in the school. Coelho (1994:31-32) argues that, co-operative skills include specific communicative acts such as seeking clarification, arguing a point of view and expressing agreement or disagreement. He further argues that because co-operative groupwork fosters purposeful, task-oriented communication, the quality of the talk is greatly improved. Griffin and Moorhead (1986:519) note that since the group outcome depends on the co-ordinated action of its members, the communication network is a strong influence on group effectiveness. It is in teamwork that qualitative communication emerges. In co-operative settings, high quality interactions are more possible, but most teachers know this from personal involvement, as argued by Willing and Girard (1990:14). The significance of communication in a group is also noted by Luthans (1989:371) who contends that persons in a group interact with one another, not in just the physical propinquity sense, but also to accomplish many group

goals such as co-operation and problem-solving.

The notion of teachers working and learning together for a change, seems to be part of the professional development sessions which now regularly occur in education.

In realization of this view, Squelch and Lemmer (1994:141) noted that, most schools lack collegiality which is regarded as a hallmark of TQM and staff relations. In support of this view, Cohen and Manion (1985:132) agree that for team-teaching to be effective, there must be co-operation between teachers who should be in frequent contact with each other. Sergiovanni and Starrat (1993:102) also realize the importance of collegiality, when they assert that it is instrumental in effecting change. They further state that it is now accepted that promoting collegiality is an important way to help schools change for the better. Therefore teachers should strive to achieve this through teamwork.

2.2.1 MAIN THEMES EMERGING FROM THE ABOVE STUDY

- (a) Collegiality is viewed as instrumental in effecting change, as noted by Sergiovanni and Starrat (1993:102).
- (b) Teamwork is intended to build interagency organizations and professional teams that function effectively, as argued by Compton and Galaway

(1984:523).

- (c) Importance of knowing goals culminates in commitment and dedication, as noted by Davies (1993:425)
- (d) The communication network is a strong influence on group effectiveness, since the group outcome depends on the co-ordinated action of its members, as contended by Griffin and Moorhead (1986:519).
- (e) Collegiality is regarded as a hallmark of TQM and staff relations, as noted by Squelch and Lemmer (1994:141)
- (f) A sense of commitment brings with it unusual esprit de corps, as argued by LauFaci and Richter (1970:73).

2.3. TEAMS IN ORGANISATIONS

The concept of 'teams' in school situations has become unavoidable. Schools which aim at improving the quality of education, utilise teams. A team may be defined as a group of people who work collaboratively to attain a common goal. Murgatroyd and Morgan (1993:143) in this regard, have a notion that team members are equally aware and committed to the work of the team, in terms of its mission and

values. Various teams can be utilised for continuous improvement in school environment.

2.3.1 EDUCATIONAL CONCEPTS OF TEAMS

These are terms which are applied to teams in a school situation, to denote their functions. Among others the following will be discussed:

1. Governance teams

According to Maeroff (1993b:35), these involve parents, teachers and students. They share in the decision-making process of school-based management. Members are afforded an opportunity of learning group skills with a view to equip them, so that they are able to deal with problems that may arise in the school. Although this is the case, the question of discussing a teacher's case in the presence of students is still under question. As much as students are involved with other aspects of governance, this one still poses a problem.

2. Project teams/Ad hoc groups

According to Squelch and Lemmer (1994:70) and West-Burnham (1992:125), these teams are mainly organised to work on specific projects, usually of a temporal nature,

hence the word *ad hoc*. A good example is where a newly built school has to construct a rugby field. This group has to plan the stages of development of the project, until it reaches the implementation stage. The team disbands after the accomplishment of the mission.

3. Pedagogy teams

According to Maeroff (1993b:37), these teams focus on learning and teaching. They normally create a culture conducive to teaching and learning, and also are a source of knowledge.

4. Subject-matter teams/class-room alternative support teams

Maeroff (1993:36) argues that these teams serve as a source of empowerment to teachers in the classroom. They provide them with the necessary knowledge of their subjects especially in problem areas. In that way teachers no longer feel isolated and having to deal with their problems alone. They get the necessary support from their colleagues, for an example an arrangement can be made that work in the same subject be taught by a teacher from another school, with the individual also teaching another aspect of work in the other school.

5. Grade level teams

According to Maeroff (1993b:37), there is a great similarity between these teams and the Classroom Alternative Support teams. Support is given by teachers of the same standard in teaching problematic areas of the syllabus. Standardised tests and examinations are set by these teams. According to the scheme developed by Maeroff (1993:37b), Grade Level teams are around elementary and middle schools, where teachers organize themselves into grade levels.

6. Interdisciplinary teams

According to Maeroff (1993:38), these teams are drawn from various disciplines within the school. Their purpose is to share common findings in their subjects. For an example, an English teacher may set comprehension questions from a History text book, thus helping the History teacher with the problematic aspects he would like to have emphasized in his subject.

7. Self-managing teams

As Murgatroyd and Morgan (1993:142) argue, these teams work together within an organisation towards a common

goal. They are able to determine their own procedures, subgoals, objectives and ways of working, provided that the goals teams set, are commensurate with the outrageous goals of the organization as a whole.

2.4 TEAM DEVELOPMENT

As Nierenberg (1993:29) puts it, team building developed out of the human potential movement of the 1950's, but became popular in the 1960's and 1970's. The main purpose of teamwork is to improve quality in organisations by facilitating effective operation of groups within the organisation.

The need for effective teamwork is realized by Newstrom and Davis (1993:425), who list four ingredients that contribute to the development of teamwork as the following:

- (a) Supportive environment;
- (b) Skills matched to role and requirements;
- (c) Superordinate goals; and
- (d) Team rewards.

The intention of teamwork in school is that teachers benefit from it. Maeroff (1993a:514) in support of this

view notes that when teams are developed, the aim should be to help teachers become leaders: it is a matter of shaping the leadership, so that it flows out of co-operation. Nierenberg (1993:262) contends that, schools should build teams with a clear purpose in mind.

Murgatroyd and Morgan (1993:150) argue that teams need adequate time for development. They further note that, once teams are formed they are unlikely to be effective from day one; they need time to mature.

2.4.1 The principal's role in team development

The position of the principal demands that he assumes the role of a facilitator in team formation; by virtue of his legitimate power which enables him to:

- (a) Serve as visionary change agent, who can give direction to changes, and adapt to them.
- (b) Empower teachers and encourage them to form teams for improvement of the quality of education within the school.
- (c) Encourage shared-decisions which will be honoured by all in the school, especially those which are for the betterment of the quality of education.
- (d) Transform the school whenever necessary.

Co-operation between the principal and his staff is vital for the development of effective teams. As much as it is possible, he should develop collaborative goals. Squelch and Lemmer (1994:89), note that ties between the principal and the team are strengthened through additional information interaction.

2.4.2 Stages in team development

A number of authors believe that there is a Five-stage Model theory of group development. Such authors include the following: Robbins (1993:288-289), Murgatroyd and Morgan (1993:150-151) and West-Burnham (1992:127). Although these authors all agree with the first four stages of team development, Robbins (1993:289) tends to differ from the rest of these authors, when it comes to the fifth stage of team development. His fifth stage of team development is adjournment as against Conforming/Transforming. These stages are as follows:

STAGE ONE: FORMING

According to Robbins (1993:288), Murgatroyd and Morgan (1993:150) and West-Burnham (1992:127), the first stage in team development is usually characterised by a great deal of uncertainty. Members are 'testing waters' to determine what types of behavior are acceptable. Members are reserved but friendly, they pretend and hide animosity. They are not yet sure of the team purpose. It is only when members have a sense of belonging that the team is capable of assuming its task. The principal should facilitate the development of various teams in the school. The role of a team leader is to facilitate knowing and understanding each other among the group members.

STAGE TWO: STORMING

According to Murgatroyd and Morgan (1993:150), at this stage conflicts emerge over roles, tasks and behaviours. Robbins (1993:288) argue that although members of the group accept its existence, there is resistance to the constraints that the group imposes on individuality. West-

Burnham (1992:127), assert that there is also conflict based on the position of group leadership. The leader's skills of negotiating and conflict resolution are tested at this stage.

STAGE THREE: NORMING

Robbins (1993:288), Murgatroyd and Morgan (1993:150) and West-Burnham (1992:127) agree that at this stage group members unfold. Close relationships develop and the group demonstrates cohesiveness. A strong sense of group identity develops and comradeship. The norming stage becomes complete when there is a spirit of co-operation, teamwork and creativity. It is the task of the leader to promote co-operation and harmony among the team members.

STAGE FOUR: PERFORMING

As noted by Robbins (1993:289), Murgatroyd and Morgan (1993:151) and West-Burnham (1992:127), the group at this point is fully functional and accepted by its members. The emphasis is on performing the task at hand. Performing is regarded as the last stage by permanent work

groups, whereas for temporary teams there is an adjourning stage. For high standard of performance to be maintained, the principal has to work in close contact with the various team leaders in the school. Continuous motivation is what is needed for high productivity. Therefore, leaders should constantly motivate their teams.

STAGE FIVE: CONFORMING/TRANSFORMING

According to Murgatroyd and Morgan (1993:151) and West-Burnham (1992:127), permanent work teams apply this stage for finalizing their task. An effective team has two options either to conform or to transform. In most cases, teams opt for the safe option of conforming, rather than transforming, in the light of the need for constant improvement.

The leader's role is to utilise strategies and techniques which will encourage the team to perform at increasingly high levels.

2.5 ADVANTAGES OF TEAMWORK

According to Thomas (1992:30) teachers list the advantages of teaming as the pooling of ideas, and that it is good for specialisation, for probationary teachers and for improved discipline. In this regard Senge et.al.(1993:229), note that the co-operation of different people may culminate in scientific results of the utmost importance.

Murgatroyd and Morgan (1993:145) in realizing this view, argue that effective teams have effective ways of working. These methods will vary according to the problem in hand and to the interests and skills of the people in the team. Bennett et.al.(1991:153) argue that among benefits envisaged for group work were that individuals learn to get along together, to help one another and realise their own strengths and weaknesses, as well as those of others.

Easen (1985:119) views the advantage of teamwork from a perspective of curriculum development, where he states that invariably, much curriculum development and in-service work takes place in groups. In this regard Goss

(1993:2), argues that teamwork and the distribution of leadership and management responsibilities, can ensure that the teachers in a particular school complement each other's talents and special interests. Bennett et.al. (1991:96), asserts that another benefit is that teamwork provides the individual member of the team with companionship, social experience and the opportunity for self-expression and social intercourse.

The views discussed above, imply that teamwork is not only beneficial to the team members, but also to other stakeholders within the organisation. Considering the categories of people who benefit from teamwork, it can be safely said that the country benefits from it.

2.6 THEORETICAL FRAMEWORK

The success of teacher teamwork in the school is largely dependent on the school principal, as it will be determined by the opportunities provided by him. Therefore, the principal as the head of the school should provide teachers, students and parents with various forums in which they can participate, for the betterment of the school.

Murgatroyd and Morgan (1993:145) argue that, for the development of teams, there should be a chairperson for the routines of meetings. She/he should ensure that they take place and act as a facilitator. These authors view the leadership role as more facilitative, coaching oriented and developmental than instructional or controlling. Murgatroyd and Morgan (1993:154) further assert that, it is only through increasing the autonomy of the individual school and the teams within that school, that we can unleash the power of the professionals working in these organizations.

Ability to work as teams will ensure co-operation within the school, and thus improve the culture of the school. Participating in teams should serve as a motivator to teachers, who are normally faced with problems regarding their teaching strategies.

Team leaders play a significant role in giving direction to their teams. The effect of teacher teamwork will largely depend on how effective the team is.

Questions that may guide this framework will be the following:

- (a) What are the possible factors which contribute to effective teacher teamwork?
- (b) What is the team's vision?
- (c) How can teamwork make the achievement of goals possible?
- (d) Why is co-operative ability associated with teacher competence? and
- (e) What are the costs and benefits of teacher teamwork to both students and teachers?

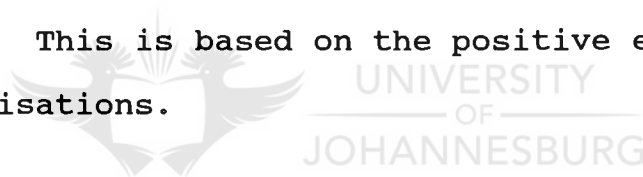
2.7 CONCLUSION

The modern trend in schools is the development of teams among the staff members. Team development is necessary for the implementation of Total Quality Management (TQM), which is a modern concept in Education. It emphasizes continuous improvement, and implies a striving for quality education. Parents, teachers and students should engage in teamwork, and work collaboratively to attain the school's goals. Sharan (1994:129) encourages team development especially if there are valid reasons that will benefit the organization.

It has become evident that teams are necessary for meeting challenging and demanding goals, and sustaining

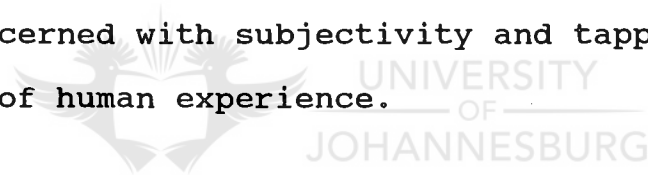
their performance. In this regard Murgatroyd and Morgan (1993:154) note that, as TQM becomes widely implemented, the success of self-managing teams in achieving outstanding performance becomes more evident.

Summarily, this chapter has emphasized the relevance of teams in organizations. Both the international and South African literature surveyed are in consensus that, teams are a necessity for effective management of schools. This is based on the positive effects of teams in organisations.



It has become evident that the development of teacher teamwork, will not only be beneficial to teachers who participate in the teams, but also to students who will gain from the motivated teachers. On realising the high quality education provided by teachers who benefited in the teacher teamwork, the parents' aspirations will also be fulfilled. Subsequently, the whole country will benefit, because parents, teachers and students form part and of the country population.

The next chapter will deal with the method used for data collection. Both the qualitative and the quantitative methods will be utilised in this study. The main focus of the quantitative research paradigm will be objectivity and validity. Rubin and Babbie (1989:364) are in support of this view, as they have noted that quantitative methods are more concerned with maximising the objectivity and testing the validity of what we think we are observing, whereas qualitative methods are more concerned with subjectivity and tapping the deeper meaning of human experience.



CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The literature study in Chapter two formed the framework for the empirical study. The specific aim of the study was also highlighted in Chapter two, as teacher teamwork as an aspect of co-operative ability and its implications for teacher competence. A brief discussion of the design of the research instrument now follows.

3.2 THE INSTRUMENT OF RESEARCH

3.2.1 The design of the questionnaire

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

- (a) The learning environment
- (b) Professional commitment
- (c) Order and discipline
- (d) Educational foundation
- (e) Teacher reflection
- (f) Cooperative ability
- (g) Efficiency
- (h) 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 designed to obtain the perceptions of members of the teaching profession as to how often they demonstrated certain behaviours.

Although this particular research paper deals with teacher teamwork as an aspect of co-operative ability, all the questions formulated by this group are represented in Table 3.1 . The questions relevant to teacher teamwork are indicated by means of an asterisk:



TABLE 3.1

ITEMS ASSOCIATED WITH COOPERATIVE ABILITY

ITEM	DESCRIPTION	MEAN SCORE	S. D.	RANK ORDER
B27	Create opportunities for pupil participation during lessons.	4,23	1,03	
B26*	Show that interaction between teacher and pupil is an important aspect of the education process.	4,19	1,00	
B21*	Encourage teachers to work together with a view to improving pupil achievement.	3,80	1,16	
B63	Encourage activities which involve pupils in collaborative efforts.	3,77	1,08	
B13*	Encourage teachers to work together in order to achieve a common goal.	3,75	1,18	
B51	Encourage parents to assist their children with the learning process	3,75	1,26	
B92	Attempt to create flexibility in the school curriculum to encourage pupil participation.	3,74	1,18	
B91*	Make every effort in order to improve collaboration among teachers.	3,55	1,20	
B33	Encourage parents to become involved in extra-mural activities	3,07	1,38	
B55	Involve parents in the formulation of school rules pertaining to the discipline of their children.	3,05	1,42	
B39	Allow parents with special skills to assist in the organisation of school matters.	2,75	1,37	

* = Items involved with teacher teamwork as an aspect of co-operative ability.

Having displayed the various items in co-operative ability, only those items relevant to this research paper will now be discussed.

3.2.3 Discussion of teacher teamwork as an aspect of co-operative ability.

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:

- (a) Show that interaction between teacher and pupil is an important aspect of the education process.

Since the ability to co-operate can be possible with interaction, it is of significance to determine its value. Without effective communication one would not be able to establish what role to play in a team and how to play it. The importance of interaction has accorded this question a mean of 4,23 which is very significant on a five-point scale.

- (b) In your opinion how often do you:

Encourage teachers to work together with a view to improving pupil achievement?

The main emphasis in education is for the teacher to impart knowledge to pupils. With this being the main focus of the teacher, it is aimed at improving the achievement of their pupils. Pupil achievement serves as assessment of how effective the teacher has been in his teaching. The significance of this question is manifested in the high score it gained on a five-point scale. It had a mean score of 3,80.

(c) In your opinion how often do you:

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

Setting goals in teams is something common, of importance is the attainment of the set goals. Since teams need to set achievable goals, it becomes imperative to ensure that they work collaboratively to attain their goals. That this question attained a mean score of 3,75 on a five-point scale, is an indication of its significance.

(d) In your opinion how often do you:

Make every effort in order to improve collaboration among teachers?

That teamwork is about working together, implies encouragement of collaboration among individuals. Collaboration among teachers in this regard need to be improved, in order to ensure that teamwork will be meaningful. The mean score of 3,55 on a five-point scale indicates the significance of the question.



3.3 THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

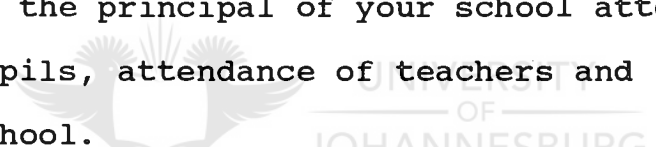
Although the intention was to have a wide choice of respondents from various categories of people, due to limitations of the research, teachers were the only respondents. Respondents were chosen from the various post levels of the teaching profession. It was felt that the perceptions of the teachers at the various post levels relative to teacher competence should vary and hence it was important to sample as wide a range of post levels as

possible (see Section A question 2 of the questionnaire).

3.3.2 Biographical details

The following biographical details were requested:

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



It was reasoned that these aspects could be related to teaching competence and could influence teacher's perceptions on 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 the other

Provinces were also involved. Schools were selected on the grounds of their accessibility to members of the research team and all Provinces except the Provinces from the Cape were represented in the sample.

Principals were approached in order to obtain their 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 summarise the information relevant to the questionnaires:

Teacher competence

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

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

3.4 CONCLUSION

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 Four the following aspects will receive attention:

- (a) reliability and validity of the instrument; and
- (b) some aspects of the 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 will be limited to the following :

- (a) a discussion on the validity and reliability of the research instrument;
- (b) a comparison of males and females as one of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved;
and
- (c) a comparison of males and females as one of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate statistical data.

4.2 RELIABILITY AND VALIDITY

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

The construct validity of the instrument was

investigated by means of successive first and second order factor analyses performed on the 108(106,86) items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the BMDP 4M program (Dixon, Brown, Engelman, Frane, Jenrich & Toporek, 1985:448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

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

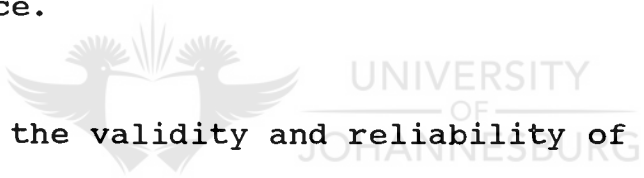
These procedures resulted in the 108 items being reduced to two factors namely:

- A. 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 to $81 \times 5 = 405$ and a minimum scale value of $81 \times 1 = 81$; and

B. Collaborate 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 minimum scale value of $27 \times 1 = 27$.

Both scales are thus valid 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 HYPOTHESIS


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

4.3.1 Comparison of two independent groups

At the multivariate level two groups can be compared

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

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



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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 multi-variate 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 uni-variate 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:	Student T-test
		Hot 1	Educative competence	
		Hot 2	Collaborative competence	
		HaT	There is a statistical difference between the mean scale scores of male and female principals in respect of each of the factors separately namely:	
		HaT 1	Educative competence Collaborative competence	

TABLE 4.2 (continued)

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	86,26			0,0024**
	F	90,50			

N1 (Men) = 840

N2 (Females) = 272

** : Significant at the 1% level

* : Significant at the 5% level

Tables 4.1 and 4.2 indicate that there is a statistical difference ($p=0,0000$) between the vector of mean scale scores of male and female principals in respect of the two factors considered together. The null hypothesis H_0T is thus rejected and the alternative hypothesis H_aT is supported.

In respect of differences at the single variable level between the two groups the average scale score of the female principals is significantly higher than that of the males in respect of collaborative competence only ($p=0,0024$). Thus H_{01} is accepted because there is no significant difference between the two groups relative to educative competence. However, H_{02} is rejected in favour of H_{a2} .

Female principals are thus statistically 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 Scheffè test are used to investigate this difference at the single variable level.

As an example of difference between three or more groups the various Teacher Attendance Level groupings are considered.

4.3.2.1 Differences between the various teacher attendance level groups in respect of educative and collaborative competence

TABLE 4.3

COMPOSITE HYPOTHESES WITH TEACHER ATTENDANCE LEVEL GROUPS AS THE INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test
Differences at the multi-variate level	Attendance of teachers	HoM	There is no statistical significant difference between the vector mean scores for the three teacher attendance level groups	Manova
		HaM	There is a statistical significant difference between the vector mean scores for the three teacher attendance groups	
Differences at the single variable level		HoA	The average scale scores of the three teacher attendance groups do not differ in a statistical significant way from one another in respect of the following factors taken separately namely:	Anova
		HoA 1	Educative competence	
		HoA 2	Collaborative competence	
		HaA	The average scale scores of the three teacher attendance groups do differ in a statistical significant way from one another in respect of the following factors taken separately namely:	
		HaA 1	Educative competence	
		HaA 2	Collaborative competence	

TABLE 4.3 (continued)

COMPOSITE HYPOTHESES WITH TEACHER ATTENDANCE LEVEL GROUPS AS THE INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test
		HoS	There are no statistical significant differences between the average scale scores of the three teacher attendance 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
Collaborative competence		HoS.AB2	HoS.AC2	HoS.BC2
Differences at the single variable level	Attendance of teachers	HaS	There are significant differences between the average scale scores of the three teacher attendance level 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
Collaborative competence		HaS.AB2	HaS.AC2	HaS.BC2

TABLE 4.4

SIGNIFICANCE OF DIFFERENCES BETWEEN THE TEACHER ATTENDANCE LEVEL IN RESPECT OF THE FOLLOWING FACTORS:

Factor	Group	Factor average	p-value (Manova)	p-value (Anova)	Scheffè		
					A-B	A-C	B-C
Educative competence	A	322,86	0,1104	0,3735			
	B	329,39					
	C	337,81					
Collaborative competence	A	87,66		0,0277			
	B	86,09					
	C	87,06				*	

Teachers:

A = 521 Good** = Significant at the 1% level

B = 539 Average* = Significant at the 5% level

C = 52 Weak

Using Table 4.3 and 4.4 it follows that HoM is rejected at the 5% level of significance. A statistical significant difference thus exists between the vector mean scores of the three teacher attendance level groups taken together.

On the single variable level the deduction can be made that there is no statistical significant difference between the average scale scores of the three teacher attendance level groups A, B and C in respect of educative competence only. The null hypothesis HoA 1 is thus accepted.

There is, however a significant statistical difference between the groups in respect of collaborative competence.

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

- * there is a statistical significant difference at the 5% level between the average scale scores of good and weak levels of attendance in respect of collaborative competence. HoS.AC 1 is thus rejected in favour of HaS.AC 1. HoS.AB1 and HoS.AB2 can, however, not be rejected. Teachers belonging to the "teacher attendance" level groups thus perceive themselves to be significantly more collaboratively competent than teachers operating at "good" level.

Significant statistical differences were also found between most of the other independent groups investigated. Due to the limits in length imposed by a research essay these differences are summarised in Table 4.5 without any discussion.

TABLE 4.5

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

NAME	CATEGORY NAME	MEAN SCORES	
		F1	F2
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
	Heads 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	32,96	87,17
	Average	325,03	88,09*
	Poor	317,06	80,74*
Attendance of 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

Table 4.5 Foot Notes:

F1 = Educative competence

F2 = Collaborative competence

** = Significant difference at the 1% level

* = Significant difference at the 5% level

4.4 CONCLUSION

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:

- A. Educative competence consisting of 81 items with a reliability coefficient of 0.978; and
- B. Collaborative competence consisting of 27 items with a reliability coefficient of 0.918.

The questionnaire was based on collaborative competence. 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.

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

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 to teachers.

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

CHAPTER FIVE
FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

In the first chapter, the general orientation, the statement of the problem, the aim of the study, questions guiding the study, significance of the study, methodology, data analysis, population, sampling and the limitations of the study were presented .

In the second chapter, the review of the relevant literature was presented.

Chapter three focused on the research methodology.

Chapter four dealt with the quantitative empirical research paradigm, where the data collected were grouped, analysed and interpreted.

Based on what has been discussed in chapter four, findings and recommendations will be discussed in this final chapter.

5.2. FINDINGS

The investigation of teacher teamwork as an aspect of co-operative ability has revealed its value in effective teaching. The following conclusions can thus be drawn from the research:

5.2.1 Item B26 of the questionnaire

It has been proved beyond doubt that the interaction between a teacher and a pupil is an important aspect of the education process. This is supported by the mean score of 4,19 which the item attained on a five-point scale. In support of this statement, Griffin and Moorhead (1986:519), also emphasize communication network as a strong influence on group effectiveness.

5.2.2 Item B21 of the questionnaire

Encouraging teachers to work together with a view to improving pupil achievement, had significance in this study. This is in line with the mean score of 3,80 that this item has gained on a five-point scale. Sergiovanni and Starrat (1993:102), in support of this view, note that collegiality is instrumental in effecting change. Teachers are thus encouraged to achieve this through teamwork.

5.2.3. Item B13 of the questionnaire

Encouraging teachers to work together in order to achieve a common goal, has been viewed as being significant in this research project. This view is supported by a mean score of 3,75 on a five -point scale.

Newstrom and Davies (1993:425) in agreement with this statement, assert that if goals are shared, they will be valued by all the group members. This culminates in commitment and dedication to the set task.

5.2.4 Item B91 of the questionnaire

Making every effort in order to improve collaboration among teachers, has proved to be indeed significant in the promotion of the culture of learning and teaching. The mean score of 3,55 on a five-point scale is a clear indication of its significance. In support of this statement, as noted by Squelch and Lemmer(1994:141), collegiality is regarded as a hallmark of TQM and staff relations.

5.3 RECOMMENDATIONS

This research study has clearly established three important recommendations, which are crucial in enhancing co-operative ability in schools.

- (a) The need for the improvement of the quality of education, demands collaborative interaction. It is for this reason that an establishment of a parent-teacher-student body is recommended, especially at the secondary school level.

This will promote co-operative ability, which will culminate in a shared vision.

- (b) That teacher teamwork has proved to have positive effects for both the teachers and the learners, it should be encouraged in schools where it does not exist. To achieve this, superordinate goals should be set for teachers, who will be forced to work together towards a common goal.
- (c) The concept of TQM which has a positive contribution to co-operative ability should be adopted by schools. This will ensure the improvement of the quality of education. It can be achieved by the establishment of self-managing teams in schools.

5.4 CONCLUSION This research study has established empirically, that co-operative ability has a positive effect on Teacher Competence. The role played by teacher teamwork has also proved to be significant in enhancing quality in education.

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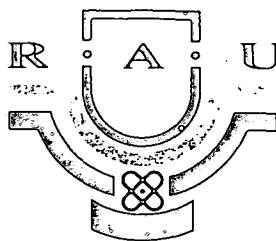
JOURNALS:

DISCUSSION DOCUMENT: NORMS AND STANDARDS AND GOVERNANCE STRUCTURES FOR TEACHER EDUCATION: Committee on Teacher Education Policy (COTEP) (July 1994:2).

REPORT OF THE COMMITTEE TO REVIEW THE ORGANISATION, GOVERNANCE AND FUNDING OF SCHOOLS. DEPARTMENT OF EDUCATION
PRETORIA 31/08/1995

OF
JOHANNESBURG

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...

PROF. K P DZVIMBO...

DR E R GROBLER...

DR M P v d MERWE...

MS. S SCHALEKAMP...

TC/ERG

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

SECTION A - PERSONAL INFORMATION

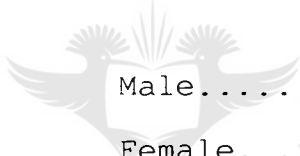
Circle the applicable code or fill in the number where necessary.

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your Gender?
If you are a male then circle as follows:

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

1. GENDER



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

(6)

2. YOUR PRESENT POST LEVEL

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

(7)

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

(e.g. thirty five years) (8-9)

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

(e.g. five years:) (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	(15)
Secondary school(Std.6 to Std.10).....	2	

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	(18)
Female.....	2	

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
---	---	---	---	---

very often

(67)

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

very seldom

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

very often

(68)

48. Maintain an orderly yet relaxed classroom climate?

very seldom

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

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
---	---	---	---	---

very often

(70)

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

very seldom

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

very often

(71)

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

very seldom

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

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
---	---	---	---	---

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
---	---	---	---	---

very often

(74)

54. Show assertiveness when communicating with pupils?

very seldom

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

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
---	---	---	---	---

 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
---	---	---	---	---

 very often (7)

57. Actively involve the children in the lesson?

very seldom

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

 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
---	---	---	---	---

 very often (9)

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

very seldom

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

 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
---	---	---	---	---

 very often (11)

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

very seldom

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

 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
---	---	---	---	---

 very often (13)
63. Encourage activities which involve pupils in collaborative efforts?
 very seldom

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

 very often (14)
64. Carefully analyze the performance of pupils with the view of remediation?
 very seldom

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

 very often (15)
65. Allow pupils to participate in formulating rules and regulations concerning classroom procedures?
 very seldom

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

 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
---	---	---	---	---

 very often (18)
68. Involve pupils in planning lesson activities?
 very seldom

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

 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
---	---	---	---	---

 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
---	---	---	---	---

 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
---	---	---	---	---

 very often (22)
72. Assist with the management of induction programmes for new teachers to the school?
 very seldom

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

 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
---	---	---	---	---

 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
---	---	---	---	---

 very often (25)
75. Use positive rewards as an educational aid?
 very seldom

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

 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
---	---	---	---	---

 very often (27)
77. Instill a sense of self-motivation and self-discipline in pupils?
 very seldom

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

 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
---	---	---	---	---

 very often (29)
79. Evaluate the applicability of teaching materials before use?
 very seldom

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

 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
---	---	---	---	---

 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
---	---	---	---	---

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

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

 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
---	---	---	---	---

 very often (36)
86. Share the responsibility with management of disciplining pupils?
 very seldom

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

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

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

 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
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 very often (46)

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

very seldom

1	2	3	4	5
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 very often (47)

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

very seldom

1	2	3	4	5
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 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
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 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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