

**CO-OPERATION AS AN ASPECT OF PROFESSIONAL COMMITMENT:
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE**

by

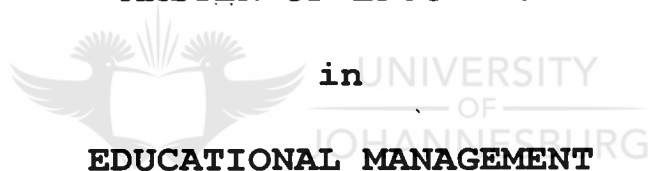
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RESEARCH ESSAY

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DEDICATION

This dissertation is gratefully
dedicated to my family,
particularly my wife,
Sithulile.



DECLARATION

I declare that this dissertation being submitted for the purpose of obtaining an M. Ed. degree at the Rand Afrikaans University [RAU], is my original and independent work, and has never been submitted to any other university for degree purposes.

...~~mv~~lase.....

S M MVELASE

January 1997



OPSOMMING

Hierdie navorsing projek is daarop gemik om terugvoering en opinies van onderwysers te kry en te sien hoe hulle onderwyser bekwaamheid sien. Teoretiese samestellings waarvan onderwyser bekwaamheid ontwerp is, is:

- * die leer omgewing
- * professionele verpligting
- * orde en dissipline
- * opvoedige fondament
- * onderwyser refleksie
- * koöperatiewe bekwaamheid
- * doeltreffendheid en
- * leierskap styl

Hierdie samestellings word tot twee faktore verminder, naamlik samewerkend en opvoedende bekwaamheid.

Hierdie studie konsentreer op samewerking wat 'n aspek van professionele verpligting is, en die implikasie vir die beheer van onderwyser bekwaamheid. Samewerking is gedefinieer as 'n "harmoniese model" wat strewe na verantwoordelikheid en deelnemende bestuur en daarom gemeenskaplike beslissings wat gemaak word.

Dit was gevind dat samewerking in die onderwys in koöperatiewe leer en koöperatiewe klassee gedeel kan word. Dit was ook gevind dat egte professionele gereeld deelneem in mense-stra-gesiese spanne, samewerkende onderwys spanne en moedig ook samewerkende leer by studente aan.

Dit was gevind dat sekere bekwaamhede belangrik is as onderwysers leer vordering en koöperatiewe leer positief moet beïnvloed b.v. gee volledige antwoorde op vrae; gestruk-tureerde rotasie van individuele rolle; die benodighede van hoë presteerders te ontmoet en nie terughou nie; rigting verwyser; addisionele antwoorde genereer.

Omrede dat baie min ten opsigte van onderwyser ontwikkeling
gedoen word, was dit gevind dat koöperatiewe klasgee spanne die
onderwysers se talente en bekwaamheid bevorder het en as 'n
plaasvervanger beskou kan word.



SUMMARY

This research project is aimed at eliciting input and opinions from teachers on how they perceive teacher competence. Theoretical constructs around which teacher competence is designed, are:

- * the learning environment
- * professional commitment
- * order and discipline
- * educational foundation
- * teacher reflection
- * co-operative ability
- * efficiency; and
- * leadership style

These constructs are reduced to two factors, namely collaborative and educative competences.

This study concentrates on co-operation as an aspect of professional commitment, and its implication for the management of teacher competence. Co-operation is defined as a "harmony model" whose aims are a collective sense of responsibility and participant management and therefore communal decision-making.

It was found that co-operation in education could be divided into co-operative learning and co-operative teaching. It was further discovered that true professionals will invariably participate on people-strategy teams, collaborative teaching teams and encourage collaborative learning by the students.

Certain skills were found to be essential if teachers are to positively influence learning gains in co-operative learning, e.g. giving complete explanations to questions; structured

rotation of individual roles; meeting needs of high achievers and not retard them; direction-giver; generator of additional answers.

Since very little is done by way of teacher development, co-operative teaching teams were found to serve as substitutes in developing teachers' talents and their competence.



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CHAPTER ONE

1.1 INTRODUCTION

Public concern over the quality of education and the growing pressure on Educationist to improve overall student achievement, make scholarly work on teacher competence, teacher commitment, school organisation co-operation and productivity particularly timely. Teachers play the role of street-level bureaucrats (Lipsky, 1980:61) heavily influencing the actual implementation of the new South Africa Education Act, whose cornerstone is "teacher competence".

In a pilot study on which teacher competence was conducted by the Rand Afrikaans University in 1994, the results of the analysis suggest that there are **eight** factors involved in teacher competence. Group research will be made on each of the following factors of teacher competence:

1. The learning environment
2. Professional commitment
3. Order and discipline
4. Education foundation
5. Teacher reflection
6. Co-operative ability
7. Efficiency
8. Management style

This research essay is part of the group research undertaken regarding professional commitment. Professional commitment has been conceptualized to consist of the following four aspects, namely: morality, expertise, involvement and co-operation. This research essay focuses on the aspect, **co-operation** with emphasis on its **implications for teacher competence**.

In the light of the fact that remuneration and promotion of teachers will no longer depend on qualifications and years of experience, but on their competence, it becomes essential that a scientific research be conducted on this aspect and the eight factors identified. After all the new Education Act does not clearly define teacher competence and how it will be used for purposes of teacher remuneration and promotion. The lack of full understanding of what the concept entails necessitates an in-depth research. Not only will the study clarify the concept further, but it will hopefully design a measuring instrument which can be used by educational leaders/managers at school level, teacher organisations and education authorities to quantify and measure teacher competence.

In view of the preceding brief introduction and background to the problem, the problem will now be discussed.

1.2 STATEMENT OF THE PROBLEM

1.2.1 Taking the foregoing into account, it would appear "teacher competence" as an education phenomenon, has not been adequately researched. This research is therefore intended to come up with a measuring instrument to quantify teacher competence.

1.2.2 Since **professional commitment** has been identified as part of teacher competence, this study will attempt to find out as: to what extent this factor is responsible for teachers being competent?

1.2.3 This research will further focus on **co-operation**; what we mean by co-operation and what does it entail in the teacher's context?

Therefore, the problem of this research can be summarized by means of the following questions:

- Q.1 What is teacher competence and which components form part of teacher competence?
- Q.2 What is the nature and essence of professional commitment, and what is its relevance to teacher competence?
- Q.3 As an aspect of professional commitment, what does co-operation entail in the teacher's context?
- Q.4 What criteria can be used in formulating a measuring instrument whereby teacher competence can be measured?

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

1.3 PURPOSE OF THE STUDY

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1.3.1 In the light of the problem formulated above, the **general aim** of this research project is to:

- * investigate teacher competence with a view to defining its components clearly and decisively, and further investigate how the different aspects can enhance teacher effectiveness.

1.3.2 In order to achieve this general aim of the project, the **aim of the group** dealing with professional commitment is to:

- * investigate the nature and essence of professional commitment, for purposes of an in-depth understanding, and how this can enhance teacher competence and hence school effectiveness.

1.3.3 As a member of the group dealing with professional commitment, it is the **specific aim** of this research essay to:

- * design a questionnaire on co-operation in education, in order to elicit input and opinions from a variety of people who have an interest in education;
- * devise a possible strategy or measuring instrument whereby co-operation can be used to enhance teacher commitment and hence teacher effectiveness;
- * ascertain the extent to which co-operation in education can result in school effectiveness and overall school improvement.

In view of the preceding problem and aim statements, the method envisaged for this enquiry will now be elucidated.

1.4 RESEARCH METHODOLOGY

The following methods will be used to collect data in order to drive the research process to completion:

1.4.1 Group project:

A study of literature will be undertaken by the group dealing with professional commitment. This will be done in order to find aspects which are identified with the factor; do concept analysis of the factor and its aspects and investigate the relevance of these to teacher competence. More specifically, this script will concentrate on co-operation as an aspect of professional commitment.

1.4.2 Structured questionnaire:

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 co-operation as a facet of professional commitment. These questionnaires will be distributed to teachers in and around Pietermaritzburg.

1.4.3 Structured interview:

These will be conducted with a view to collecting first hand information. Then the method of triangulation will be carried out in order to verify the validity of the information obtained by means of questionnaires.

1.4.4 Data analysis:

All the responses will be fed into a computer and analysed statistically. In this way various categories of information will emerge, and this information will be analysed further in order to gain a deeper understanding of the various elements which form part of teacher competence.

In the light of the fact that this research is descriptive in nature - describing teacher competence as an education phenomenon with specific reference to professional commitment - the next section defines some concepts with a view to highlighting the context in which they are used in the study.

1.5 CONCEPT CLARIFICATION

1.5.1 Professional Commitment

The researcher accepts the following definitions of professional commitment:

According to Gecas & Schwalbe (1983, as quoted by Tjosvold, 1986: Chapter 2) the absence of conditions that allow people to feel efficacious in their work, has profound and negative consequences for their commitment to it.

Bacher & Stelling (1977, as quoted by Wynn & Guditus, 1984: Chapter 4) describe commitment as a consistent line of activity.

This writer maintains that professional commitment is a psychological identification of the individual teacher with the school's goals and values; and the intention of that teacher to maintain organisational membership and become involved in the job beyond personal interest. This study therefore accepts that professional commitment refers to being knowledgeable, competent and effective in your teaching.

1.5.2 Competence

The Reader's Digest Oxford Wordfinder (1993:290) describes competence as being properly qualified, skilled, fit, capable, adequate and suitable. The American definition of incompetence (Van Wyk 1981:52) describes it as: "the inability of a teacher to maintain proper discipline, gain professional stature, obtain satisfactory results from his pupils in the subject taught by him".

It can be deduced, therefore, from the above definitions that a competent teacher is the one who, among other things, is suitable and able to carry out the duties connected with his position in a proper manner.

Having clarified the basic concepts that will be used throughout this script, I now wish to give an overview of how I plan my research essay.

1.6 LAYOUT OF CHAPTERS

The study consist of five chapters spread out as follows:

Chapter One:

Chapter one is an orientation chapter wherein some important

terms are explained, the problems stated, purpose and research methodology discussed. The significance of the study is also highlighted.

Chapter Two:

Literature review of work done in this field, covering especially teacher competence with respect to professional commitment and specifically co-operation in education, will be done.

It is in this chapter where co-operation which forms a greater part of my research essay, will be fully clarified.

Two aspects of the literature review will be discussed in chapter two, viz.

- * nature of a review of the literature,
- * purpose of a review of the literature.

Chapter Three:

In this chapter research design, development of a research instrument and sampling will be discussed.

Chapter Four:

This chapter presents and analyses data. It is in this chapter where triangulation takes place - qualitative leg in research.

Chapter Five:

Summary and conclusions on the findings, recommendations and reflection on the research, are done in this chapter.

1.7 SYNTHESIS

In this chapter the proposed study was introduced by, inter alia, stating and describing the problem of investigation as perceived by the researcher; defining some concepts as they are applicable to the study; motivation for the study; proposing the research

design that was followed by outlining all the chapters of the study.

In the next chapter some relevant literature will be reviewed for the purpose of establishing a theoretical framework for teacher competence »»» professional commitment »»» and co-operation.



CHAPTER TWO

2.1 INTRODUCTION

The first chapter of this research essay provided the background and motivation for a study on teacher competence with a focus on professional commitment emphasizing co-operation. The present chapter gives a theoretical background by way of a review of literature.

Firstly, an exposition of the interrelatedness of competence and the aspects of professional commitment and co-operation will be done. However, more emphasis will be on co-operation which is the focus of this research essay.

First, what relationship is there between competence, commitment and co-operation in education?

Research has it that there is an inverse relationship between the education level of a teacher and his/her commitment. Many writers feel that educators with higher levels of education tend to be less committed to the organisation than those with less education.

This is especially true of secondary school teachers whose understanding of **professional commitment** is narrow. For them the care for individuals is less important, they are only obsessed with the subjects they teach. Hargreaves (1982:80) refers to this as a repeated difficulty that afflicts the capacity of many secondary schools to become more caring communities for their students.

The proposals for curriculum integration, as evidenced in South Africa presently, which challenge teachers' subjects, are perceived by most teachers as threats to career, security, identity and fundamental senses of **competence**. As Hargreaves (1980, as quoted by Woods (ed.), 1980:87) points out, competence anxiety, the fear of appearing incompetent in front of one's colleagues, is

perhaps the most basic anxiety of all in teaching. These proposals, therefore, strike at fundamental and deep-seated realities of professional commitment and desires to retain competence among the teaching force.

The answer to this enigma lies in the ability of the school to create a learning community characterised by **co-operative efforts** to achieve meaningful goals. The writer, therefore, concludes that the most important attribute of effective schools is where students, parents, teachers and administrators share a sense of community and a 'socially integrating sense of purpose'. Co-operation is therefore the essence of professional commitment. To encourage a positive learning environment and to promote the outcomes of schools, it must be realised that co-operation is the foremost - competitive and individualistic efforts are of less significance. Without co-operation and the skills that it requires, life in a society or a school would not be possible.

A further analysis of the aspects referred to in the foregoing exposition, will now be done in the following sections. Whereas teacher competence and professional commitment will only be of a peripheral interest to this chapter, the chapter is primarily concerned with co-operation in education. It covers both types of co-operation, namely **co-operative learning** and **co-operative teaching**, which form the essence of competence.

2.2 TEACHER COMPETENCE

Teachers' competence in executing their duties is not only regarded as a corner-stone, but is also a universal requirement if a teacher is to carry out the duties connected with his/her position in a proper manner. This is particularly of essence in the changing South Africa where remuneration and promotion of teachers will now be based on their competence, rather than educational qualifications and years of experience. A wide range of competences in

terms of knowledge, skills and values, have resultantly been postulated for teachers in different educational contexts (COTEP, 1994:23).

Defining Competence:

The word "competent" refers to someone who is qualified, skilled, capable, adequate, knowledgeable and dexterous (Tulloch, 1993: 1214). Competence can also be defined as a cluster of integrated knowledge, skills, values and attitudes (COTEP, 1994:10). A competent teacher is, therefore, a skilled, productive and performing person. This is someone whose performance is above average and above expected standards.

The American definition of incompetence touches on aspects like the inability of a teacher to maintain proper discipline, gain professional stature and obtain satisfactory results from his/her pupils in the subject taught by him/her: Van Wyk (1991:52).

An incompetent teacher is also described as someone who is unsuitable to carry out duties connected with his/her position in a proper manner (Oosthuizen, 1994:92). In essence these are teachers who could have the required qualifications, but whose passion for teaching has been eroded.

Accreditation and assessment of teachers' competence in the South African context, has often led to chaos and inefficiency in education. In an attempt to quell this kind of a situation; 'it was finally agreed that the assessment of teachers should lead to professional development and not "policing" (Marie 1994:3); and that the entire teacher appraisal system should change from a punitive process to a clinical one.' It is hoped that such a shift should enhance chances of developing essential competences for educators to be efficient in the execution of their educational tasks.

It can be deduced, therefore, from the above exposition (as also stated in paragraph 1.5.2) that a competent teacher will possess both the skill necessary to accomplish the task, and the zest for involvement, continuous improvement, assignment of responsibilities and creation of work schedules.

Since competence and professionalism are regarded as two sides of the same coin by the writer, it is now opportune that we devote the next section to professional commitment.

2.3 PROFESSIONAL COMMITMENT

One of the most useful and parsimonious definitions of **commitment** developed by Mowday, Porter and Steers (1982:74), will be employed in this paper. These authors contend that organisational commitment is the relative strength of an individual's identification with and involvement in a particular organisation. This, therefore, is the state of being bound emotionally or intellectually to some way of thinking or course of action (Lindhard, 1987:192). These definitions take a psychological individual perspective.

But, commitment can also be examined from a sociological perspective. Due to our interest in the relationships and co-operation within the school, the writer will take a sociological perspective. This refers to "commitment to the core values and beliefs of the organisation" Peterson and Martin (1990, as quoted by Reyes (ed.) 1990:226). This is where members work more co-operatively, collegially and collaboratively with others who also share common goals. This in turn increases the informal co-ordination of activities within the school.

The writer contends that specific cultural elements of a school, such as:

a) mission;
b) shared norms, values and beliefs;
c) leadership that is technical and symbolic; and
d) the nature of the reward system are related to the degree of commitment. These elements are referred to by some writers as "glue" for the organisation. Perhaps one of the best studies on belongingness is Selznick's work "Leadership in Administration" (1957 : Chapter 3). In this study he demonstrates how workers become intimately connected to the values of their organisation, especially when it is "infused with value" by the actions of leaders.

Similar findings are described in Kanter's work (1972 : Chapter 5) on corporations, where commitment was found to be greater in strong value-driven cultures.

On the other hand Reader's Digest Universal Dictionary defines a **professional** as someone with great skill or experience in a particular field or activity. The Reader's Digest Oxford Complete Wordfinder, (1987:192) refers to professionals as "university graduates, highly respected for their ability and the time and money they have spent on their education before they reached their goals."

Therefore, **professional commitment** would be the extent or degree to which a teacher feels obliged to do his/her best in order to meet the standards of performance expected of him/her as a result of his/her profession; as well as to carry out his/her duties and obligations in a manner worthy of the profession.

One of the outcomes of professional commitment is co-operativeness which in many instances influences the level of performance of the students and teachers themselves. The next section looks closely at co-operation in education.

2.4 CO-OPERATION IN EDUCATION

Co-operation can be regarded as an equivalence of synergy; rightly so because synergy, like co-operation, means that the whole is better and greater than the sum of its parts. The relationship which the parts have to each other is a part in and of itself. this is the most empowering and the most unifying part. If, for instance, you put two pieces of wood together, they will hold much more than the total of the weight held by each separately (Covey, 1994:263).

The importance of co-operation is observed in the very way that a man and a woman bring a child into the world. Therefore, the essence of co-operation is to value and respect differences, build on strengths and compensate for weaknesses. When George Bush of U.S.A. was inaugurated, part of his inaugural speech read as follows:

".... I take as my guide the hope of a saint: in crucial things, unity - in important things, diversity -".

It is therefore important to bear in mind that individual views may still differ radically from the consensus reached by the whole group, especially in conflict solving.

2.4.1 Co-operation Defined

Everard and Morris (1985:87-89) refer to co-operation as a "harmony model" whose aims include the following:

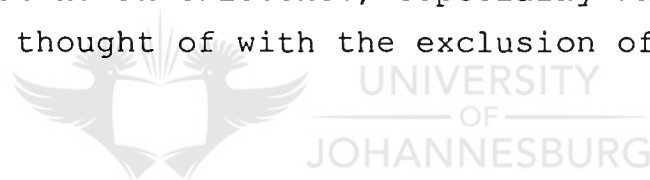
- * collective sense of responsibility;
- * participant management and therefore communal decision-making.

This approach has the great advantage that all differences of opinion can be dealt with before individuals or groups identify with a particular view point.

The Reader's Digest Oxford Complete Word Finder (1993:316) describes co-operation as collaboration, sponsorship, team work, support, assistance and back-up. Therefore, when an individual teacher teams up and acts in concert with others, he/she is said to be co-operative.

Johnson & Johnson (1993:9) defines co-operation as working together to accomplish shared goals. With co-operative activities individuals seek outcomes that are beneficial to themselves and beneficial to other group members as well.

From the above definitions the writer sees co-operation as pervading human existence. Since human existence is fashioned in the matrix of social interaction (Lawler, 1986:20), it is therefore unimaginable that human existence, especially in educational setting, can be thought of with the exclusion of social or human interaction.



For purposes of this study two kinds of co-operation, which form the essence of teacher competence, are discussed, namely **co-operative learning** and **co-operative teaching**. Co-operation with the education department, parents and other schools, will only be of a peripheral interest to this chapter.

2.4.2 Co-operative Learning

Co-operative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content (Slavin, 1995:2). In co-operative classrooms students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding. Co-operative work, it has been discovered, rarely replaces teacher instruction, but rather replaces individual seat-work, individual study and individual

drill. When properly organised, students in co-operative groups know that they are not finished until every student in the group has mastered the key ideas.

Johnson & Johnson (1993:13) sees co-operative learning as the instructional use of small groups so that the students work together to maximize their own and each other's learning. These writers argue that participants in groups strive for mutual benefit hence [your success benefits me and my success benefits you]. This is a recognition that there is a positive interdependence in co-operative learning situations. Students also perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals (Deutsch, 1962, as quoted by Jones (ed.), 1962:62).

Therefore the most important goal structure, and the one that should be used the majority of time in learning situations, is co-operation. A few reasons why co-operative learning is preferred include the following:

- a) research base supports co-operative learning to increase student achievement;
- b) to improve intergroup relations;
- c) acceptance of academically handicapped classmates;
- d) students need to learn to think, solve problems, integrate and apply knowledge and skills;
- e) improved relationships between students of different ethnic backgrounds.

Co-operative learning works well in heterogenous groupings.

How is co-operative learning developed? (A few hints for teachers):

Children are not born instinctively knowing how to interact effectively with others. Inter-personal and group skills do not magically appear when they are needed. Students must be taught these

skills and be motivated to use them (Johnson & Johnson, 1993:6.1).

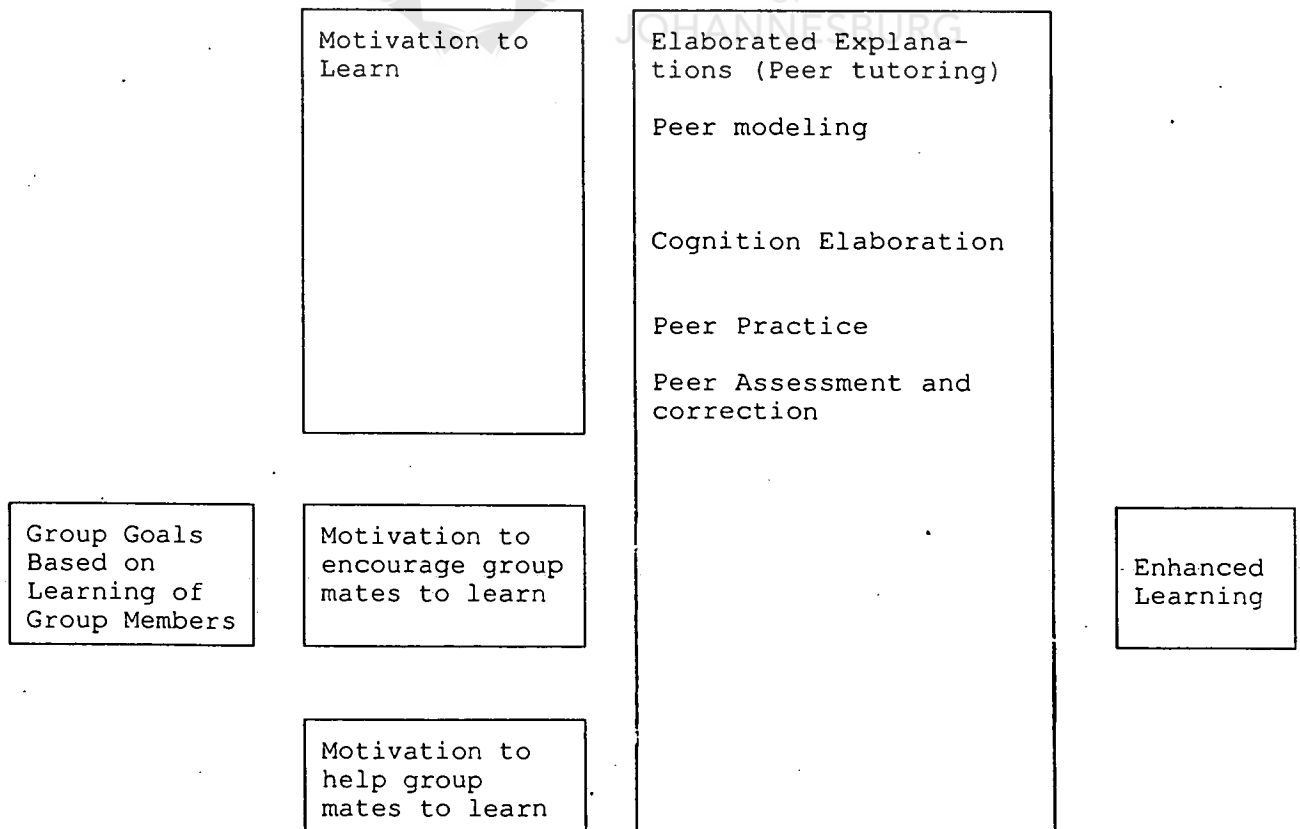
Among many such skills, are the following:

- a) Teachers have to model giving complete explanations to questions, rather than just answers. Students must be told over and over again that good teachers lead their students to discover answers for themselves. If one approach does not work, students have to be encouraged to try another way for better explanation. When students get to Student Teams - Achievement Divisions, they have to therefore model the teacher in giving complete explanations.
- b) Teachers have to enthuse team members about becoming a super team. This results in students assisting, encouraging and evaluating one another's performances. In this way you get the best out of students.
- c) Introduce a structured system of rotating individual roles with weekly self and group evaluation monitoring. Knowing their duties as "coach", "supervisor", "go-getter" and "recorder" gives the team members a focus that each has an important individual function, but all are necessary to effectively work as a group.
- d) To meet the needs of high achievers and not retard them, teachers need to try strategies like:
 - peer tutoring;
 - extra books for group's high achievers;
 - field trips and resource people;
 - enrichment exercises that extend specific lessons.
- e) Give periodical tests on previously tested material to encourage high retention level of students.

The above hints help the teacher develop the following skills in students:

- (i) direction-giver
- (ii) forming skills - establishing norms for appropriate behaviour
- (iii) summarizer
- (iv) generator of additional answers;
- (v) functioning skills for effective working relationships
- (vi) fermenting skills - to engage in academic controversies, thus giving challenge to group members. (Adapted from Johnson & Johnson, 1993:6.2-6.9).

In conclusion, I wish to point out that group rewards based on the individual learning of all group members, are extremely important in producing positive achievement outcomes in co-operative learning. A co-operative and professionally committed teacher will, therefore, teach students structured methods of working with each other, thus modelling importance of co-operation. I also wish to end up with a diagrammatical summary of factors influencing learning gains in co-operative learning (Adapted from Slavin, R.E. 1993:45):



FACTORS INFLUENCING LEARNING GAINS IN CO-OPERATIVE LEARNING

From the above diagram, there is no doubt that co-operative learning can have consistent and important effects on the learning of all students. But, because the heart of a school is the collaborative teaching team, the next section is devoted to co-operative teaching.

2.4.3 Co-operative Teaching

"Nothing new that is really interesting comes without collaboration" (James Watson, Nobel Prize Winner - 1979, as quoted by Johnson & Johnson, 1993:9.21).

Collegial teaching teams are small co-operative groups whose purpose is to increase teachers' instructional expertise and success (Johnson & Johnson, 1993:9.12). The focus is on improving instruction in general, and increasing members' expertise in using co-operative learning, in specific. Therefore, in order for schools to provide good instruction, they require the use of collegial teams focussed on continuous improvement of expertise in using co-operative learning.

The above exposition is in fact in concordance with what Deming and Juran called Total Quality Management (T.Q.M.). The main aim of T.Q.M. was ever-improving quality which Stoner (1992:90) referred to as 'commitment to incremental improvement'. What then is T.Q.M.? It is a way of respecting talents within the institution - seeing people as part of the solution and not as problems.

It refers to institutionalization of partnership concept with the development of people-strategy teams. Like in collegial teaching teams, these cross-functional teams are responsible for ensuring that quality is viewed as a long-term process and not a program.

The terms collegial team, quality team and quality circles, will be used interchangeably in this chapter. It has been researched

and found to be true that teachers generally teach better when they work in quality teams to jointly support each other's efforts to increase their instructional expertise. In fact the purposes of teaching teams, according to Johnson and Johnson (1993 : Chapter 9), include:

- (i) giving teachers ownership of the professional agenda;
- (ii) breaking down the barriers to collegial interaction;
- (iii) reducing program fragmentation.

Three key activities of a quality are essential if the purposes of collaborative teaching are to be achieved. These are:

- (i) frequent **professional discussions** of co-operative learning to ensure continuous improvement of members' expertise and other instructional procedures. These could take the form of subject meetings. Interaction among colleagues is essential for building collaborative cultures in schools (Hargreaves, 1991:59).
- (ii) **Co-planning, co-designing, co-preparing and co-evaluating** co-operative learning lessons and work programmes. Integrated curriculum and thematic teaching depend on co-planning and co-designing for their success.
- (iii) **Co-teaching co-operative lessons and jointly processing observations.** The more colleagues are involved in your teaching, the more valuable the help and assistance they can provide.

Harvey Firestone of Firestone Tyres (Johnson & Johnson 1993:9.17) stated that it is only when we develop others that we permanently succeed. To gain expertise, teachers have to help their colleagues gain expertise.

Collegial teams ideally meet daily. At a minimum, teams should

meet weekly. During such meetings, team members review their co-operative lessons, share successes, complete a quality chart on their implementation of co-operative teaching, set three to five goals and establish how each will help the others achieve their goals before the next meeting and celebrate how hard all members are working.

The above agenda ensures:

- a) group cohesiveness;
- b) better community spirit;
- c) improved communication, co-operation and attitudes;
- d) that trust among team members is significantly increased.
- e) worker participation which is a manifestation of people's desire for democracy in the work place; and
- f) that poor workmanship and negativism are discouraged.

In conclusion it must be stated that staff, subject and collaborative team meetings, when dominated by co-operative procedures, become a micro-cosm of what school leaders wish the school to be.

After, all, one two-year study of schools using co-operative learning and teaching methods found that high, average and low achievers all achieved better than controls at similar levels. So, it is all the students that benefit from co-operation.

2.5 SYNTHESIS

From the foregoing discussion it transpires that one cannot talk of teacher competence without referring to professional commitment. A true professional will be that teacher whose competence is undoubted, and whose respect for talents within the institution is great. True professionals will invariably, grab with both hands opportunities to participate on people-strategy teams, collaborative teaching teams and encourage co-operative learning by the students.

Therefore, the inter-relatedness between professional commitment, teacher competence and co-operation in education, strike at fundamental and deep-seated desires to retain competence among educators.

Co-operation, in conclusion therefore, as an aspect of professional commitment is a form of social interaction.



CHAPTER THREE

3.1 INTRODUCTION

The literature study in chapter two formed the framework for the empirical study. The specific aim of this research essay was also highlighted in chapter two as co-operation as an aspect of professional commitment and its implications for teacher competence. A brief discussion of the design of the research instrument now follows.

3.2 THE INSTRUMENT OF RESEARCH

3.2.1 The design of the questionnaire

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

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

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

Although this particular research paper deals with co-operation as an aspect of professional commitment, all the questions formulated by this group are represented in Table 3.1. The questions relevant to co-operation are indicated by means of an asterisk:

3.2.2 Items associated with professional commitment

TABLE 3.1

ITEMS ASSOCIATED WITH PROFESSIONAL COMMITMENT

ITEM NO.	DESCRIPTION	MEAN SCORE	S. D.	RANK ORDER
B73	Take pride in their work by doing it to the best of their ability.	4,40	0,94	2.
B84	Strive to inspire pupils to high levels of achievement.	4,25	0,96	10
B58	Demonstrate that they are able to work without supervision by evaluating their own work.	4,17	1,08	25
B95	Exhibit good self-control.	4,15	0,99	30
B102*	Assist with additional chores such as keeping the school clean.	3,91	1,22	56
B30	Assist with extra-curricular activities such as sport and culture.	3,85	1,25	61
B83	Accept criticism from colleagues in an effort to improve their teaching.	3,67	1,22	78
B46	Indicate that they are not afraid to experiment with novel ideas.	3,58	1,17	83
B9*	Offer to do additional work outside normal teaching hours.	3,48	1,28	90
B72	Assist with the management of induction programmes for new teachers to the school.	2,93	1,42	100
B66*	Act as mediators in conflict situations such as teacher strikes.	2,55	1,47	106
B45	Organise various symposiums aimed			

	at professional development.	2,44	1,34	107
* = Items involved with co-operation as an aspect of professional commitment.				

Having displayed the various items involved in professional commitment, only those items relevant to this research paper will be discussed [indicated by means of an asterisk* in the table].

3.2.3 Discussion of Co-operation as an aspect of Professional Commitment

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

In your opinion how often do you:

1. * Assist with additional chores such as keeping the school clean?

This item measured the level at which teachers showed collective sense of responsibility by seeking outcomes that are beneficial to themselves and other group members through co-operative activities. Co-operative teachers must be seen to be doing more than just the call of duty, not wait until instructed to do a duty.

2. * Offer to do additional work outside normal teaching hours? The purpose of this item was to measure the level of devotedness by teachers when it comes to extra collaborative activities done without any form of remuneration.

3. * Act as mediators in conflict situations such as teacher strikes?

The purpose of this item was to find out if teachers are involved in school management in problem solving - check if there is collegial interaction. It serves to measure the level at which poor workmanship and negativism

are discouraged in the school.

The above motivation for each item is consolidated by the importance attached to these items. All items on co-operation have a mean score of above 2,5 indicating that teachers regard them as very important.

Having discussed each of the questions on co-operation as an aspect of professional commitment, it is now necessary to describe the empirical investigation.

3.3 THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

Respondents were chosen from the various post levels of the teaching profession who willingly took the questionnaires. 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.

3.3.2 Biographical Details

The following biographical details were requested:

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

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

3.3.3 The research group

Questionnaires were distributed to members of the teaching

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

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

3.3.4 Return of questionnaires

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

Handed Out	Returned - useable	Percentage return
1 500	1 112	74,13%

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

3.4 SUMMARY

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

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

CHAPTER FOUR

4.1 INTRODUCTION

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

- * a discussion on the validity and reliability of the research instrument;
- * a comparison of one of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved; and
- * a comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate statistical data.

4.2 RELIABILITY AND VALIDITY

To ensure content validity the questions were designed within the framework of the relevant theory using the eight constructs described by Grobler & van der Merwe (1995). Several experts [statistical consulting services and members of the department of Educational Sciences of the Rand Afrikaans University] 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 analysis performed on the 108 items. The first order procedure involved a principal component analysis [PCA1] followed by a principal factor analysis [PFA1]. These procedures were performed using the BMDP4M program (Brown, Engelman, Frane, Hill, Jenrich & Toporek, 1985:448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

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

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

- * Educative competence consisting of 81 items with a Cronbach-alpha-reliability co-efficient of 0,978 with no items rejected. The 81 items can thus be regarded as one scale with a maximum value of $81 \times 5 = 405$ and a minimum scale value of $81 \times 1 = 81$; and
- * Collaborative competence consisting of 27 items with a Cronbach-alpha-reliability co-efficient of 0,978 with no items rejected. The 81 items can thus be regarded as one scale with a maximum scale value of $27 \times 5 = 135$ and a minimum scale value of $27 \times 1 = 27$.

Both scales are thus valid with high reliability and could thus serve as a basis for evaluating teacher competence in the form of educative competence and collaborative competence.

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

4.3 HYPOTHESES

4.3.1 Comparison of two independent groups

At the multi-variate 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

variate level, then the student t-test is used in respect of each of the variables taken separately.

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

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

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

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at the multi-variate level	Principal	HoT	There is not statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together.	Hotelling T ²
		HaT	There is a statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together.	
Differences at the single-variate level	Principal	HoT	There is no statistical significant difference between the mean scale scores of the factors taken separately, namely:	
		HoT1	Educative competence	
		HoT2	Collaborative competence	
		HaT	There is a statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately, namely:	
		HaT1	Educative competence	
		HaT2	Collaborative competence	

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

FACTORS	GROUP	FACTOR AVERAGE	P-VALUE [Hotelling]	P-VALUE [Student]
Educative competence	M	325,20	0,0000**	0,2888
	F	320,95		
Collaborative competence	M	86,28		
	F	90,50		0,0024**

N1 [Men] = 840

N2 [Females] = 272

** : Significant at the 1% level

* : Significant at the 5% level

Tables 4.1 and 4.2 indicate that there is a statistical significant difference [P = 0,0000] between the vector mean scale scores of male and female principals in respect of the two factors considered as one. The nul hypothesis HoT is thus rejected and the alternative hypothesis HaT is supported.

In respect of differences at the single viable level between the two groups, the average scale score of the female principals is significantly higher than that of the males in respect of collaborative competence only [P = 0,0024]. Thus HoT1 is accepted because there is no significant difference between the two groups relative to educative competence. However, HoT2 is rejected in favour of HaT2. Female principals are thus significantly more collaborative than their male counterparts - hardly an unexpected result!

4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups, multi-variate differences are investigated by means of MANOVA [multi-variate analysis of variance] in respect of educative and collaborative competence considered together. The vector mean scale scores are compare, and should any difference be revealed at this level, then ANOVA [analysis of variance] and the Scheffé test

are used to investigate this difference at the single variable level.

As an example of differences between three or more groups, the various home language groupings are considered.

TABLE 4.3

COMPOSITE HYPOTHESES WITH HOME LANGUAGE GROUPS AS THE INDEPENDENT VARIABLE

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST								
Differences at the multi-variate level	Home language	HoM	There is no statistical significant difference between the vector mean scores for the five home language groups taken together	Manova								
		HaM	There is a statistical significant difference between the vector mean scores for the five home language groups taken together									
		HoA	The average scale scores of the five home language groups do not differ in a statistical significant way from one another in respect of the following factors taken separately, namely:	Anova								
		HoA1 HoA2	Educative competence Collaborative competence									
		HaA	The average scale scores of the five home language groups do differ in a statistical significant way from one another in respect of the following factors taken separately, namely:									
Differences at the single variable level		HoS	There are no statistical significant differences between the average scale scores of the five home language groups compared pair wise in respect of the following factors, namely:	Scheffé								
FACTORS			PAIRS OF GROUPS									
			A vs B	A vs C	A vs D	A vs E	B vs C	B vs D	B vs E	C vs D	C vs E	D vs E
EDUCATIVE COMPETENCE			HoS AB1	HoS AC1	HoS AD1	HoS AE1	HoS BC1	HoS BD1	HoS BE1	HoS CD1	HoS CE1	HoS DE1

COLLABORATIVE COMPETENCE			HoS AB2	HoS AC2	HoS AD2	HoS AE2	HoS BC2	HoS BD2	HoS BE2	HoS CD2	HoS CE2	HoS DE2
Difference at the single variable level	Home language	HoS	There are statistical significant differences between the average scale scores of the five language groups when compared pair-wise in respect of the following factors, namely:									
FACTORS			PAIRS OF GROUPS									
			A vs B	A vs C	A vs D	A vs E	B vs C	B vs D	B vs E	C vs D	C vs E	D vs E
EDUCATIVE COMPETENCE			HaS AB1	HaS AC1	HaS AD1	HaS AE1	HaS BC1	HaS BD1	HaS BE1	HaS CD1	HaS CE1	HaS DE1
COLLABORATIVE COMPETENCE			HaS AB2	HaS AC2	HaS AD2	HaS AE2	HaS BC2	HaS BD2	HaS BE2	HaS CD2	HaS CE2	HaS DE2

TABLE 4.4

SIGNIFICANCE OF DIFFERENCES BETWEEN THE HOME LANGUAGE GROUPS IN RESPECT OF THE FOLLOWING FACTORS

FACTORS	GROUP	FACTOR AVERAGE	P-VALUE (MANOVA)	P-VALUE (ANOVA)	SCHEFFÉ				
					A	B	C	D	E
EDUCATIVE COMPETENCE	A	338,97	0,0000 **	0,0000 **	A		*	**	
	B	330,48			B			*	
	C	320,52			C				
	D	316,72			D				
	E	335,70			E				
COLLABORATIVE COMPETENCE	A	83,84	0,0001 **	0,0001 **	A				
	B	83,54			B				
	C	90,58			C		**	**	
	D	89,50			D				
	E	88,46			E				

- A = 144 with Afrikaans as home language
- B = 267 with English as home language
- C = 181 with Sotho as home language
- D = 428 with Nguni as home language
- E = 56 with Indian as home language
- ** = Significant at the 1% level
- * = Significant at the 5% level

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

On the single variable level the deduction can be made that there is a statistical significant difference between the average scale scores of the five home language groups A, B, C, D and E in respect of both educative and collaborative competences. The nul hypotheses HoA1 and HoA2 are thus rejected in favour of the alternative hypotheses HaA1 and HaA2. There is, however, no significant statistical difference between the groups in respect of collaborative competence.

Regarding the pair-wise comparisons of the groups the following conclusions can be made in respect of **Educative competence**:

- there is a statistical significant difference at the 1% level between the average scale scores of the Afrikaans and the Nguni speaking groups. HoS,AD1 can thus be rejected in favour of HaS,AD1. Afrikaans speakers thus perceive themselves to be significantly more educatively competent than Nguni speakers. This is probably due to the disparity in educational qualifications between the two language groups.

- there is a statistical significant difference between the Nguni and Sotho home language groups at the 5% level. Thus HoS,AC1 is rejected in favour of HaS,AC1. It appears that Sotho speaking teachers perceive themselves to be significantly more educatively competent than Nguni speaking teachers. This could be due to the fact that in KwaZulu Natal there is a significant number of teachers [131] with education qualification of standard ten and lower.

■ there is a significant statistical difference at the 5% level between teachers with English and Nguni as home languages. Thus HoS,BD1 is rejected and HoS,AD1 is accepted. Teachers who speak English as a home language have a decided advantage over Nguni speaking teachers in that the former group teach and were educated in their mother tongue as well. This gives them a decided advantage educationally and thus it is natural that they perceive themselves to be educatively more competent than teachers with Nguni as a home language who have English as a second language.

Regarding the pair-wise comparisons of the groups in respect of **Collaborative Competence**, the following conclusions can be made:

- there is a significant statistical difference at the 1% level between teachers who have English and Sotho as home languages. Thus HoS,BC2 can be rejected in favour of HaS,AC2. Teachers with Sotho as home language thus perceive themselves to be significantly more collaborative than teachers with English as home language. This difference could be due to the fact that teachers with Sotho as home language are known to be more collaborative than the teachers who have English as a home language who are more individualistically inclined.
- there is a significant statistical difference at the 1% level between teachers who have English and Nguni as home languages. Thus HoS,BD2 is rejected in favour of HaS,BD2. This difference could be due to the fact that teachers with Nguni as home language are known to be more collaborative than the teachers who have English as a home language who are more individualistically inclined.

In a nutshell:

- * Nguni and Sotho speaking groups are more collaborative than English and Afrikaans speaking groups.

* Indian teachers in this country mostly speak English and therefore perceive themselves as English first language speakers.

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 without discussion.

TABLE 4.5

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

NAME	CATEGORY NAME	MEAN SCORES	
		F1	F2
Gender	Men	325,73	86,18
	Women	323,54	87,76
School Type	Primary	322,61	89,23**
	Secondary	326,62	84,28**
Post Level	Teachers	320,11**	85,65**
	Teachers with merit awards	325,16	88,74
	Heads of Departments	340,22**	91,62**
	Higher Promotion posts	334,32	92,84**
Highest Qualification	Lower Std 10; Std 10; Diploma	297,93**	89,17
	Teachers Diploma	324,44**	87,55
	Diploma; Degree	331,38**	89,28*

	Degree plus	332,30**	83,48*
Province	Gauteng	327,19**	87,14
	KwaZulu	*312,44**	88,08
	Other	*328,30	86,91
Home Language	Afrikaans	338,97**	83,84*
	English	*330,48	**83,54
	Sotho	320,52*	**90,58*
	Nguni	*316,72**	**89,50*
	Indian	335,70	88,46
Attendance Pupils	Good	323,96	87,17
	Average	325,03	88,09*
	Poor	317,06	80,74*
Attendance Teachers	Good	324,65	88,07*
	Average	324,66	87,26
	Poor	314,13	80,29*
Image of School	Excellent	326,89	86,83
	Good	325,12	89,10*
	Average	320,06	85,35
	Disturbing	318,27	80,76*

F1 = Educative competence

F2 = Collaborative competence

** = Significant difference at the 1% level

* = Significant difference at the 5% level

4.4 SUMMARY

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

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

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

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

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

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

CHAPTER FIVE

5.1 INTRODUCTION

The main aim of this research essay was to clearly define and explain the concept of teacher competence in view of the fact that it will now be used for purposes of teacher remuneration and promotion. Since professional commitment was identified as part of teacher competence, the study had to check on the extent to which this factor is responsible for teachers being competent. The focus of the study, however, was co-operation as an aspect of professional commitment - what it entails and its implication for the management of teacher competence.

The importance of this research study is evidenced by the saying that there is power in working in groups. When students are required to work individualistically and hence compete with each other, they strive to be better than classmates and by doing this deprive others of their expertise. They celebrate classmates' failures and recognize their negatively-linked fate - the more you gain, the less for me; the more I gain, the less for you (Johnson & Johnson 1993:5). Therefore in competitive situations there is a negative interdependence among goal achievements; students believe that they can obtain their goals if and only if the other students in the class fail to obtain their goals. This is a recipe for ineffectiveness and spells doom for our education system in South Africa.

With co-operative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Therefore, the most important goal structure, and the one that should be used most of the time in learning situations in South Africa, is co-operation. The importance of this research can never be over-emphasized especially in our country where children still sit for 12 years in classrooms listening to

the teacher, and memorizing the information in order to regurgitate it during the examination. If the South African education system is to be functional and effective, our implicit goal should be co-operative learning where learners are empowered to think, pose and solve problems, make inferences and investigation, resolve and reflect. Thus, learning needs to be conceived of as something a learner does, not something that is done to a learner. No goal structure in an institution can better achieve this than co-operation. Hence this research study was conducted.

Having said the above about co-operative learning, what of co-operative teaching? A saying goes - 'You can't give what you don't have'. Collegial teaching teams, therefore, go hand-in-glove with co-operative learning teams. These co-operative teaching teams meet regularly to continuously improve members' expertise and knowledge, share ideas on improvement of product quality, job efficiency and quality work life. Ideas on co-ownership of subjects, demonstration lessons, promotion of problem-ownership, all ensure maximal use of the creative talent within educators in the school. The more cohesive and collegial the group is - the more strongly members feel about belonging to it - the greater its influence and effectiveness.

This brief discussion again emphasizes that one cannot talk of teacher competence without referring to professional commitment.

A true professional whose competence is undoubted, will invariably participate in collaborative teaching teams and thus encourage co-operative learning by the students. This inter-relatedness actually strikes at deep-seated desires to retain competence among educators.

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

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

A cursory discussion of the whole research will now follow.

5.2 SUMMARY

Chapter one was mainly concerned with the purpose of the research study, inter alia, introducing the proposed study by stating and describing the problem of investigation and clarifying some concepts as they are applicable to the study. The research design was also proposed in chapter one.

Chapter two focused on relevant literature review on constructs such as teacher competence, professional commitment and co-operation in education. It was in this chapter where we discovered that if fundamental desires to retain competence among educators are to be struck, the inter-relatedness between professional commitment, teacher competence and co-operation in education has to be upheld.

The design of the research project was explained in chapter three and a description of the empirical investigation was also provided.

The analysis and interpretation of the empirical data was undertaken in chapter four. The two main constructs of educative and collaborative competence, were shown to have construct validity and high reliability and that they could be used as a basis for measuring and developing competence of the teachers.

Having given a précis of the whole research study, the next section will now focus on the findings from the literature as well as empirical findings.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature in respect of co-operation as an aspect of professional commitment and the implication for teacher competence

Among other things this research exercise revealed that if a school is to be effective, students, teachers, parents and administrators of that school should share a sense of community and a socially integrating sense of purpose. Co-operation was therefore found to be the essence of both professional commitment and competence (see 2.1 p8).

Another important finding of this study was that co-operativeness, which in many instances influences the performance level of both students and teachers, is one of the outcomes of professional commitment. Therefore, if schools are to provide good instruction focussed on continuous improvement, they require the use of collegial teams (see 2.4.3 p17).

From this discussion it also transpired that one cannot talk of teacher competence without referring to professional commitment.

True professionals will invariably grab with both hands opportunities to participate on people-strategy teams, collaborative teaching teams and encourage co-operative learning by the students (see 2.5 p20).

Therefore, the inter-relatedness between teacher competence, professional commitment and co-operation in education, is a panacea to our South African problems in education to retain competence among educators.

The enumerated findings are only a précis of the important findings of this research study underscoring the importance of co-operation for the development of educators. Following is now a summary of empirical findings of the research project.

5.3.2 Important empirical findings in respect of teacher competence

Teacher competence was found to be consisting of two factors, namely:

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

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

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

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

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

The next section is aimed at amalgamating these findings into recommendations.

5.4 RECOMMENDATIONS

The main aim of this research project was an investigation into the importance of co-operation as an aspect of professional commitment, and its implication for teacher competence. In

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

5.4.1 RECOMMENDATION 1

In order for schools to be able to fight competency anxiety by the majority of teachers, schools should be turned into learning communities characterized by co-operative efforts to achieve meaningful goals. Without co-operation and the skills that it requires, life in a society or a school would not be possible. After all a true professional will be that teacher whose competence is undoubted, and whose respect for talents within the institution is great.

5.4.2 RECOMMENDATION 2

Educative competence is an important aspect of teacher competence and should therefore be included in any future teacher appraisal system. This recommendation emanates from the fact that educative competence [referred to as teacher competence in this project] consists of factors like creation of an effective learning environment, professional commitment, creation of order and discipline, ethical education foundation, the ability for teachers to reflect on teaching practice, co-operative ability, effectiveness and leadership qualities.

Also, the disparities in the pair-wise comparisons of the Afrikaans and Nguni speakers, Nguni and Sotho, English and Nguni speakers in terms of educative competence of the different groups, suggest that a measuring instrument which can be used by educational leaders/managers at school level, teacher organisations and education authorities to quantify and measure teacher competence, has to be designed.

5.4.3 RECOMMENDATION 3

Collaborative competence should form part of the educational framework of any competent teacher. Having said this I must hasten to point out that group rewards based on the individual learning of all group members, are extremely important in producing positive achievement outcomes in co-operative learning. On the other hand this study found that there is nothing new that is interesting and effective that comes without collaboration. Therefore, in order for schools to provide good instruction thus enhancing education competence, they require the use of collegial teams focussed on continuous improvement of expertise in using co-operative learning.

Headmasters should make every effort to enhance collaboration as this seems to positively influence teacher attendance and performance, pupil attendance and performance and this results in an improved image of the schools (see 4.4 p35).

5.4.4 RECOMMENDATION 4

Topics for further research

- * Collaborative learning beyond formal group work in classrooms; (see 2.4.2 p14)
- * Urban partnerships in education culminating in schools knowing what skills the employers require, that is manpower approach to planning;
- * Use of collaboration as a support for learning rather than as a means for control; (see 2.4.3 p17)
- * Reflective teaching and active forms of pupil learning → development of cognitive thinking skills within groups.

The main aims of the afore-mentioned topics, would be to examine a rich variety of actual experiences of working together, thus consolidating the fact that what children can do together today, they can do alone tomorrow?

5.5 CONCLUSION

Whereas the group aim of this research project was to investigate the nature and essence of professional commitment and how it can enhance teacher competence and school effectiveness, the writer's specific concern was to ascertain the extent to which co-operation in education can result in school effectiveness and overall school improvement (Chapter 1 - 1.3 p.3).

In this research study an effort was made to show that schools are not just buildings, curricula and machines. Schools are relationships and interaction among people. It was discovered that a co-operative, team-based, high performance school begins with the use of co-operative learning the majority of the time.

The next level of the co-operative school is collegial teaching teams in which teachers meet regularly to continuously improve members' expertise in implementing co-operative learning and other instructional procedures in South Africa.

The third level is a school based decision-making procedure involving task groups for specific projects which are ultimately ratified by the entire school. When school staff meetings are dominated by co-operative procedures, they become a micro-cosm of what progressive school leaders wish the school to be. Thus the benefits of co-operation are as great for teachers and students, as they are for parents and other school authorities.

Through the use of teams, a congruent organizational structure that promotes quality education is created by:

- * a commitment to educating every student;
- * focusing on improving the quality of instruction;
- * eliminating competition at all levels;
- * adapting co-operative learning to students' specific circumstances and needs.

It is hoped that this project will help overcome the tendency for collaboration to be used as a means of control rather than as a support for learning, and generally serve to enhance teacher competence in South Africa.



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Dear Madam/Sir

Date: 1996-05-27

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

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

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

Thank you once again for your assistance.

Yours faithfully

PROF. J B SMITH..... PROF. K P DZVIMBO.....
DR B R GROBLER..... DR M P v d MERWE.....
MS. S SCHALEKAMP.....

TC/BRG

1.

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

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

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

(18)

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

Excellent.....	1	(19)
Average.....	2	
Poor.....	3	

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

Excellent.....	1	(20)
Average.....	2	
Poor.....	3	

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

Excellent.....	1	(21)
Good.....	2	
Average.....	3	
Disturbing.....	4	

SECTION B

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

Give your opinion on a 5 point scale where:

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

EXAMPLE

In your opinion how often do you:

Effectively use available teaching time?

very seldom

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

 very often

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

IN YOUR OPINION HOW OFTEN DO YOU:

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

very seldom

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

 very often (22)

2. Use a variety of resources in order to enhance the relevance of the lesson?

very seldom

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

 very often (23)

3. Ensure that respect for each other is entrenched in your disciplinary actions?

very seldom

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

 very often (24)

4. Show your subject expertise by using effective learning strategies?

very seldom

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

 very often (25)

5. Complete a given quantity of work in a specific period of time as specified in a scheme of work?

very seldom

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

 very often (26)

6. Critically examine any educational reform before accepting or rejecting it?

very seldom

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

 very often (27)

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

very seldom

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

 very often (28)

8. Keep up to date with new developments in your subject field by attending courses and seminars?

very seldom

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

 very often (29)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 very often (38)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (39)

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

very seldom

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

 very often (40)

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

very seldom

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

 very often (41)

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

very seldom

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

 very often (42)

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

very seldom

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

 very often (43)

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

very seldom

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

 very often (44)

24. Display attitudes that foster learning amongst your pupils?

very seldom

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

 very often (45)

25. Teach students to become critical learners?

very seldom

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

 very often (46)

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

very seldom

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

 very often (47)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 very often (66)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (67)

47. Manage your learning environment by using rules and routines?

very seldom

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

 very often (68)

48. Maintain an orderly yet relaxed classroom climate?

very seldom

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

 very often (69)

49. Attempt to relate the content of your subject to the present and future concerns of pupils?

very seldom

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

 very often (70)

50. Involve students in the actual planning of certain lessons?

very seldom

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

 very often (71)

51. Encourage parents to assist their children with the learning process?

very seldom

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

 very often (72)

52. Give careful consideration to the various ability levels of your pupils when planning lessons?

very seldom

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

 very often (73)

53. Treat pupils with dignity and respect by means of caring acts such as recognition and personal thank you's?

very seldom

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

 very often (74)

54. Show assertiveness when communicating with pupils?

very seldom

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

 very often (75)

Office use only				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(1-4)
Card number				
		<input type="text" value="2"/>		(5)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (6)

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

very seldom

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

 very often (7)

57. Actively involve the children in the lesson?

very seldom

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

 very often (8)

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

very seldom

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

 very often (9)

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

very seldom

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

 very often (10)

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

very seldom

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

 very often (11)

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

very seldom

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

 very often (12)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (13)

63. Encourage activities which involve pupils in collaborative efforts?

very seldom

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

 very often (14)

64. Carefully analyze the performance of pupils with the view of remediation?

very seldom

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

 very often (15)

65. Allow pupils to participate in formulating rules and regulations concerning classroom procedures?

very seldom

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

 very often (16)

66. Act as a mediator in conflict situations such as teacher strikes?

very seldom

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

 very often (17)

67. Keep careful records of pupil progress to determine your understanding of essential skills?

very seldom

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

 very often (18)

68. Involve pupils in planning lesson activities?

very seldom

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

 very often (19)

69. Have the tenacity not only to listen to pupils problems but also to do something about it?

very seldom

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

 very often (20)

70. Believe that your teaching really does make a difference in the performance of pupils?

very seldom

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

 very often (21)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 very often (30)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (31)

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

very seldom

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

 very often (32)

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

very seldom

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

 very often (33)

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

very seldom

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

 very often (34)

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

very seldom

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

 very often (35)

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

very seldom

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

 very often (36)

86. Share the responsibility with management of disciplining pupils?

very seldom

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

 very often (37)

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

very seldom

1	2	3	4	5
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 very often (38)

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

very seldom

1	2	3	4	5
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 very often (39)

IN YOUR OPINION HOW OFTEN DO YOU :

89. Acknowledge that problems often have many solutions?

very seldom

1	2	3	4	5
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very often

(40)

90. Use lesson plans in conjunction with colleagues?

very seldom

1	2	3	4	5
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very often

(41)

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

very seldom

1	2	3	4	5
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very often

(42)

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

very seldom

1	2	3	4	5
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very often

(43)

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

very seldom

1	2	3	4	5
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very often

(44)

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

very seldom

1	2	3	4	5
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very often

(45)

95. Exhibit good self-control?

very seldom

1	2	3	4	5
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very often

(46)

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

very seldom

1	2	3	4	5
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very often

(47)

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

very seldom

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

very often

(48)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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 very often (49)

99. Ask your colleagues to evaluate your lessons?

very seldom

1	2	3	4	5
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 very often (50)

100. Collect information for a teaching portfolio which could assist you with self-evaluation?

very seldom

1	2	3	4	5
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 very often (51)

101. Make use of formal assessment by means of tests and examinations in order to monitor your pupils' learning?

very seldom

1	2	3	4	5
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 very often (52)

102. Assist with additional chores such as keeping the school clean?

very seldom

1	2	3	4	5
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 very often (53)

103. Show a clear understanding of your subject content?

very seldom

1	2	3	4	5
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 very often (54)

104. Endeavour to get pupils to fully understand why they are expected to behave according to certain norms?

very seldom

1	2	3	4	5
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 very often (55)

105. Develop pupils' ability to be tolerant of one another?

very seldom

1	2	3	4	5
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 very often (56)

106. Encourage pupils to think critically about the answers they give to questions asked?

very seldom

1	2	3	4	5
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 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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very often

(58)

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

very seldom

1	2	3	4	5
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very often

(59)

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



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