

DIDACTIC EXPERTISE AS AN ASPECT OF
THE TEACHER'S EDUCATIONAL
FOUNDATION: IMPLICATION FOR THE
MANAGEMENT OF TEACHER
COMPETENCE

BY

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Research Essay

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

MAGISTER EDUCATIONIS

IN

EDUCATIONAL MANAGEMENT
IN THE
FACULTY OF EDUCATION
AND NURSING

AT THE

RAND AFRIKAANS UNIVERSITY

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JANUARY 1997

ACKNOWLEDGEMENTS

My sincere thanks and appreciation for help, guidance and encouragement should be bestowed upon the following people.

Professor T.C. Bisschoff, my supervisor, for his expert guidance, patience and support throughout this project. His constant encouragement and advice have been a source of inspiration to me.

Doctor B.R. Grobler, Co-Supervisor, who showed great concern in assisting me with this test of knowledge. Your involvement, guidance and interest in my work taught me a good lesson. I whole heartedly acknowledge your support and will not forget the example you set.

The Statistical Consulting Service of RAU for processing and analysing empirical data collected from respondents.

My parents, Mr Caswell and (late) Mrs Sithabisile Thela, brothers and sisters, who have been a constant source of inspiration in my life.

Group members, Khanyile, T.M. and Masondo, F.M., who have been a source of inspiration throughout this study.

Mrs Joan Sauer, the typist, who arranged the whole study into an inscription and completed this work with a lot of sacrifice and dedication.

Most of all, I thank God, the Almighty for love, strength and health, without which this study would not have been completed.

SYNOPSIS

Chapter one is the introductory chapter. The main aim of this research essay was to investigate didactic expertise as an aspect of the teacher's educational foundation: implication for the management of teacher competence. The specific aim of this research essay was to determine which components are involved in didactic expertise and how it enhances teacher competence.

In chapter two a literature review was undertaken. Chapter two focussed on teacher competence, teacher effectiveness and teacher performance appraisal. A teacher's educational foundation was also discussed. Components of didactic expertise such as expertise and experience; didactics; developmental model of pedagogical expertise; teacher expertise; aspects of didactic expertise were discussed. In conclusion a synthesis of aspects of didactic expertise was made.

In chapter three the instrument of research; items associated with teacher's educational foundation; discussion of didactic expertise as an aspect of teacher's educational foundation were discussed. An in-depth exposition of the empirical investigation was made.

The analysis and interpretation of empirical data were discussed in chapter four. The validity and reliability of the research instrument was established.

In chapter five the importance of researching didactic expertise as an aspect of teacher's educational foundation was outlined. A summary of the whole research project; important literature and empirical findings; recommendations and topics for further research were discussed.

A forceful conclusion indicating how this research has solved the problem mentioned in chapter one was made. It was also stated that this research will be of great help to the department of education because research findings

state that both constructs of educative and collaborative competence have shown to have construct validity and high reliability and could thus be used in the management of teacher competence.



OPSOMMING

Hoofstuk een is die inleidende hoofstuk.

Die hoofdoel van die studie was om die onderwyskundige vaardigheid te ondersoek as 'n aspek van die onderwyser se onderwysbasis en die implikasies daarvan op die bestuur van onderwyserbekwaamheid. Die hoofdoel van hierdie studie was om te bepaal watter vorm van bekwaamheid betrokke is by onderwyskundige vaardigheid en hoe die onderwyser bekwaamheid versterk.

In hoofstuk twee is 'n literatuurstudie onderneem. Hierdie hoofstuk was gefokus op die onderwyser se bekwaamheid, sy effektiwiteit en onderwyserevaluering. Die onderwyser se opvoedkundige basis is ook bespreek. Komponente van onderwyskundige vaardigheid soos kundigheid en ondervinding is bespreek. Hierdie hoofstuk is afgesluit met 'n bespreking van verskillende aspekte van onderwyskundige vaardighede.

In hoofstuk drie is die navorsingsinstrument bespreek; items wat verband hou met die opvoedkundige basis van die onderwyser; onderwyskundige vaardigheid as 'n deel van die opvoedkundige basis is onder die loep geneem. 'n Indiepte uiteensetting van die empiriese navorsingsmetode is gedoen.

Die ontleding en vertolking van die empiriese data is in hoofstuk vier bespreek. Die geldigheid en betroubaarheid van die navorsingsinstrument is vasgestel.

In hoofstuk vyf is die belangrikheid van die ondersoek na die opvoedkundige vaardigheid as 'n aspek van onderwyser se opvoedkundige basis omskryf. 'n Opsomming van die hele navorsingsprojek; belangrike literatuur en empiriese data, aanbevelings en onderwerpe vir verdere navorsing is bespreek.

In 'n kragtige gevolgtrekking, word aangetoon hoe hierdie ondersoek die probleem in hoofstuk een genoem, opgelos het.

Daar is ook gemeld dat die ondersoek van groot hulp kan wees vir die departement van Onderwys omdat opvoedende en samewerkende vaardighede beide konstruk geldig is en oor hoë betroubaarheid beskik vir aanwending in die bestuur van onderwyserbekwaamheid.



LIST OF TABLES

	<i>PAGE</i>
TABLE 3.1 ITEMS ASSOCIATED WITH THE TEACHER'S EDUCATIONAL FOUNDATION	34
TABLE 4.1 COMPOSITE HYPOTHESES WITH MALE AND FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE	43
TABLE 4.2 SIGNIFICANCE OF DIFFERENCE BETWEEN MALE AND FEMALE PRINCIPALS REGARDING EDUCATIVE AND COLLABORATIVE COMPETENCE	42
TABLE 4.3 COMPOSITE HYPOTHESES WITH QUALIFICATION GROUPINGS AS THE INDEPENDENT VARIABLE	46
TABLE 4.4 SIGNIFICANCE OF DIFFERENCE BETWEEN THE QUALIFICATION GROUPINGS IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE	47
TABLE 4.5 MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE	50

LIST OF APPENDICES

APPENDIX A: Questionnaire to Principals and Teachers



TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	I
SYNOPSIS	ii
OPSOMMING	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
 CHAPTER 1	
<i>STATEMENT OF PROBLEM, AIM AND METHOD</i>	
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	2
1.3 AIM OF THE RESEARCH	2
1.4 METHOD OF RESEARCH	3
1.5 DEFINITIONS AND CLARIFICATIONS OF CONCEPTS	4
1.5.1 Fundamental	4
1.5.2 Foundation	4
1.5.3 Competence	4
1.5.4 Expert	5
1.5.5 Education	5
1.5.6 Educational foundation	5
1.5.7 Didactics	6
1.5.8 Didactic ground forms	6
1.5.9 Principle	6
1.5.10 Situation	6
1.5.11 Fundamental principle	6
1.5.12 Intervention	7
1.5.13 Gender Issue	7
1.6 LAYOUT/ORDER OF DISCUSSION	7
 CHAPTER 2	
<i>LITERATURE REVIEW</i>	
2.1 INTRODUCTION	9
2.2 TEACHER COMPETENCE	10
2.2.1 Competence	10
2.2.2 Teacher Competence	11
2.2.3 Teacher Effectiveness	11
2.2.4 Teacher Competence and Pupil Learning	12

	PAGE
2.2.5 Teacher Performance Appraisal	12
2.3 EDUCATIONAL FOUNDATION	13
2.3.1 Terminology	13
2.3.2 Philosophy of Life	13
2.3.3 Philosophy of Education	14
2.3.4 Teaching Philosophy and methods	14
2.3.5 What theoretical knowledge does the effective teacher need?	15
2.3.6 Fundamental characteristics of teaching situation	15
2.3.6.1 Teacher's aim	16
2.3.6.2 Curriculum/content	16
2.3.6.3 Presence of a teacher	17
2.3.6.4 Active, live and guided interaction	17
2.3.6.5 Participation of a learner	18
2.4 DIDACTIC EXPERTISE	18
2.4.1 Expertise and experience	18
2.4.2 Didactics	19
2.4.2.1 Didactic situation	19
2.4.2.2 Didactic principles	20
2.4.3 The developmental model of pedagogical expertise	21
2.4.3.1 Stage 1: Novice level	21
2.4.3.2 Stage 2 : Advanced Beginner level	21
2.4.3.3 Stage 3 : Competent level	22
2.4.3.4 Stage 4 : Proficient level	23
2.4.3.5 Stage 5 : Expert level	23
2.4.4 Teacher Expertise	23
2.4.5 Aspects of didactic expertise	25
2.4.5.1 Teaching methods	25
2.4.5.1.1 Methods of cooperative learning	25
2.4.5.2 Trust, acceptance and friendship	26
2.4.5.3 Professional development	26
2.4.5.4 Subject matter knowledge	27
2.4.5.5 The pupil	28
2.4.5.6 Successful teaching	28

	PAGE
2.4.5.7 Teaching skills	29
2.4.5.8 Supportive learning environment	29
2.5 SYNTHESIS	30
2.6 CONCLUSION	31
CHAPTER 3	
<i>DESIGN OF RESEARCH INSTRUMENT</i>	
3.1 INTRODUCTION	32
3.2 THE INSTRUMENT OF RESEARCH	32
3.2.1 The design of the questionnaire	32
3.2.2 Discussion of didactic expertise as an aspect of teacher's educational foundation	35
3.3 THE EMPIRICAL INVESTIGATION	37
3.3.1 Respondents	37
3.3.2 Biographical details	38
3.3.3 The research group	38
3.3.4 Return of questionnaire	39
3.4 SUMMARY	39
CHAPTER 4	
<i>THE ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE EMPIRICAL DATA</i>	
4.1 INTRODUCTION	40
4.2 RELIABILITY AND VALIDITY	40
4.3 HYPOTHESES	42
4.3.1 Comparison of two independent groups	42
4.3.1.1 Difference between male and female principals relative to educative and collaborative competence	42
4.3.2 Comparison of three or more independent groups	44
4.3.2.1 Differences between the various qualifications groups in respect of educative and collaborative competence	45
4.4 BRIEF DISCUSSION OF THE DIFFERENCES IN THE FACTOR MEAN SCORE IN TABLE 4.5	51
4.4.1 Educative competence	51
4.4.2 Collaborative competence	54

	PAGE
4.5 SUMMARY	59
CHAPTER 5	
SUMMARY, FINDINGS AND RECOMMENDATIONS	
5.1 INTRODUCTION	61
5.2 SUMMARY	62
5.3 IMPORTANT FINDINGS	63
5.3.1 Findings from the literature in respect of didactic expertise as an aspect of teacher’s educational foundation: implication for the management of teacher competence	63
5.3.2 Important empirical findings in respect of teacher competence	66
5.4 RECOMMENDATIONS	67
Recommendation 1	67
Recommendation 2	69
5.4.11 Educative competence as an aspect of teacher competence	69
Recommendation 3	70
5.4.12 Collaborative competence should be part of the educational framework of any competent teacher	70
Recommendation 4	71
Topics for further discussion	71
5.5 CONCLUSION	72
BIBLIOGRAPHY	74

CHAPTER 1

1.1 Introduction

There is an urgent need to provide quality education in South Africa. The Hunter report on organisation, governance and funding of schools emphasises that “ ... the need to provide quality learning opportunities to all learners in South Africa on an equitable basis” (*White Paper 2, 1995: ix*). The quest for quality education is of concern in almost all countries (*Mwamwenda & Mwamwenda, 1992 : 45; Hopkins & Stern, 1995 : 17*).

Provision of quality education requires effective teaching. Effective teaching is only possible if there are high quality teachers or high-performing teachers who are commonly known as competent teachers. These competent teachers must have a sound educational foundation. One of the aspects of educational foundation, a teacher needs is didactic expertise. Didactic expertise involves intervention by a teacher, caring, friendship, subject matter, teaching methods and techniques, guiding, teaching frames, didactic principles and fundamental didactic forms.

What is discussed above creates a need for evaluation of competent teachers. The honest assessment of teacher-effectiveness is necessary for effective teaching and successful learning. The scrutinizing of behaviour of expert teachers or master teachers from fundamental-didactic perspective will reveal the didactic expertise which is necessary for a competent teacher.

The investigations of didactic expertise as an aspect of educational foundation is very important because it will reveal the true characteristics of a competent teacher. This study will make it easier to

assess a competent teacher.

1.2 **Problem statement**

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

- What is teacher competence and how is it structured?
- What is the essence of the educational foundation as an aspect of teacher competence?
- Which factors are associated with the educational foundation?
- Which teaching behaviours are representative of the educational foundation?
- To what extent can the educational foundation be used to enhance teacher competence?

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

1.3 **Aim of the research**

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

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

In order to achieve the general aim of the project, the aim of this group

is to investigate the composition of educational foundation and how this can enhance teacher competence. As a member of the group dealing with educational foundation it is the specific aim of this research essay to:

- determine which components are involved in the didactic expertise.
- procure teacher opinion as to extent that teachers demonstrate the behaviour associated with didactic expertise.
- devise a possible strategy whereby didactic expertise can enhance teacher competence and improve teaching effectiveness (*Grobler, 1996 : 1*).

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

1.4 Method of research (research methodology)

The aim of this investigation is descriptive, in other words to describe a phenomenon, in this case teacher competence with specific reference to the didactic expertise as an aspect of educational foundation.

A literature survey (review of the literature) will be used to elucidate teacher competence in an effort to clarify the main aspect of this concept. Furthermore, literature about educational foundation as a contributing factor to teacher competence will be investigated. More specifically, this script will concentrate on didactic expertise as an aspect of the educational foundation.

To supplement the proceeding literature survey an empirical study will be undertaken.

A structured questionnaire will be compiled using the literature research as a basis in an effort to obtain teacher opinion regarding didactic expertise as a facet of the educational foundation.

1.5 Definitions and clarifications of concepts

1.5.1 Fundamental

The concept “fundamental” is derived from the Latin word *fundamentum* which means ground, basis or foundation. The Latin verb *fundare* means “to base” (Duminy & Steyn, 1984 : 8).

1.5.2 Foundation

The concept of “foundation” shall be understood as a basis or groundwork on which something is raised or by which it is supported or confirmed. It is an underlying ground or principle.

- a ground or reason upon which men act an understanding basis of agreement;
- that upon which any structure is built up; a body or ground upon which other parts are overlaid (Cowie, 1994).

1.5.3 Competence

The concept “competence” shall be understood as an *ability to perform a task satisfactorily*; the task being clearly defined and the criteria of success clearly set out “Competence” encompasses intellectual, cognitive and attitudinal dimensions as well as performances (Bridges & Kerry, 1993 : 8).

It pertains to the *ability to perform the activities within a function* or an occupational area to the levels of performance expected in employment. It is a broad concept which embodies the *ability to transfer skills and knowledge to new situations* within the occupational area. It entails organization, and planning of work, innovation and coping with non-routine activities.

It includes those qualities of personal effectiveness that are required in the work place to deal with co-workers, managers and customers (*Burke, 1989 : 80*).

1.5.4 **Expert**

It is a person having special skills or knowledge. Expertise means having expert opinion or skills or knowledge (*Sykes, 1983 : 339*).

Berliner described experts as “irrational”, following no detectible logic, but rather “going with the flow” or “becoming one with” their students, much in the same way as winning race car drivers might intimate that they become one with their car (*In : Agne, Greenwood & Miller, 1994 : 141*).

1.5.5 **Education**

In this context, the concept “Education” shall be seen as

(I) an act or process of imparting knowledge or skill (*Ilson, Crystal & Wells, 1990: 538*).

1.5.6 **Educational foundation**

The concept “*educational foundation*” therefore refers to those areas or fields of knowledge which constitute and portray the radix - root, the basics, the ground work upon which the

education structure rests (Smit, 1984 : 31).

1.5.7 Didactics

Van der Stoep points out that the word “didactics” is derived from the original Greek word *didaskhein*, which means to instruct, to present or convey content or to teach someone something. In essence *didaskhein* means to instruct with the view to assisting some else to learn (*Van Rensburg & Landman, 1986 : 252; Stuart, 1985 : 7*).

1.5.8 Didactic ground forms

That portion of reality which is dealt with during the lesson (that is the subject matter, the contents of the lesson) is presented to the child in certain definite teaching forms, also known as basic didactic ground forms or didactic archetypes.

1.5.9 Principle

Fundamental truth as basis of reasoning, etcetera (*Sykes, 1983 : 817*).

1.5.10 Situation

The term “situation” originates from the Latin *situates*, *situs* or *situare* which means “position” or “location”. The Latin verb *sino* means “to put down” or “place”. In our present context, situation refers to all those relationships which have a bearing on decisions and actions which must be taken (*Duminy & Steyn, 1984 : 17*).

1.5.11 Fundamental principle

Fundamental principle in this connection are the elemental and the fundamental.

The former refers to actual and significant insight into and relationships within knowledge which lead to unfolding. The latter points to principles of fundamental experiences which address themselves to the child's innermost nature (*Duminy & Söhnge, 1989 : 15*).

1.5.12 Intervention

Interference in the acts of others; to come between by action of authority; to incur so as to influence an action, result (*Van Rensburg & Landman, 1986 : 351*).

1.5.13 Gender Issue

In this research essay "she" will be used in the case of a teacher and "he" will be used in the case of an educational manager. This is an arbitrary decision and reflects no gender bias.

1.6 **Layout/order of discussion**

In chapter one the introduction, problem statement, aim of the study, methodology, definitions and clarification of concepts and order of discussion is presented.

Chapter two deals with the literature review. A literature review on teacher competence with respect to educational foundation and specifically didactic expertise is expounded.

Chapter three deals with the research methodology. A structured questionnaire of 108 questions for quantitative data collection on teacher competence is used. A structured interview will be conducted for qualitative data collection on educational foundation with a focus on didactic expertise.

Chapter four deals with the presentation of findings. There will be a quantitative presentation based on a structured questionnaire.

Chapter five provides a data analysis, conclusions and recommendations.



CHAPTER 2

2.1 Introduction

The first chapter of this research essay provided the background and motivation for a study on teacher competence with respect to educational foundation and specifically didactic expertise. As a first step in the investigation of this phenomenon a review of the literature will be undertaken in the present chapter.

Firstly, an exposition of the nature of teacher competence will be undertaken after which the essence of the educational foundation as an aspect of teacher competence will be clarified. Furthermore, didactic expertise as a contributing factor to teacher competence will then be discussed. Lastly, a synthesis of teacher competence, educational foundation and didactic expertise will be done.

The purpose of this literature review is to enable the researcher to have a clear concept on teacher competence. After the literature review the researcher would have surveyed different views (perspectives) on teacher competence with respect to a teacher's educational foundation and specifically didactic expertise. The researcher will then be in a position to establish to what extent does the educational foundation, specifically didactic expertise, enhance teacher competence.

A teacher's educational foundation probably has an influence on teacher competence. Didactic expertise is one of the most important aspects of educational foundation and it enhances teacher's competence. Without didactic expertise the teacher cannot be regarded as fully competent. What is said above demonstrates that didactic expertise is an important aspect that is necessary for a teacher to

become competent.

The competent teacher has knowledge and skills. This knowledge and skill is based on a teacher's philosophy about education. The teacher's philosophy about education in turn influences her didactic expertise. The relationship between teacher competence, educational foundation and didactic expertise shows the importance of didactic expertise as a fundamental aspect of educational foundation. The literature review will reveal the importance of this relationship (see 2.5 p.28).

In view of the preceding introduction teacher competence can now be discussed.

2.2 Teacher competence

2.2.1 Competence

There is confusion about the use of the term "competence". Competence can mean either ability, skills or capacity or an element of occupation (*Burke, 1989 :10*). This implies that competence can be either general or specific as, for example when a teacher is generally competent if she successfully participates in extracurricular activities or is specifically competent if she effectively teaches history.

Competence is a construct. A construct is an image or something that cannot be directly observed. A construct can be inferred from data (*Burke, 1989 : 40; Grobler, 1995 : 34*). This implies that teacher competence can be inferred from what teacher is doing, that is teaching (see also 1.5.3 p.4).

Having discussed competence in general the more specific case of teacher competence will now be considered.

2.2.2 Teacher competence

A key element of an effective school is a competent teacher. A competent teacher is one who is good, effective or successful (*Burns, 1987 : 141*). A competent teacher is a teacher who possesses two kinds of knowledge, namely, knowledge of subject matter and professional knowledge (*Husén & Postlethwaite, 1994 : 6020*).

In the context of this research teacher competence consists of the constructs learning environment, professional commitment, order and discipline, educational foundation, teacher reflection, cooperative ability, efficiency and leadership style.

Ornstein (1993 : 24) describes a competent teacher as “one who strives to meet academic goals, structures activities carefully and explicitly, covers content thoroughly, does lots of practice and review, explains concepts and procedures, monitors classroom progress, gives and checks homework regularly and holds students accountable”.

2.2.3 Teacher effectiveness

Teacher competence implies teacher effectiveness. Tom (*quoted by Airasian & Gullickson, 1994 : 195*) describes the effective teacher as one who “is able to conceive of his teachings in purposeful terms, analyses a particular teaching problem, chooses a teaching approach that seems appropriate to the problem, attempts the approach, judges the results in relation to the original purpose, and reconsiders either the

teaching or the original purpose". What is said above describes what a competent teacher is. The effective teacher builds or establishes positive relationships (good relationships) among pupils, makes use of child centred approach in teaching and transcends the constraints of the syllabus (*Burns, 1987 : 152*).

2.2.4 Teacher competence and pupil learning

A teacher is competent if her teaching produces meaningful and successful learning by pupils (*Agne; Greenwood and Miller, 1994 : 141; Steyn, 1988 : 162 and Burke, 1989 : 11*). The competent teacher teaches effectively. There are some educationists who believe that the failure of pupils to learn means that there was no effective teaching that was taking place (*Steyn, 1985 : 162*).

Successful teaching implies both teaching and learning. A competent teacher is one who enables the pupils to perform the tasks of learning successfully (*Steyn, 1985 : 162*).

2.2.5 Teacher performance appraisal

In order to improve the quality of teaching, performance appraisal should be introduced (*Brazer, undated : 82; Johnson, 1992 : 142; Lebrun, 1984 : 57; Daresh, 1992 : 29*). Another purpose of teacher evaluation or assessment is to identify the competent teacher. Teacher competence thus implies teacher performance appraisal. According to *Johnson, (1992 : 142)* "clearly defined performance criteria and effective means for evaluating teacher fulfilment of these criteria can help ensure competent teachers; competent teachers are a key element of effective schools".

The appraisal system should be acceptable to teachers. If the

appraisal system is acceptable to teachers, it could play an important role in improving teachers' performance. Teachers could become competent. Teacher appraisal should not just be done in order to meet the requirements of district office whereby it is required that teachers should be assessed at least once a year. Teacher appraisal should be continuous and aim at promoting optimum performance by teachers.

2.3 Educational foundation

2.3.1 Terminology

There are different terms that are used to name an educational perspective that is fundamentally concerned with a pedagogical (educational) situation. These terms are as follows: Philosophy of Education, Fundamental Education, Principles of Pedagogics, Theory of Pedagogics (or Education), Fundamental Pedagogics and Educational Foundation or Foundation of Education (*Griessel, 1994 : 3; Luthuli, 1982 : 18*).

2.3.2 Philosophy of life

"Philosophy of life comprises principles which are eternal truths and they must consequently always guide and regulate a human's activity and ultimately, his education" (*Luthuli, 1982 : 14*). This clearly shows that philosophy of life is fundamental to all human activity. Philosophy of life determines a philosophy of education (*Luthuli, 1981 : 8*). What is implied above is that teaching is fundamentally affected by a philosophy of life.

Having discussed a philosophy of life, it is now necessary to discuss the philosophy of education.

2.3.3 Philosophy of education

In this research, educational foundation means philosophy of education. There are various definitions of philosophy of education. *Luthuli, (1985 : 39)* states that “Consequently it can be concluded that philosophy of education concerns itself with what ought to be in education; it is involved in fundamentals in education and it represents the basic and most fundamental in Pedagogics”. At a later stage we are going to discuss how philosophy of education affects teacher competence.

Having discussed the philosophy of education, teaching philosophy and methods will now be discussed.

2.3.4 Teaching philosophy and methods

The competent teacher normally has a personal philosophy (*Skinner, 1988 : 72*). This implies that we should “... permit teachers to teach according to their own personalities, teaching philosophies, and goals” (*Ornstein, 1993 : 27*). Because of her personal philosophy, a teacher has a strong belief in why she is teaching and where her actions are leading.

A competent teacher is always interested in improvement, and hence makes sure that connections between teaching philosophy and actual methods and outcomes are established (*Zubizarreta, 1994 : 324*). Her intention is to create successful learning among pupils. She scrutinizes her teaching methods to find out whether they are effective or not. She changes them if she finds that they are no longer resulting in successful learning. This reflection is fundamentally influenced by her personal philosophy.

From what has been written above it can be seen that a

competent teacher builds effective teaching on a sound bedrock of philosophy of life which gives rise to an educational philosophy interspersed with trust and caring. Such a guiding philosophy could create a superior and highly effective teacher, committed to teaching and who could serve as a standard whereby competence can be measured.

2.3.5 What theoretical knowledge does the effective teacher need?

A competent teacher needs theoretical knowledge about learning and pupil behaviour. She can find this theoretical knowledge in amongst other things, educational theory (foundations of education). "The teacher who lacks theoretical background will be obliged to interpret classroom events according to commonly held beliefs or common sense, much of which is, unfortunately, based on outmoded notions of human behaviour..." (*Ryan & Cooper, 1984 : 321*). The above quotation shows that a belief system fundamentally affects a teaching act. If a teacher's beliefs are based on a sound educational philosophy, that particular teacher will interpret classroom events in a correct way. That is why it is necessary that a competent teacher should have a sound educational philosophy. Specialised theoretical knowledge is the unique province of a competent teacher (*Ryan & Cooper, 1984 : 321*).

2.3.6 Fundamental characteristics of teaching situation

There are different fundamental characteristics of a pedagogic (teaching) situation. *Steyn, (1988 : 160-161)* mentions five characteristics of a teaching situation.

The five characteristics are now briefly discussed.

2.3.6.1 ***Teacher's aim***

The first fundamental characteristic of any teaching situation is the aim towards which the teacher directs her action (*Steyn, 1985 : 160*). Teaching can be either unintentional or intentional. The most important type of teaching is intentional. It is directed at achieving a certain aim. A competent teacher is intentional in her teaching. Her intention is effective teaching and successful learning. A competent teacher's aim and objectives are clearly formulated as this directs teaching activities.

There is an interdependence between a teacher's thoughts, beliefs and intentions. The performance of teachers is guided by their intentions which in turn is grounded in the teacher's beliefs and modes of thinking (*Steyn, 1988 : 161*).

2.3.6.2 ***Curriculum/content***

The second fundamental characteristic of any learning situation is the curriculum/content; a systemised body of knowledge, skills and attitudes or any particular subunit of content that the teacher wants to teach (*Steyn, 1988 : 161*). Curriculum/content is what is to be taught by the teacher. It is commonly known as subject matter. There is a link between subject matter and the aim of the lesson. The aim dictates the subject matter and the subject matter is the medium through which the aim is achieved.

The competent teacher establishes the relationship between the aim and the subject matter. She selects subject matter being guided by the aim. The purpose of subject matter is to achieve a certain aim. If a teacher correctly establishes the relationship between subject matter and the aim, teaching could be effective and learning could become successful.

2.3.6.3 ***Presence of a teacher***

The third fundamental characteristic of any teaching situation is the presence of a teacher as the possessor or provider of knowledge or skill (*Steyn, 1988 : 161*). The teaching situation has three interactive elements, namely the teacher, the subject matter and the pupil. If one element is removed, the teaching situation stops to exist.

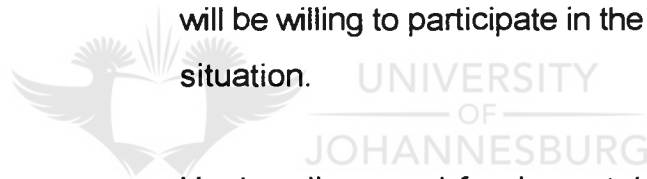
2.3.6.4 ***Active, live and guided interaction***

The fourth fundamental characteristic of teaching is active, live and guided interaction between teacher and learner (*Steyn, 1988 : 161*). The interaction between the teacher and pupils should be active. This implies that teaching should be purposeful. Both the teacher and the pupil should have aims. The aim of the teacher is to teach effectively and the aim of the pupil is to successfully learn the subject matter. If what is said above occurs there will be active, live and guided interaction between the teacher and the learner. This interaction will be live if a teacher is

dedicated to her work and the subject matter is meaningful to the learner. A competent teacher always tries to be successful in her teaching.

2.3.6.5 ***Participation of a learner***

The fifth and last fundamental characteristic of any learning situation is the participation of a learner (Steyn, 1988 : 162). This characteristic is related to the fourth fundamental characteristic: active, live and guided interaction. The learner should have a desire to learn. She should be motivated. She should want to learn. If the learner is motivated she will successfully participate in teaching situation. A teacher will be competent if she creates conducive atmosphere whereby the learner will be willing to participate in the teaching-learning situation.



Having discussed fundamental characteristics of the teaching situation, the didactic expertise will be discussed.

2.4 **Didactic expertise**

2.4.1 **Expertise and experience**

Expertise and experience come from one root. "At one time the two terms apparently signified the same thing. Experts attain their status through experience of a special kind" (Husén and Postlethwaite, 1994 : 6021). In this research we are concerned with the didactic expertise of a competent teacher. A competent teacher acquires expertise through teaching experience. She

has a special teaching skill, knowledge and attitude.

Having discussed expertise and experience, didactics will now be discussed.

2.4.2 Didactics

There are different definitions of didactics. *Perquin (quoted by Jardine, 1982 : 21)* "maintains that didactics should be viewed as the study of the systematic help given to the learning child, thus limiting the concept to the pedagogic situation". *Duminy and Söhnge (quoted by Jardine, 1982 : 22)* state " ... didactics is scientific reflection centring on educative teaching-learning acts in the school and the related aspects such as didactic principles (teaching principles), teaching and learning material (knowledge), teaching methods and other aspects dealt within this work".

The above-mentioned definitions of didactics are limited to the school situation. The emphasis is on educative teaching-learning acts in the pedagogic situation. A competent teacher knows more about didactics because she uses didactic expertise to teach effectively.

Having discussed the didactic situation will now be considered.

2.4.2.1 *Didactic situation*

Van der Stoep and Van der Stoep (quoted by Jardine, 1983 : 16) states that the didactic situation ... "is the intentional togetherness (teaching-learning situation) of adult and child for the purpose of attaining knowledge and skills by

means of learning content”. Didactics is also known as Didactic Pedagogics or Didaxology (*Duminy & Steyn, 1984 : 4; Duminy & Söhnge, 1989 : 9 - 10, Castelyn and Söhnge, 1985 : 9 and Steyn, 1985 : 1*). The didactic situation is also known as the pedagogic situation. Constituents of the didactic situation are the teacher, the subject matter and the pupil.

Having discussed the didactic situation, didactic principles will now be considered.

2.4.2.2 ***Didactic principles***

Teaching is based on didactic principles. These didactic principles are sound theoretical fundamentals which facilitate effective teaching and optimum learning. Didactic principles are teaching principles or principles of instruction. “The principles form a good measuring rod for evaluating a teaching system” (*Steyn, 1985 : 21*). In order to become a competent teacher, a teacher should know more about these didactic principles. If she is familiar with didactic principles, she could become a didactic expert. Didactic expertise is in turn the fundamental aspect of a competent teacher.

Didactic principles “ form the foundation of all sound classroom practice” (*Duminy and Steyn, 1984 : 30*). Duminy and Steyn (1984 : 31) specify the following important principles:

- totality
- environmental teaching
- perception
- interest and motivation
- individualisation
- differentiation, and
- mother-tongue teaching

Having discussed didactic principles, the development model of pedagogical expertise will now be discussed.

2.4.3 The developmental model of pedagogical expertise

This developmental model was developed by *Dreyfus and Dreyfus (Husén & Postlethwaite, 1994 : 6021)*. This model is a five-stage theory. This five-stage theory is very important for a competent teacher.

The developmental model of pedagogical will now be discussed.

2.4.3.1 **Stage 1 : Novice level**

“A teacher at this stage may be called a greenhorn, a raw recruit, or a novice” (*Husén & Postlethwaite, 1994 : 6021*). In historically black schools this type of a teacher is known as a professional uncertificated - or a professional unqualified teacher.

2.4.3.2 **Stage 2 : Advanced beginner level**

“As experience is gained, the novice becomes an advanced beginner. Many second and third-year

teachers are likely to be in this developmental stage". (Husén & Postlethwaite, 1994 : 6021). "If these teachers are in a practical teaching situation, they do not know what to do or what not to do. They do not know whether to strictly follow teaching methods or to use them interchangeably. These teachers are afraid to take full responsibility" (Husén & Postlethwaite, 1994 : 6021).

2.4.3.3 **Stage 3 : Competent level**

"With further experience, and some motivation to succeed, most of the advanced beginners become competent teachers" (Husén & Postlethwaite, 1994 : 6021). However, it should be pointed out that not all advanced beginners reach this level of performance that is considered to be competent . "... some teachers remain 'fixed' at a less than competent level of performance" (Husén & Postlethwaite, 1994 : 6022).

There are two characteristics of competent teachers. Firstly, competent teachers know what they are going to do in the teaching-learning situation. Secondly, while they are using their teaching skills, they know what is and what is not important. They are now responsible for what is happening. Although these teachers are considered as competent, they have not yet reached higher levels of proficiency. The proficient level will now be discussed.

2.4.3.4 **Stage 4 : Proficient level**

“Perhaps in about the fifth year, a modest number of teachers may move into the proficient stage of development, a stage at which intuition or know-how becomes prominent” (*Husén & Postlethwaite, 1994: 6020*). A teacher who has reached the proficient level has accumulated the wealth of experience in teaching. She approaches teaching problems in a holistic way. Her prediction about teaching events is more precise (*Husén & Postlethwaite, 1994 : 6022*). The last stage will now be discussed.

2.4.3.5 **Stage 5 : Expert level**

“... the expert might be categorized as often irrational. Experts have an intuitive grasp of the situation and seem to sense in an analytic and nondeliberative ways the appropriate response to be made. They show fluid performance ...” (*Husén & Postlethwaite, 1994 : 6022*). The performance of an expert is qualitatively different from that of a novice. Expert teachers act effortlessly and fluidly in their teaching. The teacher expertise will now be discussed.

2.4.4 **Teacher expertise**

There are different views of teacher expertise. *Airasian and Gullickson, (1994 : 195)* state that “Teacher expertise includes more than scientific/technical knowledge; it also includes social/experimental understandings garnered in classroom

settings. It is generally conceded that much of a teacher's expertise - some would say most - comes from real classroom experiences".

Agne; Greenwood and Miller, (1994 : 144) specify the following characteristics of expert teachers:

- superior teaching accomplishments;
- evidence of exceptional teaching preparation;
- outstanding service to community;
- outstanding service to profession;
- exceptional educational philosophy;
- unusual knowledge of educational issues and trends;
- evidence of a superior and highly effective personal teaching style;
- esteemed recognition of colleagues, administrators, parents, students and civic leaders for outstanding teaching.

Husén and Postlewaite, (1994 : 6023) state that"experts excel mainly in their own domain and in particular contexts. Almost every expert pedagogue has had extensive classroom experience. Expert teachers have reported that their expertise depends, in part, on knowing their students. Experts are more opportunistic and flexible in their teaching than are novices. Experts display a greater variety of application of sound principles of teaching than do novices. Experts seemed to have a fund of knowledge about the way students think ...".

What is said above clearly shows that a competent teacher is an expert teacher. This expert teacher has didactic expertise. The didactic expertise of the teacher is in turn fundamentally

influenced by an outstanding educational philosophy.

Having discussed the teacher expertise, aspects of didactic expertise will now be discussed.

2.4.5 Aspects of didactic expertise

2.4.5.1 **Teaching methods**

There are different types of teaching methods. *Duminy and Söhnge, (1989 : 57 - 83)* mention the following teaching methods: the telling method; the question-and-answer method; the discussion method; the textbook method; self-activity, problem-solving and the project method. The purpose of these methods of teaching is to facilitate and promote learning and communicating effectively with the learners.

Teaching methods should correspond with the subject matter and the aim of a lesson. The degree of difficulty of the subject matter requires different types of teaching methods. The aim of a lesson also dictates the teaching method that should be used in order to realize the aim. A competent teacher usually chooses the correct teaching method. If a teacher chooses a correct teaching method, teaching will be effective and learning will be successful.

2.4.5.1.1 **Methods of Cooperative learning**

One of the new trends in teaching method is

co-operative learning. Methods that are now commonly used are methods of cooperative learning. The purpose of these methods is to develop greater enthusiasm for learning. Pupils form small discussion groups. Cooperation among learners and between learners and teachers is very important. Methods of cooperative learning are more effective and they cause successful learning. Most competent teachers use methods of cooperative learning (*Hopkins & Steyn, 1995 : 18; Airasian & Gullickson, 1994 : 195*). Trust, acceptance and friendship will now be discussed.

2.4.5.2 ***Trust, Acceptance and Friendship***

The elements of trust, acceptance and friendship are fundamental for creating a classroom climate where pupils can strive for the realisation of their potential. A competent teacher will thus ensure that these conditions are present in the classroom as effective teaching and learning could be enhanced.

Professional development is the next aspect of the didactic expertise which will be discussed.

2.4.5.3 ***Professional development***

A teacher needs to develop. In order that teachers will be able to perform their duties efficiently and

effectively they must grow professionally, that is professional growth. Professional growth implies the development of teaching effectiveness and efficiency. It involves:

- the right attitude;
- commitment to professional etiquette;
- attending seminars, workshops and conferences;
- improving her academic and professional qualifications (*Thembele, 1986 : 3 - 7; Mwamwenda & Mwamwenda, 1994 : 47*).

If teachers develop professionally, they can carry out their work both professionally and competently. The subject matter will now be discussed.

2.4.5.4

Subject matter knowledge

The teacher should have a superior knowledge of subject matter (*Johnson, 1992 : 142; Ryan & Cooper, 1984*). The subject matter is one of the constituents of a didactic situation. In order that teachers will be able to teach effectively, they should have a superior knowledge of the subject matter. Knowledgeable teachers are expected to pass on this knowledge to learners. Knowledgeable teachers are expected to adapt "... the teaching material to meet pupil needs, and expanding the teaching to encompass material outside the narrow confines of syllabus" (*Burns, 1987 : 154*). What is discussed above is applicable to a competent teacher.

The pupil as one of the constituents of the didactic situation will now be discussed.

2.4.5.5 ***The pupil***

The pupil is one of the most important constituents of the didactic situation. The relationship between the pupil and teacher is prerequisite for successful teaching. The teacher should know the child, her development stage, abilities and background. If the teacher knows the child, she will try to make the subject matter meaningful to her.

Having discussed the pupil, the successful teaching will now be discussed.

2.4.5.6 ***Successful teaching***

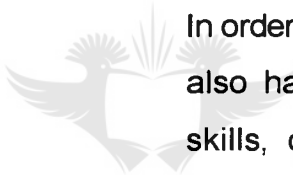
Successful teaching implies meaningful learning. Teaching without successful learning is considered by some educationalists as not actual teaching. These educationists believe that true teaching result in meaningful learning. The thinking of these educationists is based on success theories (*Burns, 1987 : 162*).

The teacher should always try to teach effectively,. This is possible if she takes into account all what has been discussed above under the didactic expertise.

Teaching skills will now be discussed.

2.4.5.7 **Teaching skills**

A teacher requires certain teaching skills in order to become an effective teacher. Knowledge of the subject matter does not guarantee that a teacher can become an effective teacher. The teacher should be able to diagnose student needs in order that she can be able to adapt the subject matter to fit students' needs. She should ask different kinds of questions so that both average and gifted students can benefit. The teacher should praise students for their good behaviour. She should always keep pupils involved. The teacher should use appropriate methods of instruction (*Ryan & Cooper, 1984 : 325 - 326*).



In order to become competent, the teacher should also have the following teaching skills: student skills, communication skills; organizational and administrative skills; technical skills; evaluation skills; classroom skills and acting skills (*Skinner, 1988 : 72 - 75*).

Having discussed the teaching skills, the supporting learning environment will now be discussed.

2.4.5.8 **Supportive learning environment**

Learners differ in their abilities. There are learners who quickly understand the subject matter and there are also learners who take a long time to understand the subject matter. The teacher is

expected to pay individual attention to slow learners. The teacher should create a supportive learning environment, that will help the slow learners to quickly understand the subject matter. (*Duminy & Söhnge, 1989 : 22*).

Having discussed the supportive learning environment, the synthesis will now be discussed.

2.5 **Synthesis**

The purpose of this research is to indicate how didactic expertise as an aspect of the teacher's educational foundation can contribute towards teacher competence. More so, it is probably the most vital aspect of all.

Didactic expertise consists of teaching methods or methods of instruction; classroom control; care; acceptance and trust; subject matter knowledge; and didactic principles or teaching principles (*Duminy & Söhnge, 1989*).

Didactic expertise plays an important role in effective teaching. A competent teacher is effective in her teaching. When a competent teacher prepares a lesson, she takes into account the didactic principles. A competent teacher chooses an appropriate method of instruction in order to teach effectively. She adapts the subject matter to meet the pupil needs and takes into account the important information which is outside the confines of the syllabus (*Burns, 1987 : 154*).

A teacher lacking in didactic expertise is an ineffective teacher and cannot be considered as being competent. This clearly shows that didactic expertise is probably the most vital aspect of the educational foundation. The didactic expertise forms the ground or base of teacher

competence.

Didactic expertise enhances teacher competence. Competent teachers are qualitatively different from just ordinary teachers. This difference is probably the result of the didactic expertise. It is clear that every teacher should strive to become an expert in teaching. An expert teacher is a competent teacher.

Having discussed the synthesis, conclusion will now be considered.

2.6 **Conclusion**

In this chapter, we reviewed literature on teacher competence with respect to educational foundation and specifically didactic expertise. In conclusion, the didactic expertise is the fundamental aspect of teacher competence.



CHAPTER 3

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 didactic expertise as an aspect of the teacher's educational foundation: implication for the management of 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;
- Educational foundation;
- Teacher reflection;
- Cooperative ability;
- Effectiveness; and
- Leadership.

Subsequently, groups of students were assigned to investigate each of the above constructs of teacher competence in greater

detail. This resulted in the design of 108 questions designed to obtain the perceptions of the members of the teaching profession as to how often they demonstrated certain behaviours.

Although this particular research paper deals with didactic expertise as an aspect of the educational foundation, all questions formulated by this group are represented in Table 3.1. The questions relevant to didactic expertise are indicated by means of an asterisk.



TABLE 3.1**ITEMS ASSOCIATED WITH TEACHER'S EDUCATIONAL FOUNDATION**

ITEM No	DESCRIPTION	MEAN SCORE	S.D.	RANK ORDER
B77	Instill a sense of self-motivation and self-discipline in pupils.	4,30	0,94	6
B105	Develops pupils ability to be tolerant of one another.	4,25	0,95	9
B76	Act as a role model for pupils by displaying conduct of the highest ethical standards.	4,24	1,00	12
B49	Attempt to relate the content of their subject matter to present and future concerns of pupils	4,16	1,00	27
B61	Attempt to prepare pupils to fulfil a meaningful role in society.	4,14	1,01	31
B31*	Use questioning techniques to stimulate pupils to think.	4,14	1,00	32
B4*	Show their subject expertise by using effective learning strategies.	3,97	1,02	47
B24*	Display attitudes that foster learning amongst their pupils.	3,91	1,07	57
B87	Develop their pupils abilities to adjust and relate to one's environment.	3,91	1,04	58
B11*	Have effective strategies to manage disruptive pupil behaviour.	3,81	1,10	65
B20*	Show a repertoire of teaching skills that facilitate learning.	3,78	1,04	68
B98	Develop their pupils ability to appreciate and admire literature and the arts.	3,60	1,41	82
B12	Inform parents about the value of independent learning.	3,39	1,27	93

* = *Items involved with didactic expertise as an aspect of teacher's educational foundation.*

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

3.2.2 Discussion of didactic expertise as an aspect of teacher's educational foundation

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:

- ***Show your subject expertise by using effective learning strategies?***

Subject expertise is very important for a competent teacher. A competent teacher should always show subject expertise. In order that the teacher can be able to teach effectively, he/she should have knowledge of the subject matter, compare 2.4.5.4. A competent teacher with her subject expertise requires effective strategies or teaching methods to impart subject matter to the pupils (see sections 2.4.5.1 and 2.4.5.1.1).

The rank order of this question is 47 under the educational foundation. The mean score of 3,97 also clearly shows that this question is regarded as an important question in respect of teacher competence. A competent teacher is thus expected to show subject expertise.

- ***Show a repertoire of teaching skills that facilitate learning?***

A repertoire of teaching skills that facilitate learning is very important for a competent teacher. A competent teacher is

required to possess teaching skills that are effective in imparting knowledge. These skills should encourage effective learning (see section 2.4.5.7; 2.4.1 and 2.4.3.3). Knowledge of the subject matter does not guarantee that a teacher can become an effective teacher. A teacher needs a repertoire of teaching skills that facilitate learning. Effective learning by pupils occurs when the teacher uses effective teaching skills. The rank order of this question is 68 under educational foundation. This question is regarded as important by the respondents.

- ***Display attitudes that foster learning amongst pupils?***

A competent teacher should display abilities that foster learning amongst pupils. Attitudes play an important role in promoting effective learning. The relationship between a teacher and pupils is greatly affected by the attitudes that are displayed by the teacher. Positive attitudes create a conducive atmosphere for meaningful learning. A competent teacher always displays positive attitudes (see section 2.3.4 and 2.4.1). The rank order of this question is 57 under educational foundation. This clearly shows that this question is regarded as an important question with regard to teacher competence.

- ***Use questioning techniques to stimulate pupils to think?***

A competent teacher should use questioning techniques to stimulate pupils to think. Pupils of this new era need to be trained to think critically and independently. In order to train pupils to think critically and independently, a competent teacher should use questioning techniques. Questioning techniques

provoke the thinking of pupils because pupils will then be forced to seek more information, as a result successful learning will take place (see section 2.4.5.7). The rank order of this question is 32 under educational foundation. This clearly shows that this question is regarded as the most important by respondents with regard to the didactic expertise of teacher competence.

- ***Use effective strategies to manage disruptive pupil behaviour?***

Successful teaching and learning cannot take place in a chaotic situation. A competent teacher should use effective strategies to manage disruptive pupil behaviour. Effective strategies create order in the classroom, as a result, there will be effective teaching and successful learning (see 2.4.5.6). The rank order of this question is 65 under educational foundation. This question is regarded as least important by respondents with regard to the didactic expertise of teacher competence. Disruptive pupil behaviour is probably more relevant to classroom management, than to didactic expertise.

Having discussed each of the questions on didactic expertise as an aspect of the teacher's educational foundation, 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 qualifications, province in which you are presently teaching, religion, primary or secondary school, mother tongue, gender of the principal of your school, attendance of pupils, attendance of teachers and image of your school.

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

3.3.3 **The Research group**

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

Principals were approached in order to obtain their cooperation. The questionnaires were handed to the principals by members 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 on teacher competence, relevant to the questionnaires:

- **Teacher competence**

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

The questionnaires were now sent to the Statistical Consulting Service of the Rand Afrikaans University where data was transcribed and processed.

3.4 Summary

In this chapter, a description of the empirical investigation was provided. The items involved in the didactic expertise were discussed. 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 4

The analysis and interpretation of a selected sample of the empirical data

4.1 Introduction

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

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

4.2 Reliability and validity

To ensure content validity the questions were designed within the framework of the relevant theory using the eight constructs described by *Van der Merwe and Grobler (1995)*. Several experts in the research field from the Department of Educational Sciences and from the Statistical Consulting Service 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 principle component analysis (PCA1) followed by a principle factor analysis (PFA1). These procedures were performed using the BMDP 4M program (*Dixon, Brown, Engelman, Frane, Hill, 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 doblomin rotation. No items were rejected.

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 thus serve as a basis for evaluating teacher competence in the form of educative competence and collaborative competence.

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

4.3 Hypotheses

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

4.3.1 Comparison of two independent groups

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

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

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

TABLE 4.1

Composite hypotheses with male and female principals as the independent variable

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Principal	HoT	There is no statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together	Hotelling T ²
		HaT	There is a statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together.	
Differences at the single variate level	Principal	Hot	There is no statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely:	Student t-test
		Hot1	Educative competence	
		Hot2	Collaborative competence	
		Hat	There is a statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely:	
		Hat1	Educative competence	
		Hat2	Collaborative competence	

TABLE 4.2

Significance of difference between male and female principals regarding the following factors

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

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

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

In respect of differences at the single variable level between the two groups the average scale score of the female principals is significantly higher than that of the males in respect of collaborative competence only ($p = 0,0024$). Thus H_{01} is accepted because there is no significant difference between the two groups relative to educative competence. However, H_{02} is rejected in favour of H_{a2} . Female principals are thus statistically significantly more collaborative than their male counterparts - hardly an unexpected result!

4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups multivariate differences are investigated by means of MANOVA (multivariate analysis of variance) in respect of educative and collaborative competence considered together. The vector mean scores are compared and should any difference be revealed at this level then ANOVA (analysis of variance) and the Scheffé tests are used to investigate this difference at the single variable level.

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

4.3.2.1 ***Differences between the various qualification groupings in respect of educative and collaborative competence:***



TABLE 4.3
Composite hypotheses with qualification groupings as the independent variable

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Qualification	HoM	There is no statistical significant difference between the vector mean scores for the four qualification groupings taken together	MANOVA
		HaM	There is a statistical significant difference between the vector mean scores for the four qualification groupings taken together.	
Differences at the single variable level	Qualification	HoA	The average scale scores of the four qualification groupings do not differ in a statistical significant way from one another in respect of the following factors taken separately, namely:	ANOVA
		HoA 1	Educative competence	
		HoA 2	Collaborative competence	
		HaA	The average scale scores of the four qualification groupings do differ in a statistical significant way from one another in respect of the following factors taken separately, namely:	
		HaA1	Educative competence	
		HaA2	Collaborative competence	
	HoS	There is no statistical significant difference between the average scale scores of the four qualification groupings compared pair-wise in respect of the following factors, namely:	Scheffé	

FACTORS			PAIRS OF QUALIFICATION GROUPS					
			AvsB	AvsC	AvsD	BvsC	BvsD	CvsD
EDUCATIVE COMPETENCE			HoS.AB1	HoS.AC1	HoS.AD1	HoS.BC1	HoS.BD1	HoS.CD1
COLLABORATIVE COMPETENCE			HoS.AB2	HoS.AC2	HoS.AD2	HoS.BC2	HoS.BD2	HoS.CD2
Differences at the single variable level	Qualifications	HaS	There are statistical significant differences between the average scale scores of the four qualification groupings when compared pair-wise in respect of the following factors, namely:					
FACTORS			PAIRS OF GROUPS					
			AvsB	AvsC	AvsD	BvsC	BvsD	CvsD
EDUCATIVE COMPETENCE			HaS.AB1	HaS.AC1	HaS.AD1	HaS.BC1	HaS.BD1	HaS.CD1
COLLABORATIVE COMPETENCE			HaS.AB2	HaS.AC2	HaS.AD2	HaS.BC2	HaS.BD2	HaS.CD2

TABLE 4.4

Significance of difference between the qualification groupings in respect of the following factors:

FACTORS	GROUP	Factor Average	P-Value (Manova)	P-Value (Anova)	SCHEFFÉ					
					A - B	A - C	A - D	B - C	B - D	C - D
F1 Educative Competence	A	297,93		**0,0000	**	**	**			
	B	324,44								
	C	331,38								
	D	332,30								
F1 Collaborative Competence	A	89,17	**0,0000	**0,0000						*
	B	87,55								
	C	89,28								
	D	83,48								

A = 155 Std 10 & Diploma
 B = 441 Teacher Diploma
 C = 273 Diploma & Degree
 D = 243 Degree Plus

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

Using tables 4.3 and 4.4, it follows that the HoM is rejected at the 1% level of significance. A statistical significant difference thus exists between the vector mean scores of the four qualification groups taken

together.

On the single variable level, the deduction can be made that there is a statistical significant difference between the average scale scores of the four qualification groupings A, B, C and D in respect of both educative and collaborative competence. The null hypotheses HoA1 and HoA2 are thus rejected in favour of the alternative hypotheses HaA1 and HaA2.

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

There is a statistical significant difference at 1% level between the four qualification groups A, B, C and D in respect of educative competence. HoS.AB1; HoS.AC1 and HoS.AD1 can be rejected in favour of HaS.AB1, HaS.AC1 and HaS.AD1.

Teachers with a qualification lower than Std 10, Std 10 or a diploma have a significantly lower average score than the other three qualifications groups. It does suggest that teachers with higher qualifications perceive themselves as more educatively competent than teachers with lower educational qualifications.

There is a statistical significant difference at 5% level between the four qualification groups A, B, C and D in respect of collaborative competence. HoS.CD2 is thus rejected in favour of HaS.CD2. It thus appears that teachers with post-graduate qualifications are less collaboratively competent than teachers with degrees at the 5% level of significance. This could be due to individualistic inclination of people with post graduation qualifications.

Significant statistical differences were also found between most of the other independent groups investigated. However, due to the limits in length imposed by the research essay, these differences are summarised in Table 4.5 followed by a brief discussion only.



TABLE 4.5

Mean scores of some of the independent groups in respect of educative and collaborative competence

NAME	CATEGORY	MEAN SCORES	
		F1	F2
Gender	Men	325.73	86.18
	Women	323.54	87.76
School Type	Primary	322.61	89.23**
	Secondary	326.62	84.28**
Post Level	Teachers	320.11**	85.65**
	Teachers with Merit Awards	325.16	88.74
	Heads of Departments	340.22**	91.62**
	Higher Promotion Posts	334.32	92.84**
Highest Qualification	Lower Std 10; Std 10; Diploma	297.93**	89.17
	Teachers Diploma	324.44**	87.55
	Diploma; Degree	331.38**	89.28**
	Degree Plus	332.30**	83.48**
Province	Gauteng	327.19**	87.14
	KwaZulu	*312.44**	88.08
	Other	*328.30	86.91
Home Language	Afrikaans	338.97**	83.84*
	English	*330.48	**83.54
	Sotho	320.52*	**90.58*
	Nguni	*316.72**	**89.50*
	Indian	335.70	88.46
Attendance of Pupils	Good	323.96	88.17
	Average	325.03	88.09*
	Poor	317.06	80.74*
Attendance of Teachers	Good	324.65	88.07*
	Average	324.66	87.26
	Poor	314.13	80.29*
Image of School	Excellent	326.89	86.83
	Good	325.12	89.10*
	Average	320.06	85.35
	Disturbing	318.27	80.76*

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

4.4 **Brief discussion of the differences in the factor mean scores in table 4.5**

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

4.4.1 **Educative competence**

- ***Gender***

According to the factor mean scores males perceive themselves to be slightly more educatively competent than do women.

- ***School type***

Secondary school teachers have a slightly higher factor mean score than do primary teachers. Secondary school teachers tend to be subject specialists and are thus likely to perceive themselves as being more educatively competent than primary school teachers.

- ***Post level***

Heads of department have the higher factor average and differ statistically significantly at the 1% level in their factor mean scores from teachers. Heads of Department are appointed to these posts because of subject expertise and one would expect them to be more educatively

competent than teachers. It is interesting to note that heads of department even have a higher factor mean than teachers in promotion posts above that of the head of department.

- ***Educational qualifications***

Educators with an honours degree or higher qualifications 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 least educatively competent. The higher the qualification, the better the perception of educative competence.

- ***Province***

Educators from KwaZulu Natal have the lowest factor means score and this score differs from Gauteng educators at the 1% level of statistical significance and from educators from the other provinces at the 5% level. Many of the schools in KwaZulu Natal are in rural areas and the teachers at these schools are often not well qualified and hence they perceive their educative competence to be lower than those from urban schools. Factors such as 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 factor mean score and differ from Nguni speaking people at the 5% level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers. Teachers who have Indian dialects such as Gujarati and Urdu as home language also have a higher factor mean and thus also believe that they are educative competent relative to the other groups. The fact that there was no statistically significant differences between Indian-speakers and other group was probably due to the small number of Indian-speakers sampled.

- ***Attendance of pupils***

Teachers who perceive the attendance of pupils at their school to be average and good have the higher factor mean scores. Teachers who have the perception that pupil attendance at their school is poor also have the lowest factor mean score and hence the lowest perceived educatively competence.

- ***Attendance of teachers***

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

- ***Image of the school***

The factor mean scores seem to indicate a direct link between teachers perception of the image of their school and their educative competence. The higher the factor mean score, the better the teachers perception of the image of their school. Teachers with the perception that the image of their school is disturbing also perceive themselves to be the least educatively competent.

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

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

4.4.2 Collaborative competence

- ***Gender***

Women perceive themselves to be slightly more collaboratively competent than do men.

- ***School type***

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

- ***Post level***

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

- ***Highest qualification***

Educators with a degree and a teachers diploma differ in their factor mean scores at the 5% level of statistical significance from educators who have an honours degree

and higher qualification. The higher the educational qualification the lower the collaborative competence. Teachers who are well qualified are usually innovative, autonomous and individualistic and probably do not need to be as participative as teachers with lower qualifications.

- ***Province***

Educators from KwaZulu-Natal are more collaborative than educators from Gauteng and other provinces. This can be due to the fact that most schools in KwaZulu-Natal are in rural areas where most teachers have lower qualifications than urban area teachers. It has been established that teachers with lower qualifications are more collaboratively competent than teachers with higher qualifications.

- ***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 perceptible characteristics known as collective consciousness which derives from common experience and contrasts with its opposite pole known as individualistic consciousness which is generally operative in the context of the white

population groups. The Indian speaking people also have a high factor mean score indicating that they also perceive themselves to be collaboratively competent relative to the other groups.

- ***Attendance of pupils***

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

- ***Attendance of teachers***

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

- ***Image of the school***

Teachers with the perception that the image of their

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

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

The discussion of the difference 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 108 items to just two factors, namely:

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

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

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

From the research conducted it can be concluded that teacher competence revolves around the constructs of educative and collaborative competence. Both of these constructs were shown to have construct validity and high reliability and could thus serve as a basis for measuring and developing the educative and collaborative competence of teachers.

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



CHAPTER 5

5.1 Introduction

The main aim of the research was to investigate didactic expertise as an aspect of a teacher's educational foundation: implications for the management of teacher competence. The specific aim of this research essay was to determine which components are involved in didactic expertise. How can didactic expertise enhance teacher competence and improve teaching effectiveness?

Researching didactic expertise as an aspect of the teacher's educational foundation was very important because didactic expertise is one of the most important components of teacher competence. The present South African education system stresses the importance of teacher competence rather than impressive lists of high qualifications of teachers. Due to the fact that teacher competence is so vital for the present system of education it was necessary to investigate the didactic expertise of teachers because it (didactic expertise) has an influence on teacher competence. An effective education system requires that teachers should possess didactic expertise in order to become competent teachers. What is said above clearly shows that the researching of didactic expertise of teachers is vital for an effective education system in South Africa.

In this chapter a summary of the whole research will be made. Important literature and empirical findings and conclusions will be made.

In conclusion, this chapter establishes if and to what extent the research questions have been answered.

Having made an introductory orientation, a summary of the whole

research project will be given.

5.2 **Summary**

Chapter one is the introductory chapter that outlines the problem to be investigated and formulates the aims of the research. The general aim of this research project is to investigate the components of teacher competence and how these aspects can enhance teaching effectiveness. The specific aim of this research essay is to determine which components are involved in didactic expertise.

The method of research (research methodology) was discussed and important concepts were clarified and defined. In conclusion, the layout or order of discussion was provided,

In chapter two a literature review was given. Chapter two focused on teacher competence, teacher effectiveness and teacher performance appraisal. The teacher's educational foundation was discussed. Components of didactic expertise such as expertise and experience, didactics, a developmental model of pedagogical expertise, teacher expertise and aspects of didactic expertise were discussed. In conclusion, a synthesis of aspects of didactic expertise was provided.

In chapter three the instrument of research, items associated with the teacher's educational foundation and a discussion of didactic expertise as an aspect of the teacher's educational foundation were discussed. An in-depth exposition of the empirical investigation was made. Respondents were chosen from the various levels of the teaching profession. Questionnaires were distributed to members of the teaching profession especially in Gauteng and KwaZulu-Natal. Questionnaires that were handed out were 1500. Returned-usable questionnaires were 1112, which is 74,13%.

The analysis and interpretation of empirical data was discussed in chapter four. The validity and reliability of the research instrument was established. The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on 108 items. Hypotheses were formulated in respect of all the independent groups.

Different tables were shown in chapter four. Table 4.1 showed composite hypotheses with male and female principals as the independent variable. Table 4.2 showed the significance of difference between male and female principals regarding the factors of educative competence and collaborative competence. Table 4.3 showed composite hypotheses with qualifications groupings as the independent variable. Table 4.4 showed significance of difference between the qualifications groupings in respect of educative competence and collaborative competence. Table 4.5 showed mean scores of some of the independent groups in respect of educative and collaborative competence.

Having given a summary of the whole research project, important literature and empirical findings will be established.

5.3 Important findings

5.3.1 Findings from the literature in respect of didactic expertise as an aspect of teacher's educational foundation: implication for the management of teachers competence.

- Teacher's educational foundation as an influence on teacher competence (see 2.1 page 8).

- The teacher's philosophy about education influences her didactic expertise. The relationship among teacher competence, educational foundation and didactic expertise clearly shows the importance of didactic expertise as a fundamental aspect of the teacher's educational foundation (see 2.1. p.9).
- A competent teacher is a teacher who possesses two kinds of knowledge namely, knowledge of the subject matter and professional knowledge (see 2.2.2 p.11).
- A competent teacher strives to meet academic goals, structures activities carefully and explicitly, covers content thoroughly, does a great deal of practice and review, explains concepts and procedures, monitors classroom progress, gives and checks homework regularly and holds students accountable (see 2.2.2. p.11).
- The effective teacher builds or establishes positive relationships (good relationships) among pupils, makes use of a child centred approach in teaching and transcends the constraints of the syllabus (see 2.2.3. p 11).
- A competent teacher is one who enables the pupil to perform the tasks of learning successfully (see 2.2.4 p.12).
- Teacher competence implies teacher performance appraisal. Clearly defined performance criteria and effective means for evaluating teacher fulfilment of these

criteria can help ensure competent teachers; competent teachers are a key element of effective schools (see 2.2.4 p.12).

- Teacher appraisal should aim at promoting optimum performance by teachers. This stresses the importance of appraising the didactic expertise of a teacher (see 2.2.5 p.12).
- A competent teacher is always interested in improvements. He/she makes sure that he/she builds connections between teaching philosophy and actual methods and outcomes (see 2.3.4. p.14).
- A competent teacher needs theoretical knowledge about learning and pupils' behaviour. She can find this theoretical knowledge from educational theory (foundations of education)(see 2.3.5 p.15). This clearly shows the importance of didactic expertise as an important aspect of a teacher's educational foundation.
- The competent teacher establishes the relationship between the aim and the subject matter. She selects the subject matter being guided by the aim because the aim plays an important role in selecting the subject matter. The purpose of subject matter is to achieve a certain aim (see 2.3.6.2 p.16)
- A competent teacher acquires expertise through teaching experience. She has special teaching skills, knowledge and attitudes (see 2.4.1 p.18).

- There are two characteristics of competent teachers. Firstly, competent teachers know what they are going to do in the teaching-learning situation. Secondly, while they are using their teaching skills, they know what is and what is not important (see 2.4.3.3 p.22).
- Teacher expertise includes more than scientific/technical knowledge; it also includes social/experimental understandings garnered in classroom settings. It is generally conceded that much of a teacher's expertise - some would say most - comes from real classroom experiences (see 2.4.4 p.23).
- Didactic expertise consists of teaching methods or methods of instruction; classroom control; care, acceptance and trust; subject matter knowledge; didactic principles or teaching principles (see 2.5 p.30).

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-reliability coefficient 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 and 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.

- In respect of items involved with didactic expertise as an aspect of teacher's educational foundation mean scores that were obtained range between 4,14 and 3,78 (see Table 3.1 p.33). These mean scores indicate the importance of didactic expertise as an aspect of the teacher's educational foundation.

5.4 Recommendations

The main aim of this research project was an investigation into the importance of didactic expertise as an aspect of the teacher's educational foundation: implication for 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 Competent teachers should use their didactic expertise to improve their teaching effectiveness. Didactic expertise is an important component of teacher competence.
- 5.4.2 Teachers should have a clearly defined philosophy about education because a competent teacher builds effective teaching on a sound bedrock of a philosophy of life.
- 5.4.3 Competent teachers should possess two kinds of knowledge: knowledge of subject matter and professional knowledge.
- 5.4.4 In order to become competent, teachers should strive to meet academic goals, structure activities carefully and explicitly, cover content thoroughly, do a great deal of practice and review, explain concepts and procedures, monitor classroom progress, give and check homework regularly and hold students accountable for their performance.
- 5.4.5 Competent teachers should build or establish positive relationships/good relationships among pupils, make use of a child centred approach in teaching and transcend the constraints of the syllabus.
- 5.4.6 Competent teachers should enable the pupils to perform the tasks of learning successfully.
- 5.4.7 The performance of teachers should be regularly appraised with the aim of improving teaching effectiveness.
- 5.4.8 Competent teachers should strive to acquire more theoretical knowledge about learning and pupils' behaviour. Theoretical

knowledge is a part of didactic expertise.

5.4.9 Competent teachers should establish the relationship between the aim and the subject matter. The subject matter should be guided by the aim because the aim plays an importance role in the selection of the subject matter.

5.4.10 The importance of real (practical) classroom experience should be stressed to teachers. It is generally conceded that much of a teacher's expertise comes from real classroom experience.

Recommendation 2

5.4.11 *Educative competence as an aspect of teacher*

competence

Educative competence is an important aspect of teacher competence and it should be included in any future teacher appraisal system. A teacher appraisal instrument establishes whether the teacher is competent or not. The aim of an evaluation instrument should be appraising the quality of teaching to ensure the realisation of educational objectives. Teacher appraisal should aim at promoting optimum performance by teachers. This clearly shows that there is a relationship between teacher appraisal and teacher competence.

Educative competence consists of the creation of an effective learning environment, professional commitment, creation or order and discipline, an ethical educational foundation, the ability to reflect on teaching practice, cooperative ability, effectiveness and leadership qualities.

- Female teachers should be encouraged to perceive themselves as more educatively competent. This could improve their perception of their educative competence.
- Primary school teachers should attempt to improve their educational qualifications as this will improve their perception of their educative competence.
- Attendance of pupils and teachers, and image of the school should be improved in order to develop teachers to become educative competent.

Recommendation 3

5.4.12 *Collaborative competence should be part of the educational framework of any competent teacher*

A competent teacher should have a sound educational foundation. Decisions with regard to improving teaching and learning should be based on a sound educational framework. This clearly shows that didactic expertise is an important aspect of a teachers educational foundation. Didactic expertise implies collaborative competence. Teacher competence can be improved if teacher collaboration is improved.

The following recommendations with regard to collaborative competence are made:

- Principals should make every effort to enhance

their collaborative competence because experience is very important in the management of teacher competence.

- Collaborative situations at secondary schools should be created in order to develop collaborative competence.
- Teachers on post level one should be exposed to different management functions so that they can acquire management experience.
- Mutual respect, shared work values, cooperation and specific conversations about teaching and learning should be established among teachers and between teachers and principals in order to develop collaborative competence.
- Open communications, trust, support, learning on the job, getting results and job satisfaction should be established in order to develop collaborative competence.

Recommendation 4

Topics for further discussion

Due to the fact that this is a research essay, there are certain aspects which deserve to be researched in greater detail. These topics are as follows;

- Management of teacher effectiveness (see 2.2.3 p.10).
- Teacher performance appraisal and teacher competence (see 2.2.5 p.12).
- Theoretical knowledge and the effective teacher (see 2.3.5 p.15).
- Expertise and experience (see 2.4.1 p.18).
- The developmental model of pedagogical expertise and the competent teacher (see 2.4.3 p.21).

5.5 Conclusion

The objectives of this study have been met. The importance of teacher competence in the present education system has been established. The essence of teacher competence has been determined. From the research conducted it can be concluded that teacher competence revolves around the constructs of educative and collaborative competence.

Findings of this research could serve to enhance teacher competence in South Africa. The present South African education system emphasises the importance of teacher competence rather than higher educational qualifications. This research has established that teacher competence consists of educative competence and collaborative competence. This will enable education authorities to make every effort to develop both educative and collaborative competences in teachers.

Teacher competence implies a teacher appraisal system. The national department of education is in the process of establishing a new teacher appraisal instrument. This research could be of great assistance to the

department because research findings state that both the constructs of educative and collaborative competence have a validity and high reliability and could thus serve as a basis for measuring and developing the educative and collaborative competence of teachers.



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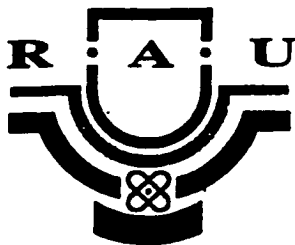
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Dear Madam/Sir

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...

TC/BERG

1.

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

SECTION A - PERSONAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your Gender?

If you are a male then circle as follows:

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

1. GENDER

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

(6)

2. YOUR PRESENT POST LEVEL

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

(7)

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

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

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

(e.g. five years:) (10-11)

5. YOUR HIGHEST EDUCATIONAL QUALIFICATION

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

(12)

6. PROVINCE (In which you are presently teaching)

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

(13)

7. WHICH IS YOUR RELIGIOUS COMMITMENT?

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

(14)

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

Primary school (Grade 1 to Std.5).....	1	(15)
Secondary school (Std.6 to Std.10).....	2	

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

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

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

Male.....	1	(18)
Female.....	2	

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

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

(19)

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

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

(20)

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

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

(21)

SECTION B

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

Give your opinion on a 5 point scale where:

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

EXAMPLE

In your opinion **how often** do you:

Effectively use available teaching time?

very seldom

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

 very often

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

IN YOUR OPINION HOW OFTEN DO YOU:

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

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

 very often (22)
2. Use a variety of resources in order to enhance the relevance of the lesson?
 very seldom

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

 very often (23)
3. Ensure that respect for each other is entrenched in your disciplinary actions?
 very seldom

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

 very often (24)
4. Show your subject expertise by using effective learning strategies?
 very seldom

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

 very often (25)
5. Complete a given quantity of work in a specific period of time as specified in a scheme of work?
 very seldom

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

 very often (26)
6. Critically examine any educational reform before accepting or rejecting it?
 very seldom

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

 very often (27)
7. Use clear instructions so that pupils very often know what, when and how work is to be done?
 very seldom

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

 very often (28)
8. Keep up to date with new developments in your subject field by attending courses and seminars?
 very seldom

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

 very often (29)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

 very often (30)
10. Attempt to make pupils realise that education is something you acquire for yourself?
 very seldom

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

 very often (31)
11. Have effective strategies in order to manage disruptive pupil behaviour?
 very seldom

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

 very often (32)
12. Inform parents about the value of independent learning?
 very seldom

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

 very often (33)
13. Encourage teachers to work together in order to achieve a common goal?
 very seldom

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

 very often (34)
14. Make use of a variety of techniques in order to explain difficult concepts?
 very seldom

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

 very often (35)
15. Analyze complex information so that it could be presented to the pupils in an understandable way?
 very seldom

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

 very often (36)
16. Formulate valid and reliable tests to assess pupil progress?
 very seldom

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

 very often (37)
17. Effectively use available teaching time?
 very seldom

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

 very often (38)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 very often (47)

IN YOUR OPINION HOW OFTEN DO YOU :

27. Create opportunities for pupil participation during lessons?

very seldom

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

 very often (48)

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

very seldom

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

 very often (49)

29. Create a climate which is conducive to learning?

very seldom

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

 very often (50)

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

very seldom

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

 very often (51)

31. Use questioning techniques which stimulate pupils to THINK?

very seldom

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

 very often (52)

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

very seldom

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

 very often (53)

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

very seldom

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

 very often (54)

34. Set achievable instructional goals?

very seldom

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

 very often (55)

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

very seldom

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

 very often (56)

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

very seldom

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

 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

 very often (58)
38. Reflect on some of your teaching methods during the lesson?
 very seldom

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

 very often (59)
39. Allow parents with special skills to assist in the organisation of school matters?
 very seldom

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

 very often (60)
40. Assist pupils in applying knowledge gained to actual problems experienced in society?
 very seldom

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

 very often (61)
41. Use tact when resolving problems where different cultural groups are involved?
 very seldom

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

 very often (62)
42. Demonstrate assertiveness when communicating with parents?
 very seldom

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

 very often (63)
43. Use questions that vary in difficulty in order to cater for the different abilities of pupils?
 very seldom

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

 very often (64)
44. Make use of a diary to plan your use of time effectively?
 very seldom

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

 very often (65)
45. Organise various symposiums aimed at professional development?
 very seldom

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

 very often (66)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

 very often (67)
47. Manage your learning environment by using rules and routines?
 very seldom

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

 very often (68)
48. Maintain an orderly yet relaxed classroom climate?
 very seldom

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

 very often (69)
49. Attempt to relate the content of your subject to the present and future concerns of pupils?
 very seldom

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

 very often (70)
50. Involve students in the actual planning of certain lessons?
 very seldom

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

 very often (71)
51. Encourage parents to assist their children with the learning process?
 very seldom

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

 very often (72)
52. Give careful consideration to the various ability levels of your pupils when planning lessons?
 very seldom

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

 very often (73)
53. Treat pupils with dignity and respect by means of caring acts such as recognition and personal thank you's?
 very seldom

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

 very often (74)
54. Show assertiveness when communicating with pupils?
 very seldom

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

 very often (75)

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

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (6)

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

very seldom

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

 very often (7)

57. Actively involve the children in the lesson?

very seldom

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

 very often (8)

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

very seldom

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

 very often (9)

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

very seldom

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

 very often (10)

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

very seldom

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

 very often (11)

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

very seldom

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

 very often (12)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

 very often (16)
66. Act as a mediator in conflict situations such as teacher strikes?
 very seldom

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

 very often (17)
67. Keep careful records of pupil progress to determine your understanding of essential skills?
 very seldom

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

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

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

 very often (19)
69. Have the tenacity not only to listen to pupils problems but also to do something about it?
 very seldom

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

 very often (20)
70. Believe that your teaching really does make a difference in the performance of pupils?
 very seldom

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

 very often (21)

IN YOUR OPINION HOW OFTEN DO YOU :

71. Give unceasing support in order to motivate pupils?
 very seldom

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

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

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

 very often (23)
73. Take a pride in your work by doing it to the best of your ability?
 very seldom

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

 very often (24)
74. Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils?
 very seldom

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

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

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

 very often (26)
76. Act as a role model for pupils by displaying conduct of the highest ethical standards?
 very seldom

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

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

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

 very often (28)
78. Resist methodologies forced upon you before having had the opportunity to review such methods?
 very seldom

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

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

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

 very often (30)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

 . very often (31)
81. Make up for teaching time lost due to work stoppages?
 very seldom

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

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

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

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

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

 very often (34)
84. Strive to inspire pupils to high levels of achievement?
 very seldom

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

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

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

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

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

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

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

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

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

 very often (39)

IN YOUR OPINION HOW OFTEN DO YOU :

89. Acknowledge that problems often have many solutions?

very seldom

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

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 co-operation?

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)

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)

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.



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