

EFFECTIVE COMMUNICATION AS AN  
ASPECT OF LEADERSHIP:  
IMPLICATION FOR THE MANAGEMENT  
OF TEACHER COMPETENCE

*by*

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## SINOPSIS

In hoofstuk een van hierdie studie word gestel dat skoolhoofde kan bydra tot die grondoorsake van onbevoegdheid by onderwysers. Daar word verder aangedui dat effektiewe kommunikasie verband hou met die ontwikkeling van effektiewe organisasie en dat organisatoriese kommunikasie op grond van die gehalte van die organisatoriese proses beoordeel kan word. In hierdie hoofstuk word verder die motivering vir die navorsingsprojek, die probleemstelling, die doelstelling die metodologie asook die verdere studieverloop gegee.

Hoofstuk twee fokus op 'n literatuurondersoek gerig op onderwyserbevoegdheid. Die ondersoek is gerig op die volgende areas:

- 'n uiteensetting van die essensie van onderwyserbevoegdheid;
- leierskap in skole;
- die gebruik van effektiewe kommunikasie as 'n aspek van leierskap.

Daar is opgemerk dat die krisis in leierskap vandag toegeskryf kan word aan minderwaardigheid of onverantwoordelikheid van persone in magposisies en dat leierskap selde die eise wat daaraan gestel word, kan bevredig. Die grondkrisis onderliggend aan minderwaardige leierskap is die onvermoë van leiers om die bekwaamheid binne groepe of organisasies te bevorder.

In hoofstuk twee word aangedui dat 'n probleem wat tans in die onderwys na vore kom, die bevoegdheid van onderwys is. Bevoegdheid dui op aanvaarbaarheid eerder as op uitmuntende prestasie in 'n spesifieke gebied en word as 'n samestelling van geïntegreerde kennis, vaardighede, waardes en houdings gesien.

Laastens blyk dit uit die literatuurondersoek dat skole met sterk ondersteuningskulture wat hulle lede vertroetel en hulle by kommunikasieaktiwiteite betrek, die prosesaspek van organisatoriese effektiwiteit vertoon en so die bekwaamheid van onderwysers verhoog.

Die ontwerp van die navorsingsprojek is in hoofstuk drie bespreek. Die gestruktureerde vraelys het uit 108 oopende items bestaan. Respondente is gevra om aan te dui hoe dikwels 'n onderwysbestuurder genoemde gedrag geopenbaar het.

Daar is gevoel dat die persepsie van onderwysers op verskillende posvlakke behoort te varieer. Daarom is respondente gekies uit verskillende posvlakke van die onderwysprofessie. Vraelyste is versprei na lede van die onderwysprofessie in die verskillende provinsies, maar hoofsaaklik in Gauteng en KwaZulu-Natal. Daar was 'n 74,4% terugsending van vraelyste. Die data is deur die Statistiese Konsultasiediens van die Randse Afrikaanse Universiteit geprosesseer.

Die analise en interpretasie van die empiriese data word in hoofstuk vier bespreek. Daar is vasgestel dat die navorsingsinstrument aan die vereistes van geldigheid en betroubaarheid voldoen. Verder is gevind dat onderwyserbekwaamheid saamgestel is uit die komponente opvoedings- en samewerkende bevoegdheid.

Verder is 'n vergelyk getref van een van die onafhanklike pare deur die gepaste hipoteses te stel en die toetse daarby betrokke te interpreteer. Multiveranderlike verskille ten opsigte van drie of meer onafhanklike groepe is ondersoek met behulp van MANOVA ten opsigte van opvoedings- en samewerkende bevoegdheid tesame geneem. Die vektorgemiddelde skaaltellings is vergelyk en enige verskille op hierdie vlak is opgevolg met behulp van die ANOVA- en die Scheffé-toetse om die verskille op die enkelveranderlike vlak te ondersoek.

In die finale hoofstuk is die bevindinge en aanbevelings gedoen ten opsigte van die literatuurondersoek en die empiriese ondersoek.

# TABLE OF CONTENTS

	PAGE
<b>CHAPTER ONE: BACKGROUND AND ELUCIDATION OF THE PROBLEM</b>	
1.1	INTRODUCTION 1
1.2	MOTIVATION 2
1.3	THE PROBLEM STATEMENT 4
1.4	AIM OF RESEARCH 5
1.5	RESEARCH METHODOLOGY 6
1.6	EXPOSITION 6
1.7	SUMMARY 7
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1	INTRODUCTION 8
2.2	THE NATURE OF COMPETENCE 8
2.3	LEADERSHIP 11
2.3.1	What principals as leaders can do to enhance teacher competence 12
2.3.2	What makes a good leader? 13
2.3.3	Leadership effectiveness 14

	<b>PAGE</b>	
2.3.4	Leadership and teacher performance	15
2.4	<b>EFFECTIVE COMMUNICATION AS AN ASPECT OF LEADERSHIP</b>	17
2.4.1	Introduction	17
2.4.2	Communication	19
2.4.3	Leadership communication styles	20
2.4.4	Constructive assertiveness	22
2.4.5	Suggestions for effective communication	23
2.5	<b>CONCLUSION</b>	24
2.6	<b>SUMMARY</b>	25



### **CHAPTER THREE:**

### **EMPIRICAL RESEARCH AND DATA ANALYSIS**

3.1	<b>INTRODUCTION</b>	26
3.2	<b>THE INSTRUMENT OF RESEARCH</b>	26
3.2.1	The design of the questionnaire	26
3.2.2	Discussion of effective communication as an aspect of leadership	28
3.3	<b>THE EMPIRICAL INVESTIGATION</b>	29
3.3.1	Respondents	29

	PAGE
3.3.2	Biographical details 29
3.3.3	The research group 29
3.3.4	Return of questionnaires 30
3.4	SUMMARY 30

**CHAPTER FOUR:  
THE ANALYSIS AND INTERPRETATION  
OF A SELECTED SAMPLE OF THE  
EMPIRICAL DATA**

4.1	INTRODUCTION 31
4.2	RELIABILITY AND VALIDITY 31
4.3	HYPOTHESES 33
4.3.1	Comparison of two independent groups 33
4.3.1.1	Differences between male and females relative to educative and collaborative competence 33
4.3.2	Comparison of three or more independent groups 35
4.3.2.1	Differences between the various post level groups in respect of educative and collaborative competence 35
4.4	BRIEF DISCUSSION OF DIFFERENCES BETWEEN THE FACTOR MEAN SCORES IN TABLE 4.5 39

	PAGE
4.4.1	Educative competence 39
4.4.2	Collaborative competence 41
4.5	SUMMARY 44

## CHAPTER FIVE

### SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1	INTRODUCTION	46
5.2	SUMMARY	47
5.3	IMPORTANT FINDINGS	49
5.3.1	Findings from the literature in respect of effective communication as an aspect of leadership and the implications for the management of teacher competence	49
5.3.2	Important empirical findings in respect of teacher competence	50
5.4	RECOMMENDATIONS	51
5.4.2	Educative competence	52
5.4.3	Collaborative Competence	53
5.4.4	Topics for further research	53
5.5	CONCLUSION	54
	BIBLIOGRAPHY	55
	APPENDIX	



## LIST OF TABLES

		PAGE
TABLE 3.1	ITEMS ASSOCIATED WITH LEADERSHIP	27
TABLE 4.1	COMPOSITE HYPOTHESES WITH MALE AND FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE	33
TABLE 4.2	SIGNIFICANCE OF DIFFERENCES BETWEEN MALE AND FEMALE PRINCIPALS REGARDING THE FOLLOWING FACTORS	34
TABLE 4.3	COMPOSITE HYPOTHESES WITH POST LEVEL GROUPS AS THE INDEPENDENT VARIABLE	35
TABLE 4.4	SIGNIFICANCE OF DIFFERENCES BETWEEN THE POST LEVEL GROUPS IN RESPECT OF FEEDBACK COMPETENCE	36
TABLE 4.5	MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE	38

# CHAPTER ONE

## BACKGROUND AND ELUCIDATION OF THE PROBLEM

### 1.1 INTRODUCTION

This study forms part of a greater, ongoing research project concerning teacher competence and its assessment undertaken by the department of Education Management of the Rand Afrikaans University. The project focuses on further researching teacher opinion on certain teacher competencies identified by the initial research. Eight key areas had been found to be vital to teacher competence and these areas will be researched by a number of groups. The following are the factors of teacher competence identified by the initial research:

- \* The learning environment.
- \* Professional commitment.
- \* Order and discipline.
- \* Educational foundation.
- \* Teacher reflection.
- \* Cooperative ability.
- \* Effectiveness.
- \* Leadership.

This research essay focuses on the aspect: The use of effective communication in enhancing leadership and its role in the management of teacher competence. The motivation for this research assignment will now be discussed.

## 1.2 MOTIVATION

Incompetence in the teaching profession is a problem of major importance especially to publicly supported elementary and secondary schools. According to Bridges and Groves, (1984:1) the Gallup organization conducts an annual poll of public attitudes towards the public schools. The results of these surveys are painfully consistent in that public school parents express concern about the quality of teaching in the local schools. The most cited reason for this was teacher incompetence. Although these results pertain to the United States of America it would be safe to assume a similar or worse situation is present in South African schools.

The quality of the teaching-force is of even greater concern to school leaders. Surveys conducted by the American Associates of Several Administrators in 1980 show that teacher incompetence ranks among the most serious of administration problems (Mauriel, 1989:80).

In response to the perceived prevalence and seriousness of incompetent performance in the classroom Bridges and Groves (1984:2) state that numerous solutions have been advanced such as:

- cleanse the profession by dismissing incompetent teachers;
- improve the attractiveness of the teaching profession by raising salaries;
- restrict entry into the profession by means of competency tests;
- upgrade the quality of pre-service teacher education by adopting competency-based preparation programs; and
- provide incentives for quality teaching by instituting innovations such as merit pay.

Evaluation of teaching competence with a view towards improving the quality of teaching requires special knowledge and skills which are frequently overlooked in the

pre-service preparation of school leaders. Specifically the principal needs to process the following abilities and knowledge if he or she is to perform evaluation responsibilities effectively (Bridges and Groves, 1984:37) namely:

- The ability to describe and analyze what is happening in a teachers' classroom;
- The ability to provide an unbiased rating of teachers' performance;
- The ability to diagnose the causes for teachers' poor performance;
- The ability to prescribe remediation that is appropriate to the teachers' classroom deficiencies;
- The ability to conduct a conference with teachers regarding their intentional performance; and
- The ability to document matters related to all the above points.

According to Bridges, (1992:10) school principals contribute to the root of teacher incompetence. When teachers are having difficulties in their classrooms, their unsatisfactory performance may stem from one or more causes such as a shortcoming on the part of the supervisor and/or organizational shortcomings and outside influences affecting the leader. Leaders often attribute the poor performance of incompetent teachers to both external and internal causes. Bridges (1992:11) states that one of the external causes for teachers' problem is inadequate supervision by leaders. Some leaders lack the necessary skills to deal effectively with incompetent teachers and fail to take corrective action early in the teacher's career when this guidance may be beneficial.

According to Arnold (1993:103) a considerable amount of research has been conducted with the aim of trying to ascertain the qualities and interpersonal skills required for effective leadership. The type of leadership needed for the optimum performance of teachers and schools is also of importance.

According to Kreps (1990:283) effective communication is related to the development of an effective organization. Organizational communication can be assessed by the quality of the organizational process. Kreps (1990:284) further states that organizations with strong supportive cultures that nurture their members and integrate them into the communication activities of the organization life, demonstrate the process aspect of organizational effectiveness.

There are, however, many other responsibilities which a leader can or ought to fulfil. These include the development of dynamic and effective leadership among young people and among teachers. According to Cawood and Gibbon (1989:2) promoting effective leadership by the teacher makes the strongest demand on the educational leader, because it opens the way to greater professionalization. Effective teaching enables effective learning.

Having briefly introduced the topic of discussion, the problem of this research will now be discussed.

### 1.3 THE PROBLEM STATEMENT

South-Africa's education system is in the process of being restructured. As this restructuring process occurs, differences resulting from the previous education departments are being highlighted, namely professional qualifications of teachers and matriculation results. It is clear that there is a renewal imperative to do something to achieve superior performance.

A key component in this pursuit of excellence is communication, and at a time when the means of effective communication are increasing at a bewildering rate, it is essential that all the basic principles of effective communication should be clearly understood by those aspiring to levels of leadership. Teachers also need to be highly competent in order to assist pupils both to adjust and to benefit from the teaching and learning process.

As a result of what is stated in the above paragraphs, the following questions arise:

- What is the nature of teacher competence and how does it relate to leadership in the school?
- To what extent does effective communication play a role in leadership and what is the opinion of teachers regarding this?
- Is it possible to formulate a strategy regarding effective communication in leadership which will enhance teacher competence?

The method of the actual research will now be briefly discussed.

#### 1.4 AIM OF RESEARCH

The general aim of this research project is to:

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

In order to achieve this general aim, the group dealing with leadership will:

- investigate the composition of leadership and how this can enhance teacher competence.

As a member of a group dealing with leadership it is the specific aim of this research essay to:

- determine the contribution of effective communication as far as leadership is concerned.

- to obtain teacher opinion as to the extent which teachers use communication to enhance leadership.
- devise a communication strategy which can serve as an aid to leadership, enhancing teacher competence and improving teacher effectiveness.

The method of the actual research will now be briefly discussed.

## 1.5 RESEARCH METHODOLOGY

A literature survey will be conducted to elucidate teacher competence in an effort to clarify the main aspects of this concept. Furthermore, literature about leadership as a key factor to teacher competence will be investigated. More specifically, this script will concentrate on effective communication as an aspect of leadership.

To complement the literature survey, an empirical study will be undertaken. A structured questionnaire will be compiled using the literature research as a basis in an effort to obtain teacher opinion regarding effective communication as a facet of leadership and its implication for teacher competence.

A brief exposition of this assignment will now be given.

## 1.6 EXPOSITION

In chapter one the introduction, motivation, problem statement, purpose of the research and research methodology is discussed. Chapter two is a literature survey of teacher competence with particular emphasis on the use of effective communication to enhance leadership in the school. Chapter three will be an analysis of the empirical survey. In chapter four the data will be interpreted and discussed. Chapter five provides a summary, conclusion and recommendations.

Chapter one is concluded by means of a brief summary.

## 1.7 SUMMARY

In this chapter, the importance of research on teacher competence was discussed. The necessity of research on teacher-competence, the importance of leadership and the use of communication as an aspect of leadership and its implication on the management of teacher competence was postulated.

In Chapter two a literature review will be undertaken in order to demarcate the research problem further.





# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 INTRODUCTION

The first chapter of this mini-dissertation provided the background and motivation for the study on the effect of communication as an aspect of leadership and its implications for the management of teacher competence.

In this introductory phase of the study, a review of the literature on the subject will be undertaken, and discussed under the following areas:

- \* An exposition of the essence of teacher competence;
- \* Leadership in schools;
- \* The use of effective communication as an aspect of leadership.

### 2.2 THE NATURE OF COMPETENCE

South Africa, on the threshold of a new beginning, must face the challenges of transformation, while at the same time discovering a modus operandi. These challenges also pose similar challenges for South African organizations, especially schools because their leadership set-ups were similar to the hierarchical structures of the governance of the past.

Organizational change has become a way of life. Lay-offs, deregulations, down-sizing, new technology and increased competition are daily occurrences. Change creates pressure in any organization. This is especially true when the leader has not

had much experience in dealing with change. Therefore the question of how competent leaders are to guide teachers and pupils, and how competent teachers are to guide pupils and educate them effectively is an important one if we are to improve education in South Africa. Not enough teachers are sufficiently trained to competently handle the increasing needs in several education areas. Principals as leaders, are the key to improving classroom instruction and teacher competency. As an example a Soweto teacher obtained a 89% pass in matriculation results. She attribute this success to the leadership of her school principal (The Sunday Times, 1995:2-3).

A major difficulty presently facing education is the concept of teacher competence. According to the COTEP document (1994:10) competence indicates adequacy rather than excellence of performance in a field. Competence is a cluster of integrated knowledge, skills, values and attitudes.

Before defining competence, it is worthwhile to define teacher competency, teacher competence and competent leadership respectively.

According to Medley et al. (1984:14) teacher competency is a specific knowledge, ability, or value position that a teacher either possess or does not possesses, which is believed to be important to success as a teacher.

Teacher competence is the repertoire of competencies a teacher possess. The more competencies a teacher possesses, the more competent the teacher is said to be (Medley, 1983:15).

Sergiovanni & Starratt (1993:197) define competent leadership as the mastery or articulation of basic management routines and leadership skills.

Competence may be defined as follows:

- \* It refers to "a range of complex technical or professional work and activities performed in a wide range of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present" (Fuller, 1994:24; *in* Van der Merwe and Grobler, 1995:2).
- \* Competence recognizes that performance is related to skill but also to underlying knowledge and understanding. Being competent involves both ability to perform in a given context and the capacity to transform knowledge to new tasks and situations (Wolf, 1990:44-47; *in* Van der Merwe and Grobler, 1995:2);
- \* The ability or skill of a person in fulfilling their professional role effectively and or expertly (Barlett, 1991:3);
- \* One who has all the natural powers, physical or mental, to meet the demands of a situation or work... the ability to meet all the requirements natural, legal knowledge or other (Webster Comprehensive Dictionary, 1992:267);
- \* The worth of qualifications and training can therefore be conceived in terms of "exchange" and "use" values. In the first instance, the training and/or qualifications are utilised as "exchange" for better position or for further education and training. The problem which might arise here is the transferability of these qualifications to the new situation. Secondly, these qualifications should have relevance to the actual work tasks ("use" value) (Fuller, 1994:26; *in* Van der Merwe and Grobler, 1995:2).

From the above definitions one can conclude that teacher competence included the following aspects:

- \* skills;
- \* professional qualifications;
- \* values and attitudes;
- \* classroom management;
- \* assessment of pupils work;
- \* integrating knowledge;
- \* mastery of the subject matter being taught; and
- \* communication.

It is the task of educational leaders to take into account the above mentioned factors when determining whether a teacher is competent or not.

An important area of teacher competence is leadership which will now be briefly discussed.



### 2.3 LEADERSHIP

Concepts of leadership, ideas about leadership, and leadership practices are the subjects of much thought, discussion, writing, teaching and learning.

Leadership can generally be defined as individuals within groups or organizations who have influence, who provide focus, co-ordination and direction for the activities of a group (Arnold, 1993:10).

Leadership effectiveness is usually defined by criteria such as extraordinary commitment to task objectives, subordinate satisfaction with leader and the success of the leaders' group or organisation in performing its mission and attaining its objectives (Derek, 1993:22).

The crisis of leadership today is the mediocrity or irresponsibility of so many of the men and women in power but leadership rarely rises to the full need for it (Burns, 1979:2). The fundamental crisis underlying mediocrity is the inability of leaders to enhance competence amongst groups or organizations. The following paragraphs will deal with ways to enhance the competence of teachers.

### 2.3.1 What principals as leaders can do to enhance teacher competence

Leadership is a characteristic of schools. This is an assertion based on a common sense notion of leadership as the "conduct of an individual or group used to influence others in respect of their values, attitudes, knowledge, skills and behaviour (Harling, 1984:26)".

Generally, certain organizational members are expected to exercise leadership because of their formal positions in the school. This implies particularly to the head of the school. The expectation is clear and direct especially in the case of a small school. In the case of the large school the expectation may be expressed in terms of the collective leadership or that of the senior management team like the departmental head with the principal as its central figure.

Gudridge, (1980:27) offers the following suggestions for principals who want to run a good school - one in which teachers are competent and students are achieving:

- \* Be selective about new teachers. Make sure the personnel director of education knows you want the very best and that he/she also knows how to get the best teachers available.
- \* Set up a new orientation program for new teachers. Devote some time especially in the first six weeks to assist new teachers with their professional development.

- \* Assign teachers to the particular sport where their strengths will enable them to function well. Do not give the less experienced teacher the most tedious job.
- \* Face the fact that you cannot be a full time instructional leader as well. Tell veteran staff members they will have to do a great deal of self-assessment as this will provide you with more time to spend with inexperienced teachers.
- \* Consider redeployment of staff to assist in instructional leadership duties.

From the above discourse it is apparent that there is a need for leadership to enhance teacher competence; but what makes a good leader?

### 2.3.2 What makes a good leader?

According to Smyth (1989:64) studies of the best performing companies state that leadership is essential to the success of the organization. Cronje, Hugo, Neuland & Van Reenen (1994:114) states that the performance of any organization, whether large or small, is in direct proportion to the quality of its leadership. It is not the only ingredient of success, but it is certainly an important ingredient. The same fact that volumes of literature on school leadership have emphasised the important ingredients of leadership is also stated in Squelch and Lemmer (1994:3). Leadership research has attempted to identify the kind of person who is most suited to the leadership position. This research focused on what the leader did. Research on school leadership, for example, points out numerous personal attributes that make up a good leader, such as self-confidence, flexibility, consistency, objectivity, a high level of motivation, the ability to make difficult decisions, problem-solving skills and good communication skills. A high level of competence, high expectations, initiative, vision and a keen sense of commitment and responsibility are also attributes which one associates with a leader (Squelch and Lemmer, 1994:3-4).

Having attempted to explain what makes a good leader, leadership effectiveness will now be discussed.

### 2.3.3 Leadership effectiveness

According to Stoner and Freeman (1989:460) leadership is generally considered in terms of its effectiveness or ineffectiveness. A leader's responsibility requires performance that is effective. Effectiveness is the key to the success of an organization. That leaders need to make the most of their opportunities, implies that effectiveness is essential to the organization and to the management of teacher competence.

Hoy and Miskel (1987:298) state that leadership requires a predisposition to be influential. Traits such as dominance are hypothesized to be associated with leadership effectiveness.

Leadership effectiveness cannot be determined adequately without understanding the total situation, including aspects such as subordinate traits, the structural configurations of schools, role definitions and both the internal and external environmental conditions (Hoy and Miskel, 1987:298-299).

Duke (1987:11) states that leaders with an understanding of the foundation upon which their effectiveness is based are in a much better position to resist efforts by others to use them to promote their special interests. It is natural for people to attempt to influence leaders, and it is difficult for most leaders to avoid the public arena where they are subject to lobbying and possible manipulation. Having a clear concept of effectiveness based on a personal vision makes it easier for a leader to choose between competing demands.

Leaders need performance feedback. To continue to grow and improve their effectiveness, leaders need information on how they were doing. A concept of effectiveness helps establish standards or criteria for judging a leaders' actions. It helps in generating specific evaluation questions and planning professional development activities (Duke, 1987:12).

Everyone has a feeling of uncertainty regarding the worth of his or her efforts. The act of reflecting on one's effectiveness helps direct attention to deeper issues of personal and professional meaning, issues which are bound to influence the quality of leaders' lives and the lives of those around them (Dubrey, 1990:53).

A brief discussion of leadership and teacher performance will now follow.

#### 2.3.4 Leadership and teacher performance

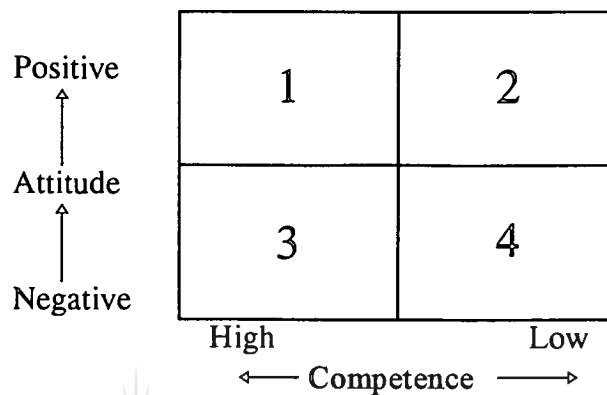
According to Koch (1994:103) a leader needs to do improve teacher performance and potential through the following:

- If a person is quite competent in discharging current responsibilities, it is usually far better to concentrate on building up his/her strengths and making them relevant to a team's work (Koch, 1994:103).
- People are naturally unbalanced in as far as their strengths are concerned. It is therefore the task of the principal as the leader to build on their peculiar strengths, and they should also think of ways in which they (principals) can shift their schools domain and its mission in order to capitalize on their strengths (Koch, 1994:104).
- Principals should think long and hard about the way that strengths of teachers can be combined and fused into effective-teams and into sub-teams. This does not happen most of the time and it does not happen automatically. It is the



leaders' responsibility - and this is creative task of high order to ensure that it happens as much as possible. The principal can do this in order to enhance the performance of teachers (Koch, 1994:104).

The principal should assess each teacher on two dimensions namely: his or her competence and his or her attitudes towards the leader and the rest of the staff members. The principal should classify each teacher on these two dimensions, as shown below:



According to Koch (1994:35) the best result is clearly if someone falls into quadrant 1, because such a person is competent and supportive. The person has a positive attitude towards the organization and the principal and a high competence.

Some teachers may fall into one of the other three quadrants of the matrix. For someone falling in quadrant 2, the leader will need to find a way of improving competence, either by changing the nature of the job to ensure a better fit with the persons natural skills, or by training or counselling.

An individual falling in quadrant 3, with high competence but negative attitude, will need more immediate attention. Such a person can cause considerable damage to the leader before he/she realizes it. The leader needs to change such a person's attitude quickly, or else remove him/her to another unit or organization not under your leadership. The first is the better solution since the leader will then have the individual's talents at his/her disposal (Koch, 1994:35).

Teachers in quadrant 4 presents less of a dilemma. They are potentially less helpful than people falling in quadrant 3 (with changed attitude) and also less dangerous. Nevertheless, the leader cannot allow his team to include any quadrant 4 people for any length of time. The leader should present each individual with his/her perceptions and with a plan to improve their particular competencies.

According to Lynas (1987:23) leaders need to create a climate where responsibility can be enthusiastically embraced. Obviously there is a risk in doing this, but the greater risk is that if this does not occur then the school will be saddled with a bunch of incompetent teachers with little or no commitment. Management and leadership involves giving effective responsibility.

It is evident from what has been discussed in the above paragraphs that if the principal has to enhance teacher performance, he/she has to ensure that certain basic principles are adhered to namely, responsibility and authority of subordinates must clearly be established and employers must be given something responsible to do.

Having discussed leadership and teacher performance, effective communication as an aspect of leadership will now be discussed.

## 2.4 EFFECTIVE COMMUNICATION AS AN ASPECT OF LEADERSHIP

### 2.4.1 Introduction

In most organizations, there is a common bond of interdependence. It is the task of the leader to see that this common bond is maintained and strengthened, a task certainly requiring good communication. Just as any relationship requires honest and open communication to stay healthy, so the relationships within schools improve when information is shared accurately and freely (De Pree, 1989:101).

The ability to interact positively with co-workers is not only critical to the success of the individual but, is also critical to the success of the organization (Bittner, 1988:180).

Kreps (1990:176) states that the most important influence on effective group decision making and decision implementation is the role of leadership.

Communication is therefore the only process which a leader can use to exert influence. School managers should therefore use effective communication to enhance teacher competence.

Effective communication is related to the development of effective organizations. Organizational communication can be assessed by the quality of the organizational communication process (Kreps, 1990:283).

Schools with strong supportive cultures that nurture their members and integrate them into communication activities, demonstrates the process aspect of organizational effectiveness, thus enhancing the competence of teachers. These organizational cultures promote a supportive communication climate and high levels of members cooperation and participation in organizational activities and events. Shared values, recognized heroes, participation in rites and rituals's and integration in communication networks are identified by Kreps (1990:283) as the key element of strong cultures. When those elements are present then a communication culture can be said to be present and this enhances process effectiveness.

Important aspects of leadership such as the promotion of teamwork, morale building, co-operative problem solving and decision making by consensus, imply effective communication with the group. The leader plays an important role in facilitating communication. He/she has to give direction and to serve as the communication nerve-centre for connection within and outside his group (Cawood and Gibbon, 1985:71).

In the following paragraphs an attempt will be made to briefly define communication.

#### 2.4.2 Communication

Stoner and Freeman (1989:523) define communication as a process whereby people attempt to share meaning via transmission of symbolic messages.

This definition of communication calls attention to the following three points namely that communication:

- \* as used here, involves people and that understanding communication therefore involves trying to understand how people relate to each other.
- \* involves shared meaning which suggests that in order for people to communicate, they must agree on the definitions of the terms they are using.
- \* is a symbolic gesture that can only represent or appropriate the ideas they are meant to communicate.

Stoner and Freeman, (1989:523) define communication as a process consisting of a sender transmitting a message through a medium to a receiver who responds. In its simplest form, this model can be schematized as follows:



This model indicates that the three essential elements as discussed above are missing and hence no communication has occurred. For example, the principal can send a message to teachers, but if it is not heard or received by the teacher, no communication occurred, and hence there is no way to enhance teacher competence if communication did not take place. It is therefore the task of school managers to use the essential elements of communication to enhance teacher competence.

As the above description of the communication process implies, communication may be one-way or two-way. In one-way, communication the sender communicates without expecting or getting feedback from the receiver. Policy statements from top managers are usually examples of one way communication. Two way communication exist when the receiver provides feedback to the sender. Making suggestions to teachers and receiving questions or counter suggestions is an example of two-way communication (Stoner and Freeman, 1989:523). School leaders can make use of two way communication in order to enhance competence among teachers.

Having defined communication, leadership communication styles will now be briefly discussed.

#### 2.4.3 Leadership communication styles

Principals exhibit varying styles when communicating with others. The effectiveness of the particular style depends on the situational variables and the particular characteristics of the communicator. Singer (1990:496) has identified the following communication styles that provide the greatest benefit for organizations namely:

- \* *Controlling style* - Used primarily to send one way messages. Unless the purposes of the sender are served, feedback is totally omitted. This style is most effective when the sender has unequivocal control or is viewed as an expert.
  
- \* *Equalitarian style* - Characteristic of democratic leaders, this style epitomizes two-way communication. The goal of this style is the promotion of healthy interpersonal relationships and productivity. This style is most effective in complex decision making situations.

- \* *Relinquishing style* - Characterized by the senders willingness to allow others to play dominant roles in the communication process. The goal of this style is to promote cohesive, independent groups. This style is most effective when the sender is highly experienced and is dealing with knowledgeable receivers who are willing to accept responsibilities.
  
- \* *Structuring style* - Characterized by the use of verbal interchanges to detail already established policies and procedures. The primary goal of this style is the clarification, elaboration and confirmation of existing messages. This style is effectively used by human resource managers in explaining complex tasks, for newly developed programs and in the development of handbooks and manuals.
  
- \* *Withdrawal style* - Characterized by an absence of communication. The continual use of the withdrawal style will have serious repercussions for any organization.



The appropriate communication style provides the greatest benefit for organizations. Coupled with the occasional and tactful use of dynamic, structuring and relinquishing techniques, principals as leaders can effectively send messages and expect to receive feedback and compliance to work-related instructions. Regretfully, the use of controlling and withdrawal styles of communications is all too common in schools. Principals find the controlling style too easy to use, and they inadvertently create environments which foster withdrawal in teachers. Eventually, the only organizational channel which remains open is the downward communication style. As a result, teachers become frustrated, alienated, and demotivated, and this breeds incompetence amongst teachers. In order to enhance teacher competence school leaders should avoid using a downward communication style.

It is therefore the task of the principal as a leader to learn to recognize the various types of barriers that may occur. Robbins (1994:532) identifies the following barriers to effective communication:

- \* *Filtering* - It is the deliberate manipulation of information to make it appear more favourable to the receiver. For example, when the teacher tells the principal what the principal wants to hear, the teacher is filtering information.
- \* *Emotions* - When the receiver's feelings allow a message to influence how he or she interprets it. Extreme emotions such as jubilation and depression are most likely to hinder effective communication.
- \* *Language* - Words mean different things to different people. Age and education are some aspects which influence the language a person uses.
- \* *Non-verbal cues* - When non-verbal cues are inconsistent with the oral message, the receiver becomes confused and clarity of the message suffers. School leaders can guard against the above mentioned barriers of communication to enhance teacher competence.

#### 2.4.4 Constructive assertiveness

Emmer, Evertson, Sanford, Clements & Worsham (1989:162) states that in order to become an effective communicator, three related skills are needed to communicate with pupils and parents namely:

- \* *Constructive assertiveness*

This includes describing your concern clearly, insisting that misbehaviour be corrected and to resist from being coerced or manipulated. Elements of constructive assertiveness include a clear statement of the problem or issue, unambiguous body language and insistence on appropriate behaviour and resolution of the problem.

\* *Empathetic response*

This refers to listening to the teachers perspective and reacting in a way that will maintain a positive relationship and encourage further discussion.

\* *Problem solving*

This includes several steps for receiving mutually satisfactory solutions to problems. It also requires working with teachers and assisting them to develop a plan for change (Emmer et al. 1989:162-163).

Being an assertive leader means letting parents know your concerns and needs in a manner that gets their attention.

In the following paragraphs suggestions to make communication more effective will be discussed (Kreps, 1990:285).

2.4.5 Suggestions for effective communication

\* *Use feedback*

Many communication problems can be directly attributed to misunderstandings and inaccuracies. These problems are less likely to occur if the principal uses feedback effectively in the communication process. This feedback can be verbal or non-verbal (Kreps, 1990:285). School leaders can use feedback effectively in the communication process to enhance teacher competence.

\* *Simplify language*

Because language can be a barrier, principals should choose words and structure their messages in ways that will make these messages clear and understandable to the



teachers or pupils. Understanding is improved by simplifying the language used in relation to the audience intended (Kreps, 1990:286).

\* *Listen actively*

When someone speaks, we hear. But too often we do not listen. Listening is an active search for meaning. The principal's goals should be to improve the teacher's ability to receive the full meaning of the communication without it being distorted by premature judgements or interpretations (Kreps, 1990:286).

\* *Constrain emotions*

A leader who is emotionally upset over an issue, is more likely to misconstrue incoming messages and fail to express his or her outgoing messages clearly and accurately. When emotionally upset leaders should desist from further communication until he or she has again gained composure (Kreps, 1990:286-287).

\* *Watch for non-verbal cues*



It is important for leaders to pay attention to their actions and to make sure that they align with and reinforce the words that go along with them (Kreps, 1990:287). It is the task of school leaders to use the above mentioned suggestions for effective communication so as to enhance teacher competence.

## 2.5 CONCLUSION

It is evident from what was discussed in the above paragraphs that leadership is required for schools to function effectively. What matters is the quality of followership that a leader can stimulate and sustain. In thinking about the effective school - a school which responds to individual pupil and staff needs and to the changing face of the South African community in which it is placed - the nature of leadership is clearly a critical variable.

Finally, it is also evident that the important aspects of leadership such as morale building, team promotion and decision making by consensus, imply skills in effective communication with a group. The leader plays an important role in facilitating communication in a group. He has to give direction and serve as the communications nerve-centre for connections both within and outside his group. Communicating effectively with teachers is therefore a prerequisite for enhancing their competence.

## 2.6 SUMMARY

In this chapter the essence of teacher competence, the importance of leadership as well as how a leader can use communication to enhance teacher competence has been explored. The next chapter will deal with the empirical research that was undertaken, data analysis will also be discussed.



# CHAPTER 3

## EMPIRICAL RESEARCH AND DATA ANALYSIS

### 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 effective communication as an aspect of leadership and its implications for the management of teacher competence. A brief discussion of the design of the research instrument now follows.

### 3.2 THE INSTRUMENT OF RESEARCH

#### 3.2.1 The design of the questionnaire

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

- \* The learning environment
- \* Professional commitment
- \* Order and discipline
- \* Educational foundation
- \* Teacher reflection

- \* Cooperative ability
- \* Effectiveness
- \* Leadership.

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

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

**TABLE 3.1**  
**ITEMS ASSOCIATED WITH LEADERSHIP**

Item no.	Description	Mean score	S.D	Rank order
B53	Treat pupils with dignity and respect by means of caring acts such as recognition.	4,35	0,96	4
B15	Analyse complex information so that it could be presented to pupils in an understandable way.	4,18	1,03	21
B54	* Shows assertiveness when communicating with pupils.	4,17	1,01	26
B18	Create a classroom climate where pupils are able to exchange ideas freely.	4,05	1,02	42
B69	Have the tenacity not only to listen to pupils problems but also to do something about them.	4,0	1,08	45
B62	Encourage pupils to feel a sense of ownership for the school.	3,95	1,13	48
B36	* Lead by telling his/her pupils exactly what to do.	3,94	1,16	50
B23	Experiment and introduce exciting teaching techniques to facilitate pupil learning.	3,85	1,08	62
B35	Displays sensitivity when dealing with children from different cultural groups are involved.	3,78	1,21	69
B41	Use tact when resolving problems where different cultural groups are involved.	3,74	1,20	74
B42	* Demonstrate assertiveness when communicating with parents.	3,71	1,57	77
B08	Keep up to date with new developments in his/her subject by attending courses and seminars.	3,66	1,28	79
B108	Use feedback received from teachers and pupils to improve teaching methods.	3,64	1,22	81
B65	Allows pupils to participate in formulating rules and regulations concerning classroom procedures.	3,49	1,26	88
B68	Involves pupils in planning lesson activities.	2,96	1,34	99
B01	See that bureaucratic obstacles do not interfere with teaching.	2,88	1,28	101

Having displayed the various items involved in leadership only those items relevant to this research paper and demarcated in the table by means of an asterisk will now be discussed.

### 3.2.2 Discussion of effective communication as an aspect of leadership

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

In your opinion how often do you:

- \* *Show assertiveness when communicating with pupils?*

The rank order of this question is 26 with a mean score of 4,17. This shows that it is an important question. Emmer et al. (1989:163) emphasize this fact by stating that in order to become an effective communicator, three related skills are needed in order to communicate effectively with pupils and parents (see 2.4.3, p. 20).

- \* *Lead by telling his/her pupils exactly what to do.*

The rank order of this question which is 50 indicates that it is an important question. Emmer et al. (1989:162-163) support this fact by stating that solutions to problems requires a teacher to work with students and tell them exactly what to do (see 2.4.3, p. 20). The mean score of 3,94 is a further indication that teachers regard this question as important in respect of teacher competence.

- \* *Demonstrate assertiveness when communicating with parents?*

The rank order of this question is 77 and its mean score is 3,71. This indicates that it is a an important question. Emmer et al. (1989:166) emphasize that an assertive leader means that you let parents and pupils know your concerns and needs in a manner that captures their attention (see, 2.4.3, p. 20).

Having discussed each of the questions on effective communication 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 the various post levels of the teaching profession. It was felt that the perceptions of the teachers at the various post levels relative to teacher competence should vary and hence it was important to sample as wide a range of post levels as possible (see Section A question 2 of the questionnaire).

#### 3.3.2 Biographical details

The following biographical details were requested:

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

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

#### 3.3.3 The research group

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

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

### 3.3.4 Return of questionnaires

The following figures summarise the information relevant to the questionnaires:

#### \* Teacher competence

Handed out	Returned - useable	Percentage return
1500	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; and
- \* some aspects of the data flowing from the statistical analysis will be examined, tabulated and interpreted.

## CHAPTER 4

### THE ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE IMPERIAL DATA

#### 4.1 INTRODUCTION

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

- \* a discussion 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;
- \* a brief discussion of the differences between the factor mean scores of the independent groups involved in the research project.

#### 4.2 RELIABILITY AND VALIDITY

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



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

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

These procedure 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 minimum 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 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 in respect of educative and collaborative competence will now be discussed.

##### 4.3.1.1 Differences between male and female relative to educative and collaborative competence

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 TABLE 4.1  
 COMPOSITE HYPOTHESES WITH MALE AND FEMALE PRINCIPALS  
 AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Differences at the multivariate level	Principal	HoT	There is no statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together	Hotelling $T^2$
		HaT	There is a statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together	
		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 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

FACTOR	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**
	F	90,50		

N1 (Men) = 840

N2\2 (Females) = 272

\*\* = Significant at 1% level

\* = Significant at 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 nul hypothesis  $H_0T$  is thus rejected and the alternative hypotheses  $H_aT$  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  $H_{0T1}$  is accepted because there is no significant difference between the two groups relative to educative competence. However,  $H_{0T2}$  is rejected in favour of  $H_{aT2}$ . 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 the differences between three or more groups the various post levels 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 three religious groups taken together	Manova
		HaM	There is a statistical significant difference between the vector mean scores for the three religious groups taken together	Anova
Differences at the single variable level	Post levels	HoA	The average scale scores of the four post level groups do not differ from one another in a statistical significant way in respect from one another in respect of the following factors taken separately namely:	
		HoA1 HoA2	Educative competence Collaborative competence	
		HaA	The average scale scores 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:	
		HaA1 HaA2	Educative competence Collaborative competence	
		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:	

(table 4.3 continuous)

FACTORS		PAIRS OF GROUPS					
		A vs B	A vs C	B vs C	A vs D	B vs D	C vs D
Educative competence		HoS.AB1	HoS.AC1	HoS.BC1	HoS.AD1	HoS.BD1	HoS.CD1
Collaborative competence		HoS.AB2	HoS.AC2	HoS.BC2	HoS.AD2	HoS.BD2	HoS.CD2
Differences at the single variable level	Post level	HaS		There are statistical significant differences between the average scale scores of the four post level groups when compared pain-wise in respect of the following factors namely:			
FACTORS		A vs B	A vs C	B vs C	A vs D	B vs D	C vs D
Educative competence		HaS.AB1	HaS.AC1	HaS.BC1	HaS.AD1	HaS.BD1	HaS.CD1
Collaborative competence		HaS.AB2	HaS.AC2	HaS.BC2	HaS.AD2	HaS.BD2	HaS.CD2



TABLE 4.4  
SIGNIFICANCE OF DIFFERENCES BETWEEN THE POST LEVEL GROUPS  
IN RESPECT OF FEEDBACK COMPETENCE

Factor	Group	Factor average	P-value (Manova)	P-value (Anova)	Scheffé					
					AB	AC	AD	BC	BD	CD
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**		**	**			
	B	88,74								
	C	91,62								
	D	92,34								

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

Using tables 4.3 and 4.4 it follows that HoM is rejected at the 1% level and thus HaM is accepted. A statistical significant difference thus exists at the multivariate level between the mean 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 Ho.A1 and Ho.A2 are rejected and Ha.A1 and Ha.A2 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 the teachers and heads of departments. Thus HoS.AC1 can be rejected in favour of HaS.AC1. Heads of Department thus have a statistically significantly higher scale score than do teachers. This difference in scores could be due to the fact that Heads of Department are subject experts and thus perceive themselves to be educatively more competent than teachers.

In respect of collaborative competence:

- \* there is statistical significant difference at the 1% level between teachers and heads of department and teachers and educators in promotion posts above head of department. Thus HoS.AC2 and HoS.AD2 are rejected in favour of HaS.AC2 and HaS.AD2.

There thus appears to be a direct link between the educators post level and collaborative competence. Educators in promotion posts can only achieve their objectives if they possess collaborative competence and it is thus hardly surprising to see that they have the higher factor mean scores when it comes to collaboration.

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

**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**	85,65**
	Teachers with merit awards	325,16	88,74
	Heads of Departments	340,22**	91,62**
	Higher Promotion posts	334,32	92,84**
HIGHEST QUALIFICATION	Lower Std. 10; Std. 10; Diploma	297,93**	89,17
	Teachers Diploma	324,44**	87,55
	Diploma Degree	331,38**	89,28*
	Degree Plus	332,30**	83,48*
PROVINCE	Gauteng	327,19**	87,14
	KwaZulu	*312,44**	88,08
	Other	*328,30	86,91
HOME LANGUAGE	Afrikaans	338,97**	83,84*
	English	*330,48	**83,54
	Sotho	320,52*	***90,58*
	Nguni	*316,72**	***89,50*
	Indian	335,70	88,46
ATTENDANCE PUPILS	Good	323,96	87,17
	Average	325,03	88,09*
	Poor	317,06	80,74*
ATTENDANCE TEACHERS	Good	324,65	88,07*
	Average	324,66	87,26
	Poor	314,13	80,29*
IMAGE OF SCHOOL	Excellent	326,89	86,83
	Good	325,12	89,10*
	Average	320,06	85,35
	Disturbing	318,27	80,76*

F1 = Educative competence

F2 = Collaborative competence

\*\* = Significant difference at the 1% level

\* = Significant difference at the 5% level

#### 4.4 BRIEF DISCUSSION OF DIFFERENCES BETWEEN 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 summarized in Table 4.5. In order to facilitate the discussion the factors are considered separately with educative competence being the first to be discussed.

##### 4.4.1 Educative competence

- \* *Gender* - according to the factor mean scores males perceive themselves to be slightly more educatively competent than do women. This is probably due to the fact that women tend to underestimate their own educative competence.
- \* *School type* - secondary school teachers have a slightly higher factor mean score than do primary teachers. Secondary teachers tend to perceive themselves superior in an educative sense compared to primary school teachers. This could be because they specialise in their fields and there are more subject groupings in secondary schools compared to primary schools.
- \* *Educational qualifications* - educators with an honours degree or higher qualification have the highest factor average and differ from the other three groups at the 1% level of statistical significance. Highly qualified teachers perceive themselves as more knowledgeable than those with lower qualifications. Hence teachers with the lowest educational qualifications perceive themselves to be educatively least competent.



- \* *Province* - This could be due to a lack of academic competence amongst teachers in rural schools as compared to urban 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 the Nguni speaking people and at the 5% level from Sotho speaking teachers. Afrikaans speaking educators probably come from more advantaged societal backgrounds as compared to Nguni and Sotho speaking educators. Hence educators with Afrikaans as home language perceive themselves to be educatively more competent. Teachers with English as home language have the second highest factor mean score and differ from Nguni speaking people at the 5% level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers. Teachers who have Indian dialects such as Gujarati and Urdu as home language also have a higher factor mean and thus also believe that they are educatively competent relative to the other groups. The fact that there was no statistically significant differences between Indian-speakers and other groups was probably due to the small number of Indian-speakers sampled.
  
- \* *Religion* - there is a statistical significant difference at the 5% level between the average scale scores of Christians and Hindus in respect of educative competence. Teachers belonging to the Hindu religion perceive themselves to be more educatively competent than Christian teachers. The relatively high mean score attributed to the Hindu group could be as a result of the small number of Hindu teachers sampled as compared to the Christians.
  
- \* *Attendance of pupils* - teachers who perceive the attendance of pupils at their school to be average and good have the higher factor mean scores. Teachers who have the perception that pupil attendance at their school is poor also have the lowest factor mean score and hence the lowest perceived educative competence.

- \* *Attendance of teachers* - teachers who perceive the attendance of teachers at their schools to be good and average have the highest factor mean scores. Teachers with the perception that teacher attendance at their schools is poor also perceive themselves to be educatively least competent.
- \* *Image of the school* - the factor mean scores seem to indicate a direct link between teachers perception of the image of their school and their educative competence. The higher the factor mean score the better the teachers perception of the image of their school. Teachers with the perception that the image of their school is disturbing also perceive themselves to be the least educatively competent.

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



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

#### 4.4.2 Collaborative competence

- \* *Gender* - women perceive themselves to be slightly more collaboratively competent than do men. This is probably due to the fact that women are more tolerant than men.
- \* *School type* - teachers who have gained most of their teaching experience at primary schools differ statistically significantly at the 1% level from educators who have mostly taught at secondary schools. This significantly higher factor mean score indicates that primary school teachers believe themselves to be more collaborative than secondary school teachers. The fewer subject

groupings in primary schools probably cause teachers to collaborate with one another to a greater extent than teachers in secondary schools who tend to be more individualistic because of subject specialisation.

- \* *Highest qualification* - educators with a degree and a teachers diploma differ in their factor mean scores at the % level of significance from educators who have an honours degree and higher qualification. The higher the educational qualification the lower the collaborative competence. Teachers who are well qualified are usually innovative, autonomous and individualistic and probably do not need to be as participative as teachers with lower qualifications.
- \* *Province* - educators from KwaZulu Natal are more collaborative than educators from Gauteng and other provinces, this is probably due to the fact that people in rural areas are more accommodative in accepting people weaknesses.
- \* *Home language* - Sotho and Nguni speaking teachers have the highest factor mean scores in collaborative competence and they differ from English speaking teachers at the 1% level of statistical significance. Sotho and Nguni speakers also differ from Afrikaans speaking teachers at the 5% level of statistical significance. English and Afrikaans speaking teachers have the lowest factor mean scores indicating that their collaborative competence is not as good as those teachers belonging to the black population groups. This difference is probably due to the perceptive characteristic known as collective consciousness which derives from common experience and contrasts with its opposite pole known as individualistic consciousness which is generally operative in the context of the white population groups. The Indian speaking people also have a high factor mean score indicating that they also perceive themselves to be collaboratively competent relative to the other groups.

- \* *Attendance of pupils* - educators with the perception that pupil attendance at their school is average have a higher factor mean score and differ at the 1% level of statistical significance from educators with the perception that pupil attendance at their school is poor. Teachers who perceive the pupil attendance to be good to average thus believe themselves to be more competent in a collaborative sense than educators who perceive pupil attendance at their school 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 their teacher attendance at their schools is poor. It thus appears as if teacher attendance influences collaborative competence in a direct way and teachers who teach at school who have good to average teacher attendance are collaboratively more competent than teachers who teach at schools where teacher attendance is poor.
  
- \* *Image of school* - teachers with the perception that the image of their schools is good differ in a statistically significant way at the 5% level from teachers who believe that their schools have a image which is disturbing. There thus appears to be a link between teachers perception of the image of their school and their collaborative competence. It is also likely that the collaboration in schools with good images is better than in schools where the image of the school in the community is poor.

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

known to differ from one another in many of the aspects researched this reinforces the predictive and construct validity of collaborative competence as a construct. Collaborative competence is also an exciting construct as it is related to aspects such as open communication, trust, support, learning on the job, getting results and job satisfaction (Sergiovanni & Starratt, 1993:12). Collaborative competence thus seems to be essential in order to be classified as a competent teacher or manager of a school.

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

#### 4.5 SUMMARY

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

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

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

An instrument which has construct validity should also be able to distinguish between groups which are known to differ from one another. It can be seen from the data in

Table 4.5 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of educative and collaborative competence. These differences were discussed and possible reasons for the differences in factor mean scores were postulated.

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

In Chapter 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 main aim of the research project was to investigate the components of teacher competence and how these aspects can change teaching effectiveness. This particular group as a whole investigated the composition of leadership and how this can enhance teacher competence. The specific aim of this research was to determine the contribution of effective communication in the management of teacher competence as far as leadership is concerned. This was investigated by means of a literature study and then obtaining teacher opinion as to the extent which teachers use effective communication to enhance leadership.

The research topic was chosen in order to assist educational managers and teachers to be more conversant with effective communication strategies which can serve as an aid in improving and maintaining high standards of education in South Africa. The South African education system as a whole has been effected by the changes taking place in society. South African schools have in turn become sites of radical change. The recent trend toward greater decentralisation and partial privatisation for many schools has placed more responsibility on educational managers. Therefore it is necessary for educational managers to use effective communication strategies in order to develop amongst other things, teacher competence at the various schools in South Africa.

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

- \* Summary
- \* Important findings
- \* Recommendations
- \* Conclusion

## 5.2 SUMMARY

In Chapter one it was stated that school principals can contribute to the root causes of incompetence. It further stated that effective communication is related to the development of an effective organization and that the organizational communication can be assessed by the quality of the organizational process.

Chapter one was also concerned with the motivation for the research project, the problem statement, the aim of research, the method of research, the order of discussion and the exposition.

Chapter two focused on a literature survey by investigating teacher competence. The literature review was discussed under the following areas:

- \* An exposition of the essence of teacher competence;
- \* Leadership in schools;
- \* The use of effective communication as an aspect of leadership.

It was observed that the crisis of leadership today is often mediocrity or irresponsibility of the men and women in power and that leadership rarely rises to meet the full need for it. The fundamental crisis underlying mediocrity is the inability of leaders to enhance competence amongst groups or organizations.



Chapter two also states that a major difficulty presently facing education is the concept of teacher competence. Competence could indicate adequacy rather than excellence of performance in a field and is seen as a cluster of integrated knowledge, skills, values and attitudes.

Finally, it was observed in the literature survey that schools with strong supportive cultures that nurture their members and integrate them into communication activities, demonstrates the process aspect of organizational effectiveness, thus enhancing competence of teachers.

The design of the research project was explained in Chapter three. The structured questionnaire consisted of 108 open ended items. Respondents were required to indicate how often an educational manager demonstrated a particular behaviour.

As it was felt that the perception of teachers at different post levels should vary, the respondents were chosen from various post levels of the teaching profession. Questionnaires were distributed to members of the teaching profession in the various provinces, but mainly in Gauteng and KwaZulu Natal. There was 74,4% return of the questionnaires which were sent to Statistical Consulting Service of the Rand Afrikaans University where the data was processed.

The analysis and interpretation of the empirical data was discussed in Chapter four. It was established that the research instrument satisfied the requirements for validity and reliability and that teacher competence was composed of educative and collaborative competence.

This was followed by a comparison of one of the independent pairs by stating appropriate hypotheses and interpreting the tests involved. In respect of three or more independent groups multivariate differences were investigated by means of MANOVA (multivariate analysis of variance) in respect of educative and collaborative

competence considered together. The vector mean scale scores were compared and any differences at this level were followed up by using ANOVA (analysis of variance) and the Scheffé test to investigate these differences at the single variable level.

### 5.3 IMPORTANT FINDINGS

#### 5.3.1 Findings from the literature in respect of effective communication as an aspect of leadership and the implications for the management of teacher competence

In most organizations, there is a common bond of interdependence; mutual interest and inter-locking contributions. It is the task of the educational manager to see that this common bond is maintained and strengthened in order to enhance teacher competence, a task certainly requiring effective communication. Just as any relationship requires honest and open communication to stay healthy, so the relationship within schools improve when information is shared accurately and freely. The best way to communicate the basis of an organisations common bonds and values is through effective communication (see 2.4 p.17).

Principals exhibit varying styles when communicating with others. The effectiveness of a particular style depends on the situational variables and the particular characteristics of the communicator. The following communication styles that provide the greatest benefit for the management of teacher competence where identified and explained namely the:

- \* controlling style;
- \* equalitarian style;
- \* relinquishing style;
- \* structural style; and
- \* withdrawal style (see 2.4.2 p.19).

The skills required for effective communication include constructive assertiveness which involves describing your concern clearly, insisting that misbehaviour be corrected and to resist being coerced or manipulated by others. It involves empathetic response which refers to listening to the other person's perspective and thus reaching a way that will maintain a positive relationship and encourage further discussion. Lastly, it involves problem solving which includes several steps in order to come to mutually satisfactory solutions to problems. It also requires working with subordinates and telling them exactly what to do to develop a plan for change (see 2.4.3 p.20).

In order to enhance the management of teacher competence the following suggestions will be of assistance to leadership namely:

- \* Use feedback
- \* Simplify the language
- \* Listen actively
- \* Constrain emotions (see 2.4.4 p.22)

### 5.3.2 Important empirical findings in respect of teacher competence

- \* *Teacher competence consists of two factors namely:*
  - Educative competence which is composed of 81 items with a Cronbach-alpha-reliability coefficient of 0,978; and
  - Collaborative competence, made up from 27 items with a Cronbach-reliability coefficient of 0,918.

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

- Post-levels, educational qualifications, 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 project was an investigation into the importance of effective communication as an aspect of leadership and its implication for the management of teacher competence.

In order to realize this aim a literature survey was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research are now amalgamated by the following recommendations:

##### RECOMMENDATION 1

5.4.1 Competent teachers and managers should use effective communication as this promotes interpersonal relations and productivity. The educational manager must therefore take into consideration important aspects of leadership such as morale building, team promotion and decision-making by consensus - all these imply skills in effective communication. The educational manager should also conduct workshops or organize seminars dealing with leadership skills.

## RECOMMENDATION 2

### 5.4.2 Educative competence

Teachers have to be educatively competent to be able to meet the challenges of the present and future education system. Educative competence involves the creation of an effective learning environment; professional commitment; maintenance of order and discipline; an ethical foundation; the ability to reflect on teaching practices; co-operative ability; effectiveness and leadership qualities. These aspects may be developed as one's teaching experience increases. However, constant reading and continuous studying to upgrade one's qualifications will also enhance educative competence. The results of the survey reflected that teachers with the highest qualifications were most educatively competent. Therefore the new policy stating that teachers are no longer going to receive an increase in their salaries in respect of better qualifications may have a detrimental effect on the education department in future, since teachers may not be motivated to study further; this may also result in poor performance by the teacher and pupils. The educational manager could compensate for this by constantly motivating teachers - by giving them recognition if they improve their qualifications, creating a conducive atmosphere where every teacher can work productively and encouraging them to improve their academic and professional qualifications.

Educational managers should lead by clearly explaining to pupils exactly what is expected of them. This question proved to be important with a mean of 3,94. Educational managers should therefore take into consideration that to conceive of communication as lying at the heart of education is to take seriously the impulses, desires and goals of their learners. The more educatively competent a teacher is the more likely it is that his/her pupils will achieve better results. Educational managers thus need to create opportunities for teachers to improve their educative competence as this will make their management task more efficient.

## RECOMMENDATION 3

### 5.4.3 Collaborative Competence

Collaboration, co-operation, team work, caring and sharing are the keys to successful institutions. Schools are people oriented; there is constant interaction between pupil and pupil, pupil and teacher, teacher and parent, teacher and management personnel, etcetera. Therefore it is essential for teachers to be collaboratively competent. The survey reflects that in schools where there was a greater degree of collaboratively competent teachers, pupil attendance, teacher attendance and teachers perceptions of their school image was far better than schools that reflected a poor image and suffered a poor collaborative competence. Thus the educational manager should place a greater emphasis on collaborative competence. Educational managers should make every effort to enhance their collaborative competence as this seems to influence teacher attendance, pupil attendance and the image of the school. The educational manager can also boost the poor image of the school by encouraging the creation of a cooperative environment.

## RECOMMENDATION 4

### 5.4.4 Topics for further research

The following are some areas that could not adequately be researched in this study, and that merit further investigation:

- \* The role fo leaders in guiding teachers to improve communication.
- \* The role of the educational manager in demonstrating assertiveness when communicating with parents.
- \* The importance of leading by telling pupils exactly what to do.
- \* The importance of effective communication in teacher competence.

## 5.5 CONCLUSION

South-Africa's education system is in the process of being restructured. As this restructuring process proceeds, differences resulting from previous education departments such as professional qualifications of teachers and matric results are being highlighted. It is clear from this script that educational managers should do something to achieve superior performance. A key component in this pursuit of excellence is of course effective communication, and at a time when the means for effective communication are increasing at a bewildering rate, it is essential that all the basic principles of effective communication should be clearly understood by those aspiring to levels of leadership as they have to act as models of exactly what attributes competent teachers should demonstrate.



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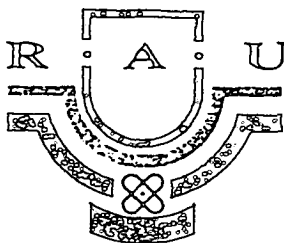
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Dear Madam/Sir

Date: 1996-05-27

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

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

- \* Do not write your name on the questionnaire - it remains anonymous.
- \* There are no correct or incorrect answers in Section B. This is not a test of your competence. We merely require your honest opinion in order to obtain reliable and trustworthy data.
- \* Your first spontaneous reaction is the most valid. So work quickly and accurately. Do not ponder too long over any particular question/item.
- \* Please answer ALL the questions (questions are printed on BOTH SIDES of the page).
- \* If you would like to change your response to a question do so by clearly crossing out the incorrect response and circling your intended response.
- \* Please return this questionnaire to the PERSON FROM WHOM IT WAS RECEIVED, AFTER HAVING COMPLETED IT.

Thank you once again for your assistance.

Yours faithfully

PROF. J B SMITH.....

PROF. K P DEVINEO.....

DR B R GROBLER.....

DR M P V & MEERW.....

MS. S SCHALEKAMP.....

TC/ERG.

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

**SECTION A - PERSONAL INFORMATION**

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

**EXAMPLE FOR COMPLETING SECTION A**

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

Male.....  1

Female.....  2

**1. GENDER**

Male.....  1

Female.....  2 (6)



**2. YOUR PRESENT POST LEVEL**

Teacher without merit award.....  1

Teacher with merit award(s).....  2

Head of Department.....  3

Deputy Principal.....  4

Principal.....  5

Higher promotion posts.....  6 (7)

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

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

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

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

5. YOUR HIGHEST EDUCATIONAL QUALIFICATION

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

(12)

6. PROVINCE (In which you are presently teaching)

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

(13)

7. WHICH IS YOUR RELIGIOUS COMMITMENT?

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

(14)

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

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

(15)

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

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

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

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

(18)

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

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

(19)

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

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

(20)

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

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

(21)

SECTION B

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

Give your opinion on a 5 point scale where:

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

**EXAMPLE**

In your opinion how often do you:  
 Effectively use available teaching time?

very seldom    1    **2**    3    4    5    very often

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

IN YOUR OPINION HOW OFTEN DO YOU:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 very often (29)



IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom 

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

 very often (30)

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

very seldom 

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

 very often (31)

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

very seldom 

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

 very often (32)

12. Inform parents about the value of independent learning?

very seldom 

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

 very often (33)

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

very seldom 

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

 very often (34)

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

very seldom 

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

 very often (35)

15. Analyze complex information so that it could be presented to the pupils in an understandable way?

very seldom 

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

 very often (36)

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

very seldom 

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

 very often (37)

17. Effectively use available teaching time?

very seldom 

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

 very often (38)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom 

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

 very often (39)

19. Demonstrate that discipline is directed primarily at correction and not retribution?

very seldom 

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

 very often (40)

20. Show a repertoire of teaching skills that facilitate learning?

very seldom 

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

 very often (41)

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

very seldom 

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

 very often (42)

22. Illustrate the practical application of theoretical concepts using numerous concrete examples?

very seldom 

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

 very often (43)

23. Experiment and introduce exciting teaching techniques to facilitate pupil learning?

very seldom 

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

 very often (44)

24. Display attitudes that foster learning amongst your pupils?

very seldom 

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

 very often (45)

25. Teach students to become critical learners?

very seldom 

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

 very often (46)

26. Show that interaction between teacher and pupil is an important aspect of the educational process?

very seldom 

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

 very often (47)

IN YOUR OPINION HOW OFTEN DO YOU :

27. Create opportunities for pupil participation during lessons?  
 very seldom 

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

 very often (48)
28. Phrase questions in a language easily understandable to the pupils?  
 very seldom 

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

 very often (49)
29. Create a climate which is conducive to learning?  
 very seldom 

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

 very often (50)
30. Assist with extra-curricular activities such as sport and culture?  
 very seldom 

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

 very often (51)
31. Use questioning techniques which stimulate pupils to THINK?  
 very seldom 

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

 very often (52)
32. Think about your lesson planning before the actual lesson?  
 very seldom 

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

 very often (53)
33. Encourage parents to become involved in extra-mural activities?  
 very seldom 

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

 very often (54)
34. Set achievable instructional goals?  
 very seldom 

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

 very often (55)
35. Display a sensitivity when dealing with children from different cultural groups?  
 very seldom 

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

 very often (56)
36. Lead by telling your pupils exactly what to do?  
 very seldom 

1	2	3	4	5
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 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

1	2	3	4	5
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 very often (58)
38. Reflect on some of your teaching methods during the lesson?  
 very seldom 

1	2	3	4	5
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 very often (59)
39. Allow parents with special skills to assist in the organisation of school matters?  
 very seldom 

1	2	3	4	5
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 very often (60)
40. Assist pupils in applying knowledge gained to actual problems experienced in society?  
 very seldom 

1	2	3	4	5
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 very often (61)
41. Use tact when resolving problems where different cultural groups are involved?  
 very seldom 

1	2	3	4	5
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 very often (62)
42. Demonstrate assertiveness when communicating with parents?  
 very seldom 

1	2	3	4	5
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 very often (63)
43. Use questions that vary in difficulty in order to cater for the different abilities of pupils?  
 very seldom 

1	2	3	4	5
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 very often (64)
44. Make use of a diary to plan your use of time effectively?  
 very seldom 

1	2	3	4	5
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 very often (65)
45. Organise various symposiums aimed at professional development?  
 very seldom 

1	2	3	4	5
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 very often (66)

IN YOUR OPINION HOW OFTEN DO YOU :

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

1	2	3	4	5
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 very often (67)
47. Manage your learning environment by using rules and routines?  
 very seldom 

1	2	3	4	5
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 very often (68)
48. Maintain an orderly yet relaxed classroom climate?  
 very seldom 

1	2	3	4	5
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 very often (69)
49. Attempt to relate the content of your subject to the present and future concerns of pupils?  
 very seldom 

1	2	3	4	5
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 very often (70)
50. Involve students in the actual planning of certain lessons?  
 very seldom 

1	2	3	4	5
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 very often (71)
51. Encourage parents to assist their children with the learning process?  
 very seldom 

1	2	3	4	5
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 very often (72)
52. Give careful consideration to the various ability levels of your pupils when planning lessons?  
 very seldom 

1	2	3	4	5
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 very often (73)
53. Treat pupils with dignity and respect by means of caring acts such as recognition and personal thank you's?  
 very seldom 

1	2	3	4	5
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 very often (74)
54. Show assertiveness when communicating with pupils?  
 very seldom 

1	2	3	4	5
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 very often (75)

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

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom 

1	2	3	4	5
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 very often (6)

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

very seldom 

1	2	3	4	5
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 very often (7)

57. Actively involve the children in the lesson?

very seldom 

1	2	3	4	5
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 very often (8)

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

very seldom 

1	2	3	4	5
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 very often (9)

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

very seldom 

1	2	3	4	5
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 very often (10)

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

very seldom 

1	2	3	4	5
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 very often (11)

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

very seldom 

1	2	3	4	5
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 very often (12)

IN YOUR OPINION HOW OFTEN DO YOU :

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

1	2	3	4	5
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 very often (13)
63. Encourage activities which involve pupils in collaborative efforts?  
 very seldom 

1	2	3	4	5
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 very often (14)
64. Carefully analyze the performance of pupils with the view of remediation?  
 very seldom 

1	2	3	4	5
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 very often (15)
65. Allow pupils to participate in formulating rules and regulations concerning classroom procedures?  
 very seldom 

1	2	3	4	5
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 very often (16)
66. Act as a mediator in conflict situations such as teacher strikes?  
 very seldom 

1	2	3	4	5
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 very often (17)
67. Keep careful records of pupil progress to determine your understanding of essential skills?  
 very seldom 

1	2	3	4	5
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 very often (18)
68. Involve pupils in planning lesson activities?  
 very seldom 

1	2	3	4	5
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 very often (19)
69. Have the tenacity not only to listen to pupils problems but also to do something about it?  
 very seldom 

1	2	3	4	5
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 very often (20)
70. Believe that your teaching really does make a difference in the performance of pupils?  
 very seldom 

1	2	3	4	5
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 very often (21)

IN YOUR OPINION HOW OFTEN DO YOU :

71. Give unceasing support in order to motivate pupils?

very seldom 

1	2	3	4	5
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 very often (22)

72. Assist with the management of induction programmes for new teachers to the school?

very seldom 

1	2	3	4	5
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 very often (23)

73. Take a pride in your work by doing it to the best of your ability?

very seldom 

1	2	3	4	5
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 very often (24)

74. Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils?

very seldom 

1	2	3	4	5
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 very often (25)

75. Use positive rewards as an educational aid?

very seldom 

1	2	3	4	5
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 very often (26)

76. Act as a role model for pupils by displaying conduct of the highest ethical standards?

very seldom 

1	2	3	4	5
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 very often (27)

77. Instill a sense of self-motivation and self-discipline in pupils?

very seldom 

1	2	3	4	5
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 very often (28)

78. Resist methodologies forced upon you before having had the opportunity to review such methods?

very seldom 

1	2	3	4	5
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 very often (29)

79. Evaluate the applicability of teaching materials before use?

very seldom 

1	2	3	4	5
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 very often (30)



IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom 

1	2	3	4	5
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 very often (31)

81. Make up for teaching time lost due to work stoppages?

very seldom 

1	2	3	4	5
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 very often (32)

82. Make use of peer-group tutoring to facilitate learning?

very seldom 

1	2	3	4	5
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 very often (33)

83. Accept criticism from colleagues in an effort to improve your teaching?

very seldom 

1	2	3	4	5
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 very often (34)

84. Strive to inspire pupils to high levels of achievement?

very seldom 

1	2	3	4	5
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 very often (35)

85. Create interest in your lessons by using stimulating and thoughtful lesson plans?

very seldom 

1	2	3	4	5
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 very often (36)

86. Share the responsibility with management of disciplining pupils?

very seldom 

1	2	3	4	5
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 very often (37)

87. Develop your pupils' ability to adjust and relate to one's environment?

very seldom 

1	2	3	4	5
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 very often (38)

88. Ensure that your pupils are familiar with the standards required for the completion of certain tasks?

very seldom 

1	2	3	4	5
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 very often (39)

IN YOUR OPINION HOW OFTEN DO YOU :

89. Acknowledge that problems often have many solutions?

very seldom

1	2	3	4	5
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very often

(40)

90. Use lesson plans in conjunction with colleagues?

very seldom

1	2	3	4	5
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very often

(41)

91. Make every effort in order to improve collaboration among teachers?

very seldom

1	2	3	4	5
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very often

(42)

92. Attempt to create flexibility in the school curriculum to encourage pupil participation?

very seldom

1	2	3	4	5
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very often

(43)

93. Plan the use of any free time during the school day effectively?

very seldom

1	2	3	4	5
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very often

(44)

94. Encourage group work as an aid to pupil co-operation?

very seldom

1	2	3	4	5
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very often

(45)

95. Exhibit good self-control?

very seldom

1	2	3	4	5
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very often

(46)

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

very seldom

1	2	3	4	5
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very often

(47)

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

very seldom

1	2	3	4	5
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very often

(48)

IN YOUR OPINION HOW OFTEN DO YOU :

98. Develop your pupils' ability to appreciate and admire literature and the arts?  
 very seldom 

1	2	3	4	5
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 very often (49)
99. Ask your colleagues to evaluate your lessons?  
 very seldom 

1	2	3	4	5
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 very often (50)
100. Collect information for a teaching portfolio which could assist you with self-evaluation?  
 very seldom 

1	2	3	4	5
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 very often (51)
101. Make use of formal assessment by means of tests and examinations in order to monitor your pupils' learning?  
 very seldom 

1	2	3	4	5
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 very often (52)
102. Assist with additional chores such as keeping the school clean?  
 very seldom 

1	2	3	4	5
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 very often (53)
103. Show a clear understanding of your subject content?  
 very seldom 

1	2	3	4	5
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 very often (54)
104. Endeavour to get pupils to fully understand why they are expected to behave according to certain norms?  
 very seldom 

1	2	3	4	5
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 very often (55)
105. Develop pupils' ability to be tolerant of one another?  
 very seldom 

1	2	3	4	5
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 very often (56)
106. Encourage pupils to think critically about the answers they give to questions asked?  
 very seldom 

1	2	3	4	5
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 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

107. Organise visits to colleagues in neighbouring schools as a means to improve your teaching practice?

very seldom 

1	2	3	4	5
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 very often (58)

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

very seldom 

1	2	3	4	5
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 very often (59)

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



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