

**PARENTAL INVOLVEMENT AS AN ASPECT OF CO-OPERATIVE
ABILITY : IMPLICATIONS FOR THE MANAGEMENT OF TEACHER
COMPETENCE**

by

FELIX MHLANGABEZI MBETE

RESEARCH ESSAY

**submitted in partial fulfilment
of the requirements for the degree**

MASTER OF EDUCATION (M.Ed.)



MANAGEMENT AND EDUCATIONAL LEADERSHIP (MEL)

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR : PROF. K.P. DZVIMBO

FEBRUARY 1997

CONTENTS

ACKNOWLEDGEMENTS

SYNOPSIS

1. RESEARCH DESIGN

1.1	Introduction	1.
1.2	Statement of the problem	2.
1.3	Aims of the study	3.
1.4	Questions guiding this study	4.
1.5	Significance of the study	5.
1.6	Methodology	6.
1.7	Data analysis	8.
1.8	Population	8.
1.9	Sample	8.
1.10	Limitations of the study	8.
1.11	Definitions of the concepts	9.
1.12	Conclusion	9.
1.13	Layout	10.

2. LITERATURE REVIEW

2.1	Introduction	11.
2.2	Parental willingness to be involved	12.
2.3	School-Home relationship	13.
2.4	Disciplinary problems	14.
2.5	Motivational role of parents	16.
2.6	Parents in school management	19.
	2.6.1 Planning	19.
	2.6.2 Finance	20.
	2.6.3 Extra-mural activities	21.
	2.6.4 Execution	21.
2.7	Parental role in nation building	22.
2.8	Teacher collegiality	23.
2.9	Fears associated with parental involvement	24.
2,10	Conclusion	24.

3. METHODOLOGY

3.1	Introduction	26.
3.2	The Instrument of Research	26.
	3.2.1 The design of the questionnaire	26.
	3.2.2 Discussion of parental involvement as an aspect of co-operative ability	29.

3.3	The empirical investigation	30.
3.3.1	Respondents	30.
3.3.2	Biographical details	30.
3.3.3	The research group	31.
3.3.4	Return of Questionnaires	31.
3.4	Summary	32.
4.	THE ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE EMPIRICAL DATA	
4.1	Introduction	33.
4.2	Reliability and validity	33.
4.3	Hypotheses	34.
4.3.1	Comparison of the two independent groups	34.
4.3.2	Comparison of three or more independent groups	37.
4.4	Summary	41.
5.	FINDINGS, RECOMMENDATIONS AND CONCLUSION	
5.1	Introduction	43.
5.2	Discussion of the findings from the questionnaire	43.
5.3	Recommendations	44.
5.3.1	The home environment	44.
5.3.2	Teacher training	45.
5.3.3	Student commitment	46.
6.	CONCLUSION	
	BIBLIOGRAPHY	
	APPENDIX A - Questionnaire	

ACKNOWLEDGEMENTS

First of all I would like to thank God for the manner in which He touched everyone's heart to be co-operative and understanding, from the beginning to the end of this project. God also saved me from road accidents to and from Johannesburg during the period of this project.

I also thank all my ancestors, especially my mother, Mbuyie to whom I dedicated this essay for their inspiration towards and during this study.

I wish to acknowledge my indebtedness to all who have assisted, in some way, to the success of this piece of work, in particular, my wife, Nomathemba for the manner in which she kept our home fires burning, her organisation for the typing and the binding of this script, and generally, her support throughout was outstanding. My daughter, Litha and my son, Siseko had to put up with all the inconveniences of being left without a dad at a tender age. My mother, Bukelwa, financially and emotionally supported me when I was about to give up.

I would like to thank my advisor, Professor K.P.Dzvimbo for his tireless efforts from the beginning to the end of this project.

Dr B.R. Grobler is thanked for his dedication and guidance especially for Chapters 3 and 4 of this project.

Mev. Susan Schalekamp was very helpful especially during the initial stages of this project.

Dr Eugene Van Greunen, my former lecturer at Fort Hare University, helped me with the Afrikaans version of the synopsis to this project.

I also extend my gratitude to Ronnie, Megan and Mthombo for the typing of this script.

I also thank 'Sis Tenjie' Hoyana for her time, for letting me use her office and for her general support throughout.

Mrs Sili, Mr Tyali and Mrs Maibi as part of my study group members were always there to give the moral and academic support. The Sili family of Sunnyridge sacrificed their home for the group to study conveniently.

Everybody is individually thanked wholeheartedly.

Felix M. Mbete

East London

October 1996



SYNOPSIS

The main aim of the project is to investigate, highlight and come up with recommendations on how best parental involvement in the education of their children can be encouraged, especially in the Duncan Village area of the East London district.

Because parents cannot just come to school on their own initiative, this poses a great challenge on the teachers of the respective school. It can be argued that every parent wishes what is best for his or her child. The extent to which parents participate in school-related matters reflects on the level of competence of that particular school's teachers.

There are, however, many areas by which the teachers can be evaluated. Such areas include the learning environment, professional commitment, order and discipline, educational foundation, teacher reflection, efficiency, leadership and co-operative ability.. For the purpose of this project, the researcher has decided to focus on parental involvement as an aspect of co-operative ability and the implications thereof on the management of teacher competence.

SYNOPSIS

Hierdie projek is 'n ondersoek na hoe ouerbetrokkenheid in onderwys in die Duncan Village gebied, Oos Londen, aangemoedig kan word.

Alhoewel elke ouer street na die beste onderwys vir sy kind, is dit vir hierdie ouergemeenskap nie altyd moontlik om die skool te besoek nie. Gevolglik word onderwysers onder groter druk geplaas. Hierdie ondersoek fokus op die verband tussen ouerbetrokkenheid en die vaardigheid/bevoegdheid van die onderwyser.

Hierdie vaardigheid/bevoegdheid hou verband met verskeie veranderlikes, waaronder leeromgewing, professionele verbondenheid, dissipline en sin vir orde, begroning in onderwys, onderwys bevoegdheid, leierskap, vermoë tot nabetragting, en vermoë om met ander opvoeders saam te werk. Die ondersoeker fokus spesifiek op ouerbetrokkenheid, en dan as 'n aspek van samewerking, met besonderre verwysing na die invloed daarvan op onderwyser-bevoegdheid.

CHAPTER 1

RESEARCH DESIGN

1.1 INTRODUCTION

The continuous high failure rate at the Standard 10 level in the Duncan Village area of East London leaves one with no option but to be sceptical about the competence of the teachers in these schools. A review of the relevant literature and the researchers' personal observation and experience over the past three years (Best and Kahn, 1993:39) indicate that teachers' competence needs to be improved. The analysis of the examination results, which are obtainable from the district office, support this claim. Where does the root to this problem lie?

Table I below shows the weak performance of children at the Standard 10 examinations in 1993 - 1995.

STANDARD 10 RESULTS FOR FOUR SENIOR SECONDARY SCHOOLS IN DUNCAN VILLAGE (1993 - 1995)

<i>Schools</i>	<i>No. Wrote</i>	<i>No. Passed</i>	<i>No. Failed</i>	<i>% Failed</i>
Year 1993				
Mzokhanyo SSS	324	77	247	76,2
Kusile SSS	-	-	-	-
Ebenezer SSS	309	82	227	73,46
Qaqamba SSS	179	63	116	64,8

<i>Schools</i>	<i>No. Wrote</i>	<i>No. Passed</i>	<i>No. Failed</i>	<i>% Failed</i>
Year 1994				
Mzokhanyo SSS	189	72	117	61,9
Kusile SSS	120	72	48	40,0
Ebenezer SSS	262	60	60	77,1
Qaqamba SSS	138	45	45	67,39

<i>Schools</i>	<i>No. Wrote</i>	<i>No. Passed</i>	<i>No. Failed</i>	<i>% Failed</i>
Year 1995				
Mzokhanyo SSS	97	21	76	78,4
Kusile SSS	181	102	79	43,7
Ebenezer SSS	244	21	223	91,4
Qaqamba SSS	141	66	75	53,2

From the analysis above, one could argue that teacher competence could be judged by aspects of order and discipline feedback, transparency and co-operative ability, to mention but a few had a contribution to the state of these results. Teachers alone at school, however, can achieve very little in building the confidence and the much needed support to the students if the parents have taken a back seat concerning the education of their children. The development of a sense of community and the habits and skills of collaboration among students, teachers and parents is very crucial for effective learning and teaching (Fullan, 1993:44). Having highlighted this very important background, the researcher will focus on the main aspect under the investigation in this study.



1.2 STATEMENT OF THE PROBLEM

This study is mainly concerned with parental involvement in the education of their children. Such an involvement will be looked at as an aspect of the teachers co-operative ability. That parents need to be involved in education, but do not know exactly how, is a fact. This situation is the teacher's challenge. Thus, it becomes the duty of the teacher, as an educational leader, to educate the parents so that they know how the school works, and to have essential information on general school matters (Squelch, 1994:3).

Parents cannot be expected to teach their children exactly what they are taught at school in terms of the formal curriculum. They can, nevertheless, do a lot in the way of motivating their children

to take an interest in learning. They can develop their children's ability to attend to and help others and to engage in purposive action.

This study is also concerned with the implications of such parental involvement in education to the overall development of the school population. Such an involvement is imperative if discipline and the rampant usage of drugs are to be addressed. These aspects pose a great threat to the improvement of standard not only in our schools, but also in our societies. The researcher believes that having a strong personnel in homes and in communities could have a positive impact in the education of the country's future leaders. Having highlighted these aspects, one would notice that the teacher has a big and an important role to play in equipping the parents.

Teacher competence is the main thrust of this study because both the parental involvement and cooperative ability have very serious and overarching implications. It does not suffice to be only sceptical about the competence of the teachers, but one has to do something about it with the view to improving the situation. That parents in the Duncan Village area are not involved in the education of their children is a *fact* and it therefore poses a challenge to the teachers who require their cooperation. The question arises as to how do teachers address this problem. In addressing such a problem, it is imperative that people should have a clear direction regarding where they would like to go.

1.3 AIMS OF THE STUDY

The main aim of this study is to investigate whether involving the parents in all facets of their children's education is really necessary. This will be looked at from the perspective of the teachers' ability to work with parents which invariably proves whether or not the teacher is competent in this regard. The second aim of this study is to establish whether such parental involvement will have positive effects and contribute to the overall improvement of not only the school population, but the society at large. If, from such an involvement, conditions improve, that will be proof that there is a need for such involvement by parents.

Another important aim of this study is to investigate effective methods and strategies or strengthening parental involvement in the education of their children in various schools. Such methods and strategies will in fact, strengthen the relations between the teachers and parents of a particular school.

1.4 QUESTIONS GUIDING THIS STUDY

This study is guided by certain questions, especially questions that relate to the aforementioned aims. The following are the main questions guiding this study:

- (a) Is parental involvement in education really necessary? If so, what role do parents play in education ?
- (b) Could the involvement of parents in education be associated with the teachers' co-operative ability?
- (c) In what ways can the parents at home have positive influence on what is happening at school?
- (d) Can parents be in a position to influence their children and friends against drugs?
- (e) In what ways can the society be improved since each parent will only be concerned about his or her own children? Is the aspect of school discipline not a matter for the school?

Such questions are very important and need to be carefully addressed so as to improve the situation in our schools. They are also important in addressing issues of teacher competence.

Regarding the third aim outlined above, it is important to ask the following questions:

- (a) Why should there be strong relations between the teachers and parents? In what ways can teacher's competence in his or her duties be evaluated by the involvement of parents in education?

- (b) As a professional being, how can a teacher rely on the co-operation of the parents?
- (c) Is it not possible for the teachers to get the methods and strategies he needs for handling all the situations from the books he uses?

These are the questions that can be asked by a number of people in different ways. They form the nucleus of this study. By carefully undertaking and responding to each of these questions, the researcher in this study will have focused on the key aspect of this study. If this happens, the study will not just be there on paper, but it will be there because it serves a purpose. It will be there not only to solve the existing problem, but to prevent the occurrence of the same or similar problems elsewhere.

1.5 SIGNIFICANCE OF THE STUDY

The researcher strongly believes that the study's importance cannot be over emphasised. The involvement of parents in their children's education can help alleviate disciplinary problems that teachers are faced with. A child who knows that his or her parents support what is done at school and that more frequently the parent visits the school to discuss the issues that affect him as a child, such a child will be less inclined to take advantage and disrupt the teachers' classes (Jackson, 1991:18).

This study should bring out the fact that parents should be encouraged, by the situation that is created to take a leading role in the school affairs. The role that is played by the school is to fulfil the formal educational duty that was started by the parents at home. When parents are engaged in the education of their children, they contribute to the general aim of improving everyone's lives.

The parents are also providing one of the children's basic rights according to the children's bill of rights - that of a right to education.

The parents at home can have a great and definitely a more important influence on their children. With the welcomed parental involvement at school, teachers are assured of the motivation that the parents can give to their children at home. On the question of drugs, the parents can play an indispensable role. Every child realises that each parent wishes what is best for his or her child. Parents will be leading by example when they educate their children against drugs. In this way, the country itself is improved because the drug intake is minimised. With the non-usage of drugs, the standard and quality of education will improve which in turn will impact on the improvement of the economy of the country.

This study is also significant as it contributes to teacher's development, that is, growth in his or her profession and improvement, that is, betterment of his or her original condition by way of acquiring new skills and methods. Teachers alone cannot succeed in education if the parents are at a distance. With parental involvement in place, the teacher gets more ideas from the parents, and on the basis of the information supplied about each child, the teacher can come up with even better plans.

This will also contribute to the research that is done in this country. Researchers in different fields of society are busy. Still under education, there are researchers concerned about the criminal elements in schools. Others are busy on the possible causes of failure rates in different areas. Sociologists are grappling with the possible causes of children leaving their homes for the streets. The results of this study will definitely have a contribution in research not only in those mentioned above, but in many others as well.

1.6 METHODOLOGY

The researcher believes in the usage of various methods of research. This is because one cannot hope to come to the bottom of that which is under investigation by looking at it only from one angle. For this reason, functionalism as a theory will be used to provide a basis to the study.

Similarly the quantitative and the qualitative research methods will be used to investigate the issue and questions raised above.

Quantitative Method

The method seeks the facts or causes of a social phenomenon under investigation with little or no regard for the subjective states of the individuals involved. The researcher will use this method in this study because all the causes of the problem have to be highlighted. The researcher also needs to be objective in dealing with the causes that a viable solution is served at.

Qualitative Method

This method is concerned with understanding human behaviour from the actor's own frame of reference. In order to understand the people under study, it would be necessary for the researcher to be immersed in that which is being investigated. Because this study involves people, the researcher needs to be subjective, he will be closer to the data and therefore has an insiders perspective (Cook and Reidhardt, 1979:10).

Questionnaires

Questionnaires with structured questions will be drawn. The aim will be to elicit pertinent information from the teachers and parents alike with a view of using such information for the solution of the problem under investigation. Questionnaires with unstructured questions will also be drawn. These will be administered to the principals, teachers and parents to establish whether there is co-operation between the school and the home.

Observation

As has already been mentioned in the introduction, observation is a method that has and will still be used in this study. It is by observation, whether as a participant or non-participant observer that one can get the first hand information that is crucial for the success of any study.

1.7 DATA ANALYSIS

Although this study will depend on the use of various methods, it will mainly be a qualitative study. For this reason, data analysis will be done simultaneously with data collection, data interpretation and report writing. This therefore will mean that during the process of investigation, the information will be reduced into certain patterns, categories or themes and interpreted using such a scheme (Creswell, 1993:153-154). This will be dealt with in greater detail in Chapter three.

1.8 POPULATION

The population for this study consists of seven high schools with the standard 10 classes in Duncan Village in the East London district. Since the ultimate aim of this study is to find a solution to the problem, it is in the researcher's interest to look into every school. For practical purposes, however, it will not be possible to include all these schools in this study. A sample would therefore need to be drawn.

1.9 SAMPLE

Because the researcher intends to be engaged in an extensive study in this area, a sample of four schools out of the seven would serve the purpose, (The Researcher's school will not be included in order to avoid any possible biases from the people he works with) These four schools will be selected by a simple random sample. The names of these schools will be written on a piece of paper - each school's name on each piece of paper. Four pieces of paper will be drawn from that pool and those will be the schools to be investigated. In this way, each school will have the same chance as the next one of being included in the study. The results of the study will, however, be generalised on all seven schools in the area.

1.10 LIMITATIONS OF THE STUDY

Under normal circumstances, such a study as this one would be better served on the larger area, say, for example, the whole central region of the Eastern Cape Province. Because of the time at the researcher's disposal and also, the financial constraints, this study was limited to the Duncan Village circuit of the East London district which is within the researcher's reach,

1.11 DEFINITION OF CONCEPTS

Co-operative Ability

This is the know-how that one has of working hand in hand with others for the accomplishment of a common goal. This is a cornerstone for the spirit of collegiality which is the hallmark of any quality institution. A collegiate culture is the one that meets the challenge of increased marginal costs of teaching and try to re-establish a professional ethos for teachers (Senge, 1994 : 346).

A Positive Impact

This is the behaviour in terms of discipline, confidence and positive self-concept that the student shows as a result of the parents' and teachers' actions which is generally acceptable to the community.

Teacher Competence



The expertise that is expected of an educator who has been entrusted with a duty of educationally developing the community in which he works and / or lives, Such expertise from the teacher is judged as it relates to his knowledge of the subject matter, his skills such as communication, methodology, class management and assessment. It is also judged regarding the values and attitudes he exhibits regarding the school itself and also regarding his professionalism (Cotep, 1994:10-20).

1.12 CONCLUSION

The purpose of this research is to address the problem of a failure rate in the schools in Duncan Village. One main possible contributing cause is suspected to be the non-involvement of the parents in the education of their children. It is the ultimate aim of this study to suggest various ways in which this can be addressed.

The success of any education system, however noble its ideas might be, depends on the co-operation of the people involved at the very basic level. Such people in this regard will include the teacher, the parent and the student. Any other person's interest and co-operation is there to augment the already existing links.

As a result of this study, wider research in various fields related to teacher competence and parental involvement will benefit. Crime which is currently rife not only in schools, but in the country because of drug abuse, will abate because the parents and the members of the larger community will have been enlightened.

1.13 LAYOUT

In this Chapter One, the introduction, the problem has been stated, followed by the aims of this study. The manner in which this study is significant has been highlighted. This was followed by the methodology to be used in this study; the area to be covered and the clarification of a few concepts used in this chapter.

Chapter Two, which will be based largely on the literature study, the value of parental involvement in the education of their children from the perspective of various authors will be discussed.

Chapter Three, will focus on the methodology used in this study. Various methods of data collection with a view of getting to the root of the problem will be used.

Chapter Four will mainly focus on the presentation of findings of this study. Both quantitative and qualitative research findings will be presented.

Chapter Five, which will be the final chapter of this study, will focus on the analysis of the data collected in order to bring out the difference, if there is any, between the quantitative and qualitative paradigms. The last section of this chapter will provide a summary, the concluding remarks and the researcher's recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The role of the school has always been seen as supplementing what the home has started in terms of educating young people. What this implies is that the school should be so designed that the child does not feel or see the difference between these two institutions. It is the people in these institutions who can make the difference between them to be so minimal.

In this chapter, parental willingness to participate in school matters will be highlighted. Such parental willingness is, most of the time, inhibited by the unwillingness from the teachers. It usually depends on the co-operation between these two parties whether the relationship between the home and the school will be healthy or not.

Parental role in helping to alleviate disciplinary problems at school will also be looked at. It goes without saying that parents have a very big and important role in offering support and motivating their children in their school work.

This chapter will also go on to look at the role that parents can play in the management of the school. It will be discussed, substantiated by the available literature, whether parents have to be involved in the planning phases of all the school activities or not, whether the parental role and expertise in financial matters; in extra-mural activities as well as in the execution of any other duties would be essential.

Because the parents are the ones who put a stone of foundation in the young people's minds at home, their role in the ultimate aim is what any school should be striving for - that of the nation-building - will be discussed. This will be followed by the discussion of fears that many of the teachers have in involving parents in school matters.

2.2 PARENTAL WILLINGNESS TO BE INVOLVED

Individual parents express deep concern about their children's education and would possibly like to play a more meaningful role. However, they often do not know how to achieve this. Thus, it becomes the duty of the educational leader to educate parents so that they understand how schools work, and to have essential information on general school matters (Squelch, 1994:3).

Equipping parents in this matter, the educational leader helps to boost the parents' confidence, and also to cultivate positive attitudes on school related matters. Van Der Westhuizen (1991:389) states that parental participation is of strategic importance in promoting positive attitudes on the part of parents. In spite of the desire to participate, and the willingness to allocate time for home-school collaboration, studies also indicate that parents are unsure of their role as participants in schools. This, therefore highlights the fact that parents are willing to participate in school related matters (Keith and Girling, 1991:266-7). Aligning himself with this argument is Thomas (1992:50), when he talks about parents who are sometimes hesitant because they are unsure of what is expected of them and because they feel that their presence may be seen as "interfering".

To address the problem of our parents who cannot read, Branston and Provis (1998:46-52) suggest a number of skills. These include:

- ñ **Listening:** Parents who listen to their children read everyday are practically involved in school matters. Also, and equally important, parents should listen to "little and frequent" reading and that the listening session should end before the child's concentration starts to wander.
- ñ **Praising:** Children like to be praised and that praise makes them feel great. This helps to boost the confidence in them. This helps to boost the confidence in them. Without confidence, there is very little, if any, that the child can accomplish.

ñ

Talking about Pictures:

For the child who is struggling with the story line, the strategy of talking about pictures helps the child a great deal. When the child gets to school after such a session at home, the difference will be noticeable.

The teacher can play a very big and important role in equipping the illiterate parents to deal meaningfully and effectively with their children. Teachers can assist the parents on how they can forget about the traditional "carrot and sticks" forms of rewards and punishments. These were set on the assumption that people are primarily motivated by money, recognition and fear. Such illiterate parents could be assisted by the teachers to create the right atmosphere in their homes where their children will contribute and make commitments because they want to learn. They will do good work for its own sake and will be recognised as people (Senge, Roberts, Ross, Smith and Kiemer, 1994:200).

From the foregoing discussion, it becomes evident that parents cannot really be expected to teach their children exactly what they are taught at school. The willingness that is shown by the parents in the school matters should be greatly welcomed by any teacher who demonstrates co-operative ability. As Keith and Girling (1991:266) put it, parent and community collaboration with the school is the result of individual teacher efforts. This therefore suggests that if all teachers in our schools could wholeheartedly encourage every parent to be actively involved in school matters, there can be no problem that cannot be solved in our schools. This, in fact, would strengthen our school - home relationship.

2.3 SCHOOL - HOME RELATIONSHIP

The 1994 Education Act stipulates that pupils are to be educated according to their parent's wishes. The 1981 Act and circular 1/83 see professionals and parents as partners in decision making about pupils (Everard & Morris, 1990:223). Quite apart from the law, good practice requires teachers to cultivate relationships with the parent body. It follows that problems are more easily resolved by parents and teachers together than by either alone.

It has already been mentioned that what happens or at least what should be happening at school, should be the continuation of the work regarding the development of the child that has been started by the parents at home. Emphasising this fact, Ornstein and Levine (1989:422) see the home environment as crucial because of the large amount of cognitive development that has already taken place before the child enters the first grade.

It is at home that the child's achievements, however small they may appear, should be greatly encouraged. In a child this helps in reinforcing the sense of positive identity. The child will develop to have things that interest him; things which he values. It will only be when he knows what he wants in life that he will adequately fit into the society because he will be knowing what others expect of him. Without such support and encouragement from the parents, the child passes or gets condoned up to standard seven (and at times even up to Matric) not knowing what he wants to become (Gerdes, Moore, Ochse & van Ede, 1988:301). Without such a contribution from home, there is very little that the teachers at school can successfully do.

With the active involvement of the parents in the school matters, even the notion that the teachers at school are acting in loco parentis, does not become a mockery. The students would definitely be seeing how involved their parents are in the school matters. Teachers themselves would be enjoying the privilege of witnessing the first-hand encounter between the parents and their children. Teachers therefore would be seeing how the children they teach are handled by their parents. This would definitely contribute to the elimination of disciplinary problems.

2.4 DISCIPLINARY PROBLEMS

When a child knows that his or her parents are deeply involved in the school matters, he displays good behaviour. This is because the child realises that it will not take a long time before his misbehaviour is known at home. In this regard teachers should strive for the unending co-operation with the parents. Jackson, (1991:18) aligns himself with this view when he confirms that the pupil who knows his / her parents support the teacher, will be less inclined to take advantage and disrupt that teacher's classes.

More often than not, children who misbehave at school are calling for the attention that they cannot get from their parents. On another level, pupils who misbehave are those who get spoilt at their homes and therefore would not see any reason for somebody else who is not their parent to exercise control over them. Mwamwenda (1990:223), reiterates this point when he talks about a child who does not receive love and good care from his parents, who is likely to have no respect for them and therefore may well extend this perception of adults to all other figures of authority in his life. Parents who are unable to control the behaviour of their children, often pass the buck and expect the school to remedy the behaviour of their own children.

Parental involvement in the decision-making process regarding the safety of the children at school, especially during extra-mural activities and excursions, is very crucial. Biehler and Snowman (1990 : 667) see the involvement of parents by the teacher as bringing out the following skills from the parents:-

- ñ **Withitness** The parents commit themselves in what the school decides because they (parents) are part of such a decision.
- ñ **Ability to handle overlapping situations**
 With parental involvement teachers have more time to concentrate on the other areas of children education other than the cognitive aspect.
- ñ **Ability to keep the whole class involved**
 Every child will put some pressure on his or her parent when he/ she sees other children's parents actively involved in school matters.
- ñ **Use of various materials and methods with an air of enthusiasm**

 The skills that parents have can help bring about a whole variety of ways different from the manner in which the teacher is used to.
- ñ **Ability to capitalise on ripple effect by identifying the misbehaviour and firmly specifying a more constructive behaviour**

 This may start with the involvement of a few parents, but with their contribution other parents will definitely be drawn in, especially when they see that their children's behaviour is improved by their involvement.

Furthermore, suggesting a solution to disciplinary problems, Everand and Morris(1990:135) talk about the attitudes that need to be changed. Children have attitudes of either creating or destroying, accepting or resisting and enquiring; while parents often tell, guide, assert, dominate and even criticise their children. The suggestion from these authors is that parents, children and teachers alike should strive for adulthood - which is where they would like to lead the child to -where they will be listening to other people; where they will be reasoning with them and also suggesting things instead of just telling. Should this be happening, the motivational role of the parents will definitely be seen.

2.5 MOTIVATIONAL ROLE OF PARENTS

Attempts that the teachers engage in at school in forcing the pupils to learn, often leads themselves into a waste of time. The child himself needs to be intrinsically motivated before good results can be expected. It cannot be overemphasised that the role of parents in this regard will not be greatly appreciated, but will contribute to the child's success. The teacher himself needs this motivation from the parents so that he can be in a better position to equip the child at school.

Sergiovanni and Starratt (1993:67-68) are of the opinion that if parents need schools where teachers tend to be more committed, hard-working, loyal to their school, and satisfied with their jobs, they need - as parents - to set highly motivating conditions:-

- ñ Teachers need to find their work lives to be more meaningful, purposeful, sensible and significant and view the work they do to be worthwhile and important.
- ñ They also need to have reasonable control over their work activities.
- ñ They also need to experience personal responsibility for the work so that they are personally accountable for the outcomes.

The parents can play a definite and important role in creating such conditions in our schools. As a result of that supportive school climate, the teachers will not have the “pawn” feelings of hopelessness and ineffectiveness that Sergiovanni and Starrat (1993:69) talk about. It is this

supportive school climate, the presence of collegial values, shared decision-making, and a school culture that provides a sense of purpose and define for teachers a shared covenant. If these three main role players at school - teachers, parents and students - can realise that the success of the one party depends on the co-operation of the other two parties, the much sought after culture of teaching and learning will definitely be restored.

Everyone needs to be seen as an origin in whatever he / she is doing, rather than being pawns. An origin is seen by Sergiovanni (1991:239) as a person who perceives his behaviour as determined by his own choosing while a pawn is a person who perceives his behaviour as determined by external forces beyond his control. The main reason for the teachers' eagerness to be seen as origins is that they want to be actively involved in assisting the parties at school to succeed. This can be seen as their main source of satisfaction with the teaching profession. Ornstein and Levine (1989:6) align themselves with this truth when they see the extent to which teachers feel success as in advancing students' learning and growth as well as the quality of the teachers' interpersonal relationship with students and parents.

Talking about the participation as a source of motivation, Keith and Girling (1991:111-113) outline four areas, namely commitment and participation, professional goals and participation, collegiality and participation as well as visibility.

ñ Commitment and participation

That teachers see their work as a calling or commitment is one characteristic that distinguishes professionals from other types of workers. It is meaningful participation that enlists this commitment. It is this participation from all the members of the school community - including parents - that help to utilise joint skills, knowledge and experience to solve work - related problems.

ñ Professional goals and participation

It sometimes happens that the goals of the organisation and those of the professionals differ. It is important that everyone concerned participates in organisational goal setting, problem-solving and decision-making. Nothing motivates more highly than the experience of an organisation taking advice from its own experience.

ñ Collegiality and Participation

When teachers as colleagues work together as a group of similarly qualified and perhaps like-minded peers, this spirit will definitely spill over to the students and parents of that school. Individual differences will be put aside because there is one common goal to achieve. Teachers, parents and students who work at school with high staff morale will be more motivated than their counterparts working in low morale settings.

ñ Visibility



In the works of Keith and Girling (1991:113) visibility means being seen by others in the profession for one's deed well done. The monthly meetings that can be arranged between teachers and parents will greatly assist in the sharing of ideas for the development of the school. Visibility will be what is today referred to as transparency.

Involving the parents in such meetings is in fact a step in the right direction because parents need to be involved in the school. Their non-involvement in matters such as planning financial matters, extra-mural activities and in actual execution of the duties can have detrimental effects.

2. 6. PARENTS IN SCHOOL MANAGEMENT

2.6.1 Planning

That parents are often seen as refusing to be involved in school matters might be justified. Most parents can be seen as one character, Cicero, in William Shakespeare's *Julius Caesar*. When Brutus talks about him he tells the other conspirators that Cicero will not join anything that others have started. In our parent community this suggests that parents have to be involved from the planning stages of their children's education.

The Committee to review the organisation, governance and funding of schools (1995:43) concludes that parents or guardians have the primary responsibility for the education of their children, and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance. Parents have an inalienable right to choose the form of education which is the best for their children, particularly in the early years of schooling, whether provided by the state or not, subject to reasonable safeguards which may be required by law. The parent's right to choose includes choices of the language, cultural or religious basis of the child's education, with due regard for the rights of others and the rights of the growing child.

There is sense in the argument by Senge, et. al. (1994:501) that no one can make policy by him or herself. In order to enlarge one's community of allies, one must become an educator, teaching others about the imperative to conduct policy making as a learning activity.

From the arguments in the above paragraph it is evident that parental involvement from the planning stages of their children's education results in great benefits being achieved. These include, according to Ornstein and Levine (1989:254) higher student test scores, better grades and improved attitudes towards learning. Who can ask for more? But just like any other organisation which needs money for its survival, so does the school.

2.6.2 Finance

It is true that millions of adult South Africans are functionally illiterate and that millions of South African children and youth are learning in school conditions which resemble those in the worlds most impoverished states (Committee to review the organisation, governance and funding in schools, 1995:63). The State cannot, especially in this transition stage, single-handedly and adequately provide for all schools. Parental involvement in this regard will have to be relied upon. Fund-raising activities such as bazaars, fetes and the like - such as the involvement of the private sector by that particular school-community, will ensure success.

The success of such fund-raising activities largely depends on the financial planning of the school. The drawing up of the budget which, according to Van Der Westhuizen (1981:375) is not merely a list of figures, but a retinement or precise processing of the educational programme in financial terms. Such a programme will also involve the determination of priorities where the following factors, according to Van Der Westhuizen (1991:376) can be used as guidelines:

- (a) Available facilities and personnel
- (b) Existing (similar) programmes
- (c) Traditional aspirations and usage in the community
- (d) Traditional financial sources as well as future potential sources and
- (e) External factors such as the official policy regarding subsidising, cultural changes and the state of the country's economy.

The involvement of parents in school matters will have a positive effect on the potential funders of the school because they will have an assurance of a certain and stable environment. This is the assurance they need before they can put their money into any development project (Rondinelli, 1990; 126).

2.6.3 Extra-mural activities

Many parents and community member have skills in different sporting codes. The involvement of such members in the community in their areas of specialisation turns out to be of great contribution to the school in two ways. Firstly, the school taps the skills and knowledge from the community members. In this way, the students see the co-operation that exists between the school and the home which results in disciplinary problems being reduced. Secondly, community members see that their existence and value are recognised by the school (Van Der Westhuizen, 1991:356-9).

Such an involvement turns out to be a double-edged sword. This benefits the child, the teacher and the parent. Just as the school supplements what was started home, in this case of extra-mural activities, parents may be possessing only the basic knowledge about a particular code. But because the teacher is constantly work-shopped through in-service courses, such new skills and knowledge are picked up by the parent who takes this home to continue playing with the child. The teacher benefits in that the skill he will have imparted to the child within a limited space of time is taken over by the parent. The child benefits in that he has more time to play with his parent which is a rare aspect in the Black community especially with working parents. The parent benefits in that he feels he is making a tangible contribution in the education of his child (Squelch, 1994:38-40). As a result of this commitment, parents would, with teachers' assistance, even become creative by developing programmes in church basements vacant stores and anywhere they can get a space (Kirk and Gallager, 1989:26).

2.6.4 Execution

Parents feel their value and importance when their services are called for by the teachers at school. Starting from the planning stages, parents who were involved then find it easy to execute what they participated in planning for. In this way parents feel as "Origins" rather than "Pawns". That the teachers at school often rely on the information that the parents provide also reinforces the value of the education process (Sergiovanni & Starratt, 1993:70). With training that teachers can provide, parents

are able to reinforce learning, to see to it that the functional skills learned in school are applied at home. In this sense, parents are involved in the management of school matters. Whatever has been learned should not be something abstract, but should be practically applied. Learned skills will not only be applied in the home, but as the child gains confidence, such skills will be applied in the community as a whole.

2.7 PARENTAL ROLE IN NATION BUILDING

Because the family is not structured in such a way that it can nurture the child in totality, and in a differentiated manner, the school performs this task on its behalf. This therefore means that the family remains primarily responsible for what becomes of its non-adult members, and it therefore remains involved in formal education in a sympathetic, participative and co-operative sense. Because of this parental responsibility in nation building, the family requires, among other things, from the school, and according to Badenhorst, Calitz, van Schalkwyk and van Wyk (1987:111) the following:

- (a) Education should complement the school as regards spirit, character and direction. The school should build on the foundations that were first laid by the family.
- (b) Education should pursue that same general aim as the family.
- (c) The school's teaching methods should not clash with the community's philosophy of life.
- (d) The subject matter should not clash with the community's philosophy of life.

The parents may further require that their children should receive instruction on a differentiated basis and according to their abilities and aptitudes or handicaps.

ñ **Requirements in respect of standard of education.** The parent may require that the standard of education should be high enough to unfold his child's potential as fully as possible.

ñ **Requirements in respect of national education.** The family may also set requirements with regard to the promotion of general or national education, for example. In this way the parent ensures the retention of his general national and particular cultural values.

- ñ **Requirements in respect of justice.** The parent may require fairness and justice in the education of his child.
- ñ **Requirements in respect of preparation for a career.**

The parent may also require a type of education for his child that will enable him to pursue a meaningful career, that is, to acquire a suitable job. Education should meet the vocational expectations of the parent and the child (Bardenhorst, et. al. 1987:112).

Although most of the parents might be involved in school matters, some of the teachers might not be readily willing to involve such parents because of certain fears they might have.

2.8 TEACHER COLLEGIALITY

Much as parental involvement is a result of individual teacher efforts, teachers need to work collectively towards this very important goal. They should display the spirit of collegiality. Collegiality refers to the existence of high levels of collaboration among teachers and between teachers and the principals, and is also characterised by mutual respect shared work values, co-operation and specific conversations about teaching and learning (Sergiovanni & Starratt, 1993:103).

To the importance of collegiality Fullan (1991:79) adds his voice. Since interaction with others influence what one does, relationship with other teachers is a critical variable. The quality of work relationships among teachers is strongly related to implementation. It is because of such arguments as these that the relationships among teachers can help in parental involvement

There needs to be a strong partnership between parents and teachers. The parent has always been seen as a primary educator while the teacher is a secondary educator where he, at school, and according to the common law principles, is acting in loco parentis (Bondesio, Beckmann, Oosthuizen, Prinsloo & Van Wyk, 1989:102-106).

9 FEARS ASSOCIATED WITH PARENTAL INVOLVEMENT

It has already been mentioned that some teachers object to parental involvement in education.

Thomas (1992:49) mentions four areas which form the basis for their objections:-

- (a) Managerial objections - for example, the need for time-tabling help, and coping with “difficult” parents.
- (b) Professional objections - the fact that teachers and nursery nurses have specialised skills which may be diluted or undermined by the presence of untrained parents; parents’ gossiping, and a trade union-based objection is the idea of unpaid help against unemployed teachers.
- (c) Educational objections - the teacher can educate children adequately without parents.
- (d) Personal objections - the teacher may be embarrassed by the presence of others or may feel they interfere with relationships or authority.

2.10 CONCLUSION

Teachers with co-operative ability will realise the importance of involving the parents in educational matters. Parents show willingness to be involved while others who do not participate only do so because of not knowing what and how to do things. The challenge therefore is on the teachers to take the leading role here to educate the parents on how they can meaningfully participate in the education of their children.

With the involvement of parents in the education of their children, most of the disciplinary problems are eliminated. This is because the students see how their own parents are actively involved in school matters, and that they cannot say any ill about their teachers at home without any fear of rebuke from their parents (Squelch, 1994:38).

On the same breath, students themselves would not be having any cause to have ill-feelings about their teachers who have a high regard for them (students). In this way, the spirit of co-operation among all parties involved in education of a particular school is enhanced. With this spirit in place, the culture of learning and teaching will readily prevail, and the ultimate aim of education which is the upliftment of the standard of education in the society will be achieved.



CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The literature study in Chapter two formed the framework for the empirical study. The specific aim of this study was to investigate parental involvement as an aspect of co-operative ability and its implications for the management of teacher competence. Due to the limits in lengths imposed by a research essay only a brief discussion of the quantitative method of research used in the form of questionnaires will be highlighted.

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 one hundred and eight (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) Co-operative ability
- (g) Efficiency
- (h) Leadership

Subsequently, groups of student were assigned to investigate each of the above constructs of teacher competence in great detail. This resulted in the one hundred and eight (108) quantitative questions designed to obtain the perceptions of the members of the teaching profession as to how often they demonstrated certain behaviours.

Although this particular research essay deals with parental involvement as an aspect of cooperative ability all the questions formulated by this group are presented in Table 3.1. The questions relevant to parental involvement are indicated by means of an asterisk :



Table 3.1
Items associated with co-operative ability

Item No.	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 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 extramural 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 parental involvement as an aspect of co-operative ability.

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

3.2.2 Discussion of parental involvement as an aspect of co-operative ability

Each of the questions associated with parental involvement will be briefly discussed hereunder. 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) encourage parents to assist their children with the learning process ?

This is a crucial question especially if one reads it bearing in mind the willingness of the parents to be involved in the education of their children as discussed on page 12 above. What Thomas (1992:50) is talking about poses a challenge to any teacher who says parents are hesitant because they are unsure of what is expected of them lays the responsibility at the doorstep of the teachers : they need to educate the parents on the role that they (parents) have to play.

That the mean score for this question is 3,75 on a five point scale suggests the significant importance attached to it.

(b) encourage parents to become involved in extramural activities ?

Parental involvement in the education of their children helps in eliminating the disciplinary problems as discussed on pages 14 to 16 above. Mwamwenda (1990:223) sees the importance in involving the parents during the decision-making process regarding the safety of their children at school, and especially during extra-mural activities and excursions.

The importance and the relevance of this question can be established by the mean score of 3,07 that it gained on a five point scale.

(c) involve parents in the formulation of school rules pertaining to the discipline of their children ?

In the preceding chapter, Jackson (1991:18) supports the involvement of the parents by teachers in the formulation of school rules. He again argues that any child who knows that

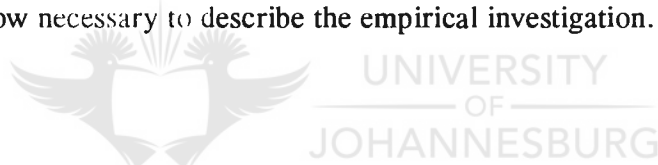
his/her parents support the teacher will be less inclined to take advantage and disrupt that teacher's classes. This question has the mean score of 3,05 on a five-point scale. This highlights the importance attached to this question of parental involvement in the formulation of school rules with a view to re-establishing discipline in the schools.

(d) allow parents with special skills to assist in the organisation of school matters ?

By allowing parents with special skills to take the leading role in their respective areas of specialisation would be giving parents a chance of participation which is a source of motivation. This is the kind of participation that Keith and Girling (1991:111-113) are talking about in the preceding chapter.

The fact that this question has a mean score of 2,75 on a five-point scale, which is above the 50% mark, shows its significance for this research essay.

Having discussed each of the questions on parental involvement as an aspect of co-operative ability it is now necessary to describe the empirical investigation.



3.3 THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

The original intention was to involve S.R.C. members, teachers and parents. Due to the last minute limitations in length imposed by the research essay, coupled with the availability of time, respondents were chosen only from the various levels of the teaching profession.

3.3.2 Biographical details

The following biographical details were asked for :-

Gender, post level, age, teaching experience, highest education qualification, the province in which the respondent is presently teaching, religion, primary or secondary school, mother

tongue, gender of the principal of the respondent's school, attendance of pupils, attendance of teachers and the image of the respondent's school.

It is important and interesting to note that the last three aspects of those mentioned in the preceding paragraph relate to the communication process in the school.

It was reasoned that these aspects could be related to teaching competence and could influence teacher's perceptions on how often they demonstrate 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 team and all provinces 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 give the information on what the situation was regarding the questionnaires on *TEACHER COMPETENCE* :

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

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

3.4 SUMMARY

In this Chapter a description of the empirical investigation was provided. The questionnaire was discussed and the course of the research was briefly indicated. In Chapter 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 of the various statistical techniques is impossible. Hence the 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 of the independent pairs by stating appropriate hypotheses and interpreting the statistics tests involved: and
- (c) a comparison of one of the independent groups containing three or more groups by stating the hypothesis 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, Jenrichi & Toporek, 1985:448454) 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 a 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 of $81 \times 5 = 405$ and a minimum scale value of $81 \times 1 = 81$; and
- (b) Collaborative competence consisting of 27 items with a Cronbach ~ alphareliability 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 $27 \times 1 = 27$ with no items rejected.

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

Hypotheses were formulated in respect of all the independent groups. 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.

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
Difference 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		0,2888
	F	320,95		
Collaborative competence	M	86,28	0,0000**	0,0024**
	F	90,50		

N1 (Men) = 840

N2 (Females) 272

** Significant at the 1 % level

* Significant at the 5 % level



UNIVERSITY OF JOHANNESBURG

Tables 4.1 and 4.2 indicate that there is a statistical significant difference ($p = 0,0000$) between the vector mean scale scores of male and female principals in respect of the two factors considered together. The nul hypothesis H_0 is thus rejected and the alternative H_a (which says there is a significant difference) 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_0 1 is accepted because there is no significant difference between the two groups relative competence. However, H_0 2 is rejected in favour of H_a 2. 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 Scheffe' test are used to investigate this difference at the single variable level.

As an example of differences 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

Dimension	Variables	Symbol	Description	Test
Difference at the multivariate level	Attendance of teachers	HoM	There is no statistical significant difference between the vector mean scores for the three teacher attendance level groups taken together.	Manova
		HaM	There is a statistical significant difference between the vector mean scores for the three teacher attendance level groups taken together.	
Difference at the single variable level		HoA	The average scale scores of the three teacher attendance level group do not differ in a 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	

		<p>HaA 1</p> <p>HaA 2</p> <p>HoS</p>	<p>the three teacher attendance level group do differ in a statistical significant way from one another in respect of the following factors taken separately namely:</p> <p>Educative competence</p> <p>Collaborative competence</p> <p>There are no statistical significant differences between the average scale scores of the three teacher attendance level groups compared pair wise in respect of the following factors namely:</p>	
--	--	--------------------------------------	---	--

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 statistical significant difference 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 DIFFERENCE BETWEEN THE TEACHER ATTENDANCE LEVEL GROUPS IN RESPECT OF THE FOLLOWING FACTORS:

Factors	Group	Factor average	p - value (Manova)	p - value (Anova)	Scheff`e		
					A - B	A - C	B - C
Educative competence	A	322,86		0,3735			
	B	329,39					

	C	337,81				
Collaborative	A	87,66				
competence	B	86,09	0,1104	0,0277		*
	C	87,06				

Teacher Attendance

** Significant at the 1 % level

A = 521 Good

* Significant at the 5 % level

B = 539 Average

C = 52 Weak

Using Tables 4.3 and 4.4 it follows that HoM is rejected at the 5% level 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 nul hypothesis HoA I is thus accepted. There is, however, significant statistical difference between the groups in respect of collaborative competence.

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

ñ there is a statistical significant difference at the 5% level between the average scale scores of good and week levels of attendance in respect of collaborative competence. HoS.AC 1 is thus rejected in favour of HaS.AC 1. HoS.AB 2 can, however, not be rejected. Teachers belong to the weak level of attendance thus perceive themselves to be significantly more collaboratively competent than teachers operating at a good level of attendance.

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	323,96	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

F1 = Educative competence

F2 = Collaborative competence

** = Significant difference at the 1% level

* = Significant difference at the 5% level

4.4 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:

- (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.

It is worth noting that the four questions briefly discussed in the previous chapter landed under the collaborative competence category. These questions consider whether teachers with co-operative ability :-

- (a) encourage parents to assist their children with the learning process
- (b) encourage parents to become involved in extra mural activities
- (c) involve parents in the formulation of school rules pertaining to the discipline of their children, and
- (d) allow parents with special skills to assist in the organisation of school matters.

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 of 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, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

In this concluding chapter, the outcome of the previous four stages of research will be reviewed. Most importantly, the findings of the questionnaire will be compared with the views of literature in Chapter two. Based on the research findings, the researcher will advance a few recommendations which can be considered in order to encourage maximum parental involvement in the education of their children.

5.2 Discussion of the findings from the questionnaire

As highlighted in Chapter Three, questions that are of particular importance to this research essay regard how often do competent teachers :

- (a) encourage parents to assist their children with the learning process;
- (b) encourage parents to become involved in extra-mural activities;
- (c) allow parents with special skills to assist in the organisation of school matters:

That all these questions had the mean score of over 2.5 each on a five-point scale, shows the significance attached to them by the respondents. Without being involved in school matters, parents always have negative attitudes towards school related matters. The positive attitudes that Van der Westhuizen (1991 : 389) is talking about in Chapter Two will remain a fairy tale.

All the questions mentioned above reinforce the importance of the home environment that Ornstein and Levine (1989 : 422) are referring to in Chapter Two.

Without that environment being conducive, the child's cognitive development will be adversely affected. With parents and teachers working together both the short-term and long-term advantages that the child benefits are insurmountable.

5.3 Recommendations

This research essay has clearly established three important issues which appear to be the crucial causative factors behind the aspect of parental involvement in the education of their children in the Duncan Village district of East London.

First, the home environment of the children is not educative enough to prepare children for formal schooling, secondly the kind of formal training the teachers have had, confines them to the formal predetermined rules, and, thirdly the type of student we have in these schools is so preoccupied with various other issues that commitment to the studies is not for him or her.

Against these three important findings some suggestions are ventured.

5.3.1 The home environment

The fact that parents cannot provide the kind of milieu that would promote learning should not be taken as negligence on the part of parents. It has already been pointed out in Chapter Two that most parents wish to be of help to their children, but there seems to be a gap between their desire to help and their ability to do so. Their inability to help may be due to one or a combination of the following factors :

- (a) over crowding in the family,
- (b) their low income bracket, and
- (c) their low standard of education.

Whatever the case, the education of adults should be improved. Admittedly, such an adult educational programme should, by and large, be work-orientated so as to make adults more productive workers who will in turn earn a better living. In this way two things will be achieved :

- (a) Parents would be in a position to cater financially for the needs of their children, and
- (b) The society as a whole would understand, appreciate and accept as obligatory provision for the educational needs of the children.

5.3.2 Teacher training

The type of training that the teachers have had makes them feel helpless when faced with the current problems in education. They have had no skills in crisis management, and as a result, many of them feel that they have reached a cul-de-sac in the profession, hence they decide to leave. Certainly, leaving cannot be seen as a solution. If every teacher can leave teaching what would be the future of the coming generation ?

The National Qualifications Framework (N.Q.F) - refer to the Interim Guidelines of a National Adult Basic Education and Training Framework - (pages 13 & 16), highlights the importance of teacher retraining and reskilling. With retraining and reskilling teachers will be better equipped with the skills of motivating and maintaining the interest of both the students and their parents.

Teachers are currently disillusioned by the lack of response from the parents when they call them to the school to discuss matters pertaining to their children.

With their retraining and reskilling they will be equipped with alternative plans which would be far better than just to despair.

5.3.3 Student commitment

Any student who is not kept occupied throughout will definitely find time to fill up the gaps in his schedule by doing unproductive and sometimes even destructive work. There is therefore a need to engage the child from the minute he comes into school until he/she school comes out. There should be a variety of activities which cater for the physical, emotional, moral, spiritual and academic development of the child. Anything that falls short on these will result in the child becoming bored.

Such an engagement can be made possible by the total home-school collaboration which Keith and Girling (1991 : 266) are talking about in Chapter Two. What the teacher does with the child at school should be the continuation and possibly the finalisation of what was started by the parents at home.

6. CONCLUSION

Whatever the limitations of this research essay and of the questionnaire or of the research project as a whole, the findings of this investigation indicate sufficiently that the co-operative ability of any teacher can be judged from the manner in which he or she co-operates with his/her colleagues, the parents and even the students in that particular school. Such co-operation determines how competent or incompetent that specific teacher is in the execution of his/her duties.

It is an indisputable fact that every parent wishes for the best for his/her children. Such a wish, however, is often overshadowed by the parent's lack of the know-how's. It, therefore becomes the duty of the teacher, who takes teaching as a profession rather than a job, to work tirelessly towards the meaningful involvement of both parents and students in education. Success in such an involvement will be the best contribution that teachers would have made towards the Reconstruction and Development Programme, and they also should always keep in mind that "Reading Does Pay".

BIBLIOGRAPHY

1. Badenhorst, D.C. (ed) (1987) : SCHOOL MANAGEMENT - THE TASK OF THE TEACHER. Pretoria : Haum Educational Publishers.
2. Best, J.W. and Kahnn, J.V. (1993) : RESEARCH IN EDUCATION. Boston : Allyn and Bacon.
3. Biehler, R.F. and Snowman, J. (1990) : PSYCHOLOGY APPLIED TO TEACHING. Boston : Houghton Mifflin Company.
4. Bondesio, M.J. et al. (1989) : THE TEACHING PROFESSION - LEGAL REQUIREMENTS. Pretoria : Promedia Publications (Pty) Ltd.
5. Branston, P. and Prouis, M. (1988) : CHILDREN AND PARENTS ENJOYING READING. London : Hodder and Stoughton.
6. COMMITTEE TO REVIEW THE ORGANISATION, GOVERNANCE AND QUANTITATIVE METHODS IN EVALUATION RESEARCH. Thousand Oaks : Sage Publications.
7. Cook, T.D. and Reinhardt, C.S. (1979) : QUALITATIVE AND QUANTITATIVE APPROACHES. Thousand Oaks : Sage Publications.
8. Creswell, J. W. (1993) : RESEARCH DESIGN - QUALITATIVE AND QUANTITATIVE APPROACHES. Thousand Oaks : Sage Publications.
9. Everand, B. and Morris, G. (1990) : EFFECTIVE SCHOOL MANAGEMENT. London : Paul Chapman Publications Ltd.
10. Fullan, M. (1991) : THE NEW MEANING OF EDUCATIONAL CHANGE. New York : Teachers College Press.
11. Fullan, M. (1993) : CHANGE FORCES - PROBING THE DEPTHS OF EDUCATIONAL REFORM. London : The Falmer Press.
12. Gerdes, L.C. et.al. (1988) : THE DEVELOPING ADULT. Durban : Butterworth Publishers (Pty) Ltd.
13. Jackson, D. (1991) : DISCIPLINE WITHOUT ANGER OR TEARS. Cape Town : Tafelberg Publishers Ltd.
14. Keith, S. and Girling, R.H. (1991) : EDUCATION, MANAGEMENT AND PARTICIPATION - NEW DIRECTION IN EDUCATIONAL ADMINISTRATION. Boston : Houghton Mifflin Company..
15. Kirk, S.A. and Gallagher, J.J. (1989) : EDUCATING EXCEPTIONAL CHILDREN. Boston : Houghton Mifflin Company.
16. Mwamwenda, T.S. (1990) : EDUCATIONAL PSYCHOLOGY - AN AFRICAN PERSPECTIVE. Durban : Butterworth Publishers (Pty) Ltd.

17. Ornstein, A.C. and Levine, D.U. (1989) : FOUNDATIONS OF EDUCATION. Boston : Houghton Mifflin Company.
18. Rondinelli, D.A. ,Middleton, J. and Verspoor, A.M. (1990) : PLANNING EDUCATION REFORMS IN DEVELOPING COUNTRIES - THE CONTINGENCY APPROACH. Durham : Duke University Press.
19. Senge, P.M. et. al. (1994) : THE FIFTH DISCIPLINE FIELDBOOK. London : Nicholas Brealey Publishing.
20. Sergiovanni, J.J. (1991) : THE PRINCIPALSHIP - A REFLECTIVE PERSPECTIVE. New York : McGraw-Hill, Inc.
21. Sergiovanni, J.J. and Starratt, R.J. (1993) : SUPERVISION - A REDEFINITION. New York : McGraw-Hill, Inc.
22. Squelch, J. (1994) : PARENT PARTICIPATION - HOW TO HELP YOUR CHILD SUCCEED AT SCHOOL. Cape Town : National Book Printers..
23. Thomas, G. (1992) : EFFECTIVE CLASSROOM TEAMWORK - SUPPORT OR INTRUSION ? London : Biddles Ltd.
24. Van der Westhuizen, P.C. (1991) : EFFECTIVE EDUCATIONAL MANAGEMENT. Pretoria : Haum Educational Publishers.
25. COTEP (1994) NORMS AND STANDARDS AND GOVERNANCE STRUCTURES FOR TEACHERS' EDUCATION.



Office use only				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(1-4)
Card number				
<input type="text" value="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.....	<input checked="" type="radio"/> 1
Female.....	<input type="radio"/> 2

1. GENDER



Male.....	<input type="radio"/> 1
Female.....	<input type="radio"/> 2

(6)

2. YOUR PRESENT POST LEVEL

Teacher without merit award.....	<input type="radio"/> 1
Teacher with merit award(s).....	<input type="radio"/> 2
Head of Department.....	<input type="radio"/> 3
Deputy Principal.....	<input type="radio"/> 4
Principal.....	<input type="radio"/> 5
Higher promotion posts.....	<input type="radio"/> 6

(7)

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

(e.g. thirty five years)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

(8-9)

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

(e.g. five years:)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

(10-11)

5. **YOUR HIGHEST EDUCATIONAL QUALIFICATION**

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

(12)

6. **PROVINCE (In which you are presently teaching)**

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

(13)

7. **WHICH IS YOUR RELIGIOUS COMMITMENT?**

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

(14)

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

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

(15)

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

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

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

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

(18)

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

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

(19)

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

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

(20)

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

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

(21)

SECTION B

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				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(1-4)
Card number				
<input type="text" value="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
---	---	---	---	---

 very often (39)

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

very often

(58)

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

very seldom

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

very often

(59)

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



UNIVERSITY
OF
JOHANNESBURG