

TRANSPARENCY AS AN ASPECT OF CREDIBLE FEEDBACK:
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE

by

LEPOTI SAMUEL MAHLABEGOANE

RESEARCH ESSAY

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE

MAGISTER EDUCATIONIS

in



in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR: DR BR GROBLER

FEBRUARY 1997

ACKNOWLEDGEMENT

On the completion of this short dissertation, I would like to thank the following, without whose support and encouragement this research study would not have been completed:

1. My gratitude is due to our Lord Jesus Christ for giving me strength to complete this study.
2. My supervisor, Dr BR Grobler for his capable, competent, expert guidance and encouragement.
3. The Statistical Consultation Service of RAU for the statistical processing and preparation of data sheets used in this study.
4. Liesl Dalton for her assistance in typing this manuscript.
5. My mother Tabea and my brother Edia for their encouragement to complete the study.
6. My wife Grace and our children for their support during hard times.
7. Alexandra schools whose staff members, including their principals gave me a good support and response in answering the questionnaires used in this research project:
 - Alexandra High
 - East Bank High
 - Gordon Primary
 - Ikagye Primary
 - Iphutheng Primary
 - Kwa-Bhekilanga Secondary
 - Zenzgeleni Primary



OPSOMMING

Hoofstuk 1 van die onderhawige studie is grotendeels aan die probleemstelling en motivering vir die navorsingstudie gewy, welke studie oor onderwyserbevoegdheid deur 'n groep akademici aan die Randse Afrikaanse Universiteit onderneem is. Gemelde studie vorm naamlik deel van 'n voortgesette navorsingsprojek wat daarop gemik is om onderwysers se mening oor en ingesteldheid jeens onderwyser-bevoegdheid te peil, soos deur die navorsingstudie van die Randse Afrikaanse Universiteit geïdentifiseer. Hoofstuk 1 belig voorts die element van deursigtigheid as een van die aspekte van geloofwaardige terugvoering oor onderwyserbevoegdheid, asook die implikasies daarvan vir die doeltreffende bestuur van onderwyserbevoegdheid. Dié hoofstuk bestryk ook navorsing oor faktore wat, onder die bewind van die eertydse Departement van Onderwys en Opleiding, tot swak Matriek-uitslae aanleiding kon gegee het.

'n Lys vrae is opgestel aan die hand waarvan die struktuur van onderwyser-bevoegdheid, asook die wese van geloofwaardige terugvoering, ondersoek kon word. Hierna is hoofstuk 2 hoofsaaklik aan 'n literatuurstudie gewy, welke studie uit definisies en omskrywings van die volgende konsepte bestaan:

- o Geloofwaardigheid.
- o Deursigtigheid.
- o Die ontleding van faktore wat op deursigtigheid betrekking het.
- o Die samestelling (sintese) van terugvoering.

Hierna is terugvoering as een van die belangrikste aspekte en eksponente van kommunikasie en die bestuurstyle van onderwysbestuurders bespreek. In dié verband is kwessies soos die uitnodigende en kliniese benaderings aangespreek as moontlike strategieë ingevolge waarvan die praktyk van deursigtigheid by onderwyser-beoordelings onder onderwysbestuurders bevorder kan word.

In hoofstuk 3 is die klem op die ontwerp van die navorsingsprojek laat val. Die ontwerp van die empiriese ondersoek was naamlik in die vorm van 'n gestruktureerde vraelys wat uit 106 oopvrae bestaan (sien Bylae A). Hierdie studie ondersoek egter slegs vyf items wat op deursigtigheid as 'n aspek en eksponent van geloofwaardige terugvoering betrekking het.

Die ontleding en interpretasie van die empiries verkreeë data word in hoofstuk 4 onder die loep geneem. Ten slotte word hoofstuk 5 aan die opsomming van, die bevindings oor en die aanbevelings op grond van die navorsingstudie gewy.



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CHAPTER 1

TRANSPARENCY AS AN ASPECT OF CREDIBLE FEEDBACK: IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE

INTRODUCTION

A group of Rand Afrikaans University academics has made a study on teacher competence and its assessment. This study forms part of a greater ongoing research project which focuses on researching teacher opinion on teacher competence as identified by the Rand Afrikaans University research study. The study on teacher competence is a group research project. The following factors of feedback competence are being researched:

- Credible feedback
- Cultural sensitivity in feedback
- Invitational feedback
- Tactful feedback and
- Transparent feedback.



1.1 BACKGROUND TO THE PROBLEM

This study investigates teacher competence in the primary and secondary schools in Gauteng and Kwazulu Natal. The Education Policy Unit (1993:3) states that since 1989 progressive educators and teacher organization such as the South African Democratic Teachers' Union (SADTU) campaigned against the system of appraisal which they regarded as irrelevant and non-transparent. In May 1993, a teacher strike was induced by merit awards being made without involving SADTU (Miller, 1993; as quoted by Van der Merwe & Grobler, 1995). This research study is significant because of the following factors:

1.1.1 Staff Development

EPU (1993:1) is of the opinion that widespread rejection of the appraisal system has not been intended as a rejection of appraisal per sé. Research in this regard

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showed that the majority of teachers want appraisal to be an essential part of their professional development (EPU, 1993:1).

1.1.2 Educational Standards

Keeton (1995:48) writes that the Department of Education and Training produced a 38,8 per cent Matric pass rate in 1993 and 48,5 per cent in 1994. These poor results were also displayed in the Beeld with the words: "Dis 'n verligting vir die hele land dat verlede jaar se matriek uitslae van swart leerlinge soveel beter is die van vorige jare (Anon., Beeld, 1995:12).

These poor matric results could possibly be attributed to the suspension of the activities of the education officials (EPU, 1993:3).

In view of the above mentioned information, it is imperative that this study be undertaken. Firstly, to sustain staff development and secondly, to improve educational standards in these schools.

1.2 THE PROBLEM STATEMENT

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

- What is feedback competence and how is it constructed?
- What is the essence of credible feedback as an aspect of teacher competence?
- Which factors are associated with credible feedback?
- To examine the opinion of teachers regarding the behaviour associated with credible feedback as demonstrated by the management teams in schools.
- To determine a strategy whereby credible feedback could be used to enhance teacher competence.

In view of the above information the discussion of the aim of the research project now follow.

1.3 THE AIM OF THE RESEARCH

In the light of the problem formulation above, the general aim of this project is to:

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

In order to achieve this general aim of the project, the aim of the group dealing with credible feedback is to:

Investigate the essence of credible feedback as an aspect of feedback competence. As a member of the group dealing with credible feedback it is the specific aim of this research paper to:

- determine the contribution of transparency towards credible feedback;
- procure teachers opinion as to the extent that schools management demonstrate the behaviour associated with transparent feedback;
- determine whether a strategy can be devised where credible feedback could be used to enhance teacher competence. Bearing the preceding problem and aim statements in mind the method envisaged in order to research the problem of teacher competence can now be discussed.

1.4 RESEARCH METHODOLOGY

The aim of this investigation is descriptive. It describes teacher competence as an educational phenomenon with specific reference to credible feedback. A literature survey will be used to elucidate teacher competence in an effort to clarify the main aspects of this concept. Furthermore, literature in this research essay about credible feedback as a contributing factor to teacher competence will specifically concentrate on transparency as an aspect of credible feedback.

To supplement the preceding 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 transparency as a facet of credible feedback.

1.5 CONCEPT ANALYSIS

1.5.1 Evaluation

The Collins English Dictionary (1991:537) defines evaluation as a decision about how significant or valuable something is based on a careful study of its good and bad features. Hill and Parry (1994:105) define evaluation as a systematic activity to determine what was supposed to occur did, whether data developed to engage in judgements regarding performance are useful, valid and reliable.

Walberg and Haertel (1990:8) define evaluation as the systematic collection and interpretation of evidence, leading as part of the process to a judgement of value with a view to action.

To summarise it thus appears as if evaluation is a useful term because it makes it clear that judgements such as good, bad or average performance involve values as well as objective information.

1.5.2 Appraisal

The Collins English Dictionary (1991:73) defines appraisal as "to consider something carefully and form an opinion about it".

Poster & Poster (1993:25) clarify the concept further. According to them appraisal focusses on the setting of achievable, often relatively short term goals. The review gives feedback on task clarification through a consideration of the employees' understanding of their objectives set against those of the organizations and on training needs as indicated either by the shortcomings in performance or by the demonstration of potential for higher levels of performance.

Appraisal, thus seems to be a synonym for evaluation but would seem to deny the use of personal values when a decision is made.

In the light of these definitions above, this study will consider appraisal and evaluation of teachers to mean the same thing.

1.5.3 Transparency

The Webster New World Dictionary (1983:1511) defines transparency as the state of being so fine in texture or open in mesh that objects on the other side may be seen relatively without guile or concealment. It shares meaning with words such as open, frank and candid. The Webster New World Dictionary (1983:554) further defines a frank person as open and honest in expressing what one thinks or feels. Candid implies a basic honesty that makes deceit or evasion impossible. A candid opinion sometimes embarrasses the listener. Open implies a lack of concealment. In view of the above definitions and explanations, it is necessary to give the exposition of the research study since transparency will be put under focus in chapter two.



1.6 EXPOSITION

The research project will be as follows:

1.6.1 Chapter two

A literature review on feedback in respect of credibility and specifically the role of transparency.

1.6.2 Chapter three

The research design, development of a research instrument and sampling will be discussed.

1.6.3 Chapter four

The findings will be tabulated, analysed and interpreted.

1.6.4 Chapter five

The summary and conclusions of the findings, recommendations and reflections of the research will be done.

1.7 SUMMARY

In this chapter, the importance of research on teacher competence and its assessment has been discussed. The necessity of research into feedback process has been outlined. Credible feedback as well as transparency as an aspect of this process was postulated and the research problem stated. The literature review in chapter two will now be undertaken to demarcate the research problem.



CHAPTER 2

LITERATURE RESEARCH

INTRODUCTION

This chapter deals with the problems associated with transparency as an aspect of credible feedback: implication for the management of teacher competence. It will consist of the definitions and explanations of the following concepts:

- credibility;
- transparency;
- the analysis of factors relating to transparency; and
- the synthesis of feedback.

This chapter will further investigate the developing philosophy of assessment and relate this maturation to changing managerial styles and the growing democratic imperative for managerial transparency.

A survey of the literature indicates that teacher appraisal in the Western context has undergone at least two paradigm shifts over the past twenty years. According to Jones (1993:4), British education authorities became interested in teacher appraisal in the seventies and early eighties as method of encouraging greater accountability amongst teachers. It was only in the late eighties and nineties that the emphasis shifted towards using appraisal sessions for encouraging professional development (Jones, 1993:5).

In South African schools, the assessment of teachers has always been coupled to rewarding outstanding achievement (TED, 1994: 1). In the light of the above information, it seems as if monitoring and a narrow scientific approach were the basis of staff performance assessment. From as early as the turn of the century, Taylor introduced his system of controlling the output of workers (Bonstingl, 1992:7).

2.1 CREDIBILITY

The Shorter Oxford English Dictionary (1965:419) defines credibility as "worthy of being believed and trustworthy". Shinkfield and Stufflebeam (1995: 57) define the credible Educational manager as a person characterised by objectivity, knowledgeable, transparency and integrity. Objectivity implies that the Educational manager is not subjective or biased in giving feedback to teachers. In view of the above definitions, it would seem that the credible person is an expert in his/her field of specialisation.

COTEP (1994:10) gives a similar explanation of a credible person. A credible Educational manager according to COTEP (1994:10) is a person who is knowledgeable, possesses skills, values and appropriate attitudes. From the above definitions and explanations, it would appear as if the concept of credibility is based on words such as trustworthy, integrity, expertise and objectivity. This implies that a person giving feedback to teachers should be an authority in his/her subject and be an honest and frank person. Having elucidated credibility, it is necessary to define and explain transparency as an aspect of credible feedback and its possible implications for the management of teacher competence.

2.2 TRANSPARENCY

The Concise Oxford Dictionary, (1990:1298) defines transparency as the transmittance of light without diffusion so that bodies behind can be distinctly seen. Transparency is further defined as the condition to be easily seen through. For example, in Physics, transparency would mean the transmittance of light or other electromagnetic rays without distortion. The concept transparency is derived from Latin. The infinitive "parere" means to appear. Apart from the literal Physics associated meaning of transmission of light, which it shares with words like translucence and diaphanous, transparency has become understood on a figurative

level to mean an easily seen through disguise. Synonyms associated with the word are brightness, clarity, openness and access to independent audit.

Transparency as an aspect of credible feedback during the appraisal process is dependent upon the following principles:

- objectivity;
- honesty;
- constructive valid criticism; and
- encouragement (Bollington, Hopkins & West, 1990:9).

2.2.1 *Problems associated with transparency*

The Education Policy Unit (1993:1) make out a forceful argument that the officials of the Department of Education and Training were perceived by teachers as oppressors. Most of the criticisms levelled against DET authorities were based on the lack of transparency and feedback (EPU, 1993:3).

Teachers were not allowed to have access to their assessments after an appraisal interview. In this respect, teachers were not given the opportunity to discuss with the Educational manager how a particular competence was judged.

Amongst the criticisms is that some recipients of merit awards appeared to be incompetent teachers. EPU (1993:1) further explains how the South African Democratic Teachers Union (SADTU) campaigned against the appraisal system. As a result of this campaign, the DET officials were barred by teachers from carrying out their activities in the greater part of the country. Buchel (1995:58) states that DET principals had the right to make decisions on behalf of the teachers on the basis that they are officially in charge of the schools. This implies that transparency and communication skills were absent in the management styles practised by some of the DET authorities. Modern literature on the management of teacher competence argue

strongly that Educational managers should involve teachers in the decision making process. Hamm (1989:121-122) states that a teacher obtains a job because of his/her acquired expertise in two areas namely:

- knowledge of subject matters; and
- pedagogical technique and theory.

This implies that, the teacher by virtue of being an authority is equipped to make judgements about what and how children should learn.

2.3 SYNTHESIS OF FEEDBACK

Oosthuizen (1994:41-42) uses the definition of Wiechers (1984:237) and Bray (1988:64) to define the first legal principle of natural justice, *audi alteram partem*. Literally translated from Roman Law as "let the other side be heard". The Educational manager should give the teacher an opportunity to seek clarity on how a particular teaching competence was judged. The discussion between the evaluator and the teacher during an appraisal interview, implies that there is transparency and communication between the two parties. The Educational manager should give feedback to the teacher in an open, frank and constructive manner.

Van der Merwe and Grobler (1995:12) are strongly supportive of the legal principle of *audi alteram partem*. In their analysis of the Zulu greeting, "sawu bona", they come to the conclusion that people are equal in dignity and should therefore respect and recognise human value. The Zulu greeting "Sawu bona", literally means "I see you" and its reply being, "sikona", I am here is the spirit of an African concept, UBUNTU. Ubuntu stems from the Zulu proverb that a person is a person because of other people. To ignore another person or to keep him/her out of the decision making process, by denying him/her access to a process of consultation would be to deny him/her existence, respect and human value. Secrecy, collusion and conspiracy are

regarded as the antithesis of mutual respect, transparency and co-operation of Ubuntu.

Mbigi and Maree (1995:37) make out a forceful argument that transparency is vital in providing credible feedback after an appraisal interview. They maintain that transparency is associated with an African concept of Ubuntu. According to Mbigi and Maree (1995:37) ubuntu is a metaphor for solidarity about survival issues. Ubuntu management emphasises co-operation and negotiation and are based upon the five fingers of:

- respect;
- dignity;
- solidarity;
- compassion; and
- survival.

Nel (1994:132) sees value centred leadership as the cornerstone of credible feedback which is characterised by shared vision and values through mutual respect which then creates unity in diversity. Senge, Robert, Ross, Smith & Kleiner (1993:376) are of the opinion that transparency could enhance meaningful feedback after an appraisal interview. However, this must be based upon the principles of open dialogue and the practise of suspending assumptions during an appraisal interview. In order to achieve this, Covey (1992:94) proposes the utilisation of principles such as fairness, kindness, dignity, integrity, honesty, quality service and patience as they serve as enduring guidelines.

Gibson, Ivancevich & Donnelly (1994:595) emphasise feedback as an important element in effective two-way communication. They stress that it provides a channel for receiver response that enables the communicator to determine whether the message has been received and has produced the intended response. This means that the manager should indicate that clarity of expression is vital during an appraisal interview.

According to Hunt (1992:15), if meaningful feedback is to be achieved both the evaluator and the teacher should be trained in appraisal techniques such as interviewing, negotiation and counselling. Hunt (1992:16) believes that it is crucial that the evaluator and the teacher have the appropriate skills so that they can interact on a similar level in the interview. Interviewing, negotiation and counselling imply communication skills which should be present in the management style of the evaluator.

The Oxford English Dictionary (1990:230) defines communication in terms of imparting knowledge. It is the science and practice of transmitting information. In communication, at least two parties are sharing, giving and receiving information. Gibson, et al (1994:573) define communication as the transmission of information and understanding through the use of common symbols which may be verbal or non-verbal. They concede that the word communication is derived from the Latin communis, meaning "common": the communicator seeks to establish a "commonness" with the receiver.

Cloete (1985: 204-205) makes a forceful argument on communication. He maintains that the following aspects are important:

- Communication, especially written and oral directives are the life-blood of the co-operative activities of employees in an institution. Communication should be a continuous activity and should not be hampered by disruptive barriers.
- Communication is always reciprocal with the emphasis on the leader providing meaningful feedback to his/her subordinates.
- Communication requires that the leader should ensure that the directives are in fact received and understood by his/her subordinates.

Communication in this context would imply effective feedback. According to Schermerhorn, Hunt and Osborne (1993:575), feedback is a process whereby the receiver returns a message concerning how he/she feels about the original message. Communication in the appraisal interview should, according to Jones, (1993:10) offer the following opportunities:

- For freely exchanging ideas
- To share concerns
- For reflection upon performance
- For the identification of strength and weaknesses and
- Participation in decision-making.

The premise on which communication in appraisal sessions is built is that of the optimal professional and personal development of the teacher. Goddard and Emerson (1993:107-113) identify five major aspects of communication during the appraisal discussion, namely:

- Providing feedback
- Listening
- Questioning
- Funnelling
- Summarising
- Target setting.



The elements of feedback which Goddard and Emerson (1993:107) recognise are:

- immediacy;
- positive outlook;
- specific evidence - based fact;
- honesty and avoidance of gossip.

Goddard and Emerson (1993:109) offer the following rule of - thumb as advice: The appraiser should aim at talking 20-30% of the interview and listen for 70-80% of the time. They also caution that the appraiser must be seen to be listening. They maintain that non-verbal signals can be instrumental in destroying trust and transparency. Questioning can be as important as listening because questioning elicits answers to be listened to. Goddard and Emerson (1993:110) distinguish between open questions and reflective questions as well as between hypothetical and probing questions.

Funnelling is an interviewing process which alternates communication techniques between questioning skills and listening skills. Summarising is seen as a process of checking to see whether communication during an interview has been accurate. Communication skills which are fundamental to this phase of the appraisal interview are lucidity of thought as well as clear and articulate expression.

Gibson et al (1994:590) point out that source credibility is the most important aspect in communication. Source credibility is the trust, confidence and faith that the receiver has in the words and actions of the communicator. They stress that the subordinates' evaluation of their manager affects how they view a communication from him/her. Van der Westhuizen (1991:205) quotes Van Schoor (1977:13) as describing communication as the mutual exchange of ideas and interpretation of messages. He further makes it clear that according to research, educational leaders spend the better part of their daily task on communicating and that the importance of good communication can hardly be overemphasised. Gibson et al (1994:573) stress that every manager must be a communicator. They recommend the following factors in order to improve communication:

- Following up
- Regulating information flow
- Utilising feedback
- Empathy

- Repetition
- Encouraging mutual trust
- Effecting timing
- Simplifying language, and
- Effective listening.

Mampuru and Spoelstra (1994:9) strongly support the importance of communication as a management task. They are of the opinion that educational leaders should know how to communicate with their subordinates.

In the light of the above information, it will be necessary for this study to explain some management styles and their implication for the management of teacher competence.

Moorhead and Griffin (1989:322) differentiate between management and leadership. They believe that management relies upon formal positional power which is used to influence people. Leadership in contrast has both process and property instead of mere position. As a trait, leadership refers to a set of personal characteristics which are attributed to people who are deemed to be successful leaders. Hjelle and Ziegler (1976:181) describe traits as determining tendencies or predispositions to respond consistently over time and across situations. An autocratic management style is a top down management style. The Educational manager makes decisions on behalf of his/her staff. The staff members are expected to carry out instructions without asking questions.

Buchel (1995:69) argues strongly that the principals should make decisions on behalf of the teachers because they are officially in charge of the schools. This implies that Educational managers should not consult with his/her management team and the other staff members. This means that the principal, by virtue of his/her position should not be transparent and communicative with his/her colleagues. EPTU (1993:1) has already indicated how SADTU rejected the DET top down management style

because it did not recognise the principles of dignity, dialogue, respect, existence and human value for the teachers.

The democratic or participative management style occurs when teachers are involved in the decision making of their institution. Murgatroyd and Morgan (1993:80) strongly believe that teachers should be involved in visioning the future for the school so that they should own this vision. By involving teachers in the decision making, it implies that this management style recognises teachers as partners in the education process. The participative management style should be utilised in school management because it allows communication and transparency in the management of teacher competence. For example, an Educational manager who applies this management style would invite a member of the Union to be present during an appraisal interview since he/she does not have anything to hide.

An Educational manager will try to be open and honest when providing feedback after an appraisal interview. Hunt (1992:17-19) stipulates that appraisal should answer the questions of fairness, openness, quality and trust. This view is further supported by du Plooy and Killian (1984:77-81). They strongly stress the importance of equality, dialogue and trust between people who are engaged in an educational relationship. Equal in dignity implies that the Educational manager and the teacher should respect and communicate with each other as partners. It is vital that authorities are trained in management. Principals should also be trained in management as their duties involve managing people. This is confirmed by Dean (1992:13), a recently retired British Inspector from Surrey who still views the role of the principals and inspectors as one of monitoring, evaluating and reporting about the quality of educational provision.

In order to monitor educational outcomes, the superintendent, the principal and the executive team of the school may view their tasks as being to ensure accountability by control. This notion is further supported by Fullan (1995:155) that although the principal does not have to be an expert in all subjects, he/she has to acquire and develop some expertise in some areas. The principal should also be involved in

curriculum development. Hunt (1992:15) emphasises the importance of training Educational managers in appraisal techniques such as interviewing, negotiation and counselling.

In the light of the above information, it seems as if a participative management style is central to the management of teacher competence. The study will further discuss an Invitational approach and clinical management and their implication for the management of teacher competence.

2.3.1 *An Invitational Approach*

It has already been mentioned how the South African Democratic Teachers Union (SADTU) opposed the Department of Education and Training on the lack of transparency on the part of its officials such as school inspectors, headmasters, heads of departments and subject advisors. The Educational policy unit (EPU, 1993:3) shows teachers' perception of the evaluators to be autocratic and unacceptable. Evaluators were viewed as oppressors of teachers. The criticism of these evaluators ranged from sexual harassment of lady teachers to victimisation of teachers.

In view of the above, it would appear as if transparency can be achieved through the adoption of an Invitational approach and clinical management. As one of the aims of this study is to investigate whether a strategy can be devised where credible feedback could be used to enhance teacher competence, it would be necessary to attempt on invitational approach.

According to Purkey and Schmidt (1987:20) an invitational approach strongly stresses respect, intentionality, optimism and trust of all the stakeholders in the school. The authors, further hold the assumption that all people have untapped potential and they should be encouraged to develop this potential. This can be achieved by people who are caring about others. Caring in this context implies people who are transparent in

their relationships with others and with no hidden agendas. An invitational approach can address the problems brought about by lack of transparency.

Having explained how an invitational approach could attempt to enhance transparency in providing credible feedback, it would be imperative to elucidate clinical management as a strategy to improve the management of teacher competence.

2.3.2 *Clinical management*

The Educational Policy Unit (1993:3) indicated the characteristics of the evaluators under the Department of Educational Training. It has also highlighted how SADTU resisted the practice of non-transparency by the officials in the handling of teacher appraisals. Evaluators were criticised as autocratic and oppressive during appraisal interviews. The EPU (1993:1) also reports that the Departmental officials were not allowed to visit schools and that this deadlock between SADTU and DET negatively affected the professional management of schools.

This study strongly believes that the poor matric results, particularly those that formerly fell under the Department of Education and Training are the consequence of a lack of transparency in the management of teacher competence.

In the light of the above information, it would seem as if clinical supervision could address the problems of non-transparency that reigned in the past. Kok, Smith and Swart (1992:56) make out a forceful argument that the process of clinical supervision is capable of providing the needed supportive climate in which professional development can occur. The clinical approach emphasises the participative management style of the evaluator. In this respect, the evaluator is inclined to be transparent in the management of teacher competence. This pattern of practice is likely to promote the evaluator's credibility.

In clinical management, the evaluator and the teacher to be evaluated, get and opportunity to discuss problem areas and the evaluator should be frank and open. The evaluator who practises this approach is likely to be trusted by the teacher during an appraisal interview. In this way, the staff are given an opportunity to develop professionally. Credible feedback could positively influence the management of teacher competence which in turn could result in improved standards of education offered by the school. The evaluator who utilises clinical supervision will clearly show that he/she has nothing to hide when providing feedback. However, this does not mean that clinical supervision is the only strategy of managing teacher competence.

2.4. SUMMARY

To summarise, it thus seems that it is important that transparency, communication skills and appropriate management styles be utilised during an appraisal interview. The Educational manager should invite a member of teacher's Union to be present as an observer during appraisal interviews. This could indicate that the Educational manager has nothing to hide. The Educational manager should provide constructive criticism during an appraisal interviews.

Clinical supervision should be used as a means to supplement the formative and the summative evaluations. Clinical management aims at staff development and demands that the Educational manager communicate in a transparent manner with the teacher. The teacher is given the opportunity to ask for professional guidance in the areas in which he/she needs assistance. In this regard the evaluator should assist the teacher to develop professionally.

The Educational manager should also use an Invitational approach. Embedded in this approach are mutual respect, trust, optimism and intentionality of the Educational manager and the teacher during appraisal interviews. The evaluator and the teacher are viewed as people with equal dignity and as such, they should respect each other.

The relationships of trust between the evaluator and the teacher is vital during an appraisal interview.

The literature study depicted a credible person as an honest, open and knowledgeable, one who also possesses integrity. Such an authority is likely to be accepted by the teacher during performance appraisal. Educational managers should be optimistic about the development of a teacher. The invitational approach's assumption is that people have untapped potential. People should act intentionality to help others in a professional manner to unfold their untapped potential.



CHAPTER 3

INTRODUCTION

The literature study in Chapter two formed the framework for the empirical study. The specific aim of this study was also highlighted in Chapter two as transparency is an aspect of credible feedback: implication for the management of teacher competence. A brief discussion of the design of the research instrument now follows.

3.1 THE INSTRUMENT OF RESEARCH

3.1.1 The design of the questionnaire

The design of the empirical investigation was a structured questionnaire consisting of 106 open ended items (See Appendix A).

The items were based on research done by Van der Merwe and Grobler (1995). This research indicated that feedback competence was designed around the theoretical constructs of:

- Invitational feedback;
- Credible feedback;
- Tactful feedback;
- Transparent feedback;
- Culturally sensitive feedback.

Subsequently groups of students were assigned to investigate each of the above constructs of feedback competence in greater detail. This resulted in 106 questions designed to obtain the perceptions of members of the teaching profession as to how often educational managers demonstrate certain behaviours pertinent to feedback.

Although this particular research paper deals with transparency as an aspect of credible feedback, all the questions formulated by this group are represented in Table 3.1. The questions relevant to transparency are indicated by means of an asterik:

* = Items involved with transparency as an aspect of credible feedback.

S.D. = Standard deviation.

TABLE 3.1

ITEMS ASSOCIATED WITH CREDIBLE FEEDBACK

Item No.	Description	Mean Score	S.D	Rank Order
*47	Give you the impression of complete frankness about your appraisal.	2,97	1,30	28
74	Suggest corrective steps in order to eliminate your errors.	3,26	1,35	28
97	Give the impression that his/her appraisals of you will not be influenced by others e.g. by superintendents or members of political parties.	3,18	1,31	38
75	Create an atmosphere of trust because of unimpeachable behaviour.	3,16	1,29	42
96	Indicate a willingness to constantly search for new ideas pertaining to teacher appraisal.	3,09	1,36	50
*84	Ensure that you receive a draft copy of your rating for you to study before the feedback interview takes place.	2,64	1,41	51
95	Give you the opportunity to express your opinion openly without having it held against you.	3,08	1,46	51
86	Conduct the whole process of appraisal in an incorruptible manner.	3,05	1,36	61

TABLE 3.1 CONTINUE

Item No.	Description	Mean Score	S.D	Rank Order
58	Give you the impression that the hidden agendas will not come to the surface during the appraisal process.	3,00	1,35	68
*3	Discuss with you how a particular teaching competence was judged.	2,78	1,33	70
103	Make use of expert knowledge to demonstrate how certain difficult concepts should be taught.	2,99	1,37	70
*10	Indicate that clarity of expression is vital during appraisal.	3,08	1,34	73
48	Leave you with an impression that all teachers are appraised in exactly the same way.	2,07	1,40	73
46	Allow you to study the assessment criteria thoroughly before you are appraised.	2,96	1,41	77
73	Use questions to determine whether the two of you have interpreted the explanation the same way.	2,94	1,31	79
*9	Allow a member of a Union or teacher association to be present during appraisal interviews.	2,99	1,54	82
59	Point out your errors by using specific episodes or behaviours.	2,91	1,33	82
85	make use of a staff member to assist new teachers with suggested improvements.	2,91	1,37	82
60	Display evidence that favourites gained an unfair advantage.	2,87	1,38	86
83	Allow personal differences between the two of you to cast a shadow over the assessment.	2,75	1,34	92

Having displayed the various items involved in credible feedback, only those items relevant to this research paper will now be discussed. These items are represented in Table 3.2.

TABLE 3.2

ITEMS ASSOCIATED WITH TRANSPARENCY AS AN ASPECT OF CREDIBLE FEEDBACK

Item No.	Description	Mean Score	S.D	Rank Order
10	Indicate that clarity of expression is vital during appraisal.	3,08	1,34	1
9	Allow a member of a union or teachers association to be present during appraisal interviews.	2,99	1,54	2
47	Give you the impression of complete frankness about your appraisal.	2,97	1,30	3
3	Discuss with you how a particular teacher competence was judged.	2,78	1,33	4
84	Ensure that you received a draft copy of your ratings for you to study before the feedback interview takes place?	2,64	1,41	5

3.1.2 Discussion of transparency as an aspect of credible feedback

Each question was formulated in such a way that the respondent could indicate how often an educational manager demonstrated a particular behaviour, for example:

In your opinion, when providing feedback, how often do educational managers:

*10 Indicate that clarity of expression is vital during appraisal?

This question is very important because the educational manager has an important task to clearly express himself/herself in the manner that will be understood by the teacher during an appraisal interview.

If this is properly done, the educational manager will gain credit from the teacher. Clear expression gives an impression that the manager is an expert in his/her field (See 2.3 P.10).

The mean score for this question is 3,08. The mean score indicates that educational managers appear to be reasonably successful in their clarity of expression but that much room for improvement exists.

*9 Allow a member of a Union or teachers association to be present during appraisal interviews?

This question is vital because being transparent implies that the educational manager has nothing to hide. To allow a Union member as an observer will enhance the acceptance of appraisal ratings (See 2.2 P.8).

The mean score of this question is 2,99 which indicates that this behaviour is not practised as often as it should be by educational managers during feedback.

*47 Give you the impression of complete frankness about your appraisal?

This question is important because educational managers should be honest and straight forward when providing feedback to teachers after an appraisal interview (See 2.3 P.10). The educational manager should give constructive feedback to teachers.

The mean score of this question is 2,97. This is an indication that frankness during feedback is an aspect which needs improvement.

*3 Discuss with you how a particular teaching competence was judged.

This question was asked to get the opinion of respondents on how often educational managers discuss how a particular teaching competence was judged (See 2.3.2 P.18).

This question is important because the discussion thereof will give the teacher a chance to seek clarity on a particular teaching competence. The teacher can be encouraged to improve on that particular aspect. The mean score of this question is 2,78. This shows that educational managers do not practise the behaviour as often as they should.

*84 Ensure that you receive a draft copy of your ratings for you to study before the feedback interview takes place?

The question was asked to get the opinion of respondents on how often educational managers give a draft copy of ratings to teachers before the feedback interview.

This question is important because it forms the basis of constructive feedback. A teacher gets an opportunity to study a draft copy of ratings in advance. In this way he/she is able to prepare himself/herself for an open discussion (See 2.3.1 P.17). The question has the mean score of 2,64 which indicates that most educational managers do not practise this important aspect of feedback as often as they should. Giving the teacher a draft copy before the time provides the teacher the opportunity to formulate questions in order to clear of any ambiguities and hence communication is improved.

Having discussed the questions which were asked, it is necessary to provide more details about the empirical investigation.

3.2 THE EMPIRICAL INVESTIGATION

3.2.1 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).

3.2.2 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 your school.

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

3.2.3 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.

3.2.4 Return of questionnaires

The following figures summarise the information relevant to the return of the questionnaires on feedback competence:

◦ Feedback competence

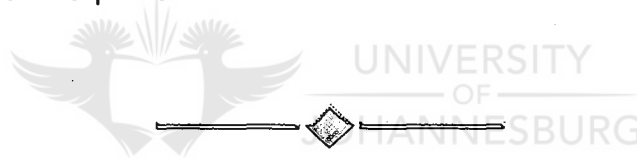
Handed out	Returned - useable	Percentage return
1500	1116	74,4%

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

3.3 SUMMARY

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

- reliability and validity of the instrument; and
- some aspects of the data flowing from the statistical analysis will be examined, tabulated and interpreted.



CHAPTER 4

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

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

4.1 RELIABILITY AND VALIDITY

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

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 106 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the BMPD 4M program (Dixon, Brown, Engelman, Frane, Jenrich and Toporek, 1985: 448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

The ten 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 PFA2 with doblomin rotation.

These procedures resulted in the 106 items being reduced to two factors namely:

- Feedback competence consisting of 95 items with a Cronbach-alpha-reliability coefficient of 0,984 with no items rejected. The 95 items can thus be regarded as one scale with a maximum value of $95 \times 5 = 475$ and a minimum scale value of $95 \times 1 = 95$; and
- Unethical feedback consisting of 11 items with a Cronbach-alpha-reliability coefficient of 0,734. This reliability coefficient was regarded as being too low and hence this factor was not used in any of the analyses. The factor on unethical feedback was thus discarded.

The factor named feedback competence is, however, valid with high reliability and could thus serve as a basis for evaluating the feedback competence of the educational manager. Thus any weaknesses in feedback competence can be determined and appropriate training given.

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

4.2 HYPOTHESES



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

4.2.1 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.

As only one factor is involved in feedback, tests at the multivariate level are unnecessary and hence Hotelling's T^2 is dispensable and t-tests are sufficient to point out any significant differences between the various groups.

Possible differences between the opinions of males and females in respect of feedback competence will now be discussed.

4.2.1.1 Differences between males and females relative to feedback competence

TABLE 4.1

COMPOSITE HYPOTHESIS WITH MALES AND FEMALES AS THE INDEPENDENT VARIABLES

DEMINISON	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at single variable level	Gender	Hot	There is no statistical difference between the mean scale scores of males and females in respect of feedback competence.	Student t - test
		Hat	There is a statistical significant difference between the mean scale scores of males and females in respect of feedback competence.	

TABLE 4.2

SIGNIFICANCE OF DIFFERENCES BETWEEN MALES AND FEMALES REGARDING FEEDBACK COMPETENCE

FACTOR	GROUP	FACTOR AVERAGE	P.VALUE (student)
Feedback Competence	M	295,97	0,2253
	F	302,35	

N1 (Men) = 349

N2 (Women) = 767

** = Significant at the 1% level

* = Significant at the 5% level

Mean for feedback competence = 300,35

Tables 4.1 and 4.2 indicate that there is no statistical significant difference ($p = 0,2253$) between the mean scale scores of males and females in respect of feedback competence. The null hypotheses H_0 can thus not be rejected. In respect of feedback competence there is thus no significant statistical difference in the perceptions of males and females. Females do, however, have a factor average which is above the mean for feedback competence.

4.2.2 Comparison of three or more independent groups

In respect of three or more independent groups differences are investigated by means of ANOVA (analysis of variance) in respect of feedback competence. The mean scale scores are compared and should any differences be revealed the Scheffé test is used to investigate any differences between the various pairs of groups involved.

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

4.2.2.1 Differences between the various religious groups in respect of feedback competence

TABLE 4.3

COMPOSITE HYPOTHESES WITH RELIGIOUS GROUPS AS THE INDEPENDENT VARIABLE

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at single variable level	Religion	H_0A	The average scale scores of the three religious groups do not differ from one another in a statistically significant way in respect of feedback competence.	ANOVA
		H_aA	The average scale scores of the three religious groups do differ from one another in a statistically significant way in respect of feedback competence.	

TABLE 4.3 CONTINUE

		HoS	There are no statistical significant differences between the average scale scores of the three religious groups when compared pair-wise in respect of the following factor namely:	Scheffé	
FACTOR			PAIRS OF GROUPS		
Feedback Competence			A vs B	A vs C	B vs C
			_____	_____	_____
			HoS.AB	HoS.AC	HoS.BC
Differences at the single variable level	Religion	HaS	There are statistical significant differences between the average scale scores of the three religious groups when compared pair-wise in respect of the following factor namely:		
FACTOR			PAIRS OF GROUPS		
Feedback Competence			A vs B	A vs C	B vs C
			_____	_____	_____
			HaS.AB	HaS.AC	HaS.BC

TABLE 4.4

SIGNIFICANCE OF DIFFERENCES BETWEEN THE RELIGIOUS GROUPS IN RESPECT OF FEEDBACK COMPETENCE

Factor	Group	Factor Average	P-Value (ANOVA)	Scheffé		
				A vs B	A vs C	B vs C
Feedback competence	A	303,77	0,0012**		**	
	B	293,53				
	C	273,19				

A = Christian (N = 860)

B = Islam (N = 86)

C = Hindu (N = 104)

**Significant at the 1% level

*Significant at the 5% level

Using tables 4.3 and 4.4 it follows that HoA is rejected at the 1% level of significance. The deduction can be made that there is a statistical significant difference between the average scale scores of the three religious groups A, B, and C in respect of feedback competence. The null hypotheses HoA is thus rejected in favour of the alternative hypothesis HaA.

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

- there is a statistical significant difference at the 1% level between the average scale scores of Christians and Hindus in respect of feedback competence. HoS.AC is thus rejected in favour of HaS.AC. HoS.AB can, however, not be rejected. Teachers belonging to the Christian religion thus perceive educational managers to be significantly more competent in giving feedback than do teachers of the Hindu faith.

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

TABLE 4.5

MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS IN RESPECT OF FEEDBACK COMPETENCE



NAME	CATEGORY NAME	MEAN SCORE
		FEEDBACK COMPETENCE
Gender	Men	295,97
	Women	302,35
School type	Primary	305,28*
	Secondary	294,39*

TABLE 4.5

CONTINUE

Post level	Teachers	295,92
	Teachers with merit awards	302,76
	Heads of department	313,75
	Higher promotion posts	319,94
Highest qualification	Lower Std 10; Std 10; Diploma	323,32
	Teachers Diploma	300,84*
	Diploma; Degree	298,02*
	Degree plus	287,96***
Province	Gauteng	292,02**
	Kwazulu	327,80**
	Other	294,52**
Home language	Afrikaans	303,29
	English	283,48**
	Sotho	*295,43
	Nguni	*319,40**
	Indian	*280,37
	Tsonga	284,55
Attendance Pupils	Good	310,78**
	Average	298,89**
	Poor	255,54**
Attendance teachers	Good	313,92**
	Average	293,74**
	Poor	249,22**
Image of school	Excellent	322,10**
	Good	308,12
	Average	*273,21**
	Disturbing	*239,97**

** = Significant difference at the 1% level

* = Significant difference at the 5% level

4.3 BRIEF DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES IN TABLE 4.5

The various factor mean scores obtained by the independent groups in respect of feedback competence is summarised in Table 4.5 and it is necessary to briefly explain the differences observed. First the independent group will be cited and this will be followed by a brief discussion.

Gender - women have a higher factor mean score in respect of feedback competence than men do. Women thus have a more favourable opinion than men do in respect of the feedback competence of educational managers.

School type - educators who have gained most of their experience in primary schools have a higher factor mean score and differ from the scale score of secondary school educators at the 5% level of statistical significance. Primary school teachers thus have a more favourable opinion about the feedback competence of educational managers than do secondary school teachers. This is probably due to the fact that secondary school teachers are subject specialists and it is more difficult to convince such a wide variety of subject experts of your feedback competence.

Post level - although no significant differences occur between the factor mean scores of the various groups there is a direct proportion between the factor scores of the various post level groups and the feedback competence of educational managers in the sense that the higher the post level the higher the factor mean score of the feedback competence. It is expected that teachers with merit awards, heads of department and educators occupying promotion posts above that of head of department will have the perception that educational managers provide competent feedback as these groups probably mostly had reasonably positive experiences concerning feedback.

Highest qualification - educators with an honours degree or higher qualification have the lowest factor mean score and differ from teachers with the lowest

educational qualifications on the 1% level of statistical significance. Teachers with the lowest qualifications also differ from the other two groups at the 5% level of statistical significance. There is an indirect proportion between the various qualification groups and the feedback competence of educational managers in the sense that teachers with the lowest qualifications have the highest factor mean score whereas educators with the highest qualifications have the lowest factor mean score. Educators who are well qualified are probably well versed with the many intricacies of feedback and it is expected that they should have the opinion that educational managers are not as competent at providing feedback as they should be.

Province - educators from KwaZulu Natal have the highest factor mean score and differ from educators in Gauteng and other provinces at the 1% level of statistical significance. This significance difference could be due to the fact that teachers in rural communities do not easily criticise persons in positions of authority as this is against the normative system prevalent in rural communities. On the other hand the collaborative competence of the KwaZulu educational managers has been shown to be high and it is possible that KwaZulu teachers perceive their educational managers as competent providers of feedback (see research project on teacher competence, 1996).

Home language - Nguni-speaking educators have the highest factor mean score and they differ statistically from teachers with English as home language at the 1% level. Nguni-speaking educators also differ at the 5% level of statistical significance from the Sotho, Indian and Tsonga-speaking groups. The high factor mean score of the Nguni group corroborates the finding in respect of the provinces given above. It is of interest to note that the Afrikaans-speaking educators have the second highest factor mean score and they thus also perceive their educational managers as possessing feedback competence. It could also be that Afrikaans-speaking educators have a high regard for persons in positions of authority and hence will not readily criticise educational managers.

Attendance of pupils - educators with the perception that pupil attendance at their schools is good have the highest factor mean score and differ from those groups who perceive pupil attendance to be average and poor at the 1% level of statistical significance. There is also a direct proportion between the attendance of pupils and the feedback competence of educational managers. This is indicated by the fact that teachers who perceive the attendance of pupils at their schools to be poor also believe that educational managers are not very competent when it comes to providing feedback.

Attendance of teachers - there is a close parallel in the results between teacher and pupil attendance. Teachers with the perception that teacher attendance at their schools is good differ at the 1% level of statistical significance from the groups who perceive teacher attendance at their schools to be average and poor. These results seem to indicate a direct link of some sort between teacher attendance and the feedback competence of educational managers and it is possible that teachers perceive the attendance of teachers in their schools to be good because the feedback given by the educational manager is of a high quality.

Image of the school - there is a direct proportion between the feedback mean scores and the image of the school as indicated by the fact that teachers who perceive the school image to be excellent also perceive educational managers to be competent in respect of feedback. On the other hand, teachers who perceive the image of the school to be disturbing, are of the opinion that the feedback given by their educational managers is not up to the standard of the other groups. Educators who perceive the image of their school to be excellent have the highest factor mean scores and differ from the average and disturbing groups at the 1% level of statistical significance. Teachers who perceive the image of the school to be average also differ at the 5% level of statistical significance from the factor mean scores of teachers who believe the image of their school to be disturbing. Competent feedback is all about effective communication and it could be that teachers view the image of the school as disturbing because of a lack of communication on the part of educational managers (see project on managerial communication in schools, 1996).

The two successive factor analyses performed on the 106 items in the questionnaire indicated that feedback competence has construct validity. The statistically significant differences highlighted in the discussion above indicates an ability to distinguish between groups which are known to differ from one another. This corroborates the findings of the factor analysis and indicates that feedback competence has construct validity.

Competent feedback should thus consist of the following aspects namely it should:

- be invitational in nature;
- be credible;
- be tactful;
- be transparent; and
- contain cultural sensitivity.

4.4 SUMMARY

In this chapter an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by means of two successive factor analysis which reduced the 106 items to just two factors namely:

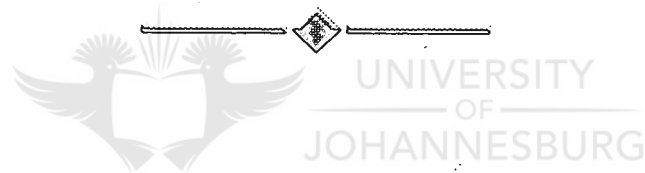
- Feedback competence consisting of 95 items with a reliability coefficient of 0,984; and
- Unethical feedback consisting of 11 items with a reliability coefficient of 0,734. This factor was discarded from the analyses as the reliability coefficient was deemed to be too low.

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 perception of feedback competence.

The limited scope of a research essay rationed the research to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the data. A brief discussion on the possible causes of the statistically significant differences in the factor scores of the various independent groups was provided.

From the research conducted it can be concluded that feedback competence consists of a single construct. This factor has construct validity with a high reliability and could thus serve as a basis for measuring and developing the feedback of educational managers. Competent feedback after all has the potential of producing winner because "feedback is the breakfast of champions".

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

INTRODUCTION

The main aim of this research study is to determine the contribution of transparency towards credible feedback. The investigation procures teacher opinion as to the extent that school management demonstrate the behaviours associated with transparent feedback. In view of the above information, the study determines whether a strategy can be devised where credible feedback could be used to enhance teacher competence. The study project firstly, was motivated by poor matric results that are produced mostly by the schools under the management of the Department of Education and Training. Secondly, the research was undertaken to investigate strategies that can be formulated and implemented to reactivate the culture of professional staff development and the maintenance of acceptable educational standards in schools.

The study on teacher competence is a group research project with credible feedback as one of the factors being researched (see 1.1 P.1). Credible feedback has been conceptualised as having integrity, knowledgeability, objectivity and transparency as essential aspects. In view of the conceptualization of credibility, this research study focusses on how transparency contributes towards credible feedback and its implication on the management of teacher competence.

The literature study has clearly indicated how the South African Democratic Teachers Union (SADTU) and the Department of Education and Training came to a deadlock on the appraisal system. The Education Policy Unit (EPU: 1993:1) reports that, in large parts of South Africa, Departmental officials are rejected by teachers in schools and therefore are unable to continue with their management tasks, particularly teacher appraisals. The appraisal system has been criticised as lacking transparency. As a result of non-transparency, the evaluators were regarded as not credible enough to evaluate teacher competence.

The study has already indicated the poor matric results produced by the schools under the Department of Education and Training. These poor results could be attributed to the collapse of the management of the appraisal systems. Research has shown that the majority of teachers are not against the appraisal per sé; they want appraisal to be part of their professional development (EPU 1993:1).

In the light of the above information, the research topic is vital for an effective education system in South Africa. It is the aim of this research project to devise a strategy where credible feedback can be used to enhance teacher competence. In this regard, high educational standards can be sustained.

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

- Summary
- Important findings
- Recommendations and
- Conclusion.



5.1 SUMMARY

Chapter one was mostly concerned with the exposition and motivation of the research study. The research study on teacher competence was made by a group of Rand Afrikaans University academics. This research study is an ongoing research project which focusses on researching teacher opinion on teacher competence as identified by the Rand Afrikaans University research study. This chapter focusses on transparency as an aspect of credible feedback: implication on the management of teacher competence.

A summary of questions to probe the construction of teacher competence as well as the essence of credible feedback were dealt with.

Chapter two focused on literature study and concept analysis of this particular research study. The following concepts were analysed:

- Credibility and
- Transparency and as well as the synthesis of feedback.

The invitational and clinical management were elucidated and how best they can be used to improve credibility during an appraisal interview. The design of the research project was explained in Chapter three. The empirical investigation was also done in this Chapter.

The analysis and interpretation of the empirical data was discussed in Chapter four.

5.2 IMPORTANT FINDINGS

5.2.1 Findings from the literature in respect of transparency as an aspect of credible feedback and the implication for teacher competence. The study found that most of the evaluators under the Department of Education and Training were regarded by teachers as not credible enough to judge teacher competence. They were mostly perceived as autocratic, oppressive and subjective in managing teacher competence. (See 2.2.1 P.9)

The study found that the evaluators were not knowledgeable and tactful in judging teacher competence. Findings from the literature study further indicate that evaluators lacked transparency in their management of teacher competence. Teachers were not allowed to have access to their assessment (See 2.2 P.8). The study further indicated that the instrument which was used to appraise teachers was also criticised on the grounds that it was irrelevant to staff development (See 2.3.1 P.17).

Another result was that teachers never participated in the decision making process. This lack of transparency by the evaluators contributed negatively to the management of teacher competence. The relationship of distrust between the evaluators and teachers also contributed to the appraisal instrument finally being rejected by the teachers (See 2.2.1 P.9).

The study also found that the evaluators lacked communication skills in respect of providing feedback. This implies that the following communication factors were not present; namely:

- exchanging of ideas;
- to share concerns;
- reflecting upon performance;
- for the identification of strength and weaknesses; and
- participation in decision-making (See 2.3 P.10).

In the light of the above information, it would seem that transparency is vital in providing feedback. The evaluators who are transparent are likely to be democratic and objective in managing teacher competence. Transparency is an important aspect of credible feedback because an open evaluator, shows that he/she has nothing to hide. By so doing he/she gives teachers an opportunity to seek clarity on judgements they need to exchange ideas. In exchanging ideas it would imply that the two parties are engaged in communication which is vital in providing feedback. Through communication, the evaluator and the teacher are able to share concerns and reflect on the performance during an interview.

Transparency plays an important role in the development of competent teachers. In respect of staff development, this study believes that sound relations based on trust and optimism are important. In this regard, it would seem as if trust and optimism can contribute positively toward transparency as an aspect of credible feedback and its implication for the management of teacher competence.

5.2.2 Important empirical findings in respect of feedback competence.

5.2.2.1 Feedback competence consist of two factors namely:

- Feedback competence which consists of 95 items with a Cronbach-alpha reliability coefficient of 0,984; and

- Unethical feedback consisting of 11 items with a Cronbach-alpha reliability coefficient of 0,734. Since the reliability coefficient on unethical feedback was too low, this factor was not used in any statistical analysis.

In respect of feedback competence significant statistical differences were found between the perception of educators as reflected in the mean factor scores of the following groups namely school type, educational qualifications, province in which one is presently teaching, home language, attendance of pupils, attendance of teachers and image of the school. In respect of these significant differences the following findings are important namely:

- Principals need to be aware that teachers in secondary schools are subject specialists and hence it is advisable that principals make use of their heads of department to evaluate teaching competence (see 4.4 P.33). Principals should rather focus their efforts on aspects of classroom management including management styles and certain personality characteristics (Grobler, 1992:248).
- Teachers who are academically well qualified are more critical of the feedback competence of educational managers (see 4.2.2.1 P.32). Principals thus need to be well prepared and make use of multiple sources including self-appraisal in order to obtain as much data as possible (Grobler, 1992:248). This enhances the objectivity and credibility of the appraisal process and demonstrates a sense of commitment to professional teacher development.
- Principals in Gauteng need to be aware that teachers in this province are critical of their feedback competence. It would appear that particular attention needs to be paid to aspects such as transparency, tactfulness and credibility during the feedback process (see 4.4 P.33).
- Evaluators should also be sensitive to the cultural differences between the various language groups in South Africa (see 4.4 P.33). English speaking educators are most critical of the feedback competence of educational managers and principals need to be well trained in aspects related to the implementation of teacher

appraisal systems such as culturally sensitive and democratic or invitational feedback (see 4.4 P.33).

- o Pupil attendance, teacher attendance and school image are all measures of school climate and it is clear that there is a relationship between these aspects and the feedback competence of educational managers (see 4.3 P.33). If these aspects of school climate are well managed, teacher competence will be enhanced and the culture of teaching and learning will also benefit.

5.2.2.2 The second important empirical findings in respect of feedback competence.

The following findings are based on items which are associated with transparency as an aspect of credible feedback (See 3.1.1 Table 3.2 P.24). Clarity of expression is a vital aspect of transparency. It is important that the educational manager clearly expresses himself/herself in the manner that will be understood by the teacher during an appraisal interview. The mean score is 3,08 which is an indication that educational managers are reasonably practising this aspect although there seems to be room for improvement.

Invitation to a member of teachers Union to be present during an appraisal interview has the mean score of 2,99. This is an indication that educational managers do not practise this more often.

Frankness when providing feedback after an interview has the mean score of 2,97. This shows that educational managers should improve this important aspect when providing feedback.

Discussion of a particular teaching competence between the evaluator and the teacher is very important. This item has the mean score of 2,78. This is an indication that educational managers do not practise the behaviour as often as they should.

Giving the teacher a draft copy of his/her ratings to study before the feedback interview takes place has the mean score of 2,64. The mean score indicates that

Educational managers do not practise the behaviour as often as they should (See 3.1.2 P.24).

The five items were chosen because of their importance in managing teacher competence. Clear expression by the evaluator gives the teacher an impression that he/she is an expert in his/her field. Clarity of expression is vital because the teacher should with no doubt understand the evaluator. By inviting a member of a teachers union or association, the educational manager will prove beyond doubt that he/she has nothing to hide. Frankness is important when providing feedback after an interview. The evaluator has to be honest and open in expressing what he/she thinks or feels about the teacher's performance.

The educational manager in order to successfully manage teacher competence, has to be open and be in a position to discuss with the teacher, how a particular teaching competence was judged. In the light of the above information, it would appear that transparency is an important aspect .

5.3 RECOMMENDATION



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

5.3.1 Recommendation 1

Recommendations in respect of literature survey

This study recommends that educational managers should be experts in their fields of study in order to manage teacher competence. Educators should undergo training in order to acquire skills to handle appraisals. It is highly recommended that Heads of Departments by virtue of their subject qualifications, be given an

opportunity to manage teacher competence. Principals could control work done in the various departments of the school.

H.O.D.'s should be trained to be transparent in managing teacher competence. Communication skills are also vital for ensuring that credible feedback is given (See 2.1 P.8).

5.3.2 Recommendation 2

The use of an Invitational Approach

The literature survey has already indicated teachers' perception of the educational managers under the Department of Education and Training. They were criticised as autocratic and subjective in managing teacher competence.

This study recommends an invitational approach in the management of teacher competence. The assumption of this approach is that people have untapped potential and should be assisted in development. It further stresses that people should be treated with respect and trust. Educational managers are encouraged to be optimistic that teachers have the potential to develop into true professionals if they can be properly guided. The invitational approach should be adopted by Educational managers in their management of teacher competence.

The study believes this educational approach should be adopted since it has participative management style character which according to the literature study was not present (See 2.3.1 P.17).

5.3.3 Recommendation 3

The use of Clinical Management

This study upholds the views of the formative and summative evaluation systems but strongly believes that the clinical management should also be used to reinforce staff development.

In clinical supervision, the evaluator and the teacher are offered the opportunity to discuss areas which need the exchange of ideas and concerns. In this respect, the educational manager is able to get an opportunity to create the climate under which an appraisal can take place. This study recommends the clinical management since it contributes to the relationships of respect and trust. The teacher can be optimistic that the evaluator honestly wants to help (See 2.3.2 P.18).

5.3.4 Recommendation 4

Aspects associated with transparency as an aspect of credible feedback

This study recommends that educational managers should take the following aspects into account when providing feedback:

It is very important that the evaluator gives the teacher an impression of complete frankness about his/her appraisal. Constructive feedback is vital when providing feedback.

Clarity of expression is important during the appraisal interview. The evaluator must be clearly understood by the teacher. This research study recommends that Educational managers should practise this aspect as often as possible (See 3.1.2 P.24).

The study recommends that evaluators should invite members of the teachers' Union or Association when providing feedback. This will be a good indication that the Educational manager has nothing to hide.

This study further recommends that Educational managers should be trained in communication skills. In this respect they will be able to discuss with the teacher how a particular teaching competence was judged. Since communication is a two way process, the teacher will be given the opportunity to ask for clarity on particular aspects. Educational managers should give a draft copy of ratings to the teacher before the feedback interview (See 3.1.2 P.24).

The empirical findings clearly indicate that Educational managers need to be well versed in all aspects of the appraisal process. It is also important that training be provided regarding the following aspects of feedback namely:

- it should be based on democratic practice or be invitational in character;
- it needs to be credible and tactful;
- the process should be transparent; and
- cultural sensitivity needs to be attended to.

This research study has some limitations and further research should be done.

In the light of the above information it is imperative the study recommends topics for further research.

5.4 TOPICS FOR FURTHER RESEARCH

This research project has identified the following topics which deserve further investigation.

- Communication as an aspect of credible feedback (See 2.3 P.10).
- The use of an invitational management for the management of teacher competence. (See 2.3.1 P.17).
- The use of clinical management as a strategy for staff development (See 2.3.2 P.18).

5.5 CONCLUSION

The literature study has identified transparency, objectivity, integrity and knowledgeability as important factors for credible feedback. Educational managers are urged to utilise these factors in their management of teacher competence.

The research project also investigated credible feedback as an aspect of management. The study believes that Educational managers should utilise communication skills in the management of teacher competence. It is vital that the

manager, is understood by the teacher so that the latter can have the opportunity to ask for clarity on how a particular competence was judged.

The Educational managers should also adopt management styles that would create acceptable school climate and particularly during appraisals.



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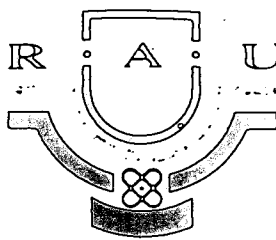
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RAND AFRIKAANS UNIVERSITY
PO Box 524
Auckland Park
Republic of South Africa
2006



RAND AFRIKAANS UNIVERSITY
Telegraphic address Raunis
Telex 424526 SA
Telephone (011) 489-2911
+ 27-11-489-2911
Fax (011) 489-2191
+ 27-11-489-2191

Dear Madam Sir

Date: 1996-08-27

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

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

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

Thank you once again for your assistance.

Yours faithfully

PROF. J B SMITH.....

PROF. K P DZVIMBO.....

DR B R GROELER.....

DR M P v d MERWE.....

MS. S SCHALEKAMP.....

FC/BRG

Office use only

				(1-4)
Card number				
				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

3	5
---	---

)

--	--

(8-9)

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

(e.g. five years:

0	5
---	---

)

--	--

(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

- Ndebele.....

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

(9)

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

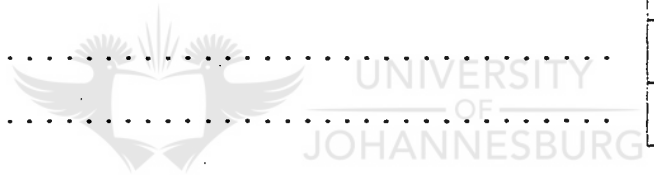
Excellent.....	1
Average.....	2
Poor.....	3

(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

Mark your opinion by circling the appropriate number/code on the scale provided for each question. Give your answer on a 5 point scale where:

- 1 means never;
- 5 means always; and
- 2 to 4 means somewhere in between

EXAMPLE

In your opinion when providing feedback how often do Educational Managers:

Assist you in analysing your lesson behaviours?

never

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

 always

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

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN DO EDUCATIONAL MANAGERS:

1. Show that knowledge of the duties of a teacher is important?

never

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

 always

(22)

2. Advocate the use of local music to enhance creativity?

never

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

 always

(23)

3. Discuss with you how a particular teaching competence was judged?

never

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

 always

(24)

4. Ensure that the meaning of the feedback is understood through discussion and consensus?

never

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

 always

(25)

5. Convey an attitude that people "work in order to live" and not that people "live in order to work?"

never

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

 always

(26)

6. Ask you for your opinion about the appraisal process?

never

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

 always

(27)

7. Indicate that maturity in teaching is just as valuable as academic qualifications?

never

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

 always

(28)

8. Indicate that conflicts should be resolved by means of compromise and negotiation?

never

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

 always

(29)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

9. Allow you to see your appraisal report?

never

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

always

(30)

10. Indicate that clarity of expression is vital during appraisal?

never

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

always

(31)

11. Give you a written report that is a true reflection of your classroom performance?

never

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

always

(32)

12. Leave you with a feeling that your efforts will be sufficient in order to attain your goals?

never

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

always

(33)

13. Ensure that teacher achievements are announced to all the relevant stakeholders?

never

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

always

(34)

14. Demonstrate that harmony is more important than direct confrontation?

never

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

always

(35)

15. Reveal a greater respect for teachers married to political figures in the community?

never

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

always

(36)

16. Encourage you to build on your achievements in the belief that success breeds success?

never

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

always

(37)

17. Indicate a sincerity to assist you with your professional development?

never

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

always

(38)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

18. Encourage teachers to inspire their students with an enthusiasm for the teaching profession?

never

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

 always (39)

19. Allow a member of a union or teachers' association to be present during appraisal interviews?

never

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

 always (40)

20. Also discuss your future career with you giving concrete examples of how you can gain promotion?

never

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

 always (41)

21. Encourage teachers to use methods of self-appraisal?

never

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

 always (42)

22. Encourage you to bring reality to the teaching situation in the form of authentic cultural possessions?

never

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

 always (43)

23. Indicate that the way you dress is important for your status as a teacher?

never

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

 always (44)

24. Withhold information from you which could affect your promotion?

never

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

 always (45)

25. Avoid facial expressions which indicate anger, displeasure or hurriedness?

never

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

 always (46)

26. Encourage you to use creative teaching techniques?

never

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

 always (47)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

27. Make every effort to ensure that the appraisal be perceived as being fair?

never

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

 always (48)

28. Manage to enhance the view you have of yourself?

never

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

 always (49)

29. Show a thorough knowledge of the complexity of teacher appraisal?

never

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

 always (50)

30. Demonstrate the ability to give constructive criticism?

never

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

 always (51)

31. Ensure that good teaching performance is followed by personal recognition and praise?

never

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

 always (52)

32. Keep feedback short and simple so that the teacher is not overwhelmed?

never

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

 always (53)

33. Provide you with an accurate report of your performance?

never

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

 always (54)

34. Show a tolerance that various cultures have a different awareness of the importance of time?

never

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

 always (55)

35. Emphasise that there are different levels of status in the school?

never

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

 always (56)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

36. Highlight the importance of work-related values in getting teachers to accept responsibility?

never

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

 always (57)

37. Reveal that people and warm relationships are important?

never

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

 always (58)

38. Take care to emphasize only the positive aspects and avoids the negative all together?

never

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

 always (59)

39. Use simple language in order that no ambiguity exists regarding the appraisal?

never

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

 always (60)

40. Show that learning to think in terms of "we" is more important than thinking in terms of "I"?

never

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

 always (61)

41. Give advice which is mostly prescriptive in nature?

never

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

 always (62)

42. Demonstrate an awareness that access to information and resources are important for your professional growth?

never

1	2	3	4	5
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 always (63)

43. Indicate a confidence in teachers by allowing you to compare your self-evaluation with that of the management team?

never

1	2	3	4	5
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 always (64)

44. Leave you with no doubt in your mind that the purpose of the appraisal was your professional development?

never

1	2	3	4	5
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 always (65)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

45. Indicate an attitude of accessibility should you wish to discuss any identified problems?

never

	2	3	4	5
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 always (66)

46. Allow you to study the assessment criteria thoroughly before you are appraised?

never

1	2	3	4	5
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 always (67)

47. Give you the impression of complete frankness about your appraisal?

never

1	2	3	4	5
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 always (68)

48. Leave you with an impression that all teachers are appraised in exactly the same way?

never

1	2	3	4	5
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 always (69)

49. Indicate that the necessary resources which you need to teach effectively will be provided?

never

	2	3	4	5
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 always (70)

50. Give feedback which is balanced so as to benefit both the school and the individual teacher?

never

1	2	3	4	5
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 always (71)

51. Ensure that any criticism is supported by appropriate facts and specific examples?

never

1	2	3	4	5
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 always (72)

52. Advocate that any money received by the school as a result of good performance by an individual should be shared by everyone on the staff?

never

1	2	3	4	5
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 always (73)

Office use only

(1-4)

Card number

(5)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

53. Show a sensitivity that some cultures regard direct eye contact as disrespectful?

never

1	2	3	4	5
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 always (6)

54. Reveal that good teaching is about caring and sharing?

never

1	2	3	4	5
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 always (7)

55. Ensure that any system of external moderation of marks is clearly explained to the teachers?

never

1	2	3	4	5
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 always (8)

56. Assist you in analysing your lesson behaviours?

never

1	2	3	4	5
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 always (9)

57. Attempt to avoid prejudice of any kind when appraising teachers?

never

1	2	3	4	5
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 always (10)

58. Give you the impression that hidden agendas will not come to the surface during the appraisal process?

never

1	2	3	4	5
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 always (11)

59. Point out your errors by using specific episodes or behaviours?

never

1	2	3	4	5
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 always (12)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

60. Display evidence that favourites gained an unfair advantage?

never

1	2	3	4	5
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 always (13)

61. Set challenging yet attainable teaching goals together with you?

never

1	2	3	4	5
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 always (14)

62. Indicate that teaching experience is just as valuable as academic qualifications?

never

1	2	3	4	5
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 always (15)

63. Show an appreciation that the educational system of the past has left the majority of teachers with a shortage of teaching skills?

never

1	2	3	4	5
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 always (16)

64. Demonstrate that good academic performance in the school is the product of the group as a whole?

never

1	2	3	4	5
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 always (17)

65. Point out that it is important that a teacher be punctual?

never

1	2	3	4	5
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 always (18)

66. Respect the confidentiality of your assessment by not talking to other teachers about it?

never

1	2	3	4	5
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 always (19)

67. Indicate that teachers should be involved in setting their own standards of work?

never

1	2	3	4	5
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 always (20)

68. Emphasize the importance of personal example of the teacher in classroom life?

never

1	2	3	4	5
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 always (21)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

69. Use the appraisal report as a tool for advancing the professional growth of the teacher?

never

1	2	3	4	5
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 always (18)

70. Allow adequate time after feedback so that you can master any suggested new skills?

never

1	2	3	4	5
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 always (19)

71. Listen to your opinion as well during appraisal sessions?

never

1	2	3	4	5
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 always (20)

72. Tell you in a direct way what improvement in behaviour is required?

never

1	2	3	4	5
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 always (21)

73. Use questions to determine whether the two of you have interpreted the explanations the same way?

never

1	2	3	4	5
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 always (22)

74. Suggest corrective steps in order to eliminate your errors?

never

1	2	3	4	5
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 always (23)

75. Create an atmosphere of trust because of unimpeachable behaviour?

never

1	2	3	4	5
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 always (24)

76. Leave you with a distinct impression that you are making a meaningful contribution to the success of the school?

never

1	2	3	4	5
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 always (25)

77. Discuss your specific areas of weakness with the aim of providing in-service training?

never

1	2	3	4	5
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 always (26)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

87. Ensure that you are absolutely sure as to the purpose of the appraisal?

never

1	2	3	4	5
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 always

(36)

88. Demonstrate an awareness that most people wish to participate in the formulation of policies which affect them?

never

1	2	3	4	5
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 always

(37)

89. Keep important information from you during the appraisal process?

never

1	2	3	4	5
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 always

(38)

90. Discuss the appraisal procedure thoroughly before any appraisal occurs?

never

1	2	3	4	5
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 always

(39)

91. Arrange workshops where teachers can become familiar with all aspects of the appraisal process?

never

1	2	3	4	5
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 always

(40)

92. Demonstrate respect for certain cultural traditions as for example the way some people dress during a period of mourning?

never

1	2	3	4	5
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 always

(41)

93. Assist teachers in overcoming weaknesses by developing an action plan with the teacher concerned?

never

1	2	3	4	5
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 always

(42)

94. Allow you to record your opinion of your assessment alongside that of management?

never

1	2	3	4	5
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 always

(43)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

95. Give you the opportunity to express your opinion openly without having it held against you?

never

	2	3	4	5
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 always

(44)

96. Indicate a willingness to constantly search for new ideas pertaining to teacher appraisal?

never

1	2	3	4	5
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 always

(45)

97. Give the impression that his/her appraisals of you will not be influenced by others (for example by superintendents or members of political parties)?

never

1	2	3	4	5
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 always

(46)

98. Clearly state which aspects of teaching have been evaluated?

never

1	2	3	4	5
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 always

(47)

99. Allow you to be evaluated by a neutral person should you disagree with the appraisal report?

never

1	2	3	4	5
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 always

(48)

100. Ensure that nothing is said that may offend you?

never

1	2	3	4	5
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 always

(49)

101. Provide an atmosphere of warmth and acceptance where one can get an accurate view of your performance?

never

1	2	3	4	5
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 always

(50)

102. Allow you to be represented on the assessment panel by a person of your choice?

never

1	2	3	4	5
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 always

(51)

103. Make use of expert knowledge to demonstrate how certain difficult concepts should be taught?

never

1	2	3	4	5
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 always

(52)

IN YOUR OPINION, WHEN PROVIDING FEEDBACK TO YOU, HOW OFTEN
DO EDUCATIONAL MANAGERS:

104. Share your assessment with you in the presence of a
colleague of your choice?

never

1	2	3	4	5
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 always (53)

105. Explain how a particular teaching behaviour was judged?

never

1	2	3	4	5
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 always (54)

106. Share all the data collected with you during the appraisal
process?

never

1	2	3	4	5
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 always (55)

THANK YOU FOR YOUR PATIENCE AND KINDNESS IN COMPLETING THIS
QUESTIONNAIRE

