

**EMPOWERMENT AS AN ASPECT OF LEADERSHIP:
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE**

BY

DHANA LATCHMEE NAIDOO

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SINOPSIS

Hoofstuk Een is gemoeid met die definering van die probleem, die uiteensetting van die algemene en spesifieke doelstellings van die navorsing, die metodologie van die navorsing en 'n uiteensetting van sekere begrippe wat gebruik word in die studie.

Hoofstuk Twee fokus op die literatuuroorsig van die onderwerp van die studie, naamlik: **BEMAGTIGING AS 'N LEIERSKAPASPEK: IMPLIKASIE VIR DIE BESTUUR VAN ONDERWYSBEVOEGDHEID**, met spesiale verwysing na:

- * Die aard en essensie van die bevoegdheid wat geassosieer word met bemagtiging; en
- * Leierskap wat onderwysers bemagtig.

Volgens die literatuurstudie is belangrike komponente van onderwysersbemagtiging kennis en bemeestering van bevoegdheidstegnieke. Hierdie komponente bemagtig onderwysers om hul profesie met vertroue en outoriteit voort te sit (kyk 2.2 bl. 15).

Navorsing het getoon dat leierskap nie langer gesentraliseer is nie. Dit word uitgebrei na en word gedeel deur die personeel. Goeie leiers sal altyd die belangrikheid van samewerking, raadpleging en deelneming beklemtoon. Volgens die literatuurstudie is die leierskap wat van toepassing is om onderwysers te bemagtig:

- Leierskap van Bemagtiging (kyk 2.3 bl. 18)
- Leierskap van Verandering (kyk 2.4 bl. 19) en
- Samewerkings- en Spanleierskap (kyk 2.5 bl 20).

Die ontwerp van die navorsingsprojek word in Hoofstuk Drie verduidelik tesame met 'n bespreking van die betrokke items met bemagtiging as 'n aspek van leierskap. Al die vrae wat betrekking het op die leierskap van bemagtiging, het gemiddelde tellings tussen 2,88 en 4,05 gelewer.

Die analise, interpretasie en bespreking van die empiriese data word in Hoofstuk Vier bespreek. Biografiese aspekte, wat moontlik onderwysersbevoegdheid kon beïnvloed, was gebruik om betekenisvolle verskille tussen onafhanklike groepe te ondersoek. Hierdie aspekte was ingesluit in 'n vraelys in die vorm van vrae wat gepoog het om die persepsies van onderwysers van hul waargenome vlak van bevoegdheid te ondersoek.

Ten slotte is 'n faktoranalise gedoen wat opgevolg is deur 'n reeks van enkelveranderlike en meerveranderlike statistiese toetse om die verskillende hipoteses aangaande onderwyserspersepsies met betrekking tot twee faktore naamlik opvoedkundige bevoegdheid en samewerkingsbevoegdheid te toets.

Die Hotellings T^2 -toets was gebruik om die verskil in die vektor gemiddelde tellings van die twee faktore gesamentlik te ondersoek. Waar beduidende verskille by die meerveranderlike vlak voorgekom het, was dit verder ondersoek deur middel van die Student t-toets. Vir drie of meer groepe was die meerveranderlike hipotese met betrekking tot opvoedkundige- en samewerkingsbevoegdheid vir vier verskillende posvlakke deur middel van die Manova ondersoek. Waar beduidende verskille voorgekom het, is verdere ondersoek op die enkelveranderlike vlak met die Anova en die Sheffé toetse gedoen.

Hierna is 'n kort opsomming van die aspekte waaraan hierdie navorsing geraak het, asook bevindinge vanuit die navorsing, gemaak. Hierdie is kortliks uitgelig en laastens is aanbevelings vir die bestuur van onderwysersbevoegdheid gemaak.

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CHAPTER 1

1. INTRODUCTION

Improving the quality of what happens in the classroom and the preparation of children for life in the twenty first century demands the highest quality of teacher leadership and competence in classroom management. In teaching, to win the support of children and colleagues, the ability to use time skillfully and to make effective use of resources lies at the heart of professional competence. According to Wragg (1987:IV) time devoted to improving class management is time well spent. Without the ability to manage a class effectively any other skills teachers have may be neutralised. Teachers are leaders who influence students. As such they need self respect, self confidence, control of themselves and their environment. The teacher's professional responsibilities include human relation skills for working with students and coordinating the activities of other adults within the school (Lemlech, 1988:IX).



Education is one of the central activities of any society. During the apartheid era a majority of the South African population were exposed to an unjust and unequitable education system. Most of the educationalists were torn by divergent demands, differing value systems and conflicting loyalties adopted by various Departments of Education which were created along ethnic and racial lines (Republic of South Africa, (RSA) 1994:3).

The historic pattern of governance has been top down, authoritarian or bureaucratic in all state departments. Official policies disadvantaged both teachers and students from developing their initiative or critical thinking. The management and control of the education and training system was mainly dominated by males, across all the racial and ethnic sub-systems. Many woman teachers suffered discriminatory treatment in promotion practices. All the above factors have resulted in inequalities in skills and competencies in the labour force which includes teachers (RSA, 1994:3).

The South African national project of reconstruction and development compels every individual concerned with education to face the challenge of creating a democratic education which cultivates and liberates the talents of all its people. The development of human resources is one of the key projects of the Reconstruction and Development Programme (RDP). The main purpose of this programme is the empowerment of the people, through proper education and training, to encourage active and effective participation in all processes of democratic society, economic activity and community life. The RDP calls for human resource development on a large scale in order to provide the sound basis necessary for employment, growth and to raise the level of education and skill of workers (RSA, 1994:6).

The reconstruction of education and training requires a body of teachers committed to RDP goals and competent in carrying them out. This requires that they understand and respond flexibly to the challenges of the new approaches to curriculum method, delivery and certification which an integrated system of education demands. They must dedicate themselves to enhancing the quality of learning and achievement throughout the system (RDP, African National Congress, 1994:67).

Presently South Africa with an unitary education system in place is in the process of transformation. The present government has the mandate to plan the development of education for the enrichment of the entire country and all its people (RSA, 1995:2).

The first step to develop a new democratic education system in South Africa lead to the culmination of a substantial process of consultation and provided a basis for further development and policy and its implementation in a variety of fields of education in the country (RSA, 1996:1).

The Provincialisation of Education in South Africa has introduced many changes with the main purpose of improving the quality of education. One of the priority needs identified by the government was the implementation of a teacher upgrading programme. It is of paramount importance to create and develop a system of education which all South Africans can identify themselves with (RSA, 1994:8). The future of the success of education depends to a great extent on the competence of our teachers and their influence as role models in the lives of all children. Quality education which strives for excellence is only possible with suitably qualified, committed and motivated teachers. Quality is linked amongst other things to the capacity and commitment of the teacher, the appropriateness of the curriculum and the way standards are set and assessed (RSA, 1994:8).

The Minister of Education, Professor S M E Bengu, on 8 September 1995 declared a national policy for teacher education in South Africa. This document presents a process, output model of teacher education. This approach is offered in terms of agreed - upon aims and competencies which takes into account the context in which teacher education is to occur (Committee on Teacher Education Policy (COTEP), 1996: Preface). The main intention is to improve the quality of teacher education by the development of competencies. **The teacher is expected not only to know something well, but also she or he must be able to do something well.** These norms and standards provide broad guidelines within which each teacher education institution can develop its own teacher education curriculum (COTEP, 1996: Preface).

In South Africa, teacher education would have to take cognisance of the inequities in society, the transition to a democratic, non-racial, non-sexist, equitable society and create and awareness of the freedoms and responsibilities contained in the section of human rights in the South African Constitution. Teachers will have to be empowered to become change agents in all those areas where change is necessary. Teachers need to be empowered to establish and sustain a culture of teaching and learning (COTEP, 1996:7).

Teachers must become empowered to become flexible, creative and autonomous and responsible agents of change which should respond to the educational challenges of the day and in relation to the postulated aims of education in South Africa (COTEP, 1996:13).

As far as competence based teacher education is concerned, few teacher education institutions had experience of this approach. All teacher education institutions and NGO's are expected to co-operate with one another and learn from one another as they reconstruct teacher education in South Africa (COTEP, 1996:1).

In 1995 RAU had conducted a major pilot study among all stakeholders of education to conceptualise teacher competence and has identified leadership as one of the cornerstones of teacher competence. This research is an extension of the above study.

1.2 RESEARCH PROBLEM AND MOTIVATION

In the past teaching in South Africa was highly prescriptive. Norms, policy statements and even guidelines laid down by the then various Departments of Education were to be strictly adhered to by all educationalists. Teachers who strictly abided by these norms were assessed as competent, very good, excellent and satisfactory. Whilst those who fell short of the prescribed norms were assessed as fair and unsatisfactory for having performed less than adequately. This assessment was based on the quality and quantity of teachers performance in terms of each Education Departments particular policy expectation. This management paradigm had problems. It merely encouraged mediocrity and very limited leadership commitment, as it suggested that the fulfillment of certain minimum criteria is all that a teacher needs to strive for. These policy statements, norms, rules and minimum requirements did not compel teachers to be better leaders who are more creative, caring or committed managers to the cause of education excellence (Rameshur, 1990:14).

However, one should bear in mind that rules, regulations and norms are relevant to education but they should not become ends in themselves.

Some very pertinent criticism made by political, professional and student organisations needs to be noted. This was prompted further by heightened political pressures on the education system. These changes made the management task difficult because it was impossible to reconcile the conflicting demands emanating from the various pressure groups on the education front (Rameshur, 1990:30).

Some aspects which called for a change in management and leadership are as follows:-

- Teacher militancy in defence of professional autonomy and teacher rights.
- Increased parental pressures for sharing in the decision making powers of education.
- Pressure from non governmental organisations to participate in matters concerning education.
- Major budget constraints which resulted in drastic cutbacks in human and material resources (Rameshur, 1991:30).

According to Lemlech (1988:248/249) the traditional classroom will change as a consequence of a number of factors:

- Emphasis on multiculturalism.
- Teacher accountability.
- Use of parent volunteers and aides (NGO's).
- Differentiated teaching roles.
- Teacher empowerment.
- Team teaching.
- Consultant services.
- Emphasis on early childhood education.
- Working with other stakeholders in education.
- Need for continuing professional development.
- Greater variety of teaching resources.

The above factors have amongst other things contributed to the need for replanning, re-organisation, a change in leadership styles and guidance.

(Lemlech, 1988:248). Researchers have revealed that the education system, the curriculum and the teachers role will change as we approach the year 2000. By the mid-1990's the teacher will manage an educational programme that is more versatile and broader than any programme designed in the past.

Presently many teachers do not seem ready for the notion of empowerment and delegation. Most of the fault seems to lie with the dominant management culture that has been in existence in the past (Maleka, 1996:15).

With the advent of "the informed society of the twenty-first century", a new form of organisation is emerging to replace bureaucracy as the preferred model. This new model tends to be heterarchical and emphasizes a diffusion of responsibilities, collaboration and shared rights. Hand in hand with changes in thinking about organizations have come changes in beliefs about the nature of leadership in these structures. The movement away from bureaucracies now emphasizes collaboration, shared vision, consensus and mutual empowerment which requires new concepts of leadership (Beck & Murphy, 1994:48-50).

The need for a new paradigm of leadership requires an understanding and analysis of the problem and limitations of the prescriptive top/down leadership styles of the past. This leadership style resulted in the stagnation of leadership qualities and professional growth. This often lead to hierarchical separation and produced teacher resentment and resistance (RSA, 1994: 2-3). In terms of this culture teachers were not a part of decision making structures (Maleka, 1996:15). As a result of the democratic transformation of education in South Africa, there is a definite need to reshape the role of teachers in terms of empowerment and the management of excellence. This calls for the adoption of a course of action that motivates teachers to display high levels of commitment in striving for leadership for educational excellence. The restoration of a culture of teaching and learning involves the creation of a culture of accountability. This means the development of freedom in a responsible and democratic way. The sense of order, self sacrifice and team work that characterises healthy schools are based on mutual respect and a shared code of individual and group behavior (Gauteng Department of Education, 1996:3).

This article strives towards identifying styles of leadership which can reshape the role performance of teachers in **participative management** so that it becomes a catalyst for educational excellence and commitment in the twenty first century.

1.2.1 PROBLEM STATEMENT

In the light of the preceding information it appears as if the problem associated with the appraisal of teacher competence can be summarised by means of the following questions:

- What is teacher competence and how is it constructed?
- What is the role of the teacher's leadership style in teacher competence and which aspects from the nucleus of leadership style?
- How does the teacher use an empowering leadership style to create a professional learning culture?
- Is it possible to devise a strategy that could best empower the teacher's leadership in order to enhance teacher competence.

Having identified the research problem it is now possible to state the aim of this research project.

1.3 AIMS OF THE RESEARCH

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

- Investigate the components of teacher competence and how these aspects can enhance teaching and learning.
- in order to achieve this general aim of the project the specific aim of the group dealing with leadership style is to determine what is the role of the teacher's leadership style in teacher competence and which aspects form the nucleus of the leadership style.
- Determine the contribution of empowerment as an aspect of leadership.

- Obtain teachers opinions as to what extent an empowering leadership style enhances teaching and learning.
- Develop a strategy where empowerment as an aspect of leadership plays an important role in teacher competence.

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

1.4 RESEARCH METHODOLOGY

The aim of this research is to describe teacher competence with specific reference to the leadership style. This research will be conducted using the following methods:

- Literature Survey
- Quantitative research method.

The research begins with a literature review related to teacher competence with special reference to leadership styles pertaining to empowerment. This would serve as the background against which the findings of the research will be compared.

The researcher will attempt to identify certain categories which reflect the essence of leadership.

To supplement the preceding literature survey an empirical study will be undertaken. This entails the formulating of a number of questions on the identified categories. These will be used for drawing up a structured questionnaire. The purpose of the questionnaire is to gather data for research. The empirical investigation will target 1500 teachers from all provinces with the exception of the Cape. Finally the data collected and interpreted will be used to establish validity and reliability of the research. In the next section concepts relevant to the research will be clarified.

1.5 CLARIFICATION OF CONCEPTS

1.5.1 Leadership

Leadership is the function of a group or individual in which skills are utilized to formulate, accept and realise group or team goals and objectives. This satisfies needs and creates avenues for individual expertise to the benefit of both individual and team (Cawood, Kapp and Swartz, 1989:14).

Bester (1970: 17-18) describes leadership as follows:

- Leadership is the sound interaction between a leader and his/her followers.
- The leader is a person awarded with a certain amount of authority influence, power and prestige.
- It is the ability to be creative and to stimulate responsible action on the part of the followers.

Bryman (1992: 95) provides the following description of transforming leadership:-

- Transforming leadership entails both leaders and followers raising each other's motivation and sense of higher purpose, that is the aims and aspirations of leaders and followers congeal into one.
- Transforming leadership addresses the higher order needs of followers and looks to the full range of motives that move them.

Leadership is defined by Murgatroyd and Morgan (1993:60) as the systematic basis for facilitating the work of others through empowerment so that they can achieve challenging goals that meet or exceed the expectations of stakeholders. Management is thus a form of a visionary leadership.

Good leadership in schools is one of that is allied with and supports the principles of democracy and forces of decentralization and autonomy. There should be mutual influence between the principal and the teachers that leads to collaborative effort in decision making and problem solving. An effective leadership style is one that establishes goals that inspires and empowers others and gets them committed to school activities. An effective leader is one that establishes realistic goals and inspires and empowers others and gets them involved in school activities. Effective leaders will empower teachers to create, manage change and initiate sustainable quality in education. Leadership should be practiced at all levels of the institution so that every teacher has the opportunity of developing his/her competence skill.

Having reviewed the requirement of leadership at schools the next concept which is teacher competence will be clarified.

1.5.2 Teacher Competence

Messick (1984:14) states that competence embraces the structure of knowledge and abilities whilst performance includes the processes of accessing and utilising those structures and a host of affective, motivational, attentional and stylistic factors that influence the response.

Wood and Power (1987:409) suggested that competence can be used in two different ways. Firstly, in a theoretical way to signify enhanced performance and secondly by theorising about competence as the deep structure responsible for the surface performance.

Competence is what a person knows and can do under ideal circumstances while performance is what is actually done under existing circumstances.

Professional competence refers to knowledge, understanding and attitudes. In order to teach satisfactorily certain skills have to be mastered.

Some of the educative and collaborative competences are:

- Creation of an effective and open learning environment.
- Creation of order and discipline.
- Empowering leadership qualities.
- Professional commitment.
- An ethical foundation.
- Working with others.

The most important goal of all the competencies is to produce transformed teachers who are in turn capable of transforming both learners and content.

Having reviewed what teacher competence is, the next concept, which is empowerment will now be described.

1.5.3 Empowerment

Empowerment is viewed as a process, the mechanism by which people, organizations and communities gain mastery over their lives. Empowerment can be the active ingredient in a wide variety of human interactions, and the end result can take on a variety of forms. For some people the mechanism of empowerment may lead to a sense of control; while for others it may lead to actual control, the practical power to effect their own lives. It can be either an internalised attitude or an observable behaviour. Empowerment is a process knowable only in the form it takes. It may be the result of programs designed by professionals and more likely to be found in those circumstances where there is either true collaboration among professionals and the supposed beneficiaries. It implies that many competencies are already present or possible, given opportunities and niches. It suggests that new competencies are learned in a context of living life rather than being told what to do by experts. It means diversity of form. It means fostering local solution by a policy which strengthens rather than weakens the mediating structures between individuals and the larger society (Rapport and Hess, 1984:3/4).

Kieffer (1984:9) proposes a view of empowerment as a necessarily long term process of adult learning and development. He further describes empowerment as the continuing construction of a multi-dimensional participatory competence. This conception encompasses cognitive and behavioural change.

Empowerment is dynamic, it is both given and taken. The empowerment of the powerless only takes place generally to the extent allowed by those with power. If the philosophy of empowerment is used as a guide to action, it will lead to profound change in what is done. One should be guided by empowerment rather than imposing ones expertise on people. In this way expertise is retained and used as a tool of empowerment within the context of an equal partnership with people in our community.

Teacher empowerment refers to a teacher working in a situation in which he or she is treated as a professional with respect and dignity and is given genuine decision making choice. (Quaglia, Marion & McIntire 1991: 208)

1.6 THE RESEARCH REPORT

The Study once completed will be reported in a research report divided as follows:-

CHAPTER ONE

This is an introductory chapter which provides the motivation for the study. The proposed research methodology is outlined and the key concepts of the research are clarified.

CHAPTER TWO

Literature Survey

A review of the relevant literature will be done with specific emphasis on teacher competence and leadership empowerment.

CHAPTER THREE

This chapter reflects on the research design, development of a research instrument and sampling will be discussed.

CHAPTER FOUR

The findings will be tabulated, analysed and interpreted.

CHAPTER FIVE

Summary and conclusions on the findings and recommendations.

1.7 CONCLUSION



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After having given the background of this research, the necessary reviews of the relevant literature will be done in the next chapter. This research study is concerned with empowerment as an aspect of leadership: Its implication for the management of competence.

CHAPTER 2

2.1 INTRODUCTION

COTEP (1996:13) states that effective teaching requires a knowledge of the learning process and the acquisition of appropriate knowledge, values, skills, attitudes and dispositions which takes into account the political, economic, environmental and social context in which the teaching and learning are to occur. In the RSA, education would have to take cognisance of the inequalities of the past, the transition to a democratic, non racial, non sexist and equitable society. The imbalances of the past have to be redressed (COTEP, 1996:7).

Teachers will have to be empowered to become change agents in areas where change is required. Teachers must be empowered to become autonomous, flexible, creative and responsible agents of change. Caring and competence are not mutually exclusive. These tensions must be reconciled into powerful forces for growth and development. Society expects its citizens to be pro-actively engaging in dealing with change throughout life both collaboratively and individually in a context of dynamic, multicultural global transformation. Education has the potential of contributing to this goal. Educators must see themselves as experts in the dynamics of change. They must become skilled change agents (Fullan, 1993:4).

The qualities of leadership that are part of the role of the teacher is evident as the teacher assumes the role of manager, executive or mediator. Different roles are associated with different purposes and learning outcomes (Sergiovanni and Starratt, 1993: 126-127).

According to Sergiovanni and Starratt (1993: 276) a teachers personal involvement and development is more intense when initiated by the teacher rather than from outside. The most innovative approaches to teacher growth and development relies on exploration and discovery by teachers. Exploration and discovery helps teachers to find themselves to unleash their creativity, to learn more about their own capabilities as people and teachers and gain new teaching ideas, activities and methods.

In the 1990's the view of leadership in learning organisations focuses on leaders as designers, stewards and teachers. As designers the leaders who fare best are people who learn what they need to learn; not what someone else thinks they need to learn. This to a large extent depends on decision making and problem solving skills. As a steward, leaders may start by pursuing their own vision, they listen carefully to other visions and see that their own personal vision as part of something larger (Fullan 1993:71).

As a teacher, leaders in learning organisations have the ability to conceptualise their strategic insights so that they become public knowledge, open to challenge and further improvement. Teacher as a leader is about fostering learning for everyone. Through this leadership one helps people throughout the organisation develop systematic understanding (Fullan, 1993:72).

Leadership roles are not confined to those who have official senior status on the staff of the school. Leadership opportunities are available to teachers who happen to be the right people to take leading roles in particular situations and projects. This increases leadership density and many teachers are empowered to make a significant difference in improving the school (Goss, 1994:7). According to Krug (1993: 224) leadership can be shaped and developed.

Competence is necessary for empowering teachers. Having stated the importance of empowering teachers a review of the competence requirements will be undertaken.

2.2 COMPETENCE REQUIREMENTS

2.2.1 Participative Approach

In the RSA the educational transformation has placed emphasis on the democratisation of school governance through greater involvement by means of consultation with elected representatives of the main stakeholders in education (RSA, 1995:16).

This implies that a more collaborative, participative and democratic approach to decision-making is required. Pupil involvement is an important factor in school improvement. This can occur at an organisational level, by involving pupils in decision making and encouraging them to take responsibility for day to day routines and at the classroom level where pupils can be encouraged to take responsibility for their own learning and through involvement, to learn organisational planning and leadership skills (Hopkins *et al*, 1993:126). Therefore for schools to deliver quality service it is necessary to empower pupil and employee participation, in problem solving and decision making (Snyder *et al*, 1994:29). For teachers to make wise decisions they need to have knowledge.

2.2.2 KNOWLEDGE

Maeroff (1988:36) argues that the central component of teacher empowerment is increased teacher knowledge. He claims that teachers will increase their power by increasing their knowledge and ability. A strong knowledge base and good command of methodology contributes to a teacher's power. They lend authority that allows a person to teach with confidence and to command the respect of students and colleagues. He operates from the premise that if teachers are better equipped, respect will be theirs. They are in a position to persuade decision makers to listen to them as they already hold considerable authority over their settings and their curriculum.

Effective teaching requires knowledge of the learning process and the acquisition of appropriate knowledge, skills, values, attitudes and dispositions in which teaching and learning are to occur. Teachers will have to take cognisance of the multicultural society they serve. Teachers need a "new" knowledge base to understand pluralism, the nature of the different cultures within the society and the students own experience. (Garcia and Pugh, 1992: 218).

Teachers will have to be empowered to become change agents in these areas where change is necessary. Teachers should be able to demonstrate the ability to apply, extend and meaningfully synthesise various forms of knowledge as quoted in COTEP (1996:7-9) namely:

- subject knowledge;
- knowledge of the child;
- knowledge of rights accorded to the individual and to groups constituted in terms of freedom of association;
- knowledge of parental involvement in education;
- knowledge of teachers' rights and responsibilities;
- knowledge of the relationship between education and the community and nation building; and
- knowledge of the organised teaching profession and of professional responsibility.

All teachers should gain an understanding of the nature of knowledge as process and product in its many and varied forms. Teachers also require other competence skills which are of equal importance. These are described in the next section.

2.2.3 OTHER COMPETENCE SKILLS

The many activities which take place in the school are dynamic and complex. Apart from knowledge, communication, methodology, classroom management, assessment, values and attitudes are very important to facilitate learning and teaching. The following skills and competencies are essential for empowering teachers:

- skills in articulating the thoughts in clear language and in stimulating manner, and being sensitive to fine nuances of meaning are considered to be important;
- generate and facilitate discussion in a sensitive and thought provoking manner and also being receptive to the views of others;
- create learning and teaching situations where teachers and learners are encouraged to reflect and make their own critical choices;
- facilitate learner- centred classroom practice by employing a range of teaching strategies.

- employ methods to use different social learning goals that teach democratic processes and make these skills and goals explicit; and
- to develop proficiency in interpersonal relationships among teachers and pupils and among members of the community.
- to evaluate teaching and learning critically (COTEP 1995: 17-21).

Having reviewed the competence skills that are required to empower teachers a review of the empowering leadership styles will be undertaken.

2.3 LEADERSHIP OF EMPOWERMENT

Murgatroyd and Morgan (1993: 83) state that successful educational institutions thrived on trust, leadership and empowerment. Teacher empowerment from Sergiovanni and Starratts' (1993: 56-57) point of view, indicates a moral basis for teacher autonomy and professionalism. According to them power is something that every person possesses that is a "power to be and power to do". The most unique power each teacher possesses is the power to be himself or herself. Only she/he can exercise this power. This power can be turned over to other people, but it always belongs to "you". The power to be yourself is a moral power. Empowered teachers possess enormous creative power, as power to create themselves while adding to the life around them.

In effective schools, staff throughout the school are empowered to adopt leadership roles. Individuals take on key roles in initiating change and supporting development work. Teachers in effective schools are aware that different teachers take on leadership roles. Colleagues seem prepared to take the lead at some stage or the other. These leadership roles arise through staff working groups which are appointed with specific goals (Shippman, 1990:68).

Leadership should be practiced at all levels of the institution with people managing both vertically and horizontally. There should be the continual negotiation of responsibility and accountability, with creation, communication and understanding of the vision for the institution and what this would mean in the day to day living experiences (Weil, 1992: 201).

Fourie (1993: 2) stated that managing diversity can be done by empowering employees to use their own capability by creative and responsible decision making. Such employees will experience job satisfaction. Organisations whose employees are free to use their power productively have the competitive edge. It is also essential that employees who are given responsibility should also be granted the autonomy to do the job in the way they see fit. The employees should view themselves as shapers of their own destinies. They should be trusted.

In the next section the management of change is reviewed as a leadership style.

2.4 LEADERSHIP OF CHANGE

Presently in the RSA, the teacher who works for or allows the status quo to be maintained is viewed as a traitor. Purposeful change is the new norm in teaching. (Fullan, 1993: 4) contends that society expects its citizens to be empowered to deal with change throughout life both collaboratively and individually in a context of a dynamic, multicultural global transformation. Education potentially has promise of contributing to this goal. Educators must see themselves as experts in the dynamics of change. They must become skilled change agents. The teacher can become one of the most powerful forces of change by becoming skilled at integrating the change and change process (Fullan, 1993: 128). For teachers to become actively involved in decision making at both the classroom and the school level, changes will have to be built from within, from teachers themselves as individuals (Kazmic, 1994: 15-27). Leaders challenge the process because they are risk takers who utilise every opportunity available to them. (Wilson, 1993: 24).

An effective style of leadership is one that establishes goals which inspires others and gets their active involvement in the school and establishes policies that enable teachers to perform effectively without excessive interference (Shippman, 1990: 68). Effective leaders inspire and empower others to create and manage change, to take responsibility and listen in ways which initiates quality (Jablenski, 1994: 77).

In the next section collaborative and team leadership is reviewed.

2.5 COLLABORATIVE AND TEAM LEADERSHIP

Bennis (1984: 19) provides a compelling argument for empowerment as a collective effect of leadership. According to him leaders believe that there is no failure, and mistakes gives one feedback so that improvement can be made. Making people feel significant was important to the success of the organisation. He asserts that where there is leadership there is always a team. Leaders have the capacity to lure people towards a goal.

Collaborative and team empowerment is essential for personal learning. Personal strength goes hand in hand with effective collaboration. Personal mastery and group mastery feed on each other in learning organisations. People need one another to learn and to accomplish things. New mind sets arise from new mastery. Collaboration involves the attitude and capacity to form productive mentoring and peer relationships, team building and the like. Without collaborative skills and relationships, it is not possible to learn and continue to learn in order to become an agent for social improvement (Fullan, 1993: 19).

Meaningful participation only occurs after people are trained and knowledgeable. This requires decision making and problem solving processes of the school. In this way according to Murrel (1990: 110) teachers are empowered to influence the organisation. All barriers that rob individuals of initiative responsibility should be removed. Fear can prevent teachers from participating freely and giving open and accurate information (Bonstingl, 1992: 80).

According to Ashcroft (1987: 142) the desire for a greater voice, by teachers in educational matters emerged from their need to be emancipated from the bureaucratic prescriptive system in which they function. For teachers the operative element used in the term empowerment is power. The very fact that teachers have a significant say in their professional affairs is terrifying to those who have traditionally wielded educational control.

Teachers in many of the South African Schools have joined teachers unions to empower themselves with the right to negotiate and organise certain rights for teachers. Among other Unions the South African Democratic Teachers Union (SADTU) played an important part through collective bargaining to bring about improved working conditions and salaries for teachers (SADTU et al, 1995:203).

Forming teams is one of the most important elements required if teachers are to be empowered in the school to make collective decisions (Francis, Hirsh & Rowland 1994: 15).

Teachers who work as a team share some of the following benefits:

- Increased two way communication within and across schools.
- High levels of teacher motivation.
- Better informed teachers.
- Improved teacher morale and self esteem.
- Sense of belonging and ownership (White 1992: 17).

The collaborative management style can be adapted to satisfy the unique needs and situational conditions of a school management team. This style empowers teachers and facilitates open communication so that all team members viewpoints are presented and reviewed before decisions are made. In effective schools, collaboration is linked with opportunities and with norms for continuous improvement and career long learning. Teachers are likely to become better on the job (Fullan, 1993: 84-85).

Total Quality Management can be used effectively to empower teachers.

Total Quality Management requires the participation of all teachers at a school to work as a team to improve effectiveness. In Total Quality Management, teams are referred to as "Quality Circle Teams". This approach involves team members in continuous improvement in school management involving all human resources (Ott, 1989: 166).

Teams can be involved in strategic planning where, both management and teachers become more creative and innovative and are willing to take risks. Teams can be delegated the task of making careful assessments of strengths, weakness, opportunities and threats in the school environment (Cope, 1985: 14).

Delegating of tasks to teams presents an opportunity for greater work satisfaction which leads to increased staff morale (Van der Westhuizen, 1995: 174). By delegating tasks the staff participates in managing the school by, for example giving inputs in solving problems and in decision making.

Team work encourages collegiality. Collegiality forms the basis for developing a cohesive, coherent and professional relationship within the staff members and pupils. Collegiality is characterised by mutual respect, shared work values and co-operation amongst the staff members and pupils (Sergiovanni and Starratt, 1993: 103).

Collegiality is also expressed by the following:-

- Networking with other schools.
- Participation in collaborative action research projects.
- Mentor teaching.
- Coaching.
- Co-jointly developing curriculum material.
- Sharing ideas and resources (Sagor & Barnett, 1994: 68).

A culture of collegiality results in a high level of commitment and participation within the school. Empowering teachers to work in teams allows teachers to develop and learn new competence and social skills in a collegial climate.

After having reviewed collaborative and team leadership, a conclusion of the Chapter is made.

3. CONCLUSION

Empowerment transforms the workplace. The central component of teacher empowerment is knowledge and mastery of competence skills. A strong knowledge base and the ability to apply it will increase their power. A high quality teaching force which is always learning is necessary for coping with dynamic complexity. Knowledge is an essential, irreducible aspect of teacher empowerment. It is knowledge that empowers teachers to pursue their profession with confidence, enthusiasm and authority. Competence breeds confidence in teachers. Teachers must take some initiative themselves. The primary change strategy is anchored in the preparation and continuing support of leadership teams in each school. These leadership teams will serve as a catalyst for major restructuring at their schools. They will include their colleagues in major ways in the restructuring.

Research has shown that leadership is no longer centralised. It extends to and is shared by the staff group, encouraging self direction and a shared sense of accountability. This is often supported by encouraging debates and openness amongst teachers. Effective leadership has involved "embedding a culture within", rather than "imposing a structure upon". The introduction of self managing empowered teams leads to raised esteem, morale and improves the performance of individuals and teams. Good leaders will always stress the importance of collaboration, consultation and participation. This will result in team work and teachers and pupils doing the best for the organisation.

CHAPTER 3

DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

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

3.2 THE INSTRUMENT RESEARCH

3.2.1 The design of the questionnaire

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

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

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

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

TABLE 3.1
ITEMS ASSOCIATED WITH LEADERSHIP

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

*Items involved with empowerment as an aspect of leadership.

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

3.2.2 Discussion of empowerment as an aspect of leadership.

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

In your opinion how often do you:

ALLOW PUPILS TO PARTICIPATE IN FORMULATING RULES AND REGULATIONS CONCERNING CLASSROOM PROCEDURES.

This question is concerned with the teachers' ability to work with the pupils as a team and to achieve specific objectives. It focuses on team work, collegiality and empowering leadership (see 2.21 p. 20).

Presently in the democratization of schooling in South Africa there is an increasing awareness that pupils not only have duties but also rights and they should be involved in matters that concern them. Pupils must be empowered to make decisions in matters that concerns them (see 2.23 p.17).

In order to allow pupils to participate in formulating rules and regulations concerning classroom procedures the leadership style of the teacher is of great importance. A teacher can only lead if he or she has the necessary competence skills (see 2.2 p. 15).

Pupils often have a limited understanding of formulating rules and regulations concerning classroom procedures. A teacher has to have a strong knowledge base and a good command of leadership in order to illicit pupils participation (see 2.2.2 p. 16).

Pupil participation serves to give the classroom procedure legitimacy as there was consultation between teacher and pupils. It is therefore important to empower pupils to be involved in formulating rules and regulations as this also ensures that they do influence the organisation (see 2.21 p. 15).

Teachers as change agents should play an important role in encouraging pupil participation (see 2.4 p. 19).

Whilst the rank order of this question is 88th and the mean score is 3,49 it is important for the respondents to note that participative leadership style is essential from a democratic point of view and it provides students with a positive role. The establishment of routine and customs in schools should be based on democratic ideology and is necessary for developing democratic schooling and empowering all participants at school level.

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



In your opinion how often do you:

INVOLVE PUPILS IN PLANNING LESSON ACTIVITIES

This item attempts to measure the teacher's ability to involve pupils in lesson activities. It focuses on the leadership of the teacher to empower his/her pupils to contribute to what is important to them (see 2.23 p. 17). It also serves to measure the level of collaboration between pupils and teachers to achieve their goals (see 2.21 p. 20).

Children must be seen as people who have an ever growing capability and power to deal with new learning situations and as persons with whom one can negotiate and reach agreements (see 2.21 p. 15).

Whilst the rank order of this question is 99th and the mean score is 2,98, it is imperative for respondents to note that competent teachers should encourage pupil participation and collaborative team work in lesson planning. By allowing group participation, they are allowing individuals to reach beyond themselves and to be part of something that none of them could have attained on their own and to discover ways of working with others to mutual benefit.

The third question will now be discussed.

In your opinion how often do you:

SEE THAT BUREAUCRATIC OBSTACLES DO NOT INTERFERE WITH TEACHING

This item measures the degree of power and autonomy given to teachers and decisions taken when tasks are delegated to them. An essential ingredient for empowerment is trust and respect. One can empower people when leaders choose to trust and respect their subordinates (see 2.3 p. 18).

Quality of leadership in education has to be seen in the light of the everyday socialization of participants in an institution. Barriers to democratization that unconsciously demonstrates the classical behaviour by high and low status persons when in dialogue should be removed by teachers (see 2.5 p. 20).

Although the rank order of this question is 101st and the mean score is 2,88, competent teachers should empower themselves to remove bureaucratic obstacles by collective bargaining that interfere with teaching and learning. Managing diversity should be encouraged by empowering teachers to use their own capability by creative and responsible decision making.

The fourth and final question will now be discussed:

In your opinion how often do you:

CREATE A CLASSROOM CLIMATE WHERE PUPILS ARE ABLE TO EXCHANGE IDEAS FREELY

This item expresses the factor of collegiality between pupils and teacher. It is concerned with the teacher's ability to work with pupils by creating a classroom climate that would enable the pupils to work as a team to achieve the set goals (see 2.5 p. 20).

By allowing the pupils to actively exchange ideas the teacher is allowing the continuous improvement of the product of learning, which could result in improved team work which forms the foundation for empowering teachers and pupils. Collaborative and team empowerment is essential for personal learning (see 2.5 p. 20).

The rank order of this question is 42nd and the mean score is 4,05. The question is of significance to the respondents as it makes him/her aware that a healthy classroom climate is vital for pupils to develop their potential without restrictions. Presently in the South African schooling the focus is on pupil centered education.

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

3.3 THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

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

3.3.2 Biographical details

The following biographical details were requested:

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

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

3.3.3 The research group

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

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

3.3.4 Return of Questionnaires

The following figures summarize the information relevant to the questionnaires:

Teacher competence

| Handed out | Returned - useable | Percentage return |
|------------|--------------------|-------------------|
| 1 500 | 1112 | 74,13% |

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

3.4 SUMMARY

In this chapter a description of the empirical investigation was provided. The questionnaire was discussed and the course of the research was briefly indicated. In Chapter 4 the following aspects will receive attention:

- * reliability and validity of the instrument;
- * some aspects of data flowing from the statistical analysis will be examined, tabulated and interpreted; and
- * the differences in the factor mean scores of some of the groups will be discussed.

CHAPTER 4

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

4.1 INTRODUCTION

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

- * a discussion on the validity and reliability of the research instrument;
- * a comparison of one of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved;
- * a comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate statistical data; and
- * the differences in the factor mean scores of some of the groups will be discussed.

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 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 principal component analysis (PCA1) followed by a principal 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. These consisted of a PCA2 with varimax rotation and orthogonal axes followed by a PFA2 with doblomin rotation.

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

- * 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 Difference between male and female principals relative to educative and collaborative competence.

Table 4.1

COMPOSITE HYPOTHESES WITH MALE AND FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE

| Dimension | Variable | Symbol | Description | Test |
|--|-----------|----------------|---|----------------------------|
| Differences at the multi-variate level | Principal | HoT | There is no statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together | Hotelling's T ² |
| | | HaT | There is a statistical significant difference between the Vector mean scale scores of male and female principals in respect of the two competence factors taken together | |
| Differences at the single variable level | Principal | Hot | There is no statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely: | Student t-Test |
| | | Hot 1 Hot 2 | Educative competence Collaborative competence | |
| | | Hat | There is a statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely: | |
| | | Hat 1 Hat 2 | Educative competence Collaborative competence | |

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

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

N1 (Men) = 840

** :Significant at the 1% level

N2 (Females) = 272

* :Significant at the 5% level

Tables 4.1 and 4.2 indicate that there is 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_0T is thus rejected and the alternative hypothesis H_aT is supported.

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

4.3.2 Comparison of three or more independent groups

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

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

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

TABLE 4.3
COMPOSITE HYPOTHESES WITH POST LEVEL GROUPS AS THE INDEPENDENT VARIABLE

| Dimension | Variable | Symbol | Description | Test |
|--|-------------|----------------|--|---------|
| Differences at the multivariate level | Post Levels | HoM | There is no statistical significant difference between the vector mean scores for the four post level groups taken together | Manova |
| | | HaM | There is a statistical significant difference between the vector mean scores for the four post level groups taken together | |
| Differences at the single variable level | | HoA | The average scale scores of the four post level groups do not differ in an statistical significant way from one another in respect of the following factors taken separately namely: Educative competence Collaborative competence | Anova |
| | | HoA 1 HoA 2 | | |
| | | HaA | The average scale score of the four post level groups do differ in a statistical significant way from one another in respect of the following factors taken separately namely: Educative competence Collaborative competence | |
| | | HaA 1 HaA 2 | | |
| | | HoS | There are no statistical significant differences between the average scale scores of the four post level groups compared pair wise in respect of the following factors namely: | Scheffe |

Table 4.3 continued

| FACTORS | PAIRS OF GROUPS | | | | | |
|--------------------------|-----------------|---------|---------|---------|---------|---------|
| | A vs.B | A vs.C | A vs.D | B vs.C | B vs.D | C vs.D |
| 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 | Post-levels | HaS | There are statistical significant differences between the average scale scores of the 4 post level groups when compared pair-wise in respect of the following factors. |
|--|-------------|-----|--|

| FACTORS | PAIRS OF GROUPS | | | | | |
|--------------------------|-----------------|---------|---------|---------|---------|---------|
| | A vs.B | A vs.C | A vs.D | B vs.C | B vs.D | C vs.D |
| 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 DIFFERENCES BETWEEN THE POST LEVEL GROUPS IN
RESPECT OF THE FOLLOWING FACTORS

| FACTORS | GROUP | FACTOR AVERAGE | p-value manova | p-value anova | Scheffe | | | | | |
|--------------------------|-------|----------------|----------------|---------------|---------|--------|--------|--------|--------|--------|
| | | | | | A vs B | A vs C | A vs D | B vs C | B vs D | C vs D |
| Educative Competence | A | 320,11 | 0,0003** | 0,0003** | | | | | | |
| | B | 325,16 | | | | | | | | |
| | C | 340,22 | | | ** | | | | | |
| | D | 334,32 | | | | | | | | |
| Collaborative Competence | A | 85,65 | 0,0005** | 0,0005** | | | | | | |
| | B | 88,74 | | | ** | ** | | | ** | |
| | C | 91,62 | | | | | | | | |
| | D | 92,84 | | | | | | | | |

- A= 736 Teachers
 B= 172 Teachers with Merit Awards
 C= 125 HOD's
 D= 79 Promotion Post above HOD's
 **= Significant at the 1% level
 *= Significant at the 5% level

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Using tables 4.3 and 4.4 it follows that HoM is rejected at the 1% level of significance. A statistical significant thus exists at the multivariable level between the means scores of the four post level groups considered together.

At the single variable level there is a statistical significant difference between the four post level groups for both educative and collaborative competence. Thus HoA1 and HoA2 are rejected whilst HaA1 and HaA2 are accepted.

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

In respect of educative competence:-

- * there is a statistical significant difference at the 1% level between teachers and Heads of Departments. Thus HoS.AC1 is rejected and the alternative hypothesis Has.AC1 is accepted. Heads of Department have a higher factor average than teachers (level one) and teachers with higher post than HOD's.

Heads of Department are specialist teachers who are confined to manage a specialist area of learning and perceive themselves as leaders who are sufficiently competent experts in that subject or field of study and thus perceive themselves to be educatively more competent than other teachers.

the result in table 4.4 also indicates that there is a significant difference between the factor mean scores of the post level one teacher and a teacher with merit awards. Teachers with merit awards perceives themselves as more educatively competent than teachers without merit awards. They are of the opinion that they are better teachers than teachers without merit awards.

In respect of collaborative competence:

The result in table 4.4 indicates that educators in promotion posts higher than the Head 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 differ slightly from higher promotion post holders and differ from teachers at the 1% level of statistical significance. Teachers belonging to Head of Department and Promotion Post above HOD's thus perceive themselves to be significantly more collaborative competent than teachers. HoS.AC2, HoS.AD2 and HoS.CD2 are thus rejected in favour of HaS.AC2, HaS.AD2 and Has.CD2. The higher the promotion post the greater is the need for collaborative competence.

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

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

| NAME | CATEGORY NAME | MEAN | SCORE |
|-----------------------|----------------------------|-----------|----------|
| | | 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** | 35,65** |
| | Teachers with merit awards | 325,16 | 88,74 |
| | Heads of Departments | 340,22** | 91,62** |
| | Higher Promotion posts | 334,32 | 92,84** |
| Highest Qualification | Lower Std. 10; | | |
| | Std. 10 Diploma | 297,93** | 89,17 |
| | Teachers Diploma | 324,44** | 87,55 |
| | Diploma; Degree | 331,38** | 89,28* |
| | Degree plus | 332,30** | 83,48* |
| Province | Gauteng | 327,19* | 87,14 |
| | KwaZulu | *312,44** | 88,08 |
| | Other | *328,30 | 86,91 |
| Home Language | Afrikaans | 338,97** | 83,84* |
| | English | *330,48 | **83,54 |
| | Sotho | 320,52* | **90,58* |
| | Nguni | *316,72** | **89,50* |
| | Indian | 335,70 | 88,46 |
| Attendance Pupils | Good | 323,96 | 87,17 |
| | Average | 325,03 | 88,09* |
| | Poor | 317,06 | 80,74* |
| Attendance Teachers | Good | 324,65 | 38,07* |
| | Average | 324,66 | 37,26 |
| | Poor | 314,13 | 80,29* |
| Image of School | Excellent | 326,89 | 86,83 |
| | Good | 325,12* | 39,10 |
| | 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 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 explain the differences 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 men have a higher mean score. Men perceive themselves to be slightly more educatively competent than women.
- * School type - secondary school teachers have a slightly higher factor mean score than their primary school counterpart. Secondary school teachers are mainly specialist or experts in a subject whilst primary school teachers are "generalist".
- * Post level - heads of department have the higher factor average and differ statistically significantly at the 1% level in their factor mean scores from teachers. Heads of department are appointed to these posts because of subject expertise and one would expect them to be educatively more competent than teachers. It is also interesting to note that heads of department even have a higher factor mean scores than teachers in promotion posts above that of head of department.
- * Educational qualifications - Teachers with "degree plus" have the highest mean score and differ significantly at 1% level from all other qualification groups. Teachers with the lowest educational qualifications perceive themselves to be educatively least competent.

Province - teachers from KwaZulu-Natal have the lowest factor mean score and this scale score differs from Gauteng teachers at 1% level of statistical significance and from educators from the other provinces at the 5% level. This may be due to the fact that many of the schools surveyed in KwaZulu-Natal were in rural areas that were educationally disadvantaged. Many teachers in rural areas are often not well qualified and they perceive their educative competence to be lower than those from city schools.

Home language - teachers with Afrikaans as home language have the highest factor mean score and they differ statistically significantly at the 1% level from Sotho speaking teachers. Afrikaans speaking teachers have always attached great sentimental value to educative competence and have been exposed to a superior system of education than Nguni and Sotho speaking teachers. Afrikaans speaking teachers were probably advantaged by receiving education in their mother tongue whilst the Sotho and Nguni speaking teachers could have studied via their second language which probably could be English or Afrikaans.

Teachers with English as home language have the second highest factor mean score and differ from Nguni speaking teachers at the 5% level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers.

There is no statistically significant difference between teachers speaking the Indian languages and the other language groups. This may be due to the sampling of a small number of teachers speaking an Indian language.

* Attendance of pupils: Where the attendance is average to good, the perception of the teachers is that they are more educationally competent than where the pupil attendance is poor. Teachers who have the perception that pupils' attendance at their school is poor also have the lowest factor mean score and hence the lowest perceived educational competence.

* Attendance of teachers: where the attendance of teachers is average to good the perception is that they are educationally more competent than where the attendance is poor. Teachers at schools where the teacher attendance is poor perceive themselves to be educationally least competent.

* Image of the school: Teachers with the perception that the image of their school is good to excellent, have a higher mean score than teachers who perceive the image of the school to be average and disturbing. Teachers with the perception that the image of their school is disturbing also perceive themselves to be the least educationally competent.

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

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

4.4.2 Collaborative Competence

* Gender - women have a higher mean score than men. Women perceive themselves to be slightly more collaboratively competent than men.

- * School type - Primary school have a statistically higher mean score at the 1% level than secondary schools. The significantly higher factor mean score indicates that primary school teachers perceive themselves to be more collaborative than secondary school teachers. This is probably due to the fact that primary school teachers teach more than one subject at the school and tend to meet with a wider range of subject teachers, whilst the teachers in the secondary schools tend to be more individualistic because they are a subject specialist.
- * Post level - educators in promotion posts higher than heads of department have the higher 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. Educators in promotion need to support other teachers to achieve their objectives and it is hardly surprising to see that they have the higher factor mean score 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 teachers 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 Kwa Zulu-Natal are more collaborative than educators from Gauteng.

* 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. 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 perceive themselves to be more competent in a collaborative sense than educators who perceive pupil attendance at their schools to be poor.

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

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

Having briefly discussed the significant differences between the factor mean scores of the various independent groups a brief summary of this chapter follows.

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 analysis which reduced the 108 items to just two factors namely:

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

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

An instrument which has construct validity should also be able to distinguish between groups which are known to differ from one another. It can be seen from the data in Table 4.5 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of educative and collaborative competence.

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

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

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

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

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

- * Determine the contribution of empowerment as an aspect of leadership.
- * Obtain opinions as to what extent teachers demonstrate an empowering leadership style.
- * To develop a strategy where empowerment as an aspect of leadership plays an important role in enhancing teacher competence.

This chapter establishes to what extent the research questions have been answered. The summary and findings of the research is recapitulated and recommendations on the findings are provided. The last section will include topics for further research.

5.2 SUMMARY

Chapter one was concerned with defining the problem, setting out the general and specific aims of the research and research methodology implemented and the clarification of concepts used in the study, is explained.

Chapter two focuses on the literature review of:

- * The nature and essence of competence associated with empowerment; and
- * Leadership of empowerment.

According to the literature study a central component of teacher empowerment is knowledge and mastery of competence skills. These components empower teachers to pursue their profession with confidence and authority (see 2.2 p. 15).

Research has shown that leadership is no longer centralized. It extends to and is shared by the staff. Good leaders will always stress the importance of collaboration, consultation and participation. According to the literature study the leadership which is appropriate to empower teachers are:

Leadership empowerment (see 2.3 p. 18)

Leadership of Change (see 2.4 p.19), and

Collaborative and Team Leadership (see 2.5 p. 20)

A design of the research project was explained in chapter three together with a discussion of the items involved with empowerment as an aspect of leadership. All the questions relevant to leadership of empowerment resulted in mean scores ranging from 2,88 to 4,05.

The analysis, interpretation and discussion of the empirical data was discussed in chapter four. A set of biographical aspects which could possibly influence teacher competence were analysed. These aspects were taken up in a questionnaire in the form of questions, which attempted to gauge teacher perceptions as to their perceived level of competence.

Finally the factor analyses were done and followed up by a series of univariate and multivariate statistical tests to test the various hypotheses regarding teachers' perceptions in respect of the two factors: educative competence and collaborative competence.

Hotteling's T^2 test was used to examine the difference in the vector mean scores of the two factors taken together. Where significant differences occurred at the multivariate level, they were further investigated by means of the student t-test. For three or more groups, the multivariate hypothesis in respect of educative competence for four different post levels were investigated using the Manova. Where significant difference occurred, further investigation took place by means of Anova and Sheffé tests.

After this a brief summary of the aspects touched upon in this present research, and findings emanating from the research are made. These are briefly illuminated and recommendation for the management of teacher competence are made.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature in respect of empowerment as an aspect of leadership and the implication for the management of teacher competence.

During the apartheid era the historical pattern of school governance in RSA was top down and the autocratic leadership style was the norm. This leadership style stagnated the leadership qualities and professional growth of teachers (see 1.2 p. 4).

Presently in the RSA a new form of leadership which should empower teachers is emerging to replace bureaucracy. This new model tends to be heterarchical and emphasises a diffusion of responsibilities, collaboration and shared rights (see 2.3 p. 18).

The qualities of leadership that are part of the role of the teacher is evident as the teacher assumes different roles that are associated with different purposes and learning outcome. Teachers should be empowered to practice leadership at all levels of the school, with people managing both horizontally and vertically (see 2.3 p. 18).

Purposeful change is the new norm in teaching. Society expects teachers to be empowered to deal with change in the multicultural transformation of education. The power of leadership can be used in a positive way to influence teachers to create and manage change, to take responsibility and listen in ways which initiates quality (see 2.4 p. 79).

The collective effect of leadership is empowerment. Where there is leadership there is a team. By empowering teachers to work in teams encourages teacher to develop and learn new competence and social skills in a collegial climate (see 2.5 p. 20).

Competence is necessary for empowering teachers to function effectively. Effective teaching requires a sound knowledge of the learning process and the acquisition of appropriate knowledge, values, skills and attitude relevant to the political, economic, social and environmental context in which the teaching and learning are to occur (see 2.1 p.14).

Once all key role players in education realise that they are empowered to become change agents in areas where change is required in education, they will become more committed and pro active in their profession. Educators must see themselves as experts in the dynamics of change. The qualities of leadership is evident as the teacher assumes the role of the manager, executive or mediator (see 2.1 p. 14).

5.3.2 IMPORTANT EMPIRICAL FINDINGS IN RESPECT OF TEACHER COMPETENCE

Teacher competence consist of two factors namely:

- * Educative competence, which is composed of 81 items with a Cronbach-alpha-reliability co-efficient of 0,978 and
- * Collaborative competence, made up of 27 items with Cronbach-alpha-reliability of 0,918.

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

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

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

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

5.4 RECOMMENDATIONS

The main aim of this research was to investigate the composition of leadership and to show how this can enhance the management of teacher competence. In order to realise this aim a literature survey was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research are now amalgamated by the following recommendations:

RECOMMENDATION 1

5.4.1 Leadership empowerment

Democracy should be built into every school setting. Principals must lead the way by creating and being a part of a challenging environment which respects the integrity of all teachers. Management should allow teachers and pupils a considerable degree of autonomy in decision making and problem solving.

School principals should provide a mechanism for teachers to set up educational programs with minimal bureaucratic restrictions, thereby empowering teachers to release their creative energies and enthusiasm and provide diverse and interesting choices of learning programmes.

Leadership roles should be created through staff working groups which are appointed with specific goals.

In order to be empowered teachers must become skilled change agents at integrating the change and change process.

Team work and collaboration should be encouraged.

RECOMMENDATION 2

5.4.2 Educative Competence as a factor of teacher competence

Educative competence should include the following factors:

- creation of an effective and open learning environment;
- creation of order and discipline;
- empowering leadership qualities;
- professional commitment;
- an ethical foundation;
- the ability to reflect on teaching practice; and
- working with others.

All teachers should be involved in career long journey of continuous improvement of their competence skills. School principals should make every attempt to motivate their teachers to attend inset courses, in service training courses and conferences, meetings related to education and to pursue further studies which could improve their competence skills.

Management should take initiative to update their competence skills by attending job related training courses. These courses can assist management to understand, cope and manage change.

RECOMMENDATION 3

5.4.3 Collaborative Competence as a factor of teacher competence

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

The high factor mean score obtained by the various independent groups for collaborative competence also revealed that collaborative competence should be an integral part of an educational framework for any competent teacher. The teachers should therefore make every effort to enhance their collaborative competence as this significantly influences the quality of teaching.

Team empowerment is required of good leadership. Management should develop effective guidelines in setting up teams. Provision should be made for training sessions for the staff which focuses on communication skills, interpersonal skills and social skills.

RECOMMENDATION 4

5.4.4 Topics for further research

There is a decentralization of school governance in all the public schools in South Africa. This is in keeping in line with the democratic principles of the country. The leadership provided by the principal ought to impact on the achievement of the school. To expect individuals to administer and manage schools without appropriate training to meet the changing demands is unsatisfactory and detrimental to contemporary education (see 1.2 p. 6).

More research is needed to determine the coping skills required by teachers and management to meet the challenges of the twenty-first century.

5. CONCLUSION

Team empowerment is required of good leadership. The focus is now on participation, collaboration and team work. Pupil involvement should operate at both the organisational and classroom level. Pupil and teacher involvement can improve academic studies, self esteem, social relationships and personal development. Teachers as leaders should adopt a positive attitude and encourage open discussions between pupils, parents and staff (Hopkins, Ainscow & West 1994: 141).

The challenge now is for teachers and management to enhance their competence skills in order to plan and implement collaborative practices in school management and create a new position for an empowering school leadership.

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