

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

BY

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DEDICATION

I open this dedication in the name of God , the most beneficent , the most merciful.

I dedicate this research essay to my mother, Rockaya, my late father , Suleman Cassim Seth, for the sacrifices they made in granting me an education.
May God, the Almighty grant him Jannat (a place in Heaven).



SINOPSIS

Hoofstuk Een was daarop gerig om die probleem te omskryf, en die algemene en spesifieke doelstellings van die navorsing, asook die metodologie wat geïmplementeer is, uiteen te sit.

Hoofstuk Twee het gefokus op 'n literatuuroorsig van die aard en wese van bevoegdheid, wat baie kortliks die volgende aspekte insluit:

- * Die onderwysers se vermoë om effektief met leerlinge en andere te kommunikeer;
- * om oor die nodige vaardighede en kennis van hulle vakleerstof te beskik;
- * om oor die relevante professionele kwalifikasies te beskik;
- * om professionele etiek in al sy/haar interaksies te openbaar;
- * om positiewe waardes en houdings te toon;
- * om op hoogte te wees van die mees doeltreffende onderrigmetodes en klaskamerbestuurstechnieke;
- * die vermoë om leerlinge se werk te kontroleer, te waardeer en te evalueer (kyk 2.2, p. 6);
- * leierskap wat binne die Suid-Afrikaanse konteks toepaslik is;
- * die eienskappe van leiers en die hoedanighede wat onderwysers toelaat om vertroue in hulle leiers te hê;
- * die wyse waarop mag gebruik en misbruik word, en die demografiese veranderinge wat leiers dwing om demokraties te word, ten einde skoolaangeleenthede effektief en doeltreffend te bestuur (kyk 2.4. p.13); en
- * die grondbeginsels van transformatoriese leierskap.

Etiese verpligting verwys na die versorging van (besorgdheid oor) persone en hulle vooruitgang en ontwikkeling. Dit beklemtoon ook die verpligting van die leierskap by skole, dit wil sê dié van skoolhoofde en onderwysers. Dit toon die soort gedrag wat van

toegewyde onderwysers verwag kan word - in teenstelling met dié van onderwysers wat nie toegewyd is nie - duidelik aan (kyk 2.4. p.13).

Die ontwerp van die navorsingsprojek word in Hoofstuk Drie uiteengesit, tesame met 'n bespreking van die vrae wat op leierskap betrekking het. Al die vrae wat op leierskap betrekking het, het hoë gemiddelde tellings tussen 3,64 en 4,35 behaal.

Die analise, interpretasie en bespreking van die empiriese data word in Hoofstuk Vier aan die orde gestel. Biografiese gegewens, wat moontlik die bevoegdheid van die onderwyser kon beïnvloed, is hierdeur ondersoek. Hierdie aspekte is in 'n vraelys in die vorm van vrae waardeur gepoog is om die persepsies van onderwysers met betrekking tot hulle waargenome vlak van bevoegdheid te bepaal, opgeneem.

Twee opeenvolgende faktoranalises is uitgevoer en is opgevolg deur 'n reeks enkelveranderlike en meerveranderlike statistiese toetse wat gepoog het om die verskillende hipoteses met betrekking tot onderwysers se persepsies oor die twee faktore, onderwysbevoegdheid en samewerkingsbevoegdheid te toets.

Hotelling se T-kwadraattoets is gebruik om die verskille tussen die vektorgemiddelde van die twee faktore, gesamentlik geneem, te ondersoek. Waar betekenisvolle verskille op die meerveranderlike vlak gevind is, is dit verder deur middel van die Student t-toets ondersoek.

Na die kursoriese opsomming van die aspekte wat tydens die onderhawige navorsing aangeroei is, is bevindings voortspruitend uit die navorsing gemaak. Dit word vervolgens kortliks verhelder en aanbevelings ten opsigte van die bestuur van onderwyserbevoegdheid, word gemaak.

Laastens word die opsommings, bevindings en aanbevelings in Hoofstuk Vyf bespreek.

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CHAPTER ONE

1.1. INTRODUCTION

In its historical segregation, its skewed funding, South Africa's school system has been deeply affected by the all pervasive system of apartheid (R.S.A., 1995:1).

Until 1994, South Africa had fifteen ministries of education which adhered to varied management procedures. In the process of transition inequalities which existed surfaced with teacher performance and commitment to care, varying from township to urban privileged schools (R.S.A., 1996:15).

The fragmented unequal and undemocratic nature of our education and training system has resulted in a distortion or neglect of our human potential with profound effects on the development of the economy and society. Educators over the decades have been subjected to autocratic styles of management without any form of growth and development, but mere containment. This resulted in many educators becoming complacent and prevented them from a moral commitment to the culture of teaching and learning (Singh, 1994:1).

The imposition of a language from closeted bureaucratic quarters on the general public and on the educational community in particular was one of the major causes of the first school boycotts and culminated in the total breakdown of teaching and learning (RSA, 1995:15).

Thereafter many educators showed little, if any, moral commitment to any aspect of education and to this day the problem is prevalent in a majority of schools in South Africa.

In 1995 RAU conducted a pilot study among all stakeholders of education to conceptualise teacher competence and has identified leadership as one of the cornerstones for education and training.

1.2 PROBLEM STATEMENT

Bolman and Deal (1992:17) view leadership, as being much more like surfing than driving. Surfing requires great skill and energy, but surfers are largely at the mercy of forces much larger than themselves. The leadership, for example, allowed the pupils in the Township schools, as forces of liberty to do as they pleased without any form of restraint. The result is that the restoration of the culture of teaching and learning is extremely difficult. It also evident that the leadership style was not in keeping with the needs of all stakeholders concerned with education. This weakened the leadership, resulting in a breakdown of communication and ethical commitment. The lack of integrity is further evident from the 1995 matric pass rate which was 55,5% a drop of 2,79% when compared with the 1994 pass rate of 58,29%.

The Minister of Education, Professor S Bengu was strongly attacked by political parties and student organisations (Anon.(f), 1995:9). As an indication of national concern and integrity he immediately proposed a series of radical steps in an article carried by the Star (Anon.(f),1995:9). The steps suggested included:

- * Increasing the education budget by at least 1,28 billion rands.
- * Including a "practical "job oriented curriculum with practical examinations.
- * Making integration of schools compulsory.
- * Instituting a single matric examination for all pupils in 1996.
- * Implementing teacher upgrading programmes at all colleges and
- * Emphasising training in commercial, science, mathematics and technological subjects.

The above steps came in for further criticism by Susan Rees, the president of the Association of Professional teachers (Anon.(d),1996: 21). She refers to the radical steps as mere political rhetoric and calls on the teaching profession to put its house in order. Teachers who lack training or skill must commit themselves to enrol for courses which upgrade their classroom practice and principals must make a firm commitment to study management organisation.

In an article carried by the Star (Anon.(a),1996:1), township mothers expressed their difficulties and hardship in order to get their children to Model C schools in the suburbs so that their children could be afforded a decent education.

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

- * What is the nature of teacher competence and which aspects are involved in it?
- * What is the essence of leadership as an aspect of teacher competence?
- * Which components are associated with leadership?
- * Which teaching behaviours are representative of teachers who are committed to teaching based on an ethical foundation?
- * To what extent can teaching based on ethical commitment as an aspect of leadership be used to enhance teacher competence?

Having demarcated the research problem it is now necessary to state the aim of the research programme.

1.3 AIM OF THE RESEARCH

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

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

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

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

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

- determine the contribution of an ethical basis towards leadership.
- procure teacher opinion as to the extent that teachers demonstrate ethical commitment as an aspect of leadership.
- develop a strategy where teacher ethics as part of leadership plays a vital role in enhancing teacher competence.

Having discussed the general and the specific aims of the problem it is now appropriate to discuss the method of research.

1.4 METHOD OF RESEARCH

The aim of this investigation is partially descriptive, in other words to describe a phenomenon, in this case teacher competence with specific reference to leadership.

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

On the basis of this information the group will prepare questions relating to leadership as an aspect of teacher competence. These questions will be part of a structured questionnaire to be distributed to teachers especially in Gauteng and KwaZulu Natal.

Having discussed the method of research it is important to preview some definitions of some of the concepts involved in this research essay.

1.5. DEFINITION OF CONCEPTS.

1.5.1. Teacher Competence.

- A more than acquired or native skill in the performance of some act or operation with the implication that this completed task can be rated objectively as being either satisfactory or unsatisfactory. Competence indicates adequacy rather than excellence of performance in a field, a cluster of integrated knowledge skills, values and attitudes (Van der Merwe & Grobler, 1995:10).
- It refers to "a range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present" (Fuller, 1994:24; in van der Merwe and Grobler, 1995:2).

For the purpose of this study teacher competence can be defined as the ability of an educator to impart knowledge/skills to a group of pupils in a satisfactory manner so that his/her teaching can be deemed as effective.

1.5.2 Leadership.

- Leadership according to Van der Westhuizen (1991:187) can be described as the integrated and dynamic application of the leader's abilities in an authoritative manner which will convince, inspire, bind and direct the followers to realise common ideals.
- Leadership is typically defined as a process of social influence whereby a leader steers members of his group towards a goal (Bryman, 1992:2). For the purpose of this study leadership can also be termed not only as the bureaucratic structure at school but also the natural leaders within the staff, students and parents who through their strong character can influence their followers to achieve the desired goals of teaching and learning effectively.
- Leadership is viewed as a relationship within a process of getting things done; that is a way of organising followers and manipulating settings to produce desired results. In this view, having a vision and using language to cultivate commitment among followers are essential in a process that is far closer to an art than a managerial science (Cuban, 1988:191).

1.5.3. Commitment

- A pledge to do something. The state of being bound emotionally or intellectually to some way of thinking or course of action (Universal Dictionary, 1988:322).

- Means emotional ownership, conviction, dedication. More than our rational beliefs, our spontaneously organised ones are the crucibles from which sustained passions, ideals, and commitment draw their energy (Heath, 1994:45)

Commitment can also be termed a pledge by all stakeholders responsible for education to go beyond their call of duty in order to impart the knowledge /skills to students, irrespective of their calibre, using various methods.

1.5.4 Ethics/ Ethical

- The study of the general nature of morals and of the specific moral choices to be made by the individual in his /her relationship with others (Universal Dictionary, 1988:527).

In accordance with the accepted principles of right and wrong governing the conduct of a group (Universal Dictionary, 1988: 527).

According to the Websters Third International Dictionary Ethics/Ethical can be defined as : The discipline dealing with what is good and bad or right and wrong or with moral duty and obligation . Involving or expressing moral approval or disapproval. The principles of conduct governing a profession or an individual (1993:780).

Ethics or moral philosophy, is the study of human actions in respect to their being right or wrong. The actions of individuals and social groups supply the subject matter of ethics (World Book Encyclopedia, 1994:339).

For the purpose of this study, ethics can be defined as principles of conduct that govern principals, teachers and students and all stakeholders responsible for education or teaching and learning. The principles of ethics comprise concepts such as equity, justice, honesty, respect, caring, compassion and integrity.

1.6. OUTLINE OF THE STUDY

Chapter one provides the motivation for the study and a description of the problem statement.

It outlines the methodology used and clarifies certain concepts that will be used in this study.

Chapter Two reviews the literature and builds a conceptual framework of leadership with an ethical basis as an aspect of leadership.

Chapter three deals with the quantitative analysis of the data and provides an interpretation of the findings.

Chapter four provides a statistical analysis of the questionnaire, that is, the reliability and validity of the research are discussed.

Chapter five terminates with the conclusion and recommendations.

CHAPTER TWO

LITERATURE SURVEY

2.1 INTRODUCTION

The terms competent and incompetent are relevant not only to the teaching profession but to other professions such as law and medicine. The percentage of incompetent persons engaged in teaching is probably no higher than in any other profession. In a critical survey conducted in 1978, in the United States of America, school administrators estimated that from five to fifteen percent of the teachers in their district do not give adequate job performance. The percentage must have increased by now (Gudridge, 1980:5). In South African schools and especially among the majority of the population, a determined effort is being made in all provinces to establish and entrench a culture of learning and teaching. The defiance campaign of the seventies and eighties have resulted in teachers having little commitment to teaching and learning. Many teachers and pupils do not conform to rules and regulations at school. Some teachers are not at school during school hours and unattended pupils become demotivated, demoralised and lack discipline (Anon.(e), 1996:15).

Incompetent teachers may be in the minority because there are many educators who want to do a good job. There are thousands of competent teachers who are overworked, underpaid and under appreciated for their efforts and accomplishments (Bridges, 1992:3). The leader who is committed to providing a basic education for all children from the ages of seven to fifteen based on the principles of equity, transparency and equal access should attempt to ensure that parents comprise a majority on the board of governance of all schools. The Provincial Gazette Extraordinary (RSA, 1996:4-5) also makes provision for high school pupils and prominent community members to be part of the board of governance. The Gauteng Department of Education, is fully aware that the more active and positive the parent involvement in the school, the more likely it is that there will be a school community that encourages learning. The educational leaders know that as parental support increases, student learning increases and student misbehaviour decreases.

Transformed schools have a strong home - school partnership. Once the bond is cemented in most, if not all our township schools then the problem of incompetent educators, lack of ethical commitment and poor leadership should be a concept of the past (Moore, 1993:26).

Let us now briefly examine what constitutes a competent teacher.

2.2. THE COMPETENT TEACHER

Research on the topic of teacher effectiveness and teacher competency is one of the education researchers favourite topics (Gudridge, 1980:9). In South Africa this is also an extremely relevant topic since the shackles of apartheid education have been dismantled and the country is going through a process of major transformation. There was and still is a total imbalance regarding the

provisioning of education resulting in very low teacher morale and general apathy among the disadvantaged. Unfortunately competent teachers in the townships have become demoralised, despondent and lack confidence.

At the University of Texas Research and Development Centre for Teacher education, research carried out came to the conclusion that the effective/ competent teacher has "withitness". The term "withitness" was coined by J.S.Kounin and refers to the proverbial teacher with eyes at the back of the head which means that he /she is fully aware of what is going on in the classroom and communicates this awareness to the students. According to Kounin the competent teacher:

- positions himself /herself so that he/she can monitor classroom activities at all times;
- responds to problems and resolves them before they get out of hand;
- ensures that chaos does not reign in the classroom by monitoring students while he/she is busy with individual attention (Gudridge, 1980:10).

Competent teachers also hold their students accountable for their action and behaviour as well as for academic performance. Acceptable behaviour is outlined at the beginning of the year; practice is given in the classroom and thereafter rules are consistently applied (Gudridge, 1980:10).

Due to the establishment of a strong culture of teaching and learning at ex -"Model C" and at private schools in South Africa there are many competent teachers who are strongly motivated and ethically committed to effective teaching. Private schools have mushroomed largely because the affluent and many average parents have lost faith in the education provided by the state. This is partly because of the mandated increase in the teacher- pupil ratio of 40:1 in a primary school and 35 : 1 in a secondary school. The integration of pupils have frustrated many teachers who are ill equipped to cope with learners from diverse backgrounds. Many competent teachers have also been poached by the private schools which offer market related salaries.

The first step in developing teacher competency is knowing the difference between good and great teachers. The great teachers are not carbon copies of one another but each having his/ her own strength. Competent teachers believe that they can help pupils. They also believe that teaching children is more important than teaching subjects. Our system is, unfortunately, largely matric orientated, therefore our teachers teach subjects rather than concentrate on the growth and development of the learners. Schools with the best matric results are complimented and schools with poor results are investigated and the teachers interrogated, especially if the results in their subjects were poor.

Master teachers as described by Richard, Weaver, Wenzlaf and Cotrell (1993:13) get their excitement, their enjoyment ,out of the students rather than out of the material they are teaching. Great teachers have empathy. They listen to pupils and are like friends rather than teachers. They have excellent listening skills and a sense of humour directed at themselves (Weaver et.al.,1993:13). According to Weaver et.al., competent teachers also:

- reveal rigour or strictness of standards;
- have clear ground rules;
- have a strict attendance policy;
- introduce interesting course material; and
- conduct exacting but fair examinations.

The challenge for competent teachers in our schools, where integration is a gradual process, is inter-alia to ensure that pupils from disadvantaged communities who cannot communicate in English, progress just as efficiently as the other pupils. The success of learners is largely dependant upon competent teachers as leaders (Hopkins, Ainscow and West, 1994:54).

Having discussed the competent teacher, a brief discussion on leadership follows.

2.3. LEADERSHIP:

The different styles of leadership suit the different cultures of the world. Theories based on the United States model are not suitable for all cultures. Higher power distance cultures, where followers accept that there is a large difference in power between them and their leaders, such as Hong Kong, Indonesia, India, Malaysia, Phillipines and Singapore do not expect delegation or participation; they expect decisive, authoritarian decision makers (Swierczek, 1991: 3-7).

Western and European styles of leadership differs. In South East Asia an individual is nothing without his/her pattern of relationships that go beyond the family. The fact that students are part of the governing bodies in our schools and are responsible for making certain decisions would be unacceptable among the elderly in the Indian community. Among the orthodox families the father is the head of the family who takes the decision and everyone in the family is expected to accept whatever decision has been taken. Due to western influences the extended family relationships has been broken down and relationships are individualistic. Therefore participative leadership works well in cultural situations which are individualistic and where there are low levels of power distance between the leader and the subordinates. In collectivist cultures leadership should encourage employees' group loyalties (Swierczek, 1991:3-7).

Leadership should adapt the culture of the community in which the leader operates. The South African population is similar to that of the United States: multi-cultural, multi-ethnic and multi-racial in every aspect of life. Now that a democratic government is in place, participative leadership is the one that would be accepted by the majority of the people and also lead to successful organisational performance. Now that it has been indicated that a participative style of leadership is the one that should be most suitable it is apt to examine certain characteristics of leaders (See figure 1).

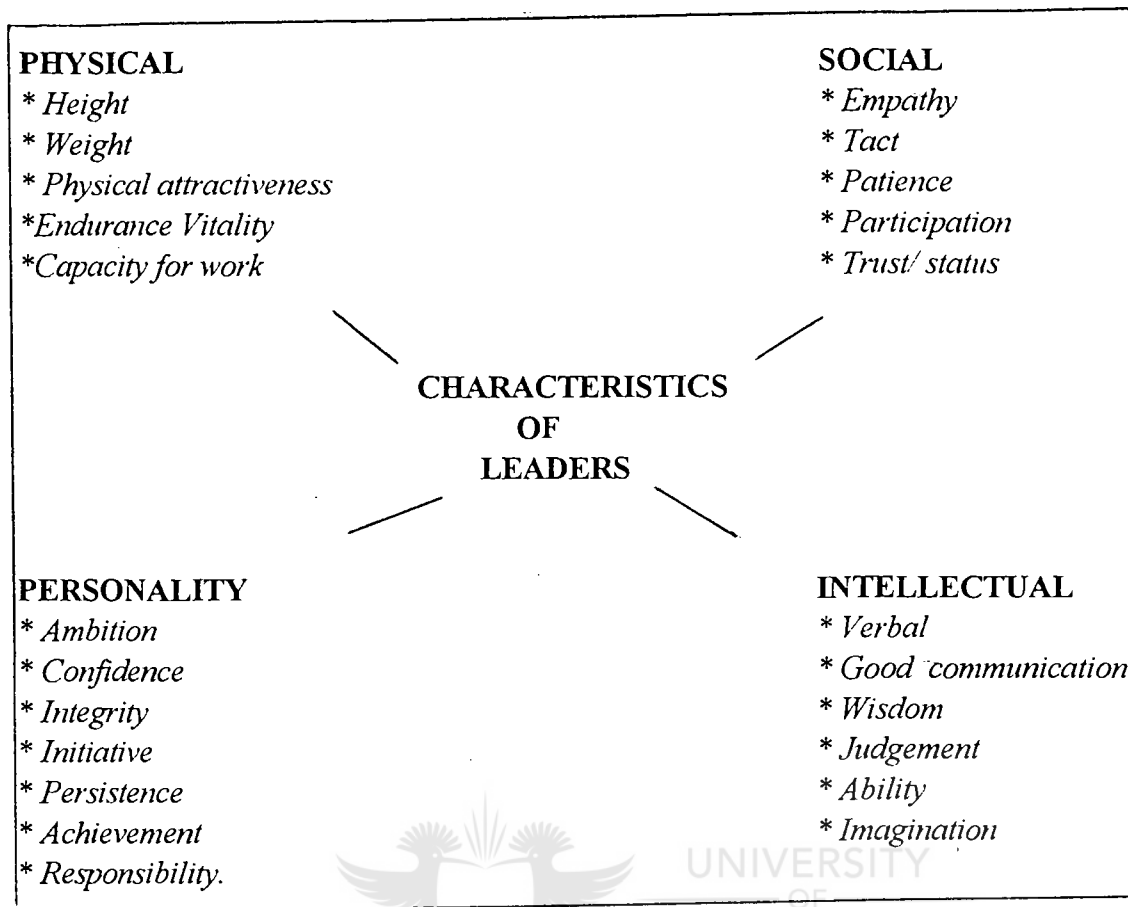


Figure 1.1. Characteristics of Leaders:

2.3.1 Characteristics of leaders

There are however many characteristics of leaders over and above the four categories mentioned. All leaders have certain personality traits that distinguishes them from their followers. Over and above what appears in the figure the following aspects are important namely:

- an ethical commitment to their task;
- a level of assertiveness;
- accountability;
- altruism;
- a people`s person.

From the attributes listed in figure 1.1 the key physical attribute would be the capacity to work, or the energy and endurance one possesses together with a strong work ethic. This is extremely relevant in todays` situation, especially in township schools.

The creditability of some principals is questionable and the teachers see them as being involved with the routine and mundane affairs of the school. They are not perceived as leaders in the true sense of the word. When teachers witness principals initiating projects and ideas and working to total capacity, only then will they possibly become committed (Swierczek, 1991:7).

Trust would be the most important social trait. When educators work in an environment of trust then many of their fears of being victimised are allayed. There is a greater level of commitment and collegiality. Educators work freely and are not suspicious of each other or the leadership (Swierczek, 1991:7).

In schools of hope where caring and risk-taking occurs, mutual trust must be present, otherwise there will be resistance among members to commit themselves to their own plans (Heath, 1994:282). Having discussed the characteristics of leaders let us now examine the power of leadership.

2.3.2. The Power of leadership

The term leadership is associated with power whether it is referred to in the form of knowledge or authority. Therefore it is often regarded as oppressive by the people on the lower levels of an organisation (Owens, 1995:17).

The kind of leadership described above is described by Leithwood (1992:17) as type A in organisations which distinguish between management and workers. They also rely on top down decision making processes and use power to control and contain educators. In the education system officials who occupy senior positions, in a hierarchy, operate from the basis of vested authority, therefore subordinates who have no control have to yield to it (Owens, 1995:17).

The changes that have taken place in education have also caused changes in the beliefs about the nature of leadership in the new structures. What has been explained above is gradually being replaced. The movement appears to be away from bureaucracies in which those at the top control those below them. The emphasis should be on collaboration, shared vision, consensus and mutual empowerment. Leaders should focus on the meaning and value of service and should embrace ethical perspectives consistent with commitments to seek the well being of others of the larger organisation and of society as a whole (Beck & Murphy, 1994:51).

The demographic changes that have taken place have introduced a totally different role that principals and teachers as leaders are expected to play in the administration of schools. A brief discussion of the demographic changes will now be undertaken.

2.3.3. Demographic Changes

During the past quarter of a century we have witnessed unparalleled changes in the circumstances of children and families which schools serve. Minority enrolment in schools

in the U.S.A. is rising as is the percentage of less advantaged youngsters. The traditional, stable, two parent families, with one parent employed and the other at home to look after the children is a myth. Single parent families are increasing at an alarming rate. Together with these changes there has been an increase in drug abuse, adolescent sexual activity and adding to that is child abuse, violence and crime (Beck & Murphy, 1994:45).

Our country, South Africa, has gone through and is still undergoing major constitutional and educational changes. The shackles of apartheid have been broken and we now have a democracy. Schooling has been made compulsory for all children from the ages of seven to fifteen and pupils mostly have access to schools of their choice. Most schools are now multi-racial.

As a society we are being forced to face the facts that many educational policies, structures and systems all too often perpetuate inequities by advantaging, often unintentionally, those from privileged circumstances and disadvantaging others. This is probably true of the South African situation. Many scholars and policy makers have come to believe that the school provides the best and most logical place to redress such injustices. Educators find themselves confronted with fundamental questions about the equity, freedom, character, justice and other related issues. Thoughtful educators find themselves continually challenged to defend their values and to ensure that behaviours, policies and structures are consistent with espoused ethical commitment (Beck & Murphy, 1994:54).

In the light of the above it is imperative that educators, especially teachers and principals as leaders take cognisance of the above when drafting and implementing policies that affect the school population and other stakeholders. Let us now briefly view the roles of principals as leaders.

2.3.4. Principals as leaders.

Principals feel that the new legislation of teacher representivity at management level and the advent of teacher unions has curtailed their powers as leaders. These principals need to go through a mind shift because control and containment of teachers is obsolete and is replaced by growth and development and the leaders who lead schools into the twenty first century must embrace the role of "moral agent" among others (Beck & Murphy, 1994:51).

Helping behaviour from principals is something which teachers appreciate. Teachers continue to recognise the authority of official positions in the organisation because they value the organisation (Owens, 1995:119).

Principals should base their relationships with teachers on two ethical principles namely:

- the principle of benefit maximization; and
- the principle of equal respect;

The first of these “holds that whenever we are faced with a choice, the best and most just decision is the one that results in the best or greatest benefit for the most people”. The second “ requires that we act in ways that respect the equal worth of moral agents. It requires that we regard human beings as having intrinsic worth and treat them accordingly (Beck & Murphy, 1994:4)”. Therefore teachers should be treated with respect and dignity. Their often innovative ideas and ability to solve problems, if recognised by principals, would also ensure greater respect for principals. Teachers also admire principals who express their vision coherently and vividly, who inspire enthusiasm and who involve others in dialogue intended to mould and to develop their ideas and link teachers personal desires to the vision in order to achieve something meaningful. This satisfies the teachers need for personal self-growth (Owens, 1995:119). The views of Owen are also shared by Cadwell and Spinks (In Burnham, Bush, O’Neil and Glover, 1995:31) who have identified the following fundamentals of transformational leadership, namely:

- Principals as leaders in the self-managing school have the capacity to work with others in the community to formulate a vision for the school.
- Leaders in a self-managing school have a coherent "personal" educational platform which shapes their actions.
- Vision is communicated in a way which ensures commitment among staff, students, parents and others in the community.
- There are many facets to the leadership role such as technical, human, educational, symbolic and cultural facets which are especially important in the self-managing school.

Leaders in self-managing schools keep abreast of trends and issues, threats and opportunities in the school environment and in society at large, nationally and internationally; they discern "megatrends" and anticipate their impact on education.

An important aspect that must be borne in mind regarding leadership is that where leadership and the school environment are particularly unsupportive, it leads to the demoralisation of teacher attitudes and efforts made by teachers will be short-lived and seldom will teachers make any attempts or efforts at innovative ideas (Burnham et.al, 1995:30).

The vignettes that describe principals of elementary and high schools make it clear that principals who are admired by members of staff are ones who are friendly but firm, liberal with praise and appreciative of teachers hard work and achievements. Principals must be totally supportive of innovative ideas from their teachers.

The development of future schools is largely dependent on transformational and instructional leadership. Unfortunately in our situation major political changes have led to changes in all fields. For many people change is a difficult process. The competent teacher who is also a leader needs the unconditional support of the school principal (Burnham et.al, 1995:30). In the past support for teachers was conditional and limited. Principals and teachers as leaders must understand that

education is "invested from the outset with a moral character". Educators must also become aware of the ethical implications of their work which requires support from one another over and above other important features.

Ethical commitment as an aspect of leadership will now be discussed.

2.4 ETHICAL COMMITMENT

According to Giligan (in Beck and Murphy , 1994:15) ethical commitment is to care for persons and to promote their growth and development to the greatest extent possible. She is strongly supported by Noddings (In Beck and Murphy, 1994:15) who has developed a model of the ways in which an ethical perspective centred on caring and on the promotion of personal development might influence education. Schools must focus first on promoting the development, health and happiness of individual human beings and also develop caring for one another, plants, the environment and the human made world and ideas. The question, "Has Johnny learnt X ?" should be re-phrased to, "What has Johnny learned?"

In order to evaluate the answer to this question, teachers, principals and parents should join hands with students and then roll up their sleeves and work together to accomplish what they deem to be important (Beck and Murphy, 1994:16).

The leadership at schools must be the first ones to commit themselves to creating excellent schools, and to the notion that the school is an institution which has been established to serve the interest of society as a whole, and the community in which it is situated (Burnham et al., 1995:39).

2.4.1. Commitment with reference to principals.

Principals must model effective teaching and learning and be prepared to bring out the best in teachers; understanding and supporting new initiatives and staff development. Principals as committed leaders must be researchers, consummating effective research and initiating site-based research. Once teachers are also drawn in, the recognition and importance of what they are doing will bring about greater commitment together with professional autonomy (Chalker, 1992: 6-7).

The commitment of principals cannot be viewed in isolation but should be viewed together with the commitment of teachers which is now going to be discussed.

2.4.2. Commitment with reference to teachers

There is a distinct difference in the way a committed teacher and one who is not committed, behave. Teachers who are committed show their commitment to the students, the school and to teaching.

According to the COTEP document, (1994:20) teacher education programmes should ensure that the teacher will develop a commitment to :

- Their PASTORAL, conceptual, legal and administrative duties/ responsibilities.
- Promoting the educational, MORAL and SPIRITUAL well-being of the child.

Committed teachers focus on promoting student learning. Providing expert instruction is what they do best. For teachers to do the job they must have the freedom to do it , that is they must be trusted.

Mentoring, tutoring confronting and supporting students will increase the commitment to quality and productivity (Harvey, Frazer and Larick, 1992:13).

Committed educators love what they are doing and have a passion for their subject matter. When such a passion is present within a teacher then obviously he/she will do his/ her best when presenting the subject matter which will be painstakingly prepared, planned and presented. Such educators are more dramatic and more willing to work outside their confined areas. Committed educators, whose enthusiasm is high, motivate students to do additional work. In order to get “through to” students effectively, committed teachers “get down” to the level of the learners. The educators commitment to effective teaching will ensure that knowledge possessed is thoroughly planned and simplified to the level of the learner. They will also introduce several concrete examples of concepts they are attempting to teach. They use concrete everyday examples to explain and clarify concepts. School work is related to the outside world in order to add interest and meaning to their class work (Richard, Weaver, Wenzlaff and Cotrell, 1993:14-15).

Teacher education programmes should also ensure that teachers will develop a commitment to :

- Continuing professional development in life-long learning.
- The community within and beyond the school to promote a RESPONSIBLE attitude towards the needs of the environment.
- FAIRNESS and EQUALITY of opportunity.
- LOYALTY and support for their colleagues in the professional domain (RSA, 1995:20).

To elaborate on what has been discussed above it is perceived that committed teachers value and keep abreast of the latest developments in their profession as well as their subject matter. They use their creative talents in unique ways. They use their own personality to bring their teaching to life. Committed teachers believe firmly that how they teach is just as important as what they teach. They are able to extract what is important from scientific research and published reports on effective teaching (Martin et al., 1988:345) and use it effectively.

The views of Richard, Weaver, Wenzlaff & Contrell et al., (1993:14-15) are similar to Martin et

al. who believe that committed teachers sacrifice a great deal of time and effort because of the interest they have in their subject matter and in their students, whether such students be bright, average or weak. Their subject matter is also up to date. Their time and effort is spent on the preparation of their work together with preparation of teaching aids and any other additional material. Research on topics being taught and further readings do take up a great deal of time but fortunately the material presented is fresh, new and vibrant. The committed teacher is not only concerned about himself but is also interested in the growth and advancement of his colleagues. Learning is regarded as a means of increasing one's ability, not as a sign of inadequacy; the desire to improve practice also leads to a constant conquest for "good ideas" i.e. ideas that are relevant to classroom practice (Fullan, 1991:63).

This commitment to learn is shared in the service of a greater school-wide purpose. The best teachers do not limit their interest to their own classroom, but also commit to their colleagues and the development of teaching and learning in the school as a whole. Committed teachers are not selfish teachers. They are prepared to share their ideas in order to ensure that teaching and learning is effectively taking place at all levels. They are altruistic (Fullan , 1991: 63).



2.4.3 Synthesis

Ethical commitment from teachers thus serves as a basis on which responsible teacher leadership behaviours can be based. Principals should thus attempt to ensure that the following aspects are emphasised as it has important implications for the management of teacher competence:

- ensure that life-long learning becomes part and parcel of the teacher development programme;
- encourage all teachers to become subject experts with expertise in both subject knowledge and the subject didactics;
- attempt to include fairness and equality into the school curriculum and attempt to serve as “models” of ideal behaviour to students at all times;
- make sure that they demonstrate integrity and loyalty towards their colleagues as this will serve as a basis for professional behaviour; and
- ensure that the community as a whole benefits from the service provided by the school.

2.5 CONCLUSION

From the discussion above it is clearly evident that ethical commitment as an aspect of leadership can result in an increase in teacher competence. Teachers and leaders in general should become more responsible, concerned, trustworthy and conscientious. It should also result in mutual trust being established between teachers and pupils, teachers and the principal and the school and the community. Parents would feel confident that they have left their young girls in the hands of responsible, caring male teachers. The case of teenage girls being sexually abused by teachers as in Kwa Thema, would not be rife. Teachers would strive to become competent and ensure that they teach. Students who have been responsible for disrupting examinations in the schools in Kwa Thema could show greater compassion for their fellow colleagues (Anon (c), 1996:7).

Teachers who are referred to as being competent should not merely be assessed by the results they achieve in their particular subjects, but principals must evaluate the teachers’ ethical commitment and ethical values, if any, that are taught to their pupils. A component of ethics should be incorporated into every teachers subject content. Ethical commitment is an important aspect in the management of teacher competence by principals.

CHAPTER THREE

THE RESEARCH DESIGN

3.1 INTRODUCTION

The literature study in Chapter two formed the framework for the empirical study. The specific aim of this study was also highlighted in Chapter 1 as follows:

"Ethical basis as an aspect of leadership: implications for the management of teacher competence."

A brief discussion of the design of the research instrument now follows.

3.2 THE INSTRUMENT OF RESEARCH.

3.2.1. The design of the questionnaire.

The design of the empirical investigation was a structured questionnaire consisting of 108 open ended items (see Appendix A).

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

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

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

Although this particular research paper deals with commitment which results from an ethical basis as an aspect of leadership all the questions formulated by this group are represented in Table 3.1. The questions relevant to the teachers ethical basis are indicated by means of an asterisk.

TABLE 3.1
ITEMS ASSOCIATED WITH LEADERSHIP

ITEM NO.	DESCRIPTION	MEAN SCORE	S.D.	RANK ORDER
*C53	Treat pupils with dignity and respect by means of caring acts such as recognition and a personal thank you.	4,35	0,96	4
C15	Analyse complex information so that it can be presented to the pupils in an understandable way.	4.18	1.03	21
C54	Show assertiveness when communicating with pupils.	4,17	1.01	26
C18	Create a classroom climate where pupils are able to exchange ideas freely.	4,05	1,02	42
C69	Have the tenacity not only to listen to pupils problems but also to do something about it.	4,00	1,08	45
C62	Encourage pupils to feel a sense of ownership for the school	3.95	1,13	48
C36	Lead by telling his/her pupils exactly what to do.	3,94	1,16	50
C23	Experiment and introduce exciting teaching techniques to facilitate pupil learning.	3,85	1,08	62
*C35	Displays a sensitivity when dealing with children from different cultural groups.	3,78	1,21	69
*C41	Uses tact when resolving problems where different cultural groups are involved.	3,74	1,20	74
C42	Demonstrate assertiveness when communicating with parents.	3,71	1,57	77
C8	Keep up to date with new development in his /her subject field by attending courses and seminars.	3,66	1,28	79
C108	Use feedback received from teachers and pupils to improve teaching methods.	3,64	1,22	81
C65	Allows pupils to participate in formulating rules and regulations concerning classroom procedures.	3,49	1,26	88
C68	Involves pupils in planning lesson activities.	2,96	1,34	99
C1	See that bureaucratic obstacles do not interfere with teaching.	2,88	1,28	101

**denote items involved with ethical basis as an aspect of leadership.*

3.2.2 Discussion of the questions concerned with an ethical basis as an aspect of leadership.

The questions demarcated with an asterisk in table 3,1 will now be discussed.

Each question was formulated in such a way that respondents could indicate how often they demonstrated a particular behaviour, for example: In your opinion how often do you : "Display sensitivity when dealing with children from different cultural groups"?

The year 1996 heralded major changes for all school children in South Africa. The admission requirements for public schools could not unfairly discriminate against children on the grounds of race, ethnic or social origin, colour, gender, sexual orientation, religion of conscience, belief, culture, or language (Anon (b), 1996:1).

Those schools which were previously reserved for children of certain race groups now have pupils from different cultural backgrounds and race groups. Therefore teachers must be aware of the basic principles or customs of their pupils so that during their interaction they do not make comments which may be offensive to the different cultural groups.

A teacher can use terms relative to the school work , the personal habits or even the ethnic background of students in such a way as to produce a violent reaction, to the complete surprise of the teacher. This can happen because certain words mean different things to different people (Brown and Kritsonis, 1992:54).

The rank order of this question indicates its importance. The above question was ranked sixty ninth which indicates its importance and the fact that teachers are sensitive to a certain extent, when dealing with children from different cultural groups. The circumstances that prevail in present day South African schools should encourage teachers to become more sensitive towards different cultural groups (see 2.3.3 p.10).

Linked to the above question is the second question which was ranked seventy fourth. This once again indicates the importance teachers attach to the question of using tact when resolving problems where different cultural groups are involved (see 2.3.3 p. 10).

In view of what Brown and Kritsonis (ibid) have mentioned it is important that teachers are tactful when solving problems where different cultural groups are involved. Teachers need to thoroughly understand the cultural backgrounds that pupils come from so that problem situations could be tactfully resolved. For example the "Gay Culture" may be more acceptable within one culture whereas it may be totally unacceptable within another culture.

Actions or remarks that tend to humiliate a student do not promote learning, whether they occur in the area of science, mathematics or self control (Brown and Kritsonis, 1992:54).

Pupils, just as educators, expect to be treated with dignity irrespective of the backgrounds they come from. The recognition of pupils commendable work in the presence of others, a personal thank you for tasks completed, a kind word during a student's difficult moment or a private reprimand for an offence committed will strengthen the bond between teachers and their pupils.

The third question which was ranked fourth, strongly indicates the importance which competent teachers attach to their relationship with pupils. Their commitment to a strong work ethic calls for, over and above other factors, treating pupils with dignity (see 2.4.2 p.13).

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

3.3. THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

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

3.3.2 Biographical details



The following biographical details were requested:

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

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

3.3.3 The Research Group

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

Principals were approached in order to obtain their co-operation. The questionnaires were handed to principals by a member of the research team and personally collected again after completion.

Co-operation in most instances was excellent and this enabled a good return of questionnaires to be obtained.

The following figures summarise information relevant to the questionnaires on Teacher competence:

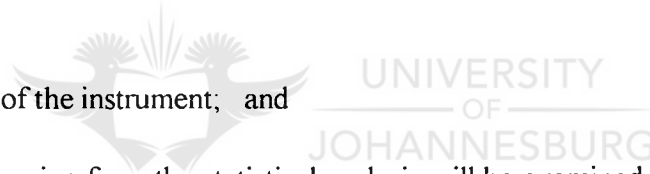
Handed out	Returned - useable	Percentage return
1500	1112	74.13 %

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

3.4. SUMMARY

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

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



CHAPTER 4

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

4.1 INTRODUCTION

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

- a discussion 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 Van Der Merwe and Grobler (1995). Several experts in the research field from the Department of Educational Sciences and the statistical consulting services of the Rand Afrikaans University also reviewed the questionnaire to judge the relevancy of each item.

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 108 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the BMDP 4M program (Dixon, Brown, Engelman, Frane, 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 areas followed by a PFA2 with doblomin rotation.

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

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

- Collaborative competence consisting of 27 items with a Cronbach-alpha-reliability coefficient of 0,918. The 27 items can thus be regarded as one scale with a maximum scale value of $27 \times 5 = 135$ and a minimum scale value of $27 \times 1 = 27$.

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

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

4.3 HYPOTHESES

4.3.1 Comparison of two independent groups

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

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

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

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

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Principal	HoT	There is no statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together	Hotelling T ²
		HaT	There is a statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together.	The Student t- test
Differences at the single variable level	Principal	Hot	There is no statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately, namely :	The Student t- test
		Hot 1	Educative competence	
		Hot 2	Collaborative competence	
		Hat	There is a statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely :	
		Hat 1	Educative competence	
		Hat 2	Collaborative competence	

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

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

N1 (Males) = 840

N2 (Females) = 272

* : Significant at the 1 % level

** : Significant at the 5% level

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

In respect of differences at the single variable level between two groups the average scale score of the female principals is significantly higher than of the males only in respect of collaborative competence ($p=0,0024$). Thus H_0 1 is accepted because there is no significant difference between the two groups **relative to educative competence**. However, H_0 2 is rejected in favour of H_a 2. Female principals are thus significantly more collaborative than their male counterparts - hardly an unexpected result.

4.3.2 Comparison of three or more independent groups

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

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

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

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

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

Table 4.3. cont.

FACTORS	PAIRS OF GROUPS					
	A vs.B	A vs.C	A vs. D	B vs. C	B vs. D	C vs.D
Educative Competence	HoS.AB1	HoS.AC1	HoS.AD1	HoS.BC1	HoS.BD1	Hos.CD1
Collaborative Comp.	HoS.AB2	Hos.AC2	Hos.AD2	HoS.BC2	HoS.BD2	Hos.CD2
Differences at the single variable level.	Post-levels	HaS	There are statistical significant differences between the average scale scores of the 4 post level groups when compared pair-wise in respect of the following factors :namely			
FACTORS	PAIRS OF GROUPS					
	A vs.B	A vs.C	A vs.D	B vs.C	B vs.D	C vs.D
Educative Competence	HaS.AB1	HaS.AC1	HaS.AD1	HaS.BC1	HaS.BD1	HaS.CD1
Collaborative Comp.	HaS.AB2	HaS.AC2	HaS.AD2	HaS.BC2	HaS.BD2	HaS.CD2



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TABLE 4.4

SIGNIFICANCE OF DIFFERENCES BETWEEN THE POST LEVEL GROUPS IN RESPECT OF THE FOLLOWING FACTORS :

Factors	group	factor average	p-value Manova	p-value Anova	Scheffé					
					A vs B	A vs C	A vs D	B vs C	B vs D	C vs D
Educative	A	320,11	0,0003**	0,0003**						
Competence	B	325,16								
	C	340,22			**					
	D	334,32								
Collaborative	A	85,65	0,0005**	0,0005**						
Competence	B	88,74			**	**			**	
	C	91,62								
	D	92,84								

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

Using Tables 4.3 and 4.4 it follows that HoM is rejected at the 1% level and thus HaM is accepted. A statistical significant difference thus exists at the multivariate level between the mean scores of the four post level groups considered together.

At the single variable level there is a statistical significant difference between the four post level groups for both educative and collaborative competence. Thus HoA is rejected and HaA is accepted.

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

In respect of educative competence :-

there is a statistical difference at the 1% level between teachers and Heads of Departments. Thus HoS. AC1 can be rejected in favour of HaS. AC1. Heads of Department thus have a statistically significantly higher scale score than do teachers. This difference in scores could be due to the fact that Heads of Department are subject experts and thus perceive themselves to be educatively more competent than teachers.

In respect of collaborative competence :-

there is a significant statistical difference at the 1 % level between teachers, heads of department and educators in promotion posts higher than that of head of department . HoS. AC2 , HoS. AD2 and Hos. CD2 are thus rejected in favour of HaS. AC2, HaS.AD2, and HaS.CD2. The higher the promotion post the greater is the need for collaborative competence.

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



TABLE 4.5 MEAN SCORES OF SOME 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
	Head of Departments	340,22 **	91,62 **
	Higher Promotion posts	334,32	92,84 **
Highest Qualification	Lower Std.10; Std.10; Diploma	297,93 **	89,17
	Teachers Diploma	324,44 **	87,55
	Diploma; Degree	331,38 **	89,28 *
	Degree plus	332,30 **	83,48 *
Province	Gauteng	327,19 **	87,14
	KwaZulu	*312,44 **	88,08
	Other	*328,30	86,91
Home Language	Afrikaans	338,97 **	83,84 *
	English	*330,48	**83,54
	Sotho	320,52 **	**90,58 *
	Nguni	*316,72 **	**89,50 *
	Indian	335,70	88,46
Attendance Pupils	Good	323,96	87,17
	Average	325,03	88,09 *
	Poor	317,06	80,74 *
Attendance Teachers	Good	324,65	88,07 *
	Average	324,66	87,26
	Poor	314,13	80,29 *
Image of School	Excellent	326,89	86,83
	Good	325,12 *	89,10
	Average	320,06	85,35
	Disturbing	318,27 *	80,76

F1 = Educative competence

F2 = Collaborative competence

** = Significant difference at the 1% level

* = Significant difference at the 5% level

4.4 Brief discussion of the factor mean scores in Table 4.5

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

4.4.1. Educative competence

***Gender** - men have a higher mean score than women.

***School Type** - secondary school teachers perceive themselves to be educatively more competent than primary school teachers. This could be due to the fact that they regard themselves as subject experts and thus they perceive themselves to be educatively competent.

***Post level** - Heads of department have the higher factor average and differ statistically significantly at the 1% level in the factor mean scores from teachers. Heads of department are appointed to these posts because of subject expertise and one would expect them to be educatively more competent than teachers. It is interesting to note that heads of department even have a higher factor mean score than teachers in promotion posts above that of head of department.

***Educational qualification** - teachers with the highest qualification have the higher mean score and differ significantly at the one percent level from all other qualification groups. This is an expected result because educative competence is probably related to qualifications. This again shows the construct validity of this factor.

***Province** - educators from KwaZulu Natal have the lowest scale average and differs from Gauteng educators at the 1% level of statistical significance and from educators from the other provinces at the 5% level. This is probably due to the fact that most of the schools surveyed are in the rural areas and are not in close proximity to learning opportunities and therefore educationally disadvantaged. Thus their score is the lowest and they perceive themselves to be the educatively least competent of the groups surveyed.

***Home language** - teachers with Afrikaans as home language have the highest factor mean score and they differ statistically significantly at the 1% level from the Nguni speaking people and at the 5% level from Sotho speaking teachers. Afrikaans speaking people have always attached great value to educative competence and have also had the advantage of a superior system of education relative to the Nguni and Sotho speaking teachers. The mean score of the English speaking people differs

from the Nguni speaking people at the 5 % level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers.

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

***Attendance of teachers** - there is no significant difference but where the attendance of teachers is average to good the perception is that they are educationally more competent than where the attendance is poor.

***Image of the school** - There is no significant difference between any of the schools. Teachers with the perception that the image of their school is good to excellent, have a higher mean score than teachers who perceive the image of the school to be average and disturbing. They believe themselves to be educationally more competent than teachers who believe the image of the school is poor and disturbing.

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

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

4.4.2 Collaborative Competence.

***Gender** - women have a higher mean score than men.

***School type** - Primary schools have a statistically higher mean score at the 1% level than secondary schools. This is probably due to primary school teachers who are more caring towards their pupils. The legal liability is greater because of the young pupils they are dealing with. Secondary school teachers tend to be more individualistic because of subject specialisation.

***Post level** - The higher promotion posts have a significantly higher score than other groups. They differ significantly from heads of departments and the teachers at the 1% level. Heads of departments and educational leaders in promotion posts need the support of others to achieve their goals and hence collaborative competence is an important aspect.

Highest qualifications - educators with a degree and a teachers diploma differ in their factor mean scores at the 5% level of statistical significance from educators who have an honours degree and higher qualification. The higher the educational qualification the lower the collaborative

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

***Province** - teachers from KwaZulu Natal have a higher mean score than teachers from other provinces. This indicated that they are slightly more collaborative but not significantly so.

***Home language** - Sotho and Nguni speaking teachers have the highest factor mean scores in collaborative competence and they differ from English speaking teachers at the 1% level of statistical significance. Sotho and Nguni speakers also differ from Afrikaans speaking people at the 5% level of statistical significance. English and Afrikaans speaking teachers have the lowest factor mean scores indicating that their collaborative competence is not as good as those teachers belonging to the black population groups. This difference is probably due to the perceptive characteristic known as collective consciousness which derives from common experience and contrasts with its opposite pole known as individualistic consciousness which is generally operative in the context of the white population group. The Indian speaking people also have a higher factor mean score indicating that they also perceive themselves to be collaboratively competent relative to the other groups.

***Attendance of pupils** - teachers with the perception that attendance of pupils at their schools is average differ from the teachers with the perception that the attendance of pupils at their school is poor at the 5% level. This is probably due to the fact that where attendance is average the collaboration of pupils is better than where the attendance is poor.

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

***Image of the school** - teachers with the perception that the image of their school is good to excellent differ from those who perceive the image of their school to be average to disturbing. There is a 5% significant difference in the mean score between teachers who believe the image of the school to be good relative to those who perceive their image to be disturbing. This is probably due to the fact that schools with images of excellent to good are likely to be more collaborative than schools with average to disturbing images. It is also likely that the collaboration in schools with good images is better than in schools where the image of the school in the community is poor.

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

groups discussed above are known to differ from one another in many aspects researched this reinforces the predictive and construct validity of collaborative competence as a construct.

Collaborative is also an exciting construct as it is related to aspects such as open communication, trust, support, learning on the job, getting results and job satisfaction (Sergiovanni & Starratt, 1993:102). Collaborative competence thus seems to be essential in order to be classified as a competent teacher or manager of a school.

Having briefly discussed the significant differences between the groups a brief summary of this chapter now follows.

4.5 SUMMARY

In this chapter an analysis and interpretation of some of the empirical data was undertaken. To 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 constructed validity should also be able to distinguish between groups which are known to differ from one another. It can be seen from the data in Table 4.5 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of educative and collaborative competence.

The limited scope of a research essay rationed the research to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the 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 5 a summary of the research that will be given. Important findings will be discussed and recommendations will be made.

Chapter 5

SUMMARY, FINDINGS, AND RECOMMENDATIONS

5.1 INTRODUCTION

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

- * Determine the contribution of an ethical basis towards leadership.
- * To procure opinion as to the extent that teachers demonstrate ethical commitment as an aspect of leadership.
- * To develop a strategy where teacher ethics as part of leadership plays a vital role in enhancing teacher competence.

The South African School system has been deeply affected by the all pervasive system of apartheid. The power struggle among the student leadership has led to the disruption of schooling amongst others in Kwa Thema. This had led to the death of many students and teachers and principals being beaten up by pupils (Anon,1996: 8). The culture of teaching and learning has virtually collapsed in many, especially the township schools. Many teachers and pupils do not conform to rules and regulations at school (see 2.1. p.6).

There is a total lack of ethical commitment on the part of teachers with pupils complaining bitterly about the behaviour of teachers.

The teachers have been accused of not teaching and of using teenage girls as sex objects (Anon, 1996: 8). The leadership, that is, the principals have been comfortable with an autocratic system relying on top down decision making processes which stifled the teachers freedom of expression.

The Leadership often used their power to control and contain teachers rather than allow them to grow and develop (see 2.4.2 p. 13).

This research has delved into what constitutes a competent teacher, the characteristics and power of leadership and the establishment of an ethical commitment. It also offers the styles of leadership and the one best suited for a changing South African situation. The research offers the leadership, that is principals, the advantages of including teachers in the decision making process thus enhancing teacher competence. The ethical commitment of both the

teacher and principal can only result in the establishment of a strong culture of teaching and learning thus enhancing the management of teacher competence.

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

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

5.2 SUMMARY

Chapter one was concerned with defining the problem, setting out the general and specific aims of this research as well as the methodology implemented.

Chapter two focused on the literature review of:

- Leadership that is appropriate within the South African Context.
- The nature and essence of competence which very briefly includes the following aspects namely:
 - *The teachers' ability to communicate with pupils and others effectively;
 - *having the necessary skills and knowledge of their subject matter;
 - *having the relevant professional qualifications;
 - *having professional ethics in all his/her interactions;
 - *displaying positive values and attitudes ;
 - *being au-fait with the most effective teaching methodologies and classroom management techniques;
 - *ability to control, assess and evaluate pupils work (see 2.2 . p.6);
 - *the characteristics of leaders and the qualities that allow the teachers to have faith in their leaders; and
 - *The manner in which power is used or abused and the demographic changes which force leaders to become democratic in order to administer the affairs of the school effectively and efficiently (see p 2.4 p. 13).

Ethical Commitment refers to the care of persons and their growth and development. It also emphasises the commitment of the leadership at schools that is the principals and teachers. Ethical commitment clearly indicates the kind of behaviour expected from committed teachers as opposed to teachers who are not (see 2.4 p. 13).

The design of the research project was explained in Chapter three together with a discussion of the questions pertaining to leadership. All the questions relevant to leadership resulted in high mean scores that is between 3,64 to 4,35.

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

Successive factor analyses were done and followed up by a series of uni-variate and multi-variate statistical tests to test the various hypotheses regarding teachers' perceptions in respect of the two factors: educative competence and collaborative competence.

Hotelling's T^2 test was used to examine the difference in the Vector mean scores of the two factors taken together. Where significant differences were found at the multi-variate level, they were further investigated by means of the Student-t test.

After this cursory summary of the aspects touched upon during the present research, findings emanating from the research are made. These are now briefly illuminated and recommendations for the management of teacher competence are made.

5.3. IMPORTANT FINDINGS

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

Leadership differs within every cultural group and different styles are adopted depending on the composition of a community or group (see 2.3 p.8).

The power of leadership can be used in a positive way to influence teachers so that they ethically commit themselves to a culture of teaching and learning which will largely influence the students. The characteristics of leaders, if inviting and open, will result in the establishment of mutual trust between the principals and teachers (see 2.3.1/2.3.2 p. 9-10). Demographic changes have also been responsible in bringing about a change in the attitude of teachers and principals. They have to become more caring and concerned about their pupils, that is they have to become ethically committed (see 2.3.3/2.3.4 p.10-11).

Once principals and teachers understand that education is “invested from the outset with a moral character” distrust, irresponsible behaviour and apathy will hopefully no longer exist.

Teachers who are committed will probably show greater concern for their students whether weak, average or bright. Over and above the students, their concern is also for the development and advancement of their own colleagues and the general ethos of the school and community they serve (see 2.4.1 p.13).

5.3.2 Important empirical findings in respect of teacher competence.

Teacher competence consist of two factors namely:

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

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

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

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

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

5.4 RECOMMENDATIONS

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

RECOMMENDATION 1

5.4.1 Competence among teachers can be enhanced through commitment based on a strong ethical foundation. Principals must create, and be part of, a challenging environment respecting the integrity of all teachers.

RECOMMENDATION 2

5.4.2 Educative Competence.

Educative competence should include the following factors:

- * creation of an effective learning environment (15 items);
- * professional commitment (12 items);
- * creation of order and discipline (15 items);
- * an ethical foundation (13 items);
- * the ability to reflect on teaching practice (14 items);
- * co-operative ability (11 items);
- * effectiveness (12 items); and
- * leadership qualities (16 items).

Principals need to take cognisance of the above factors and the items in evaluating teacher competence.

RECOMMENDATION 3

5.4.3 Collaborative Competence

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

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

Management should take note of the 27 items representing collaborative competence. These are indicated by means of an asterix (*) in the Questionnaire.

RECOMMENDATION 4

5.4.4 Topics for further research .

The schools in South Africa have gone through major changes. Schools that were populated with a single racial group have become multi-racial. Some schools have been overwhelmed by pupils from the disadvantaged areas resulting in them becoming the dominant group. These and other demographic changes have created a great deal of tension among principals, teachers, pupils and the community.

This has led to ineffective teaching and lowered the morale of the teachers (see 2.3.3. p 14-15). Research into coping adequately and effectively regarding demographic changes of teachers, would most definitely enhance teacher competence.

5.5 CONCLUSION

Ethical values which centre around “respect for human life” and include such notions as love, loyalty, justice, honesty, courage, speaking the truth, keeping promises, and respect for political authority, property and family would improve the culture of teaching and learning. Principals as leaders, should be open and create an atmosphere of mutual trust with teachers.

Teachers should treat pupils with dignity and respect ensuring their growth and development towards becoming meaningful contributors to their school, their community and in the building of the nation as a whole (Beck and Murphy, 1994: 4). Students as leaders and student bodies should learn to respect and uphold the dignity and rights of fellow students.

Educators as leaders, should reshape both the structure and the cultures of schools so that they become just, loving and joyous communities (Beck and Murphy, 1994: 14).

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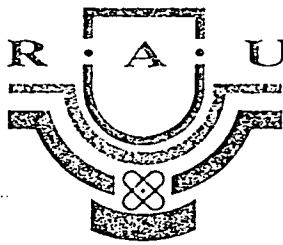
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Dear Madam/Sir

Date: 1996-05-27

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

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

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

Thank you once again for your assistance.

Yours faithfully

PROF. J B SMITH.....

PROF. K P DZVIMBO.....

DR B R GROBLER.....

DR M P V G MERWE.....

MS. S SCHALEKAMP.....

TC/BERG

Office use only

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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
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 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

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

1	2	3	4	5
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 very often (66)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

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

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

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

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

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

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

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

1	2	3	4	5
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 very often (75)

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IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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 very often (6)

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

very seldom

1	2	3	4	5
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 very often (7)

57. Actively involve the children in the lesson?

very seldom

1	2	3	4	5
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 very often (8)

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

very seldom

1	2	3	4	5
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 very often (9)

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

very seldom

1	2	3	4	5
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 very often (10)

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

very seldom

1	2	3	4	5
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 very often (11)

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

very seldom

1	2	3	4	5
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 very often (12)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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 very often (13)

63. Encourage activities which involve pupils in collaborative efforts?

very seldom

1	2	3	4	5
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 very often (14)

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

very seldom

1	2	3	4	5
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 very often (15)

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

very seldom

1	2	3	4	5
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 very often (16)

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

very seldom

1	2	3	4	5
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 very often (17)

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

very seldom

1	2	3	4	5
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 very often (18)

68. Involve pupils in planning lesson activities?

very seldom

1	2	3	4	5
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 very often (19)

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

very seldom

1	2	3	4	5
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 very often (20)

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

very seldom

1	2	3	4	5
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 very often (21)

IN YOUR OPINION HOW OFTEN DO YOU :

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

1	2	3	4	5
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 very often (22)
- *72. Assist with the management of induction programmes for new teachers to the school?
 very seldom

1	2	3	4	5
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 very often (23)
73. Take a pride in your work by doing it to the best of your ability?
 very seldom

1	2	3	4	5
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 very often (24)
74. Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils?
 very seldom

1	2	3	4	5
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 very often (25)
75. Use positive rewards as an educational aid?
 very seldom

1	2	3	4	5
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 very often (26)
76. Act as a role model for pupils by displaying conduct of the highest ethical standards?
 very seldom

1	2	3	4	5
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 very often (27)
77. Instill a sense of self-motivation and self-discipline in pupils?
 very seldom

1	2	3	4	5
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 very often (28)
78. Resist methodologies forced upon you before having had the opportunity to review such methods?
 very seldom

1	2	3	4	5
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 very often (29)
79. Evaluate the applicability of teaching materials before use?
 very seldom

1	2	3	4	5
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 very often (30)

IN YOUR OPINION HOW OFTEN DO YOU :

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

1	2	3	4	5
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 very often (31)
- * 81. Make up for teaching time lost due to work stoppages?
 very seldom

1	2	3	4	5
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 very often (32)
- * 82. Make use of peer-group tutoring to facilitate learning?
 very seldom

1	2	3	4	5
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 very often (33)
- * 83. Accept criticism from colleagues in an effort to improve your teaching?
 very seldom

1	2	3	4	5
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 very often (34)
84. Strive to inspire pupils to high levels of achievement?
 very seldom

1	2	3	4	5
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 very often (35)
85. Create interest in your lessons by using stimulating and thoughtful lesson plans?
 very seldom

1	2	3	4	5
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 very often (36)
86. Share the responsibility with management of disciplining pupils?
 very seldom

1	2	3	4	5
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 very often (37)
87. Develop your pupils' ability to adjust and relate to one's environment?
 very seldom

1	2	3	4	5
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 very often (38)
88. Ensure that your pupils are familiar with the standards required for the completion of certain tasks?
 very seldom

1	2	3	4	5
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 very often (39)

IN YOUR OPINION HOW OFTEN DO YOU :

89. Acknowledge that problems often have many solutions?
 very seldom

1	2	3	4	5
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 very often (40)
- *90. Use lesson plans in conjunction with colleagues?
 very seldom

1	2	3	4	5
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 very often (41)
- *91. Make every effort in order to improve collaboration among teachers?
 very seldom

1	2	3	4	5
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 very often (42)
92. Attempt to create flexibility in the school curriculum to encourage pupil participation?
 very seldom

1	2	3	4	5
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 very often (43)
93. Plan the use of any free time during the school day effectively?
 very seldom

1	2	3	4	5
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 very often (44)
94. Encourage group work as an aid to pupil co-operation?
 very seldom

1	2	3	4	5
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 very often (45)
95. Exhibit good self-control?
 very seldom

1	2	3	4	5
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 very often (46)
96. Choose those specific teaching methods that best achieve your lesson objectives?
 very seldom

1	2	3	4	5
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 very often (47)
97. Help pupils in ways which will assist them to become independent learners?
 very seldom

1	2	3	4	5
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 very often (48)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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 very often (49)

- * 99. Ask your colleagues to evaluate your lessons?

very seldom

1	2	3	4	5
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 very often (50)

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

very seldom

1	2	3	4	5
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 very often (51)

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

very seldom

1	2	3	4	5
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 very often (52)

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

very seldom

1	2	3	4	5
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 very often (53)

103. Show a clear understanding of your subject content?

very seldom

1	2	3	4	5
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 very often (54)

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

very seldom

1	2	3	4	5
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 very often (55)

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

very seldom

1	2	3	4	5
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 very often (56)

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

very seldom

1	2	3	4	5
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 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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very often

(58)

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

very seldom

1	2	3	4	5
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very often

(59)

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



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