VALUES AS AN ASPECT OF ORDER AND DISCIPLINE:
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE

BY

ISHWARIE DEVI HARIPARSAD

Mini-dissertation

submitted in partial fulfillment of the requirement for the degree

MAGISTER EDUCATIONIS

IN

EDUCATIONAL MANAGEMENT

IN THE

FACULTY OF EDUCATION AND NURSING

AT THE

RAND AFRIKAANS UNIVERSITY

SUPERVISOR : DR BR GROBLER

July 1998
ACKNOWLEDGEMENTS

I WISH TO EXPRESS MY SINCERE GRATITUDE TO:

My supervisor, Dr B R Grobler, for his patience, professional guidance and unstinting pursuit of excellence.

At Rand Afrikaans University:
   The Library Staff for willingly assisting at all times.
   Mr J. A. Vermeulen for his kindness and consideration.

My colleague, Nuzma Badat, for her encouragement, sharing the work load and being my study partner.

My husband, Niketanraj Hariparsad, for always being a pillar of support and assisting with the final preparation of this mini-dissertation.

My daughters Sidhika and Deepshika Hariparsad, for allowing me the time to be a student instead of a mother.

My mother, Jaicoomari Baijoo, for her selfless care, concern and support.

To Mamma and Dad, your continued guidance and support is appreciated.

I would like to thank God for the gift of the opportunity to study and the fulfillment of this goal.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>(ii)</td>
</tr>
<tr>
<td>SINOPSIS</td>
<td>(vii)</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

### BACKGROUND TO THE PROBLEM

1.1 INTRODUCTION

1.2 MOTIVATION
    - 1.2.1 COMPETENCE
    - 1.2.2 DISCIPLINE
    - 1.2.3 VALUES

1.3 PROBLEM STATEMENT

1.4 AIMS OF RESEARCH

1.5 RESEARCH METHODOLOGY

1.6 ORDER OF DISCUSSION

1.7 SUMMARY

## CHAPTER TWO

### LITERATURE REVIEW

2.1 INTRODUCTION

2.2 THE NATURE OF COMPETENCE

2.3 ORDER AND DISCIPLINE
    - 2.3.1 THE NEED FOR DISCIPLINE
    - 2.3.2 WHAT IS DISCIPLINE
    - 2.3.3 THE VARIOUS FORMS OF DISCIPLINE
    - 2.3.4 ORDER

2.4 VALUES
    - 2.4.1 SOURCES OF OUR VALUES
    - 2.4.2 TYPES OF VALUES
    - 2.4.3 TRADITIONAL APPROACHES TO TEACHING VALUES
    - 2.4.4 THE NEED FOR A DIFFERENT APPROACH
    - 2.4.5 VALUES AND THE SCHOOL
    - 2.4.6 THE ROLS OF THE TEACHER
    - 2.4.7 VALUES, COMPETENCE AND DISCIPLINE

2.5 SUMMARY
<table>
<thead>
<tr>
<th>CHAPTER THREE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH DESIGN OF THE PROJECT</td>
<td></td>
</tr>
<tr>
<td>3.1 INTRODUCTION</td>
<td>36</td>
</tr>
<tr>
<td>3.2 THE INSTRUMENT OF RESEARCH</td>
<td>36</td>
</tr>
<tr>
<td>3.2.1 THE DESIGN OF THE QUESTIONAIRE</td>
<td>36</td>
</tr>
<tr>
<td>3.2.2 DISCUSSION OF VALUES AS AN ASPECT OF ORDER AND DISCIPLINE</td>
<td>38</td>
</tr>
<tr>
<td>3.3 THE EMPIRICAL INVESTIGATION</td>
<td>41</td>
</tr>
<tr>
<td>3.3.1 RESPONDENTS</td>
<td>41</td>
</tr>
<tr>
<td>3.3.2 BIOGRAPHICAL DETAILS</td>
<td>41</td>
</tr>
<tr>
<td>3.3.3 THE RESEARCH GROUP</td>
<td>41</td>
</tr>
<tr>
<td>3.3.4 RETURN OF THE QUESTIONAIRE</td>
<td>42</td>
</tr>
<tr>
<td>3.4 SUMMARY</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER FOUR</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN ANALYSIS AND INTERPRETATION OF THE SELECTED SAMPLE OF THE EMPIRICAL DATA</td>
<td></td>
</tr>
<tr>
<td>4.1 INTRODUCTION</td>
<td>43</td>
</tr>
<tr>
<td>4.2 RELIABILITY AND VALIDITY</td>
<td>43</td>
</tr>
<tr>
<td>4.3 HYPOTHESES</td>
<td>44</td>
</tr>
<tr>
<td>4.3.1 COMPARISON OF TWO INDEPENDENT GROUPS</td>
<td>44</td>
</tr>
<tr>
<td>4.3.1.1 DIFFERENCES BETWEEN PRIMARY AND SECONDARY SCHOOL TEACHERS RELATIVE TO EDUCATIVE AND AND COLLABORATIVE COMPETENCE</td>
<td>45</td>
</tr>
<tr>
<td>4.3.2 COMPARISON OF THREE OR MORE INDEPENDENT GROUPS</td>
<td>47</td>
</tr>
<tr>
<td>4.3.2.1 DIFFERENCES AMONGST TEACHERS WITH REGARDS TO THE PERCEPTION OF THEIR SCHOOL IMAGE IN IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE</td>
<td>48</td>
</tr>
<tr>
<td>4.4 BRIEF DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES OF TABLE 4.5</td>
<td>54</td>
</tr>
<tr>
<td>4.4.1 EDUCATIVE COMPETENCE</td>
<td>54</td>
</tr>
<tr>
<td>4.4.2 COLLABORATIVE COMPETENCE</td>
<td>56</td>
</tr>
<tr>
<td>4.5 SUMMARY</td>
<td>58</td>
</tr>
</tbody>
</table>
### CHAPTER FIVE

**SUMMARY, FINDINGS AND RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>INTRODUCTION</td>
<td>60</td>
</tr>
<tr>
<td>5.2</td>
<td>SUMMARY</td>
<td>61</td>
</tr>
<tr>
<td>5.3</td>
<td>IMPORTANT FINDINGS</td>
<td>62</td>
</tr>
<tr>
<td>5.3.1</td>
<td>FINDINGS FROM THE LITERATURE IN RESPECT OF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VALUES AS AN ASPECT OF ORDER AND DISCIPLINE AND THE IMPLICATIONS FOR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEACHER COMPETENCE</td>
<td></td>
</tr>
<tr>
<td>5.3.2</td>
<td>IMPORTANT EMPIRICAL FINDINGS IN RESPECT OF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEACHER COMPETENCE</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>RECOMMENDATIONS</td>
<td>64</td>
</tr>
<tr>
<td>5.4.1</td>
<td>VALUES AND THE COMPETENT TEACHER</td>
<td>64</td>
</tr>
<tr>
<td>5.4.1.1</td>
<td>DEVELOP A SENSE OF SELF-WORTH IN PUPILS</td>
<td>64</td>
</tr>
<tr>
<td>5.4.1.2</td>
<td>ACCEPT PRINCIPLES FIRST</td>
<td>64</td>
</tr>
<tr>
<td>5.4.1.3</td>
<td>ACKNOWLEDGE THE INDIVIDUALITY OF PUPILS BY SHOWING RESPECT</td>
<td>64</td>
</tr>
<tr>
<td>5.4.1.4</td>
<td>TREAT PUPILS WITH DIGNITY</td>
<td>65</td>
</tr>
<tr>
<td>5.4.1.5</td>
<td>GENTLE TEACHING AND MORAL VISION</td>
<td>65</td>
</tr>
<tr>
<td>5.4.2</td>
<td>EDUCATIVE COMPETENCE</td>
<td>65</td>
</tr>
<tr>
<td>5.4.3</td>
<td>COLLABORATIVE COMPETENCE</td>
<td>66</td>
</tr>
<tr>
<td>5.4.4</td>
<td>TEACHER TRAINING REQUIREMENTS</td>
<td>66</td>
</tr>
<tr>
<td>5.4.5</td>
<td>TOPICS FOR FURTHER RESEARCH</td>
<td>67</td>
</tr>
<tr>
<td>5.5</td>
<td>CONCLUSION</td>
<td>67</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**

**APPENDIX A**
<table>
<thead>
<tr>
<th>LIST OF FIGURES AND TABLES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIGURES</strong></td>
<td></td>
</tr>
<tr>
<td>1. THE THREE DIMENSIONAL DISCIPLINE OVERVIEW</td>
<td>20</td>
</tr>
<tr>
<td>2. THE VALUE FIELD</td>
<td>24</td>
</tr>
<tr>
<td>3. VALUES IN THE SPECIFIC SUBJECT AREAS</td>
<td>32</td>
</tr>
<tr>
<td><strong>TABLES</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 ITEMS ASSOCIATED WITH ORDER AND DISCIPLINE</td>
<td>37</td>
</tr>
<tr>
<td>4. COMPOSITE HYPOTHESES WITH PRIMARY AND SECONDARY SCHOOL TEACHERS AS AN INDEPENDENT VARIABLE</td>
<td>46</td>
</tr>
<tr>
<td>4.2 SIGNIFICANCE OF DIFFERENCES BETWEEN PRIMARY AND SECONDARY SCHOOL TEACHERS REGARDING EDUCATIVE AND COLLABORATIVE COMPETENCE</td>
<td>47</td>
</tr>
<tr>
<td>4.3 COMPOSITE HYPOTHESES WITH GROUPS REFLECTING THE TEACHERS PERCEPTIONS OF THE IMAGE OF THEIR SCHOOL AS AN INDEPENDENT VARIABLE</td>
<td>49</td>
</tr>
<tr>
<td>4.4 SIGNIFICANCE OF DIFFERENCES BETWEEN THE GROUPS REFLECTING THE IMAGE OF THE SCHOOL IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE</td>
<td>51</td>
</tr>
<tr>
<td>4.5 MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE</td>
<td>53</td>
</tr>
</tbody>
</table>
SINOPSIS

Die algemene doel van die navorsingsopstel om orde en dissipline, as 'n komponent van onderwyserbevoegdheid te ondersoek en hoedat hierdie aspekte die bestuur van onderwyserbevoegdheid kan verhoog. Om hierdie doelstelling te bereik, is die spesifieke doel van hierdie navorsingsopstel om:

- die samestelling van orde en dissipline te ondersoek en ook hoe dit onderwyserbevoegdheid kan verhoog;
- die bydra van waardes tot die handhawing van orde en dissipline vas te stel;
- die opinie van te bepaal onderwysers ten opsigte van die mate waarin onderwysers waardes gebruik om orde an dissipline daar te stel;
- 'n strategie te ontwerp waardeur waardes gebruik kan word as 'n hulpmiddel vir orde en dissipline en sodoende onderwyserbevoegdheid te verhoog.

Hoofstuk een is gemoeid met die definiering van die probleem, die vasstelling van die algemene doelstelling en die doelwitte van die ondersoek sowel as die metodiek wat geïmplementeer sal word.

Hoofstuk twee fokus op 'n oorsig van die literatuur ten opsigte van:

Die aard en wese van bevoegdheidheid wat kortliks die volgende aspekte insluit naamlik:

* die onderwyser se vermoe om effektief met leerlinge en ander te kommunikeer;
* kennis ten opsigte van die noodsaaklike vaardighede van die inhoud en metodiek van hul vak;
* professionele etiek in alle interaksies;
* van positiewe waardes en houdings;
* gebruik van die effektiefste metodes ten opsigte van klaskamer bestuurstechnieke;
* vermoe om die gedrag van leerlinge te kontroleer;
* evaluering van leerlinge se werk; en
* die vermoe om orde en dissipline effektief te kan handhaaf.

Orde: voorsien struktuur en sekuriteit. Elke studente in elke klaskamer benodig beide orde en vryheid en die sleutel tot die vestiging van orde is om 'n ewewig (balans) tussen vryheid en verantwoordelikheid te bereik. Elke individu is aan beide homself en ander verantwoordelik (kyk 2.3.4 p13).

Dissipline: behels die leiding en beheer van 'n student se gedrag ten opsigte van die regte van ander; korrektiewe maatreëls by die oortreding van die skool se waardes; die oplossing van konfliktende behoeftes en die beskerming van leerlinge teen mekaar (kyk 2.3.3 p10).
Waardes: Beinvloed 'n persoon se persepsies ten opsigte van wat aanvaarbare gedrag teenoor beide onderwysers en leerlinge behoort te wees. Onderwysers se persepsie teenoor beide hulseif as professionele praktisyns en hulle leerlinge is die gevolg van waardes wat vanuit 'n waardestelsel onstaan. Dit word 'n standaard of kriterium wat gedrag regting gee en waarteen aksies of die gedrag van andere beoordeel kan word (kyk 2.4.1 p9).

Die ontwerp van die navorsingsprojek word in hoofstuk drie verduidelik tesame met 'n bespreking van die vrae rondom waardes as 'n aspek van orde en dissipline. Al die vre met betrekking tot orde en dissipline, het 'n hoe gemiddelde telling tussen 3,94 en 4,21 tot gevolg gehad.

Die analise, interpretasie en bespreking van die empiriese data word in hoofstuk vier bespreek en laatstens word die opsomming, bevindings en aanbevelings in hoofstuk vyf bespreek.
CHAPTER I

BACKGROUND AND ELUCIDATION OF THE PROBLEM

1.1 INTRODUCTION

The struggle for democracy in South Africa permeated the very fabric of the nation. It was not possible for any organisation or individual, during the period of the struggle, to remain unscathed. Education too was fraught with tension and a lack of agreement regarding the nature and content of the process of education. The explosive nature of the struggle culminated in widespread pupil protest in 1976 regarding the language of instruction. Teachers too, saw the school as a site of struggle for a democratic and just system of education.

This began a wave of disintegration of the schooling process for the majority of South Africans. The school was seen as part of the apparatus of oppression. Educational authorities, with the principal as its representative, was thus discredited.

Although schooling as a process never came to a complete halt, most schools situated in former 'non-white' areas were staffed by persons who had little loyalty or respect for the department that employed them.

When launched in October 1990, the South African Democratic Teachers Union's (SADTU) primary aim was to challenge the legitimacy of the ethnic education departments and to make an important contribution to the struggle for a non-racial South Africa. SADTU represented more than 100 000 teachers. Hence the commitment of teachers to the process of teaching became secondary to the commitment for a 'non-racial, non-sexist, just and democratic system of education in a free and democratic South Africa' (SADTU's amended constitution, 1994:2).

The immediate effect was a decline in quality of educational performance of a large section of the population. Pupil performance, is amongst other things, related to the competence and commitment of teachers involved and valid and reliable mechanisms to evaluate teacher competence are essential (SA, 1994:16).
Accreditation and assessment of teachers' competence in the South African context has often led to disorder and inefficiency in education. This condition was largely caused through unsatisfactory consensus on what constitutes "teacher competence", the standards and criteria used in assessing these competencies and the way in which these assessments took place (Grobler and v d Merwe, 1995:6). Some objections of teachers to the system of accreditation (merit awards) were:

- Merit awards were made without involving SADTU. This resulted in the teacher strike in May 1993 (Anon, 1993: 3);
- Merit awards were seen as being too subjective (Pillay, 1993: 8);

The Sunday Tribune reported that SADTU were opposed to merits as these awards were not made according to sound educational principles and procedures (Pretorius, 1993: 6).

It appears that any system of accreditation or assessment should involve teachers and the Unions in determining criteria and procedures to be followed. There is a need therefore to ascertain teacher opinion on the components of teacher competence in order to create an instrument that is both acceptable and credible.

The Rand Afrikaans University (RAU) has recognised the need for an authentic and acceptable instrument that would measure teacher competence and assist in enhancing teacher effectiveness. This study forms part of a greater, ongoing research project concerning Teacher Competence and its assessment. The initial research identified the following as factors of Teacher Competence:

1. The learning environment
2. Professional Commitment
3. Order and discipline
4. Educational foundation
5. Teacher reflection
6. Co-operative ability
7. Effectiveness
8. Leadership style.
This mini-dissertation is part of the research being undertaken regarding the above aspects of teacher competence. Its specific focus is the role of ORDER AND DISCIPLINE as an aspect of teacher competence. The group researching order and discipline have identified the following factors as important components:

1. Rules
2. Quality teaching practices
3. Relationships
4. Classroom management behaviour
5. Values

This mini-dissertation focuses on the role of VALUES in establishing and maintaining order and discipline - an aspect of teacher competence.

1.2 MOTIVATION

In order to fully understand how values impact on order and discipline, hence teacher competence it is necessary to examine each aspect (competence, discipline, values) as an individual issue before examining the inter-relatedness of these aspects. In this section a motivation for the study of these aspects will be undertaken.

Firstly, the reasons for further research into competence will be considered.

1.2.1 Competence

Research conducted by Fuller (1987) on factors that raise pupil achievement identified positive teacher qualities and teaching practices/classroom organisation to have a significant effect on pupil achievement in the African context.

A report in The Citizen (Sapa, 1996:11) attributed the high failure rate of matriculants to teacher performance. The report also stated that teachers should strive for excellence in their work which could only be achieved if teachers agreed to be evaluated as they evaluate pupils.
- regularly with the intention of improving skills. The report also called for discipline, punctuality and proper authority to be exercised at schools.

Professor Bengu, the minister of education, in his address at the annual Principals’ Seminar in Gauteng in July 1995 stated that The White Paper regarded teacher development as one of the central pillars of a national human resource strategy. The growth of professional expertise and self-confidence is a key to teacher development. Teachers’ appraisal, supervision and inspection should be linked to the development of teachers. Central to teacher development should be the improvement of the capacity of a teacher to deal competently with classroom practices.

When one speaks of “capacity” in this respect, it refers to the potential that the teacher possesses to ensure that the classroom environment remains, at all times, conducive to learning and that the creative potential of the students is recognised and stimulated to the point of optimal success. Professor Bengu does not elaborate on the concept “competence”; however it is interesting to note the close relationship that appears to exist between “competence” and “development”.

Four of the seven aims of the proposed New Teacher Appraisal Procedure presented by the South African Democratic Teachers’ Union Working Committee document (August 1995) are :-

* To bring about optimal personal development of educators and thereby enhance the quality of the education system as a whole.
* To serve as a point of departure from which the development of educators can be undertaken in order to realise their optimum potential.
* To improve the educative and teaching ability of educators through support and development programmes.
* To promote the competency of educators for the purposes of optimum utilisation, promotion and corrective measures.
Unquestionably, there is a shift in focus in the purpose of teacher assessment or appraisal. It has been acknowledged that the aim of appraisal should be teacher development towards a more competent professional.

The criteria for salary progression contained in the document sent to schools in January 1996 are listed as follows:

* Qualifications
* Experience
* Performance
* Responsibilities

A salary notch on the salary range applicable to the relevant rank is to be allocated to a person based on personal profiles such as experience, skills and other appropriate attributes of value to the organisation. Outstanding performance is to be rewarded by a cash bonus (Gauteng Department of Education, 1996: 1)

This too has implications for teacher competence. The performance of the teacher will have to be deemed better than average in order to progress on the salary scale or receive cash bonuses. How does one measure performance reflective of competence? Therefore there is a need to understand the concept "teacher competence" and a need to create an instrument that would objectively measure teacher competence.

Newspaper reports reflect what is deemed important in society at a particular point in time. Reports relating to schools, particularly to matters of discipline and efficiency, are becoming more frequent. There is a growing concern for what appears to be the lack of discipline and order in many schools.

1.2.2 Discipline

Since the elections in 1994, the African National Congress (ANC) has acknowledged that positive steps had to be taken to change the norms of schools from those entrenched in pre-election cultural practices. President Mandela and other high ranking office bearers of the
ANC visited schools early in 1995 in “an attempt to restart teaching and schooling” (Sapa, 1995:4). Also contained in this report was a statement made by Cheryl Carolus, Deputy Secretary-General of the ANC. She said that the need for discipline cannot be over-emphasised. Teachers must report to school on time and prepare for lessons. Students must also play their role and become disciplined soldiers in the learning process.

The Congress of South African Students (COSAS) also called for discipline at schools to make 1995 a disruption-free year in which the focus would be educational excellence. COSAS announced a strict code of conduct for Gauteng concentrating on “the security of schools and property, discipline in the classroom and at home, punctuality and respect for teachers”. The code incorporates disciplinary action being taken against pupils or teachers who commit offences. COSAS appealed to parents to play an active role in the discipline and education of their children (Anon, 1995:8).

The Cape Times (Campbell, 1995:7) reported that Delft schools in the Western Cape were all but unoperational due to the lack of pupil discipline. There, four schools were plagued by vandalism and theft. Mrs Martha Olkers, provincial minister of education, stated the vandalism resulted from a lack of proper discipline at the home.

When schools reopened in January 1996, Reasoma High School in Protea North, Soweto had to turn away thousands of parents who wished to have their children registered there. The school had a ninety-eight percent pass rate in the 1995 matric examinations. This significantly high pass rate was attributed to strict discipline and reports of excellence (teacher input and pupil involvement) at the school (Sapa, 1996:20).

In February 1995 the teaching at Belhar Primary School in the Cape was interrupted for three days. The teachers were unhappy about the management style of the principal. The parents however supported the principal whom they described as ‘a man of discipline’ and stated that the problem was rather a few teachers who ‘did not want to work’ (Malan, 1995:4).

Upon assessment of the situation at the above three schools, it is evident that there is a strong correlation between discipline and the functional efficiency of a school. However as reflected in the Belhar experience it is necessary that the same standards of discipline be accepted by all stakeholders in order for the school to function optimally.
It appears that the correlation between poor results and poor discipline is prevailing as a problem. Northern Province education authorities have blamed the region's dismal performance in the 1997 matriculation examinations on a "general lack of discipline on the part of teachers and pupils" (Masipa, 1998: 2).

Pupils have accepted that discipline is a necessary part of successful schooling (COSAS document) and teachers are charged with the responsibility of maintaining discipline at schools, particularly secondary schools. Many pupils here are young adults, which makes the process increasingly difficult in an era when everyone is acutely aware of individual rights (Anon, 1995:1).

The degenerate culture prevailing in society as evidenced by the increasing incidence of crime and violence, reported in papers daily, reflects that a belief system which forms the pillars of a society or organisation, have been eroded. A belief system is structured upon values that the society or organisation accept as important or necessary.

This disintegration of values with its corresponding inappropriate behaviour leading to poor order and discipline, is reflected in schools too.

1.2.3 Values

Order and discipline have been undermined by over-accentualising of freedom of rights and an understatement of responsibilities and obligations. This was the conclusion drawn by Smith who conducted research amongst 1 500 pupils and 400 teachers in Gauteng, Northern Province and Free State (Graham, 1996:2). He also stated that teachers were not solely to blame for the lack of a learning culture in former Department of Training (referred to as DET) schools. They were demoralised by an array of factors, including the lack of respect from pupils. He concludes that more attention should be given in teacher training to professional values. Up-to-date methods of teacher evaluation should be considered.

Thus it is not just professional values that appear to be lacking but the waning of respect for parents, teachers and other moral and legal authorities is becoming abundantly evident in society generally.
From the reports it appears that values have a bearing on order and discipline. Discipline seems to correlate strongly with the manner in which the school functions. Functioning efficiency of a school may be determined by the commitment and involvement of teachers, pupils and parents.

Teachers appear to be charged with a wider role function than just disseminating facts. An assessment of a teachers effectiveness now may have a bearing on salary as well as career progression.

In this mini-dissertation an attempt will be made to ascertain the validity of these assertions. Having motivated the reason for this research project, the problem statement will now be formulated.

1.3 PROBLEM STATEMENT

The problem that this mini-dissertation explores can be summarised by the questions that follow.

* What is the nature of teacher competence?
* How does teacher competence relate to order and discipline in schools?
* What is the nature of order and discipline relative to teacher competence?
* To what extent do values as an aspect of order and discipline play a role in teacher competence and what is the opinion of teachers regarding this?
* Is it possible to formulate a strategy regarding the use of values which will enhance order and discipline and improve teacher effectiveness, resulting in a more competent teacher?
1.4 AIMS OF THE RESEARCH

In the light of the problem questions formulated above the general aim of this research project is to:-

* Investigate the components of teacher competence and to show how these aspects can enhance teacher effectiveness.

In order to achieve the general aim, the group dealing with order and discipline will :-

* Investigate the composition of order and discipline show how this can enhance teacher competence.

As a member of the group dealing with order and discipline it is the specific aim of this mini-dissertation to :-

* Determine the contribution of values towards maintaining order and discipline
* Obtain teacher opinion as to the extent to which teachers use values to enhance order and discipline
* Devise a strategy whereby values can serve as an aid to enhance teacher competence and improve teacher effectiveness.

1.5 RESEARCH METHODOLOGY

In order to meet with the aims of this mini-dissertation the group will undertake a literature survey making use of both primary and secondary sources of information already published relating to this field of study. On the basis of this information the group will prepare questions relating to the specific focus which will form part of a project questionnaire to ascertain teacher opinion relating to the general and specific aims of the study. The questionnaire would then be distributed to a sample of teachers in South Africa. After a statistical analysis of the questionnaire, significant data will be used to make
recommendations that would assist teachers to improve competence, therefore teacher effectiveness.

1.6 ORDER OF DISCUSSION

The research will be done as follows:

In chapter one the introduction, motivation, statement of the problem, aims of the research, the methodology, and order of discussion is presented.

Chapter two will comprise of a literature review on competence, order and discipline, and values.

Chapter three will focus on the research design and the development of a research instrument. This chapter will present the findings which will then be analysed.

Chapter four will present an analysis and interpretation of a selected sample of the empirical data.

Chapter five will consist of a summary, conclusion and recommendation on the findings and a reflection on the research will be done.

1.7 SUMMARY

In this chapter the necessity for the research has been established. Order and discipline as an important aspect of ascertaining the level of competence of a teacher, therefore his effectiveness as a professional has been presented as the research problem. More specifically, the role of values as an aspect of order and discipline directs to the specific aim of the research. The literature review will now be undertaken in chapter two to discuss these three concepts in more detail.
CHAPTER TWO

2.1 INTRODUCTION

The first chapter of this mini-dissertation provided the background and motivation for the need to research values as an aspect of order and discipline and assess its implications for the management of teacher competence. An important step in the investigation of this study is a review of literature which will be undertaken in this chapter.

Literature will be reviewed as follows: a brief exposition on the nature of teacher competence will be presented. This will be followed by a short discussion on order and discipline in schools. Finally, the role of values in creating and maintaining order and discipline will be explored in more detail.

2.2 THE NATURE OF COMPETENCE

The department of education stipulates certain requirements for competent teachers. Teacher professional organisations, parents, pupils and the community have also stated their requirements for competence. A wide range of competencies in terms of knowledge, skills and values have been postulated for teachers in different educational contexts (COTEP, 1994: 11-23). Due to the range of requirements presented for teacher competence, it has become increasingly difficult to establish precisely what the concept implies.

A competent individual may be defined as:

- one who has all the natural powers, physical or mental to meet the demands of a situation or work and the ability to meet all requirements: natural, legal knowledge or otherwise (Webster Comprehensive Dictionary, 1992: 267);

- one who has more than average acquired or native skill in the performance of some act or operation with the implication that this completed task can be rated objectively as being either satisfactory or unsatisfactory. Competence reflects adequacy rather than
excellent performance in a field, a cluster of integrated knowledge, skills, values and attitudes (COTEP, 1994:10);

- one who exhibits "a range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present" (Fuller, 1994:24; in van der Merwe and Grobler, 1995:2).

- one in whom there is an "exhibition of specific behaviour and attitudes being clearly demonstrated and therefore measurable, and is distinguished from the inherent potential to perform" (Charlton, 1993: 35).

Characteristics isolated from the above definitions imply that competence could refer to any one or a combination of the following:

- an inherent trait;
- a skill that could either be natural or acquired;
- performance that could be either adequate or excellent;
- work for which one assumes responsibility and autonomy; and
- a specific behaviour and an attitude.

The first four definitions focus on the level of skill (natural powers, acquired or native skill, technical / professional work activities) and relates this to output / results (meets demands, completed task, takes responsibility). The fourth definition adds the dimension of specific behaviour and attitudes.

A skill, whether natural or acquired, can be measured. Output / results can also be measured by either observation of a change in behaviour, by written tests or an examination. The influence of an attitude may be perceived but not as easily measured in a concrete or objective manner as behaviour or a skill may be measured. This brings into sharp focus the reason for the difficulty of finding specific and measurable criteria for teacher competence.
The value system to which an individual subscribes dictates his attitude to life generally and work specifically. [This point will be examined in greater detail in the section on 'Values' later in this chapter].

What has become evident is that the degree of skill that a teacher possesses does relate to competence and goes hand in hand with professionalism.

Bartlett (1991:3) states that the following characteristics should be present when assessing competence:

- the individual should have specialised knowledge;
- be engaged in continuous research;
- adhere to a code of conduct;
- provide a unique service; and
- behave professional authority, access, control and autonomy.

Associated with professionalism are the professional qualifications held by the teacher. Although qualifications are important, there appears to be a move to separate training from qualifications (Fuller, 1994:23; in van der Mewe and Grobler, 1995:2).

Scriven (1996:449) concludes that there is no evidence of substantial difference between the competence of teachers who enter the profession via a training college and those who enter with a subject matter degree. The worth of qualifications and training can therefore be conceived in terms of "exchange" and "use" values. In the first instance the training and/or qualification are utilised as "exchange" for a better position or for further education and training. The problem that might arise is the transferability of these qualifications to the new working situation. Secondly these qualifications should have relevance to the actual work tasks ("use" value). They should lend themselves to the proof of on-the-job competence, in other words, they should prove the teacher's ability to perform actual tasks effectively (Fuller, 1994:26 in van der Merwe and Grobler, 1995:2).

Effective teachers employed techniques which were positively related to pupil involvement in their work and to a minimum of unwanted behaviour. They were better prepared and organised, coped effectively with competing and overlapping events, moved smoothly from one activity to another, maintained appropriate pace and momentum, and displayed class
awareness as they constantly scanned the classroom to forestall potential problems (Tattum, 1989:62).

From the above it appears that a competent teacher should not only possess the skills and characteristics of competence which implies professionalism but should also be capable of planning and executing his duties in a manner that is conducive to order and discipline in his classroom or work environment.

2.3 ORDER AND DISCIPLINE

Present legislation suggests a teacher-pupil ratio of 1:35 for senior secondary pupils and 1:40 for primary and junior secondary pupils. The concern of the government is that all inhabitants should be educated and that respect and authority be restored (Smith, 1995:6). The closed classroom structure of most schools heightens concern with student control, since one teacher must face large numbers of students alone. The potential for disorder is ever present (Tattum, 1989:230).

For effective teaching to take place, the numerous tasks that go into preparation and planning of a school day have to be undertaken. Despite this being done, teachers still experience a variety of problems in the classroom. This is a result of the complex and changing dynamics that make up the classroom environment. Teachers recognise that disruptive and antisocial behaviour has a deleterious effect on learning but differ as to when they think it accurate to call a classroom situation a “discipline problem” (Seeman, 1988:10). Viewing discipline as separate from education has often led us towards repressive measures to re-establish order rather than to provide educational approaches to discipline (Wayson, 1982:1).

Students come to school with a range of personalities and problems that differ from day to day. Students are not taught by technique or lesson plans alone - they are taught by a person, the teacher (Seeman, 1988:10-11).

Taking these factors of number, personality and perception into consideration together with the characteristics of competence, one realises that assessment of competence would prove a difficult task as the maintenance of an orderly classroom environment could become an end in itself. The issue, of course, is not whether it is a necessary prerequisite to learning, but
whether, having achieved order, some educators feel that their major responsibility has been met (Tattum, 1989:230).

2.3.1. THE NEED FOR DISCIPLINE

In the motivation presented in chapter one, various newspaper articles detail the indiscipline that prevails in many schools across the country. According to Beckman and van der Bank (1995:2) the need for order and discipline in South African schools is a result of:

- a low level of professional qualifications which make it hard for them to teach well and for pupils to follow and obey them;
- a high level of teacher and pupil absenteeism inter alia because of student action and various forms of legal and illegal industrial action as well as study leave in the “chase” to improve qualification levels through tertiary studies at residential and distance education institutions;
- schools serving as the site of “struggle”, for example, of teacher organisations for the hearts of educators or teachers placing their personal interests above those of the pupils;
- inability and inexperience regarding the management of schools with reference to factors such as time-tableing, conflict resolution and human resource utilisation and development;
- lack of knowledge, for example, of legal considerations and of basic management functions including planning, organising, leading and controlling;
- improper relationships between educators and pupils (including excessive and unsound use of corporal punishment and abuse of pupils); and lack of parental involvement to support the efforts of schools to establish and maintain order.

A survey by the National Education Association (NEA, 1973:5) noted that the disciplining of pupils was a frequently reported problem among teachers. Nighswander (1981: 60) stated that there was insufficient formal training in skills required by teachers to deal with discipline problems at school. Programmes for the preparation of school administrators have been similarly lacking in concern with discipline, despite its prominence as an issue in today’s schools. This survey (NEA, 1973:5) also revealed that educational leaders regarded the maintenance of discipline in a far more serious light than did teachers. This is because the primary role of the principal in discipline is that of setting the tone for the school. He also has the role of supporting and nurturing the professionalism of the teachers (Busher and
Saran, 1995:111). The principal, whose actions say that discipline is important in the school tends to have a well-behaved student body and teachers who are willing to enforce the code of conduct (Nighswander, 1981:58). This has been endorsed more recently by Day (in Busher and Saran, 1995:109) who was able to measure his success as a principal by the positive change in behaviour evident in both pupils and teachers. He provided the opportunity in which each could exercise choice based on positive notions of motivation which led to enhanced self-esteem.

The maintaining of good discipline is a necessary precondition to establishing a school or classroom climate that is conducive to learning (Curwin and Mendler, 1988:5). Thus establishing what makes for good discipline is a necessary quest for it impacts on determining the level of competence of the teacher.

2.3.2. WHAT IS DISCIPLINE

At this point it is essential to clarify what is understood by the word ‘discipline’. As early as the beginning of the twentieth century Morehouse (1914) suggested that discipline in its widest application covers the field of all training activities whose end is not the immediate result attained, but that of strengthening some ability used in its narrowest sense.

A discipline problem can be defined as a situation or event in which the needs of a group or authority conflict with the needs of the individual who is a part of the group. Discipline is a matter of establishing an environment where both individual and group authority needs can be met with minimum conflict (Curwin and Mendler, 1983:10).

Good discipline may be described as a situation in which students are exerting the optimal amount of energy trying to learn what you want to teach them instead of wasting it in counter-productive activities (Gnagey, 1981:11).

Discipline is a teacher-directed activity whereby we seek to lead, guide, direct, manage or confront a student about behaviour that disrupts the rights of others be they teacher or students. Thus teacher behaviour has goals beyond retaliation or punishment. It aims to lead a student towards self-control and personal accountability. In fact, the test of ‘good’ or
positive discipline is this: "How does what I do and say enable a student to reach socially responsible goals (Rogers, 1993:10)."

Discipline is used to create order; it ensures fairness; it protects the pupils; it contributes to the spiritual development of the pupil; it is prospective; directed primarily at correction not retribution; it is a spiritually based principle (Oosthuizen, 1994:59).

From the above definitions one can conclude that discipline, as an activity engaged in by teachers, involves the following:

- the guiding or managing of student behaviour that disturbs the rights of others;

- corrective measures for the infringement of school laws or customs;

- it is based upon the understanding of the needs and goals of teachers and their pupils;

- it responds to personal, psychological and academic needs of the individual student in conjunction with the class group;

- it involves the resolution of needs of individuals when it conflicts with authority;

- it protects pupils by creating order and ensuring fairness at all times;

- it minimises conflict;

- it enhances learning; and

- it helps the student develop self-control and personal accountability.

Since discipline presents itself as a varied activity, it can take many forms when practised. Some of these forms of discipline will now be discussed.
2.3.3 THE VARIOUS FORMS OF DISCIPLINE

Oosthuizen (1994:60) quotes Bayliss (1991:92) saying that discipline may be administered as follows:

- A caring admonishment taking into account the background of a child after a relationship of trust has been created with him. This can be in the form of either a general or specific admonition during a formal or informal conversation.

- General verbal disciplinary steps such as:
  - the teacher using a change of voice, voice inflection, tempo of speech, raising the voice;
  - the use of short interjections;
  - the use of humour or sarcasm;
  - general verbal admonishments, threats or reprimands;
  - reporting a pupil to the principal;
  - a telephone conversation with the parent of the pupil; and
  - verbal warnings.

- General non-verbal disciplinary steps such as:
  - written warnings;
  - isolating the child by temporarily separating him from the rest of the group;
  - forfeiting certain privileges;
  - detention after school hours;
  - temporary suspension from a particular activity, for example a rugby match;
  - additional work (as punishment);
  - making direct eye contact with the offender; and
  - other non-verbal signals directed at the pupil using facial expressions or body language.

- Corporal punishment (In terms of The South African Schools Act of 1996 this is illegal).

- Suspension and expulsion.
The problem associated with maintaining discipline comes from the various open-ended criteria that determine what discipline is. What students need to be taught will differ from class to class and behaviour that may be accepted in one classroom may be regarded as wayward in another. How then can a teacher discipline a child in the face of such diversity of characteristics and forms of discipline?

The goal of effective discipline is an environment that facilitates appropriate learning (Gnagey, 1995:4). A factor that makes up this environment includes a teacher's style of discipline ranging from permissive to authoritative. Most teachers do not have an established plan or system for implementing a discipline policy that is consistent with their needs and with the needs of their students (Curwin and Mendler, 1983:24). But Tatum (1986:227) states that the attitudes in the community and the school determine how the young should be treated and the purpose of schooling. Attitudes and beliefs become formalised in the philosophical statements that underlie the school discipline plan.

Discipline based on rewards and punishment focuses on the outcome of behaviour. It does little to curb unacceptable behaviour before it occurs. The best way to set up a value-based discipline programme is to develop principles prior to rules. Principles are general, not enforced and provide reasons for following rules. Principles are the natural laws governing social values that come through every society and responsible citizens, over the centuries (Covey, 1997:69). Rules define behaviour, but it is your attitude that will determine the way in which you choose to behave. An attitude refers to an intention to behave in a certain way towards someone or something. For example, "be respectful" is not a rule, it is an attitude (Robbins, 1998:140-141).

Discipline involves a cognitive process of understanding the problem and then selecting the appropriate reciprocal action by the teacher. The key to preventing discipline problems is improving the conditions that give rise to them rather than stressing rules and punishments. The latter strategy may produce public satisfaction that the school is 'tightening up', but will never address fundamental questions concerning appropriateness of instruction, the relevance of course content, or the quality of teacher-student relationships (Tatum, 1989:234).
A critical appraisal of some models of discipline (see Wolfgang and Glickman, 1986:182-205) that have been employed reveal that common characteristics can be identified and used as a basis for any intervention measure. The three dimensions of discipline as identified by Mendler and Curwin is a systematic, yet flexible approach to discipline. It is designed to help the teachers meet their needs and the needs of their students so teachers can spend more time on teaching and less time policing (Curwin and Mendler, 1983:24). The following are the dimensions of this approach. (See figure 1)

**PREVENTION DIMENSION**

What can be done to prevent discipline problems:
- Be aware of self (teacher)
- Be aware of students
- Express genuine feelings
- Become knowledgeable of alternate theories
- Establish social contracts
- Implement social contracts
- Reduce stress

**ACTION DIMENSION**

What to do when discipline problems occur:
- Choose best alternative consequence
- Implement consequences
- Collect data
- Avoid power struggle

**RESOLUTION DIMENSION**

Resetting contracts negotiation with individual students:
- Find what is needed to prevent another problem
- Develop a mutually agreeable plan
- Implement the plan
- Monitor plan / revise when necessary
- Use creative approaches when necessary

Figure 1: Three dimensional discipline overview (adapted from Curwin and Mendler, 1983: 25)
For many years past it has been found that good discipline should be based on a reasonable programme of order and learning, thoroughly integrated with the student's activities (Philips, 1960: 8). In more recent research Robertson (1995: 1) found that the organisational culture that prevailed in a school was also dependent on the degree of order that was accepted. It is evident that 'order' is an important concept that goes hand in hand with discipline. Discipline is used to maintain order which is essential for effective teaching to take place. The term 'order' will be briefly discussed.

2.3.4 ORDER

Crouch and Williams (1995:60) quote Jackson that the key to running a good school is order. They believe that in schools where there is disorder, small incidents become disasters. The professional behaviour of the principal and teachers come to be questioned.

Professionalism is associated with various mechanisms specifically aimed at, or necessarily having a side effect of creating order within the profession. The selection of entrants to the profession, the training of candidate professionals and the drafting of a code of conduct are all measures which can be regarded as a means of providing for order in the profession in the sense that they narrow down the group of people to be controlled and prescribe definite patterns of conduct. Should a person fail to live up to the standards expected of the members of the particular profession, there is a provision for sanction or penalties that will ensure the restoration and continuation of order within the profession. It goes without saying that one of the reasons why the law allows a profession to regulate the behaviour of its members is that a vitally important function of the law is to create and maintain order and harmony (Beckman and van der Bank, 1995:5).

The degree of discipline and order in a school will be a manifestation of the type of organisational culture in the school. Janson (in Robertson, 1995:1) defines organisational culture as the specific manner in which all tasks in the school are embarked upon and executed. Harlow and Hanke (in Kriel, 1995:9) found that schools with a healthy organisational culture and a friendly organisational climate curb the desire in pupils to
alienate themselves from the school. Discipline in a school has the best chance of being successful, if pupils are free to make choices and they fully understand why they are expected to behave according to certain norms. Thus if schools are to be orderly and peaceful places in which high quality learning can take place, students must learn to manage conflicts constructively without any physical or verbal violence (Johnson and Johnson, 1995:63).

Teaching and discipline cannot be enforced. The culture in the school must be cultivated so that pupils realise that education is something a person acquires for himself not that which someone else gives or does to him (Robertson, 1995:1).

Philips (1960:6) believes that order enhances discipline in the classroom. He recommends that we begin our teaching in an orderly (that is, well-disciplined) class. In the well-ordered class there will be less wear and tear on the teacher and on the children. There will be less necessity for repeating assignments. Orderliness is contagious, too. And when the child understands that the class lesson does not begin until order is established, it will be easier to maintain good discipline in the class.

In a more recent study of school discipline, students who were interviewed indicated that they broke rules in some classes, but not in others. The implication is clear. Where teachers and teaching are regarded positively, students are more likely to behave. In the absence of caring teachers and capable instruction, no set of disciplinary practices is likely to produce harmony (order) or effective learning. It is this fundamental lesson that educators are beginning to acknowledge in their quest for school order (Tattum, 1986:235).

People are created with the ability to discern the difference between right and wrong. Man has the freedom to choose, and the ability to make value judgements against a set of norms (Fennema, 1980:15). Therefore, in order to understand why it is that educators choose to act or to speak in the manner in which they do, it is necessary to examine their motivation for action, speech and even thought - this implies that we would have to look at how values impact on the professional choices that a teacher makes.
2.4 VALUES

The meaning of the term *value* is by no means clear in the social sciences or in philosophy. There is little consensus in terms of definition. About the only agreement that emerges is that a value represents something important in human existence (Raths, 1978:8). In an attempt to understand what are ‘values’ it is necessary to accept that values are closely aligned to a ‘belief’. According to Lemin (1994:1) values are determined by the beliefs we hold. They are ideas about what someone or a group thinks is important in life and they play a very important part in our decision-making. We express our values in the way in which we think and act. Rokeach (1968:125-126) considers a value to be a type of belief, centrally located within one’s total belief system, about how one ought or ought not to behave, or about some end state of existence worth or not worth attaining.

From the above one may say that values represent basic convictions that a “a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence.” They contain a judgmental element in that they carry an individual’s ideas as to what is right, good or desirable. Values have both content and intensity attributes. The content attribute says that a mode of conduct or end-state of existence is *important*. The intensity attribute specifies *how important* it is. When we rank an individual’s values in terms of their intensity, we obtain the person’s *value system* (Robbins, 1998:132-133). A person may be confronted with a situation in which he cannot behave in a manner congruent with all his values. The situation may activate two or more values in conflict with one another. For example a teacher may have to choose between behaving compassionately or competently, but not both. A person’s value system may thus be said to represent a learned organisation of rules for making choices or resolving conflicts – between two or more modes of behaviour or two or more end states of existence (Rokeach, 1968:161).

Thus in order to understand what motivates a teacher to choose a particular behaviour option, it is necessary to look at what it is that creates a value system.
2.4.1 SOURCES OF OUR VALUE SYSTEMS

Where do our value systems come from? A significant portion is genetically determined. The rest is attributable to factors like national culture, parental dictates, teachers, friends and similar environmental influences (Robbins, 1998:133). Morris (1956:67-68) states that the determinants of values emerge from biological, psychological, social and economic variables. In a more recent study, Carr and Haldane (1993:19-20) list these influences as determinants of a value system. All four contexts influence a value system but their influence may not be of equal weight. The hypotheses that he presents is that the domains are interrelated so that the change in the variables in any one domain is accompanied by a change in the variables in the other domains, with values changing accordingly. The figure presented below expresses this conception.

Figure 2. The Value Field (adapted from Morris, 1956:68).

(E, S, P, and B respectively represent ecological, social, psychological and biological determinants of values or V).

Studies of twins reared apart demonstrate that about 40 percent of the variation in work values is explained by genetics (Keller, 1992:79-88). The values of our biological parents play an important part in explaining what our values will be. Still the majority of the variation in values is due to environmental factors.

In every culture, certain values have developed over time and are continuously reinforced. Achievement, peace, co-operation, equity and democracy are some societal values considered as desirable.
As we grow up we are exposed to other value systems and we may alter a number of our values and may choose to embrace values different from those of our parents. Interestingly though it has been proved that values are relatively stable and enduring. This is a result of the way in which they are learned. As children we are told that certain behaviours or outcomes were always desirable or always undesirable. There were no grey areas. You were told for example that you should be honest and responsible. You were never taught to be just a little bit honest or a little bit responsible (Robbins, 1998:133). It is this absolute or “black-or-white” learning of values, when combined with a significant portion of genetic imprinting, that more or less assures their stability or endurance.

The process of questioning our values, may result in change. We may decide that these underlying convictions are no longer acceptable. More often, questioning merely acts to reinforce those values we hold (Robbins, 1998:134). This strength of conviction in our values make it the critical base from which we often unknowingly operate. Once a value is internalised it becomes a standard or criterion for guiding action, for developing or maintaining attitudes towards relevant objects and situations, for justifying one’s own and others’ actions and attitudes, for morally judging self and others, and for comparing self and others. Finally, a value is a standard employed to influence the values, attitudes and actions of others (Rokeach, 1968:160).

There are generally two broad categories into which values may be classified. These two types of values will now be discussed.

2.4.2 TYPES OF VALUES

The distinction between preferable modes of conduct and preferable end states of existence is more or less a familiar one in the philosophical literature on values: it is a distinction between values representing means and ends, between instrumental and terminal values (Rokeach, 1968:160). Terminal values refer to desirable end states of existence. These are
goals that a person would like to achieve in *his lifetime. The other set, called the instrumental values, refer to preferable modes of behaviour, or a means of achieving terminal values (Robbins, 1998:135).

It is evident that values can and have been used to control behaviour, influence attitude and beliefs. A brief examination of the traditional methods that have been used to achieve this purpose will now follow.

2.4.3 TRADITIONAL APPROACHES TO TEACHING VALUES

Values may be taught using the following traditional approaches:

- **Setting an example** either directly, by the way in which adults behave, or indirectly, by pointing to good models in the past or present such as Washington’s honesty or the patience of Ulysses’ wife.

- **Persuading or convincing** by presenting arguments or reasons for this or that set of values and by pointing to the fallacies or pitfalls of other sets of values.

- **Limiting choices** by giving children choices only among values “we” accept such as asking children to choose between telling the truth and never speaking to us again.

- **Inspiring** by dramatic or emotional pleas for certain values often accompanied by models of behaviour associated with the value.

- **Rules and regulations** intended to contain and mould behaviour until it is unthinkingly accepted as right, as through the use of rewards and punishments to reinforce certain behaviour.

- **Using the arts and literature**, not solely to expand awareness, but to model and promote what “has always been done” and what “should be.”

- **Cultural and religious dogma** presented as unquestioned wisdom or principle, such as saying that something should be believed because “our people have always done it this way.”

*Note: In this mini-dissertation “his / he” does not refer to a person of the masculine gender only. The male pronoun will refer to all persons, that is, male and female. Use of the masculine pronoun has been done for purposes of convenience only.*
• **Appeals to conscience**, appeals to the “still, small voice” that we assume is in the heart of everyone; often used with the arousing of the feelings of guilt if a person’s conscience fails to suggest the “right” way, such as telling a child that he should know better or that he shamed his parents.

These methods may have controlled behaviour and influenced attitudes and beliefs but they cannot lead to the inculcation of values that represent the free and thoughtful choice of intelligent humans interacting within complex and changing environments (Raths, 1978:41). Children grow into the patterns and are moulded by them. Adults respond to them, live by them and reflect them in their daily decisions (Werkmeister, 1967:125).

The apparent breakdown of law and order and discipline among young people indicates that these traditional approaches to teaching values may not be sufficient. This indicates that a different approach may be required.

### 2.4.4 THE NEED FOR A DIFFERENT APPROACH

We note a widespread discrepancy between what people do and what they say. Many political leaders, business executives, military leaders, workers of all sorts and even professional people are known to do things that are inconsistent with what they say are their values. Charges of corruption are not unusual. So many people can be “bought.” This suggests that the approaches to inculcate values based on accepted standards of moral behaviour have been less than effective.

Adults have been trying to be the examples for years. In the past we have told children, children who have been exposed to many different and confusing stimuli, that they should believe in one thing while surrounding them with examples and arguments that stood for another set of values.

Thus many children grow up to become adults who know only how to pretend to believe. We pretend we believe in a democracy and we pretend that we have a religion. We have never been taught how to internalise beliefs that are the body and life of values (Raths, 1978:45).
2.4.5 VALUES AND THE SCHOOL

Individuals enter an organisation with preconceived notions of what "ought" and "ought not" to be. These notions are not value free. They imply that certain behaviours or outcomes are preferred over others (Robbins, 1998:133). All members of the school community have their own beliefs and values within the context of the beliefs and values generally accepted by the wider society. These are reflected in the ways individuals conduct themselves, the language they use and accept, their behavioural expectations, the discipline methods they use and other expressions of personal preference. Across the school the allocation of resources (time and money) is based on what is seen as important (Lemin, 1994:1).

It is obvious that nothing that we do or say is free of the influence of our values. Values cloud objectivity and rationality. The ethos of the school is therefore dependent on the value judgements that are brought into the school environment. Smith (1996:18) states that almost all teaching involves teachers in making value judgements and that they form the basis for decision making. Thus in the act of teaching the values component cannot be separated from the knowledge and skills component. Education means that, in addition to that which a teacher should know and be able to do, what he/she is and believes is of critical importance (COTEP, 1994:18).

2.4.6 THE ROLE OF TEACHERS

If students are to develop an awareness of their own values and have a critical awareness of the values of others, they need practise in recognising, examining and evaluating their own and others' values. This requires an environment that is conducive to learning, where cooperation and responsibility are advocated, and where values that are widely respected in the community are encouraged. These values include respect for oneself and others, respect for reasoning and evidence, acceptance for responsibility for one's actions and fairness and honesty (Lemin, 1994:2).

A pre-requisite to treating a person with respect is acknowledging the person's inherent worth as an individual. To know one's own worth and to honour the worth of others is the true way to earn respect (Kirpalani, 1995:31). An important factor in pupils opting to behave poorly is because they believe that they are not accorded a sense of respect so they do not feel it
necessary to respect the teacher (Shore, 1995:76). In our schools where large numbers of pupils is the norm, it is increasingly difficult for teachers to get to know pupils as individuals when they are expected to be responsible for two to three hundred pupils per week.

Huntington High in the USA (Shore, 1995: 76-78) was able to alleviate this problem by doing the following:

- Involving the management of the school in forming associations with pupils on a “hot list” (those identified with the most behavioural problems and therefore most likely to fail). By learning the names of these pupils and greeting them daily using their first names, management was able to convey to students a sense of individuality therefore self-worth.

- All persons teaching these pupils met on a weekly basis to compare notes on what had worked. Therefore the focus was success rather than bemoaning a sorry state of affairs.

- Every quarter the principal presented a Most-Improved Student award based on the recommendations of the teachers. A Student-Of-The-Month award was also introduced.

- The Student Forum (equivalent to our Student Representative Council) met with the principal twice a month and could discuss school policy and activities or voice any complaints. By having the principal chair the forum, the school showed the students that they were important members of the school community and that they were valued and worthy of administrative time.

- In order to eliminate the problem of a large number of pupils being seen by a teacher per day, the school began ‘block scheduling’. Teachers see only two or three classes each day but for longer periods of time. Teachers still saw the same number of pupils per week but by spending more time with a class, it was easier to get to know more pupils individually. A thirty minute period was introduced at the beginning of each day during which a pupil could arrange to meet with any teacher for one-on-one tutorials.

The success of this programme was measured after a year and was reflected in the fact that the school had:
the lowest pupil expulsion or suspension rate in the district;

students on the “hot list” showed an average of 51% improvement in grade marks;

the entire list was reduced by 50% in one year;

12th graders scored a higher pass rate than previously recorded and this improved the general behaviour of all pupils at the school; and

the atmosphere around the school felt safer as pupils became less prone to violence as a means of expressing themselves.

The example of this school shows that despite large class sizes and an initially violent nature of expression, the sincere interest and commitment by the staff to improve the plight of the pupils, based on insight and understanding can lead to success.

The number of instances of students resorting to violence as a way to maintain dignity or winning the respect of their peers is on the increase. Earlier in the year this resulted in a school ceasing to function (Ferris, 1998:3) as pupils believed that they were being treated with less dignity than they deserved. Our world is becoming increasingly dangerous; in large part because not enough people are teaching children to make decisions based on morally acceptable values (Curwin, 1995:74). If students are aware of the expected way of treating another person, why is it that they opt for unacceptable modes of conduct?

Dill and Haberman attribute the problem to a question of identity. If students base their concept of self on superficial, externally based stimuli such as leather jackets and gold chains or on physical manifestations of behaviour, then there is a greater probability for the occurrence of choice of behaviour that is inconsistent with morally acceptable standards of conduct (Dill and Haberman, 1995:69).

However, it is possible for teachers to help students create an identity on an internally focused sense of self. Schools need to take the lead in introducing pupils to an alternative
culture of non-violent options through gentle teaching and moral vision. Pupils will model behaviour on example. Therefore, teachers will have to:

- display more gentle patterns of communication;
- respond in a more controlled and mature manner to threats or verbal abuse;
- avoid an authoritarian and directive approach for the purpose of over-powering a student;
- show in his response that he values the feelings of his pupils and can differentiate between emotion and a reasoned response;
- display their capacity to always choose the principled way of behaving (Dill and Haberman, 1995:69-71).

If as teachers we are to uphold values, such as non-violence, gentleness and tolerance, respect for individuality and showing an awareness of responsibility through moral choices, they must be an integral part of our teaching practice, not only to be reflected in what we teach but also in how we teach and interact with students. Values education is reflected in the resources used and the methods of teaching employed (Lemin, 1994:9).

Teachers need to be aware that some subjects have a stronger tradition of teaching values, although all subjects have specific values related to them.

The following chart shows how values are emphasised in specific subject areas.

[LOTE = Languages Other Than English]
Figure 3. Values in specific subject areas (adapted from Lemin, 1994:10).
If a teacher wishes to help children develop clearer values, he must help children use the process of valuing. That is, we must help children:

* make free choices whenever possible,
* search for alternatives in choice-making situations,
* weigh the consequences of each available alternative,
* consider what they prize and cherish,
* affirm the things that they might value,
* do something about their choices, and
* consider and strengthen patterns in their lives.

As a teacher helps students use these processes, he will be helping them identify and clarify their values (Raths, 1978:47-48).

Each of the aspects of competence, discipline and values have been discussed as separate issues. In the next section an attempt will be made to explore the inter-relatedness of these aspects.

2.4.7 VALUES, COMPETENCE AND DISCIPLINE

The ability of an individual (competence) is revealed by his behaviour. Teachers' behaviour is guided by their thoughts, judgements and decisions. A teacher's perception about himself contributes to the strategies and techniques that he chooses as an expression of himself. This perception is based on the worth that he ascribes to himself. The individual's self is the point of origin of all his behaviour, thoughts and beliefs.

Whatever beliefs a teacher has, influences and even determines their professional ability (Niehaus, 1996:104-106). Beliefs may also become values, which house the evaluative, comparative and judgmental functions of beliefs and replace predisposition with an imperative to action (Pajares, 1992:314). This implies that the manner in which a teacher chooses to view a school or classroom situation and the importance that he places on it, emerges from the beliefs that he already holds and this is then going to determine the choice of action.
Gannaway (1994:102) found that peoples' theories about reality (beliefs) influence their thinking and behaviour more than data do. They will stubbornly persist in their old ways, seeing what they want to see regardless of the facts or even their obvious failure of coping with reality. They display an emotional commitment to their beliefs and interpret evidence in a manner that sustains their beliefs.

The effect of this for classroom discipline practice is that misconceptions held by the teacher because of prejudice to a pupil or situation will determine the manner in which the teacher behaves. Even if the choice of action is inappropriate the teacher will not be aware that he can be contributing to a situation of dissent which has implications for his role as a professional. Many classroom problems are precipitated when teachers either purposely or accidentally infringe upon the dignity of their pupils thus reducing students to a feeling of insignificance (Jessup, 1971:48). Learning usually takes place within the constraints of socially prescribed rules and norms that connote trustworthiness, loyalty and respect. These characteristics have also been identified as necessary for maintaining stable and harmonious (orderly) groups (Wentzel, 1991:16).

It appears that in order to minimise discipline problems a teacher ought to view his pupils as valuable individuals, capable of understanding and accepting responsibility. Treating pupils with respect and demonstrating a caring attitude will also enhance the status of discipline.

Commitment and satisfaction with work also entails a belief that work is meaningful. Competence is evaluated most often in terms of culturally valued consequences that are attached to task performance (Wentzel, 1991:17). Teachers who believe that they are making an important contribution to the well-being of their pupils and to society in general, will show greater commitment. Commitment and morale require an acceptance of organisational goals and values. These factors of commitment and teacher efficacy impact on a teacher's confidence and therefore their ability to manage pupil behaviour (Willms, 1992:76-77).

Disciplinary climate refers to the extent to which pupils, with the help of their teachers, are able to internalise norms and values, and conform to them. Schools which have a positive disciplinary climate have organisational structures which reinforce beliefs and commitments to the norms and values that are espoused by the school and the wider community.
An implicit goal of school has always been to socialise children into adult society by teaching work and responsibility orientated values such as dependability, punctuality and obedience in conjunction with the learning process (Wentzel, 1991:17).

2.5 SUMMARY

In this chapter the nature of competence was defined and shown to be a necessary prerequisite for the establishment of order and discipline in schools generally and specifically in the classroom. The need for discipline was then explored and a detailed discussion on the nature, need and forms of discipline followed. A model of discipline was then presented and the relationship with order established.

It was shown that order enhances discipline and that the choice to be orderly and disciplined is a conscious one. This choice reflected in thought, speech and action is based upon the values that a person subscribes to. Values emerge from a value system.

The source of a value system was discussed in some detail. This was followed by identifying types of values. A discussion on the traditional approaches to teaching values, the need for a different approach, the relationship between values and the school and the role of the teacher then followed.

Finally a brief comment is made in an attempt to integrate the information presented in this chapter on values, competence and discipline in the context of the school.

The next chapter will deal with the empirical research that was undertaken and the analysis of some of the data will be discussed.
CHAPTER THREE

3.1. INTRODUCTION

The literature study in Chapter Two formed the framework for the empirical study. The specific aim of this study was also highlighted in Chapter Two as values as an aspect of order and discipline and its implications for teacher competence. A brief discussion of the design of the research instrument now follows.

3.2. THE INSTRUMENT OF RESEARCH

3.2.1. THE DESIGN OF THE QUESTIONNAIRE

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

* The learning environment
* Professional commitment
* Order and discipline
* Education foundation
* Teacher reflection
* Cooperative ability
* Effectiveness
* Leadership

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

Although this particular research paper deals with values as an aspect of order and discipline all the questions formulated by this group are represented in table 3.1. The questions relevant to values are indicated by means of an asterisk:
### TABLE 3.1.

**ITEMS ASSOCIATED WITH ORDER AND DISCIPLINE**

<table>
<thead>
<tr>
<th>Item no</th>
<th>Description</th>
<th>Mean score</th>
<th>S.D</th>
<th>Rank order</th>
</tr>
</thead>
<tbody>
<tr>
<td>B103</td>
<td>Show a clear understanding of their subject matter</td>
<td>4.41</td>
<td>0.92</td>
<td>1</td>
</tr>
<tr>
<td>B60</td>
<td>Ensure classroom environment is well organised so effective learning can occur</td>
<td>4.23</td>
<td>0.99</td>
<td>13</td>
</tr>
<tr>
<td>B48</td>
<td>Maintain an orderly yet relaxed classroom climate</td>
<td>4.23</td>
<td>0.95</td>
<td>15</td>
</tr>
<tr>
<td>B104*</td>
<td>Get pupils to understand why they are expected to behave according to certain norms</td>
<td>4.21</td>
<td>0.98</td>
<td>16</td>
</tr>
<tr>
<td>B97</td>
<td>Help pupils in ways which assist them to become independent learners</td>
<td>4.20</td>
<td>0.96</td>
<td>18</td>
</tr>
<tr>
<td>B96</td>
<td>Choose those specific teaching methods that best achieve their lesson objectives</td>
<td>4.19</td>
<td>0.94</td>
<td>19</td>
</tr>
<tr>
<td>B85</td>
<td>Create interest in their lessons by using stimulating and thoughtful lesson plans</td>
<td>4.15</td>
<td>0.99</td>
<td>28</td>
</tr>
<tr>
<td>B10*</td>
<td>Attempt to make pupils realise that education is something you acquire for yourself</td>
<td>4.15</td>
<td>1.12</td>
<td>29</td>
</tr>
<tr>
<td>B74</td>
<td>Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils</td>
<td>4.08</td>
<td>1.05</td>
<td>39</td>
</tr>
<tr>
<td>B59</td>
<td>Enforce rules in such a way that the desired behaviour is obtained</td>
<td>4.01</td>
<td>1.03</td>
<td>44</td>
</tr>
<tr>
<td>B19</td>
<td>Demonstrate that discipline is directed primarily at correction and not retribution</td>
<td>3.99</td>
<td>1.01</td>
<td>47</td>
</tr>
<tr>
<td>B3*</td>
<td>Ensure that respect for each other is entrenched in disciplinary actions</td>
<td>3.94</td>
<td>1.17</td>
<td>50</td>
</tr>
<tr>
<td>B86</td>
<td>Share the responsibility with management of disciplining pupils</td>
<td>3.93</td>
<td>1.21</td>
<td>51</td>
</tr>
<tr>
<td>B75</td>
<td>Use positive rewards as an educational aid</td>
<td>3.90</td>
<td>1.13</td>
<td>59</td>
</tr>
<tr>
<td>B47</td>
<td>Manage their learning environments by using rules and routines</td>
<td>3.72</td>
<td>1.12</td>
<td>76</td>
</tr>
</tbody>
</table>
With reference to table 3.1 on previous page * denote items involved with values as an aspect of order and discipline

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

3.2.2. DISCUSSION OF VALUES AS AN ASPECT OF ORDER AND DISCIPLINE

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:

* B104 Get pupils to understand why they are expected to behave according to certain norms?

* B10 Attempt to make pupils realise that education is something you acquire for yourself?

* B3 Ensure that respect for each other in entrenched in disciplinary actions?

The above questions are the actual questions pertaining to the use of values as one of the ways in which order and discipline may be enforced. These questions will now be motivated and discussed fully together with the outcome of the empirical survey undertaken.

QUESTION B3

Entrenched in the Bill of Rights of the Constitution of South Africa is the fact that everyone has inherent dignity and the *right to have their dignity respected* and protected (SA, 1996). In table 3.1 this question is ranked 50 of the 108 questions and indicates that there is an awareness and acceptance of the importance of respect for the rights of the individual and in maintaining respect in the performing of actions. (The question focused on the need for respect being entrenched in disciplinary actions). However, the fact the this question has an
equivalent mean score of 3.94 is a cause for concern when compared to the higher mean scores and rank order of the two other questions relating to values. Underlying the definition of norms (B 104) is the choice that an individual has in the performance of action and the reason for selecting an option. It has to do with the definition of the self within the group. In question B 10 the focus again is on the self.

Why is it, that the right to have ones' dignity respected, features so strongly in the Law of the country? Underlying this is the fact that human dignity is the external expression of an internal sense of self-worth. To know one's worth and to honour the worth of others is the true way to earn respect (Kirpalani, 1995:33).

If in the course of disciplining, a teacher fails to show respect for the child as an individual, he would be invalidating the child's constitutional right. More importantly, however, he would also be demeaning the sense of self-worth of that individual and his actions would be reflecting poorly upon himself as a professional.

Often when pupils are reprimanded, the disciplinary action shows a marked lack of respect for the individual (See 2.4.7 p12). Perhaps if teachers understood the importance of respect as a fundamental requirement of all interaction, problems of discipline could be minimized.

The maintenance of order in school is dependent upon all members sharing a mutual respect for the rights and feelings of others. It is necessary to accept that the primary purpose of schooling is to establish those processes which encourage understanding and concern for others (Slee, 1995:132).

**QUESTION B 10**

If value judgements form the basis of decision-making (See 2.4.6 p13), both pupils and teachers need to understand the pivotal importance of values in decision-making and understand the consequence of choice.

Raths (1978:33) concludes that values are a product of personal experiences. They are not just a matter of true or false. We do not go to an encyclopaedia or textbook to learn values. People have to choose for themselves and integrate choices into the pattern of their own lives.
Information as such does not convey this quality of values. Values emerge from the flux of life itself (Rath, 1978:34). Therefore Lemin (1994:1) begins his discussion on value strategies for teachers by stating that we express our values in the way in which we think and act.

Thinking and acting are entirely individual expressions and form the core characteristic of the process of education. Hence the successful learning of socially acceptable values and implementing these values will be greatly dependent on the individual’s willingness to inculcate and enact what he regards as meaningful.

It is therefore significant that in this questionnaire a large number of teachers are of the opinion that they often attempt to make pupils realise that education is something you acquire for yourself. This question is ranked 29 out of 108 and has a high mean score of 4,15. It means that, based on their experience, teachers have found that once a pupil understands that education has to be acquired by himself, there is more focused attention on acceptable behaviour and fewer problems of poor discipline.

QUESTION B 104

Robbins (1998:255) defines norms as an acceptable standard of behaviour within a group that is shared by the group. Norms tell individuals what they ought to or ought not to do under certain circumstances. When agreed to and accepted by the group, norms act as a means of influencing the behaviour of the group members with a minimum of external control.

When norms are understood and accepted it would mean that pupils are behaving according to the acceptable code of conduct thus there will be fewer instances of disorderly conduct or contravention of acceptable procedures.

Formalised norms are reflected in the written rules and procedures of the school. However not all norms are written. Robbins (1998:255) found that the majority of norms within the organisation were unwritten.
It is significant that in Table 3.1 this question is ranked 16 of the 108 questions showing that teachers regarded the pupils' understanding of norms and their behaviour according to these norms, to be very significant in the maintaining of order and discipline. This question had a mean score of 4.21 which shows that the majority of teachers regarded the understanding and acceptance of norms by pupils to be a significant factor in maintaining order.

Having discussed each of the questions on values as an aspect of order and discipline it is now necessary to describe the empirical investigation.

3.3. THE EMPIRICAL INVESTIGATION

3.3.1. RESPONDENTS

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

3.3.2. BIOGRAPHICAL DETAILS

The following biographical details were requested:

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

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

3.3.3. THE RESEARCH GROUP

Questionnaires were distributed to members of the teaching profession especially in Gauteng and KwaZulu Natal. However, teachers from the other provinces were also involved.
Schools were randomly selected and all provinces except the provinces from the Cape were represented in the sample.

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

3.3.4. RETURN OF QUESTIONNAIRES

The following figures summarise the information relevant to the questionnaires on teacher competence:

<table>
<thead>
<tr>
<th>Handed out</th>
<th>Returned-useable</th>
<th>Percentage return</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500</td>
<td>1112</td>
<td>74.13%</td>
</tr>
</tbody>
</table>

The questionnaires were now sent to the statistical consulting services 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:

* reliability and validity of the instrument; and

* some aspects of the data flowing from the statistical analysis will be examined, tabulated and interpreted.
CHAPTER FOUR

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

4.1. INTRODUCTION

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

- a discussion on the validity and reliability of the research instrument;

- a comparison of one of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved; and

- a comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate statistical data.

4.2. RELIABILITY AND VALIDITY

To ensure content validity the questions were designed within the framework of the relevant theory using the eight constructs described by Van Der Merwe and Grobler (1995). Several experts in the research field from the department of Educational Sciences and from the statistical consulting service of the Rand Afrikaans University also reviewed the questionnaire to judge the relevancy of each item.

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 108 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using BMDP 4M program (Dixon, Brown, Engelman, Frane, Jenrich & Toporek, 1985: 448-454) in order to identify a number of factors which may facilitate the processing of the statistics.
The nine factors obtained from the first order factor analysis were now used as inputs for the second order procedure. This consisted of a PCA2 with varimax rotation and orthogonal axes followed by a PFA2 with dobloimin rotation.

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

- Educative competence consisting of 81 items with a Cronbach-alpha-reliability coefficient of 0.978 with no items rejected. The 81 items can thus be regarded as one scale with a maximum value of $81 \times 5 = 405$ and a minimum scale value of $81 \times 1 = 81$; and

- Collaborative competence consisting of 27 items with a Cronbach-alpha-reliability coefficient of 0.918. The 27 items can thus be regarded as one scale with a maximum scale value of $27 \times 5 = 135$ and a minimum scale value of $27 \times 1 = 27$.

Both scales are thus valid with high reliability and could 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. The comparison of two independent groups will now follow.

4.3.1. Comparison of two independent groups

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

Possible differences between the opinions of primary school teachers and secondary school teachers in respect of educative and collaborative competence will now be discussed.

4.3.1.1. Differences between primary and secondary school teachers relative to educative and collaborative competence.

Note: Table 4.1. Composite hypotheses with primary and secondary school teachers as the independent variable is on the following page.
### TABLE 4.1. COMPOSITE HYPOTHESES WITH PRIMARY AND SECONDARY SCHOOL TEACHERS AS THE INDEPENDENT VARIABLE

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differences at the Multivariate level</td>
<td>School type</td>
<td>HoT</td>
<td>There is no statistical significant difference between the vector mean scale scores of primary and secondary school teachers in respect of the two competence factors taken together.</td>
<td>Hotelling $T^2$</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaT</td>
<td>There is a statistical significant difference between the vector mean scale scores of primary and secondary school teachers in respect of the two competence factors taken together.</td>
<td></td>
</tr>
<tr>
<td>Differences at the univariate level</td>
<td>HoT</td>
<td></td>
<td>There is no statistical significant difference between the mean scale scores of primary and secondary school teachers in respect of each of the factors taken separately namely:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hot 1</td>
<td></td>
<td>Educative competence</td>
<td>Student t-test</td>
</tr>
<tr>
<td></td>
<td>Hot 2</td>
<td></td>
<td>Collaborative competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hat</td>
<td></td>
<td>There is a statistical significant difference between the mean scale scores of primary and secondary school teachers in respect of each of the factors taken separately namely:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hat 1</td>
<td></td>
<td>Educative competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hat 2</td>
<td></td>
<td>Collaborative competence</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 4.2. SIGNIFICANCE OF DIFFERENCE BETWEEN PRIMARY AND SECONDARY SCHOOL TEACHERS REGARDING THE FOLLOWING FACTORS

<table>
<thead>
<tr>
<th>Factors</th>
<th>Group</th>
<th>Factor average</th>
<th>p-value (Hotelling)</th>
<th>p-value (Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educative competence</td>
<td>Prim</td>
<td>322,61</td>
<td>0,0000**</td>
<td>0,2165</td>
</tr>
<tr>
<td></td>
<td>Sec</td>
<td>326,62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative competence</td>
<td>Prim</td>
<td>89,23</td>
<td></td>
<td>0,0001**</td>
</tr>
<tr>
<td></td>
<td>Sec</td>
<td>84,28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N1 (Primary School Teachers) = 681
N2 (Secondary School Teachers) = 431
*
: Significant at the 1 % level
**
: Significant at the 5 % level

Tables 4.1 and 4.2 indicate that there is a statistical significant difference (p = 0,0000) between the vector mean scale scores of primary school and secondary school teachers in respect of the two factors considered together. The null hypothesis HoT is thus rejected and the alternative hypothesis HaT is supported.

In respect of differences at the single variable level between the two groups the average scale score of the primary school teachers is significantly higher than that of the secondary school teachers in respect of collaborative competence only (p = 0,0001). Thus Hot 1 is accepted because there is no significant difference between the two groups relative to educative competence. However, Hot 2 is rejected in favour of Hat 2. Primary school teachers regard themselves to be thus significantly more collaborative than do their secondary school counterparts.

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.

An example of differences between three or more groups, that is, various groupings of teacher perceptions of the image of their school are considered.

4.3.2.1. Differences amongst teachers with regards to the perception of their school image in respect of educative and collaborative competence.

Note: Table 4.3. Composite hypotheses with groups reflecting the teachers perceptions of the image of their school as the independent variable - follows on the next page.
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differences at the multivariate level</td>
<td>Image of the school</td>
<td>HoM</td>
<td>There is no statistical significant difference between the vector mean scores of the four groups reflecting teachers perceptions of the image of their school taken together.</td>
<td>Manova</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaM</td>
<td>There is a statistical significant difference between the vector mean scores of the four groups reflecting teachers perceptions of the image of their school taken together.</td>
<td></td>
</tr>
<tr>
<td>Differences at the single variable level</td>
<td></td>
<td>HoA</td>
<td>The average scale scores of the four groups reflecting teacher perceptions of the image of their school do not differ in a statistical significant way from one another in respect of the following factors taken separately namely:</td>
<td>Anova</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoA 1</td>
<td>Educative competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoA 2</td>
<td>Collaborative competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA</td>
<td>The average scale scores of the four groups reflecting teacher perceptions of the image of their school do differ in a statistical significant way from one another in respect of the following factors taken separately namely:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA 1</td>
<td>Educative competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA 2</td>
<td>Collaborative competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HoS</td>
<td>There are no statistical significant differences between the average scale scores of the four groups reflecting teachers perceptions of the image of their school compared pair wise in respect of the following factors namely:</td>
<td>Scheffe</td>
</tr>
</tbody>
</table>

49
Table 4.3. cont.

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>PAIRS OF GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A vs B</td>
</tr>
<tr>
<td>Educatve Competence</td>
<td>HoS.AB</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Collaborative Competence</td>
<td>HoS.AB</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
| Diff. at the Univariate  | Image     | School   | HaS      | There is a statistical significant differences between the average scale scores in the perception of the four school image groups when compared pair-wise in respect of the following factors namely:
<table>
<thead>
<tr>
<th>FACTORS</th>
<th>PAIRS OF GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A vs B</td>
</tr>
<tr>
<td>Educatve Competence</td>
<td>HaS.AB</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Collaborative Competence</td>
<td>HaS.AB</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
### Table 4.4 Significance of Differences Between the Groups Reflecting the Image of the School in Respect of the Following Factors:

<table>
<thead>
<tr>
<th>Factors</th>
<th>Group</th>
<th>Factor Average</th>
<th>p-value (Manova)</th>
<th>p-value (Anova)</th>
<th>Scheffe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educative Competence</strong></td>
<td>A</td>
<td>326,89</td>
<td></td>
<td>0,0070**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>325,12</td>
<td></td>
<td>0,3837</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>320,06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>318,27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaborative Competence</strong></td>
<td>A</td>
<td>86,83</td>
<td></td>
<td>0,0038**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>89,10</td>
<td></td>
<td></td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>85,35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>80,76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A = 278 Excellent
B = 548 Good
C = 244 Average
D = 62 Disturbing

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

Using Table 4.4, it follows that HoM is rejected at the 1% level of significance. A statistical significant difference thus exists between the vector mean scores of the four groups of perceptions that teachers have of the school at the multifactorial level.

On the single variable level the deduction can be made that there is no statistical significant difference between the average scale scores of the four groups reflecting the teachers’ image of their school A, B, C, D in respect of the educative competence only. The null hypothesis
HoA 1 is thus accepted in favour of the alternative hypothesis HaA 1. In respect of collaborative competence there is a statistical significant difference between the scale scores of the four groups. HoA 2 is thus rejected and HaA 2 is accepted.

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

* there is a statistical significant difference at the 1 % level between the average scale scores of group B (Good) and Group D (Disturbing) in respect of collaborative competence. HoS BD2 is thus rejected in favour of HaS BD2. HoS. AB2, HoS. AC2, HoS. AD2, HoS. BC2, and HoS. DC2, however, cannot be rejected. Teachers who perceive their school’s image as disturbing perceive themselves as less collaboratively competent compared to teachers who perceive the image of their school as above average and excellent. This could be due to the fact that in schools where teachers have a good image of their schools, there is a greater degree of consultation, collaboration and co-operation compared to schools where teachers have a poor image of their schools. These schools are probably characterised by a lack of co-operation and teachers often work on their own with little or no assistance.

Significant statistical differences were also found between most of the other independent groups investigated. Due to the limits in length imposed by a mini-dissertation these differences are summarised in Table 4.5. and are discussed briefly.
### TABLE 4.5. MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE.

<table>
<thead>
<tr>
<th>NAME</th>
<th>CATEGORY NAME</th>
<th>MEAN SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F1</td>
</tr>
<tr>
<td>Gender</td>
<td>Men</td>
<td>325.73</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>323.54</td>
</tr>
<tr>
<td>Gender of Principal</td>
<td>Males</td>
<td>325.20</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>320.95</td>
</tr>
<tr>
<td>Post Level</td>
<td>Teachers</td>
<td>320.11**</td>
</tr>
<tr>
<td></td>
<td>Teachers with merit awards</td>
<td>325.16</td>
</tr>
<tr>
<td></td>
<td>Heads of Departments</td>
<td>340.22**</td>
</tr>
<tr>
<td></td>
<td>Higher promotion posts</td>
<td>334.32</td>
</tr>
<tr>
<td>Highest Qualifications</td>
<td>Lower Std.10; Std.10; Diploma</td>
<td>297.93**</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>324.44**</td>
</tr>
<tr>
<td></td>
<td>Teachers Diploma</td>
<td>331.38**</td>
</tr>
<tr>
<td></td>
<td>Diploma ; Degree</td>
<td>332.30**</td>
</tr>
<tr>
<td></td>
<td>Degree plus</td>
<td>340.22**</td>
</tr>
<tr>
<td>Province</td>
<td>Gauteng</td>
<td>32.19**</td>
</tr>
<tr>
<td></td>
<td>KwaZulu</td>
<td>30.72*</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>32.80</td>
</tr>
<tr>
<td>Home Language</td>
<td>Afrikaans</td>
<td>338.97**</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>330.48***</td>
</tr>
<tr>
<td></td>
<td>Sotho</td>
<td>320.52***</td>
</tr>
<tr>
<td></td>
<td>Nguni</td>
<td>316.72***</td>
</tr>
<tr>
<td></td>
<td>Indian</td>
<td>335.70</td>
</tr>
<tr>
<td>Attendance of Pupils</td>
<td>Good</td>
<td>323.96</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>325.03</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>317.06</td>
</tr>
<tr>
<td>Attendance of Teachers</td>
<td>Good</td>
<td>324.65</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>324.66</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>314.13</td>
</tr>
<tr>
<td>Religious Groups</td>
<td>Christians</td>
<td>322.86</td>
</tr>
<tr>
<td></td>
<td>Muslims</td>
<td>329.39</td>
</tr>
<tr>
<td></td>
<td>Hindu</td>
<td>337.81</td>
</tr>
</tbody>
</table>

F1 = Educative Competence
F2 = Collaborative Competence

** = Significant difference at the 1 % level
*  = Significant difference at the 5 % level
4.4. Brief discussion of the differences between the factor mean scores in Table 4.5.

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

4.4.1. Educative competence

- **Gender** - according to the factor mean scores males perceive themselves to be slightly more educatively competent than do women.

- **Gender of principal** - the male school principals mean score was slightly higher than their female counterparts as educators perceive male principals to be slightly more educatively competent than female principals.

- **Post level** - heads of department have the higher factor average and differ statistically significantly at the 1% level in their factor mean scores from educators. Heads of department are appointed to these posts because of subject expertise and one would expect them to be educatively more competent than educators. It is interesting to note that heads of department even have a higher factor mean than educators in promotion posts above that of head of department.

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

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

- **Home language** - teachers with Afrikaans as home language have the highest factor mean score and they differ statistically significantly at the 1% level from the Nguni speaking people and at the 5% level from the Sotho speaking teachers. Afrikaans speaking people have always attached great value to educative competence and have also had the advantage of a superior system of education relative to the Nguni and Sotho speaking teachers. It is also a decided advantage to receive an education in your mother tongue whereas Nguni and Sotho speaking teachers probably studied via their second language, namely English. Teachers with English as home language have the second highest mean score and differ from Nguni speaking people at the 5% level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers. Teachers who have Indian dialects such as Gujerati and Urdu as home language also have a higher factor mean and thus also believe that they are educatively competent relative to the other groups. The fact that there was no statistically significant differences between Indian - speakers and other groups was probably due to the small number of Indian - speakers sampled.

- **Attendance of pupils** - educators who perceive the attendance of pupils at their schools to be average and good have the higher factor mean scores. Educators who have the perception that pupil attendance at their schools is poor also have the lowest factor mean score and hence the lowest perceived educative competence.

- **Attendance of teachers** - teachers who perceive the attendance of educators at their at their schools to be good and average have the highest factor mean scores. Educators with the perception that attendance at their schools is poor also perceive themselves to be educatively least competent.

- **Religion** - there is a statistical significant difference at the 5% level between the average scale scores of Christians and Hindus in respect of educative competence. Teachers belonging to the Hindu religion perceive themselves to be more educatively competent.
than Christian teachers. The high mean scores attributed to the Hindu group could be as a result of their small number compared to the Christian group.

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

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

4.4.2. Collaborative Competence.

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

- **Gender of Principal** – educators perceive female principals to be more collaboratively competent than their male counterparts.

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

- **Highest Qualification** - educators with a degree and a teachers diploma differ in their factor mean scores at the 5% level of statistical significance from educators who have an honours degree and higher qualifications. The higher the educational qualification the lower the collaborative competence. Teachers who are well qualified are usually
innovative, autonomous and individualistic and probably do not need to be participative as teachers with lower qualifications.

- **Province** - educators from Kwa-Zulu Natal are more collaborative than educators from Gauteng and other provinces.

- **Home Language** - Sotho and Nguni speaking teachers have the highest factor mean scores in collaborative competence and they differ from English speaking teachers at the 1% level of statistical significance. Sotho and Nguni speakers also differ from Afrikaans speaking teachers at the 5% level of statistical significance. English and Afrikaans speaking teachers have the lowest factor mean scores indicating that their collaborative competence is not as good as those teachers belonging to the Black population groups. This difference is probably due to the perceptive characteristic known as collective consciousness which derives from common experience and contrasts with its opposite pole known as individualistic consciousness which is generally operative in the context of the white population groups. The Indian speaking people also have a high factor mean score indicating that they also perceive themselves to be collaboratively competent relative to other groups.

- **Attendance of pupils** - educators with the perception that pupil attendance at their school is average have a higher factor mean score and differ at the 1% level of statistical significance from educators with the perception that pupil attendance at their school is poor. Educators who perceive the pupil attendance to be good to average thus believe themselves to be more competent in a collaborative sense than educators who perceive pupil attendance at their schools to be poor.

- **Attendance of teachers** - educators with the perception that teacher attendance at their schools is good have a statistically higher factor mean score at the 5% level than educators who believe that teacher attendance at their schools is poor. It thus appears as if educators attendance influences collaborative competence in a direct way and educators who teach at schools who have good to average educator attendance perceive themselves to be collaboratively more competent than educators who teach at schools where educator attendance is poor.
• **Religion** - There is no significant statistical difference between the various religious groups in terms of collaborative competence.

Collaborative competence manifests itself where there are high levels of collaboration among teachers and between teachers and principals and is characterised by mutual respect, shared work values, cooperation and specific conversations about teaching and learning (Sergiovani & Starratt, 1993: 103). It is also obvious from Table 4.5. that many of the independent groups differ statistically significantly from one another in respect of collaborative competence. As many of the groups discussed above are known to differ from one another in many of the aspects researched this reinforces the predictive and construct validity of collaborative competence as a construct. Collaborative competence is also an exciting construct as it is related to aspects such as open communication, trust, support, learning on the job, getting results and job satisfaction (Sergiovani & Starratt, 1993: 102). Collaborative competence thus seems to be essential in order to be classified as a competent teacher or manager of a school.

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

### 4.5. SUMMARY

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

- Educative competence consisting of 81 items with a reliability coefficient of 0,978; and

- Collaborative competence consisting of 27 items a reliability coefficient of 0,918

All the questions on using rules as an aspect of maintaining order and discipline were reflected as educative competence when they were analysed.
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 mini-dissertation rationed the research to a comparison of 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 Five a summary of the research will be given. Important findings will be discussed and recommendations will be made.
CHAPTER FIVE

SUMMARY, FINDINGS, AND RECOMMENDATIONS

5.1. INTRODUCTION

The aim of this research was to investigate the components of teacher competence and how these aspects could enhance teaching effectiveness. In order to achieve this general aim the group dealing with order and discipline investigated the composition of order and discipline and how this in turn could improve teacher competence. However the specific aim of this mini-dissertation was to:

- determine the contribution of values towards maintaining order and discipline;
- to obtain teacher opinion as to the extent which teachers used values to enhance order and discipline; and
- devise a strategy whereby values could serve as an aid to teacher competence and improve teaching effectiveness.

The South African education system is presently fraught with numerous problems of which order and discipline is but just one of the very important challenges facing our schools today. The culture of teaching and learning has virtually collapsed in most public schools. Vandalism, violence, insubordination, drugs, alcoholism, gangsterism, bribery and corruption (The Gauteng Education Matric Examination for 1996 has been reduced to a farce as pupils paid up to R2000 per paper -Sunday Times Metro 28 October 1996) has become almost impossible to control in schools around the country (See 2.3 p 14). The school management has to further contend with poorly qualified and incompetent teachers and thus the problem of poor discipline perpetuates itself. This research has delved into the causes of poor discipline, the various ways of maintaining order and discipline and how order and discipline may be accomplished by implementing values as part of the content and method of teaching. It also offers the management of the school ways and means of assessing teacher competence with the specific component of managing discipline in the school. The task of the management personnel of the school, namely, the principal, deputy principal and heads of department is two fold -that is managing the efficient running of the school as well as to manage the different areas of teacher competence especially that of order and discipline.
Without order there is no discipline and without discipline no effective teaching and learning can take place.

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

- Summary
- Important findings
- Recommendations
- Conclusion.

5.2. SUMMARY

Chapter one was concerned with defining the problem, setting out the general and specific aims of this research as well as the methodology to be implemented.

Chapter two focused on the literature review of:

The nature and essence of competence which very briefly includes the following aspects - the teachers ability to communicate with pupils and others effectively; having the necessary skills and knowledge of their subject matter; having the relevant professional qualifications; having professional ethics in all his/her interactions; displaying positive values and attitudes; being au-fait with the most effective teaching methodologies and classroom management techniques; ability to control, assess and evaluate pupils work and finally having the ability to maintain order and discipline effectively (see 2.2 p 12).

Order - which provides structure and security. Every student and every classroom needs both order and freedom and the key to establishing order is to achieve a balance between freedom and responsibility. Each individual is responsible to self and to others (See 2.3.4 p 21).

Discipline involves the guiding and managing of a students behaviour that disturbs the rights of others; corrective measures for infringement of school laws; the resolution of conflicting needs and the protection of pupils from each other (see 2.3.3 p19-20).
Values — influence one's notion of what is acceptable behaviour (for both pupils and teachers). It emerges from a belief system and influences the manner in which teachers perceive their pupils and themselves as professionals. It becomes a standard or criterion for guiding action, justifying action or judging the action of others (see 2.4.1 p 24).

The design of the research project was explained in chapter three together with a discussion of the questions pertaining to values as an aspect of order and discipline. All the questions relevant to order and discipline resulted in very high means scores— that is between 4.21 to 3.94.

Finally the analysis, interpretation and discussion of some of the empirical data was discussed in chapter four.

5.3. IMPORTANT FINDINGS

5.3.1. Findings from the literature in respect of values as an aspect of order and discipline and the implications for teacher competence.

Viewing discipline as separate from the process of education has often led towards repressive measures being used to curb problem behaviour. The effect of this is to teach pupils that it is okay to behave poorly as long as they do not get caught. It is important to understand the effect of action as it reflects upon the values that a school promulgates. Good discipline comes from teaching children the skills necessary to behave responsibly. In this way both the teacher and the pupil can take joint responsibility for behaviour in the classroom (See 2.4.6 p 28).

One must believe in what one does in order for an approach or technique to work (See 2.4.6 p 31). A teacher who feels no responsibility for developing self-discipline in his pupils will begin to rule his classroom unilaterally and will soon become engaged in a battle for control. Commitment and satisfaction with work also entails the belief that work is meaningful. Teachers who believe that they are making a meaningful contribution to the well-being of their pupils and to society in general, will show greater commitment and job satisfaction. The meaningfulness of teaching will be an important part of their value system (See 2.4.6 p 33).
The acceptance of values and its incorporation into any discipline plan or blueprint is important as it helps in the maintaining of order. A teacher has to be competent in the disciplining of pupils. A teacher who is unable to maintain order and discipline in the classroom will in all probability be inefficient as well as ineffective.

5.3.2. Important empirical findings in respect of teacher competence.

Teacher competence consists of two factors namely:

- Educative competence which is composed of 81 items with a Cronbach-alpha-reliability coefficient of 0.978; and

- Collaborative competence, made up from 27 items with a Cronbach-alpha-reliability of 0.918.

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

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

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

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

Having listed the findings of this mini-dissertation the recommendations are the next aspect to be discussed.
5.4 RECOMMENDATIONS

The main aim of this research project was an investigation into the importance of values as an aspect of order and discipline and its implications for the management of teacher competence. In order to realise this aim a literature survey was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research are now amalgamated by the following recommendations

RECOMMENDATION 1

5.4.1 Values and the Competent Teacher

5.4.1.1 Develop a sense of self worth in pupils

A competent teacher will be aware of the norms of his work environment and how it impacts on his value system for this will determine the values that he will espouse in the selection of teaching method, that is, how he interacts with his pupils. According to Curwin and Mendler (1988: 160 and see 2.4.6 p 30) developing a positive attitude in pupils towards the teacher, learning a subject, or the school was necessary, to satisfy an important need in pupils: a sense of self-worth.

5.4.1.2 Accept principles first

Discipline based on rewards and punishment focuses on the outcome of behaviour. It does little to curb unacceptable behaviour before it occurs. The best way to set up a value-based discipline programme is to develop principles prior to rules (See 2.3.3 p 19).

5.4.1.3 Acknowledge individuality of pupils by showing respect.

This results in pupils having a positive perception of themselves and are therefore more inclined to behave in a morally acceptable manner (See 2.4.6 p 29).

64
5.4.1.4 Treat pupils with dignity

This will indicate to the pupils that he is seen as a person of value. Pupils can then model their behaviour on the example of the teacher. Pupils will learn to acknowledge the dignity of others (See 2.4.6 p 30).

5.4.1.5 Gentle teaching and moral vision

Schools need to take the lead in introducing pupils to an alternative culture of non-violent options through gentle teaching and moral vision (See 2.4.6 p 30).

It therefore stands to reason that a competent teacher, will be one who is able to effectively deal with discipline issues within the school environment. He will first and foremost understand the essential principles of the society, and see it as part of his teaching; having first inculcated it within himself in a concrete manner.

RECOMMENDATION 2

5.4.2. Educative Competence

Teachers have to be educatively competent to be able to meet the challenges of the present education system. Educative competence involves the creation of an effective learning environment; professional commitment; maintenance of order and discipline; ethical education foundation; the ability to reflect on teaching practices; co-operative ability; effectiveness and leadership qualities. These aspects may be developed as one’s teaching experience increases. However constantly reading and continuously studying to upgrade one’s qualifications will also enhance one’s educative competence. The results of the survey reflected that teachers with the highest qualifications were the most educatively competent. Therefore the implementation of broad-banding policy and not acknowledging teachers studying for further degrees and diplomas may have a detrimental effect on the education department. In the future, teachers may not be motivated to study further. Since salaries will no longer play a part in motivating teachers, the school manager should concentrate on
providing the conditions and the school environment whereby teachers are motivated by a feeling of achievement, higher self-esteem and enjoy job satisfaction. An emphasis on these aspects will encourage teachers to be enthusiastic, to keep in touch with their subject matter and to improve their qualifications.

RECOMMENDATION 3

5.4.3. Collaborative Competence

Collaboration; co-operation; team work; caring and sharing are the keys to successful institutions. Schools are people orientated; there are constant interactions between pupils and pupils, pupil and teacher, teacher and the management personnel, etcetera. It is therefore essential for teachers to be collaboratively competent. The survey reflects that in the schools where there was a greater degree of collaboratively competent teachers, pupil attendance, teacher attendance and teacher perception of their school image was far better than schools that reflected a poor image and hence achieved poor collaborative competence. Thus school management personnel should place greater emphasis on collaborative competence. Principals should make every effort to enhance their collaborative competence as this seems to influence teacher attendance, pupil attendance and the image of the school (See 2.3.1 p 16).

RECOMMENDATION 4

5.4.4. Teacher Training Requirements

Major effort should be directed into recruiting persons who wish to train as teachers to assist in bringing about the improvements needed in education. These efforts imply, inter alia, that teacher training programmes should assist prospective and practicing teachers in building up their self-concepts, in other words, providing experiences designed to help the individuals see themselves as adequate, capable and effective people. Prospective teachers should see themselves as persons of dignity, integrity and worthy of respect (Niehaus, 1996:110).
RECOMMENDATION 5

5.4.5. Topics for further research

The use of values is just one aspect of order and discipline. The other aspects, namely, rules, classroom management, relationships, and teaching practices in the maintaining of order and discipline which were researched by other members of the group, will also be of great significance to teachers today. However, when one reflects on the discipline problems in public schools, especially now in the period of change and policy refinement, issues such as violence, vandalism, gangsterism, drugs, alcoholism, racism and religious intolerance are still paramount. Thus topics dealing with these problems mentioned in relation to order and discipline as well as the perceptions that young people (pupils) have of their education system that they are presently subjected to, would be interesting to research. It would certainly be of great value to the community.

5.5 CONCLUSION

Teachers together with pupils, parents and the school administrators should review their discipline policies to ensure that they are appropriate and functional. The discipline policies should be integrated, as far as possible, within the teaching methods. By allowing students to have the opportunity to engage in a learning process that develops from the balance of students rights and responsibilities, they will become more self-disciplined and the general school environment should improve. Teachers should become more democratic and flexible when dealing with individual students. They should become facilitators and negotiators acting more like student advocates rather than top-down managers. Teachers should establish an overall positive climate and emphasis should be placed on developing students into more responsible citizens in the classroom and their communities (Mc Ewan, 1994:38)

It is the behaviour of teachers in classrooms that will determine whether or not schools will meet or fail the challenges of our times. The majority of classroom discipline problems can be eliminated by effecting teaching. Teachers have to accept that they share accountability
for the school environment with school managers. Experienced teachers should strive to
grow beyond standard competencies (Jantjies, 1996:52).

This research project has considered the use of values as an aspect of order and discipline and its implications for the management of teacher competence. Without an understanding of teachers’ values for education, as well as their feelings and beliefs, it is not possible to develop a unified vision for that school (Jantjies, 1996:53).

The school management team should ensure that values important and necessary for a positive school climate is clearly defined. Positive effort should be made to inculcate these values into the daily teaching practice in order to reinforce them.

The fact that the direct teaching of values is likely to influence the choice one makes when facing a moral dilemma cannot be ignored (Norman and Richards, 1998:97). Teachers should move away from the fear that, in the name of moral education, they may be dictating certain moral imperatives. Through the topics they discuss, the lessons they plan, and the constant reminders to “finish your work” and “pay attention”, they already guide pupils to accept certain values. What is lacking is a conscious and well-planned method to ensure that values are inculcated.

Good discipline can lead to systematic and ordered learning. Ordered learning promotes achievement and performance. Good discipline in school helps to promote self-discipline generally, as a habitual way of behaving. Self-discipline contributes to self-assurance, and thus affects one’s outlook to create a more positive persona (Kirpalani, 1995:v).

Values can be gauged in observable behaviour. It should therefore be included in evaluation of competent teachers and needs to be included as a component of an appraisal document.
BIBLIOGRAPHY


KRIEL L L R 1995 : Will the idea of teacher professionalism change because of
Some statutory changes? International Law Conference held at the P U for
C H E, June 1995.

LEMIN M, POTTS H, WELSFORD P 1994 : Values Strategies for Classroom
Teachers. Austral a : ACER.

MALAN P 1995 : Parents help as staff stay away. The Argus. February 1995:
p 4.


Mc EWAN B 1994 : Practicing judicious discipline. An educator's guide to a


Washington.

teachers' personal beliefs and their ability to hold their own. South African

NORMAN A D , RICHARDS H C 1998 : Moral reasoning and religious belief:
does content influence structure. Journal of Moral Education 27 (1). 1998:
p 91 –97.

OOSTHUIZEN J J ed 1994 : Aspects of educational law for educational
USA : Gunn & Hain.

PAJARES M F 1992 : Teachers' beliefs and educational research : Cleaning up a 
Messy construct. Review of Educational Research 62 (3). Fall 1992 : 
p 307 – 332.

PHILLIPS L E, WINER D N, HARING N G 1960 : Achievement and mental 
Health. USA : Prentice – Hall.


RATHS L E, HARMIN M, SIMON S B 1978 : Values and teaching. Second 

ROBINS S P 1998 : Organisational Behaviour : Concepts, controversies, 


ROGERS B 1993 : You know the fair rule. Strategies for making the hard job of 
discipline in the school easier. England : Longman.


November 1996 : p 11.


WERKMEISTER W H 1967 : Man and his values. USA : Nebrask Press.


Dear Madam/Sir

Date: 1996-05-27

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

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

* Do not write your name on the questionnaire - it remains anonymous.

* There are no correct or incorrect answers in Section B. This is not a test of your competence. We merely require your honest opinion in order to obtain reliable and trustworthy data.

* Your first spontaneous reaction is the most valid. So work quickly and accurately. Do not ponder too long over any particular question/item.

* Please answer ALL the questions (questions are printed on BOTH SIDES of the page).

* If you would like to change your response to a question do so by clearly crossing out the incorrect response and circling your intended response.

* Please return this questionnaire to the PERSON FROM WHOM IT WAS RECEIVED, AFTER HAVING COMPLETED IT.

Thank you once again for your assistance.

Yours faithfully

PROF. J B SMITH..................... PROF. K P DZVIMBO..............

DR B R GROBLER.................... DR M P v d MERWE..............

MS. S SCHALEKAMP...................
1. **SECTION A - PERSONAL INFORMATION**

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

**EXAMPLE FOR COMPLETING SECTION A**

**QUESTION 1: Your Gender?**

If you are a male then circle as follows:

- Male: 1
- Female: 2

1. **GENDER**

   - Male: 1
   - Female: 2

2. **YOUR PRESENT POST LEVEL**

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

3. **HOW OLD ARE YOU (IN COMPLETE YEARS)**

   (e.g. thirty five years: \(35\))

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

   (e.g. five years: \(05\))
2.

5. **YOUR HIGHEST EDUCATIONAL QUALIFICATION**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than Std.10</td>
<td>1</td>
</tr>
<tr>
<td>Standard 10</td>
<td>2</td>
</tr>
<tr>
<td>Post school Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Teacher's Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Teacher's Diploma + Further Education Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor's Degree + Teacher's Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Higher Post Graduate Diploma</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Province</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gauteng</td>
<td>1</td>
</tr>
<tr>
<td>Northern Province</td>
<td>2</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>3</td>
</tr>
<tr>
<td>North-West Province</td>
<td>4</td>
</tr>
<tr>
<td>KwaZulu-Natal</td>
<td>5</td>
</tr>
<tr>
<td>Free State</td>
<td>6</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>7</td>
</tr>
<tr>
<td>Western Cape</td>
<td>2</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Christian</td>
<td>2</td>
</tr>
<tr>
<td>Islam</td>
<td>3</td>
</tr>
<tr>
<td>Hindu</td>
<td>4</td>
</tr>
<tr>
<td>Jewish</td>
<td>5</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>6</td>
</tr>
</tbody>
</table>
3.

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

<table>
<thead>
<tr>
<th>School Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school (Grade 1 to Std. 5)</td>
<td>1</td>
</tr>
<tr>
<td>Secondary school (Std. 6 to Std. 10)</td>
<td>2</td>
</tr>
</tbody>
</table>

(15)

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>01</td>
</tr>
<tr>
<td>English</td>
<td>02</td>
</tr>
<tr>
<td>Ndebele</td>
<td>03</td>
</tr>
<tr>
<td>North Sotho</td>
<td>04</td>
</tr>
<tr>
<td>South Sotho</td>
<td>05</td>
</tr>
<tr>
<td>Swati</td>
<td>06</td>
</tr>
<tr>
<td>Tsonga</td>
<td>07</td>
</tr>
<tr>
<td>Tswana</td>
<td>08</td>
</tr>
<tr>
<td>Venda</td>
<td>09</td>
</tr>
<tr>
<td>Xhosa</td>
<td>10</td>
</tr>
<tr>
<td>Zulu</td>
<td>11</td>
</tr>
<tr>
<td>Gujarati</td>
<td>12</td>
</tr>
<tr>
<td>Urdu</td>
<td>13</td>
</tr>
<tr>
<td>Hindi</td>
<td>14</td>
</tr>
<tr>
<td>Tamil</td>
<td>15</td>
</tr>
<tr>
<td>Telegu</td>
<td>16</td>
</tr>
<tr>
<td>Other African</td>
<td>17</td>
</tr>
<tr>
<td>Other European</td>
<td>18</td>
</tr>
</tbody>
</table>

(16-17)

10. **THE PRINCIPAL IN YOUR SCHOOL IS A:**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

(18)
11. **IN YOUR OPINION HOW WOULD YOU DESCRIBE THE SCHOOL ATTENDANCE OF THE PUPILS IN YOUR COMMUNITY?**

Excellent ........................................... [ ] 1
Average ................................................ [ ] 2
Poor ..................................................... [ ] 3

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

Excellent ........................................... [ ] 1
Average ................................................ [ ] 2
Poor ..................................................... [ ] 3

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

Excellent ........................................... [ ]
Good ..................................................... [ ]
Average ................................................ [ ]
Disturbing ............................................ [ ]

**SECTION B**

Remember this is **not** a test of your competence. Give 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)
6.

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

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

very seldom 1 2 3 4 5 very often

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

very seldom 1 2 3 4 5 very often

12. Inform parents about the value of independent learning?

very seldom 1 2 3 4 5 very often

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

very seldom 1 2 3 4 5 very often

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

very seldom 1 2 3 4 5 very often

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

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

very seldom 1 2 3 4 5 very often

17. Effectively use available teaching time?

very seldom 1 2 3 4 5 very often
7.

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)
8.

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)
9.

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)
10.

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)
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

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

57. Actively involve the children in the lesson?
   - very seldom 1 2 3 4 5
   - very often

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

59. Enforce rules in such a way that desired behaviour is obtained?
   - very seldom 1 2 3 4 5
   - very often

60. Ensure that the classroom environment is well organised so that effective learning can occur?
   - very seldom 1 2 3 4 5
   - very often

61. Attempt to prepare pupils to fulfil a meaningful role in society?
   - very seldom 1 2 3 4 5
   - very often
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 (13)

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)
13.

IN YOUR OPINION HOW OFTEN DO YOU:

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>71. Give unceasing support in order to motivate pupils</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>72. Assist with the management of induction program or new teachers to the school?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>73. Take a pride in your work by doing it to the best of your ability?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>74. Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>75. Use positive rewards as an educational aid?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>76. Act as a role model for pupils by displaying conduct of the highest ethical standards?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>77. Instill a sense of self-motivation and self-discipline in pupils?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>78. Resist methodologies forced upon you before having the opportunity to review such methods?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
<tr>
<td>79. Evaluate the applicability of teaching material before use?</td>
<td>1 2 3 4 5</td>
<td>very often</td>
</tr>
</tbody>
</table>
14.

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
15.

IN YOUR OPINION HOW OFTEN DO YOU:

89. Acknowledge that problems often have many solutions?
   very seldom [ ] 1 2 3 4 5 very often (40)

90. Use lesson plans in conjunction with colleagues?
   very seldom [ ] 1 2 3 4 5 very often (41)

91. Make every effort in order to improve collaboration among teachers?
   very seldom [ ] 1 2 3 4 5 very often (42)

92. Attempt to create flexibility in the school curriculum to encourage pupil participation?
   very seldom [ ] 1 2 3 4 5 very often (43)

93. Plan the use of any free time during the school day effectively?
   very seldom [ ] 1 2 3 4 5 very often (44)

94. Encourage group work as an aid to pupil cooperation?
   very seldom [ ] 1 2 3 4 5 very often (45)

95. Exhibit good self-control?
   very seldom [ ] 1 2 3 4 5 very often (46)

96. Choose those specific teaching methods that best achieve your lesson objectives?
   very seldom [ ] 1 2 3 4 5 very often (47)

97. Help pupils in ways which will assist them to become independent learners?
   very seldom [ ] 1 2 3 4 5 very often (48)
16.

IN YOUR OPINION HOW OFTEN DO YOU:

98. Develop your pupils' ability to appreciate and admire literature and the arts?
   very seldom 1 2 3 4 5  very often (49)

99. Ask your colleagues to evaluate your lessons?
   very seldom 1 2 3 4 5  very often (50)

100. Collect information for a teaching portfolio which could assist you with self-evaluation?
    very seldom 1 2 3 4 5  very often (51)

101. Make use of formal assessment by means of tests and examinations in order to monitor your pupils' learning?
    very seldom 1 2 3 4 5  very often (52)

102. Assist with additional chores such as keeping the school clean?
    very seldom 1 2 3 4 5  very often (53)

103. Show a clear understanding of your subject content?
    very seldom 1 2 3 4 5  very often (54)

104. Endeavour to get pupils to fully understand why they are expected to behave according to certain norms?
    very seldom 1 2 3 4 5  very often (55)

105. Develop pupils' ability to be tolerant of one another?
    very seldom 1 2 3 4 5  very often (56)

106. Encourage pupils to think critically about the answers they give to questions asked?
    very seldom 1 2 3 4 5  very often (57)
17.

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.