

CONSIDERATION AS AN ASPECT OF TRANSPARENT FEEDBACK:

IMPLICATIONS

FOR TEACHER COMPETENCE

by

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OPSOMMING

Binne die onderwystelsel is die bevoegheidsvlak van die onderwyser, en die beoordeling daarvan, van kardinale belang. Onderwys geskied eers doeltreffend wanneer onderwysers werklik bevoeg is om hulle taak behoorlik te voer. Die belangrikheid van onderwyserbevoegdheid is reeds in 1994 erken met die totstandkoming van die Arbeidsverhoudingsraad vir Onderwys. Die raad skenk onder andere, aandag aan die kriteria en prosesse vir die bevordering van onderwysers.

Die onderhawige studie is onderneem in 'n poging om groter aanvaarding van die onderwyserbeoordelingsproses, wat voorheen grootliks verwerp is deur onderwysers as gevolg van die gebrekkige praktyke van die vorige bestel, te bevorder. Onderwyserbeoordeling en die beoordelingsterugvoersessies wat daarop gevolg het, het nie die ontwikkeling van die onderwyser ten doel gehad nie. Dit is eerder uitgevoer om departementele voorskrifte na te kom. Verder was terugvoering deur beoordelaars nog deursigtig nog toeganklik. Die uitgestippelde beleid van onderwysdepartemente, soos byvoorbeeld die van die voormalige Departement van Onderwys and Opleiding (DOO), was duidelik: slegs senior onderwysamptenare het toegang tot inligting wat tydens onderwyserbeoordeling ingewin is.

Literatuurstudie toon aan dat beoordelaars minder deursigtig en toeganklik optree wanneer hulle aan beoordeelde onderwysers terugvoering gee. Empiriese gegewens wat tydens die onderhawige studie ingesamel is, steun egter nie die hipotese nie. Respondente dui aan dat die meeste onderwyserbeoordelaars wel toeganklik en deursigtig optree. Die mate waarin dit geskied, is egter nie altyd bevredigend nie. Die empiriese ondersoek wat onderneem is, het bevind dat die gebrek aan behoorlike terugvoering van skoolbestuurders die grootste oorsaak van onderwyseronbevoegdheid in verskeie skole, veral in Suid-Afrika, blyk te wees.

Daar word dus ten slotte aanbevelings en voorstelle gegee en gedoen ten opsigte van maniere waarop die integriteit en geldigheid van onderwyserbeoordelingsproses, veral gedurende die terugvoeringssessie, verseker sal moet word alvorens die gehalte van onderwyserbeoordeling in Suid Afrika verhoog sal kan word.

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CHAPTER ONE

MOTIVATION, PROBLEM STATEMENT AND AIM OF RESEARCH

1.1 INTRODUCTION.

This study forms part of a greater ongoing research project on teacher competence and its assessment. The project aims at researching teacher opinion with regard to teacher competence identified by the initial research. The areas being researched are: Teacher Competence and Competent Feedback during and after appraisal.

Teacher competence consists of group research on the following factors:

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

Competent feedback on the appraisal process consists of group research on the following factors:

1. Transparent feedback.
2. Tactful feedback.
3. Invitational feedback.
4. Credible feedback.
5. Culturally sensitive feedback.

This research essay is part of the research undertaken regarding transparent feedback during teacher competence assessment. This feedback has been conceptualized to consist of the following four aspects:

1. Consideration.
2. Openness.
3. Clarity.
4. Encouragement.

The essay focuses on the aspect, "consideration in transparent feedback on teacher competence assessment."

1.2. MOTIVATION.

Teacher competency is often measured in terms of pupils' performance. Good education is based on effective teaching, the acquisition of appropriate disposition, knowledge, skills, values, attitudes and consequences. These enable teachers to understand the profession and relate to the social, political and economical sphere of education (Cotep, 1994: 5; Pollard & Tann, 1994: 4).

Teacher competence plays a vital role because not only does it determine high education standards, it also relates to the social, political, and economic spheres of life. Competent teachers are able to teach effectively and they lay the foundation for further development of an individual for occupational competence, economic independence, management of leisure and social harmony (Cotep, 1994: 8).

In the teaching profession, teacher competence and the assessment thereof are vital aspects, because learning will only produce good results if the teachers are competent. The importance of teacher competence has been acknowledged by the establishment of the Education Labour Relations Council in 1994 that deals with, among others the criteria and processes for the appraisal, evaluation and promotion of teachers (Pitout, 1994: 25).

According to (Johnson, 1992: 142; Sawyer, 1986: 41; Sweeny, 1992: 7; Klaaste, 1996: 8; O'Grady, 1962: 2 and the Discussion Document by the committee on teacher Education policy, 1994: 5/6) "good performance by students is the result of competent teachers."

Without competent teachers, education is doomed, aimless and vague. It is therefore necessary to determine the competence of in-service teachers. This is done through effective teacher appraisal.

The purpose of teacher appraisal is to encourage personal and professional development. This could be achieved by guiding teachers towards the attainment of knowledge, skills and quality of educational services. If teacher appraisal is carried out correctly, teachers will be able to concentrate on areas that need development so that the educational standards can be raised (Lawrence, 1994: 60)

Teacher competence should be appraised in a fair and objective manner. A checklist or written guidelines should be followed so as to ensure the reliability and validity of both the appraiser and the rights of the appraisee. The appraisal should be conducted in a considerate and courteous manner that will enhance the teachers' motivation, self-esteem and professional growth (Stufflebeam, 1988: 22)

Why then is appraisal a problem if it is a yardstick that is used to measure teacher competence?

The rejection of teacher appraisal, particularly in South Africa, is possibly the result of past practices, when class visits were regarded as being too formal, stark, autocratic and lacking in progressive praise, trust, honesty, transparency and consideration (SADTU/ EPU Regional Workshop, 1993: 1-24).

It comes as no surprise, therefore, that it is rejected by most teachers today. Waintroob (1995: 36) supports this statement by saying that teachers argue that some evaluators are not only incompetent when appraising them, but are also racist, sexist, ageist and at times anti-unionist.

According to Daresh (1992:29) and Wasley (1995:56/57) most teachers refer to evaluation sessions as shallow, uninteresting, unfocused, and not conducive to the promotion of genuine teaching growth.

Despite all the controversy, teacher unions agree that the time has come to update the teacher appraisal system. Appraisals are designed to give performance feedback (Mohan, 1975: 9 - 25 and Black, 1993:40)

The question at hand is: "Is there transparent feedback?" The tendency in the past has been that of privacy and confidentiality in teacher assessment. It has been noticed that after teacher appraisal, results have more often than not been kept secretly in the principal's office before being dispatched to the district office (Nxesi, 1993:10/11).

Teacher assessment is primarily aimed at fulfilling the instructions of the district office as opposed to developing the professional capabilities, and the personal development of the teachers. Feedback would be given in order to identify the appraisees' shortcomings. Such feedback could be unfair and subjective, if the instruments used to measure the teachers performance are district-office oriented. The appraisee would never know what is expected of him or her. However, if performance feedback was transparent and considerate, there would be trust and communication between the appraiser and the appraisee Daresh (1992: 30).

Accordingly, feedback is aimed at enhancing positive professional images and to encourage more effective performance. Consequently the evaluator and the appraisee are supposed to share the same goals and standards. Both should know what is expected of them. The purpose of evaluation should not be to criticize the teacher, but to identify and reinforce instructional behaviour and also to encourage teachers to strive for higher levels of achievement Medley (1987: 242 - 243).

Transparent feedback should therefore be given immediately after the appraisal session. This encounter should be held privately between the appraiser and the appraisee. The discussion should be professional and both parties should talk about the problems with one primary goal, that is to improve the quality of the professional performance in the school. Daresh (1992: 30).

Performance feedback that is transparent and considerate is sometimes problematic because it is given in such a way that it lacks the purpose and there is no agreement between the appraiser and appraisee, resulting in the teachers well being not being considered. Stanley Sarah and Popham (1988: 5). If Performance feedback was handled by skilled and professionally trained individuals, it would not be problematic because the appraiser would ensure that it is goal setting, motivational and developmental. It would be in the appraiser's interest to ensure that all affected parties are involved and the criteria defined, communicated and understood by everyone.

If feedback is done in a professional manner it can be stimulating and rewarding but when done poorly it is unpleasant and provokes anxiety, resentment and frustration on the part of the evaluator as well as the appraisee. Stanley Sarah and Popham (1988: 6).

Feedback should be communicated in such a way that the appraiser considers the appraisee when writing a feedback report. The Government of National Unity supports this and it expects transparency, ownership, consultation, participation and consideration in all its departments (Mbeki, 1994:1-13 and Gumbi, 1995:10). It is therefore not surprising that teachers expect to be involved and considered when feedback reports on their evaluation feedback are written. As this was not done in the past (old Department of Education and Training.), some inspectors, principals, and evaluators find it unacceptable and this results in conflict between the teacher and the principals (The New Teacher, 1993: 14-15)

In view of the preceding background to the problem, the problem dealt with in this research will now be discussed.

1.3 STATEMENT OF THE PROBLEM

Bearing the above in mind, the research project can be summarized by means of the following questions.

1. What is teacher competence and how is it constructed? (research project)
2. What is the role of transparent feedback when evaluating teacher competence? (group project)
3. What is the crux of consideration as an aspect of transparent feedback when evaluating teacher competence?
4. Which behaviour of the appraisers represent consideration when giving transparent feedback?

1.4. AIM OF THE RESEARCH

In view of the problem formulated above the following aims are set for the research:

Aim of the project: The project aims at investigating the components of teacher competence and how these aspects can enhance teacher effectiveness.

Aim of the research group: The group's aim, which is included in this essay, is to investigate transparent feedback as an aspect of teacher competence.

- **The Specific aim of the research essay:** The extent to which evaluators use consideration as an aspect of transparent feedback on the appraisal of teacher competence will be investigated by eliciting teacher opinion.

Having analyzed the problem and the aim statements, the method envisaged in researching the problem of teacher competence will be discussed.

1.5 METHOD OF RESEARCH

This research essay will use a descriptive literature survey that involves a systematic, accurate and factual description of a research theme (Smith, 1995: 28). Teacher competence with specific reference to "Transparent feedback" will be investigated in order to obtain the opinion of teachers towards consideration as an aspect of transparent feedback. This will be done through the use of a quantitative questionnaire method.

Having described how the research project is going to be conducted, a preliminary descriptive, clarification of concepts will be done.

1.6 EXPOSITION

The research will be done as follows:

- **Chapter two:** Literature review on transparent feedback and consideration as an aspect thereof.
- **Chapter three:** Research design, development of the research instrument and sampling techniques will be discussed.
- **Chapter four :** Findings will be tabulated, analyzed and interpreted.
- **Chapter five :** A summary and conclusion on the findings, recommendations and reflection on the research work done.

1.7 CONCLUSION

In this chapter the importance of research on teacher competence and its assessment was discussed. The research into the feedback process, its assessment, transparency as well as "consideration" as part of this process was postulated and the research problem highlighted. Literature review in chapter two will now be undertaken to demarcate the research problem.

CHAPTER 2

CONSIDERATION AS AN ASPECT OF TRANSPARENT FEEDBACK

2. 1 Introduction

In Chapter 1 it was stated that the aim of the group research is to investigate the essence of Transparent Feedback as an aspect of teacher competence. The specific aim of this essay is to investigate the extent to which appraisers use consideration in their feedback to enhance teacher competence. In this chapter, the relevant theoretical background will be discussed.

2. 2 Feedback

After completion of the performance appraisal, the result should be discussed with the employee. Feedback in the performance appraisal process means that employees will be provided with an objective appraisal of the current situation. The employees will be informed of the progress made in their performance. Feedback is the manner in which information, instruction, advice, sharing of opinions, ideas and facts are conveyed correctly and accurately from one person to the other (Gerber, Nel and Van Dyk, 1995: 225). According to Rodgers (1976: 70) feedback is the opportunity for a principal to bridge the performance gaps and discrepancies, by correcting mistakes he observed, and praising any good work being done. This means pointing out successes or failures.

It is important to note that feedback is most effective when it takes place immediately, or soon after the appraisal in order to keep the existing motivation alive. Objective and straightforward feedback regarding performance is vital for teachers to improve their teaching and the achievement of their set objectives of teaching pupils effectively (Weller, 1994: 118).

Feedback helps the appraisee to achieve the goals that have been set for him. However, the attainment of the set standards depends entirely on the behaviour of both the communicator and the recipient. It is important that a person giving feedback should possess the communication skills that will enable him/her to give any type of feedback be it, positive or negative in a constructive way. However, if negative feedback is not correctly handled, it may be counter productive and lead to poor rather than improved performance in the future (Schuler, 1981: 238).

The level and helpfulness of feedback depends on mutual trust, honesty, respect, intentionality and optimism. Teachers' morale should be enhanced so that they can do more challenging work and assume great responsibility (Purkey & Schmidt, 1987: 7-9). In further explaining what feedback entails Gravett (1994: 15 - 16) sees feedback as "the lifeblood of learning." To serve this purpose, feedback should be specific regarding strong and weak points. Gravett sees feedback as a formal sharing and encouraging opportunity for professional colleagues to discuss guidelines for improvement Gravett (1994:16/17).

With regard to the nature and importance of feedback, one gets the impression that it is important during teacher appraisal because it takes careful consideration of limiting critical moments, and balancing it with the recognition of success. Feedback during teacher appraisal should be a joint problem solving approach that focuses on the job and its problems, rather than on the appraisee's characteristics.

2. 3 Transparency

The Oxford Dictionary defines **transparency** as the transmittance of light to pass through it so that objects behind the feedback can be seen clearly and understood. This will enable the truth behind to be easily perceived (Hawkins, 1994: 564). The word transparency is also linked to ethics and morality. According to the Bible (Proverbs 26, verse 28) people are cautioned against lies, dishonesty and flattery when dealing with others. If it is to be understood against the background of managerial communication during teacher appraisal, it would mean that the appraiser should be frank and truthful during the appraisal session.

Transparency is further defined as that which is easy to understand whether it be told in writing or verbally. Giving information to the recipient, be it good or bad news in a straightforward and polite manner is being transparent. Other than being frank and easy to understand, transparency is further characterized by consideration, easy to reach or access, clarity and openness (Tulloch, 1993: 1065/1066)

2. 4 Transparent feedback

From the explanation given above of what is entailed in feedback and transparency, this research essay, defines a transparent feedback session which is fruitful as one which is characterized by aiding someone positively towards the attainment of the set standards. This is a session in which the teacher's opinion is appreciated by 'an easy to talk to, and pleasant principal.' In encouraging the teacher to participate fully in a discussion,

the communicator and the recipient should be on an equal footing, and have equal opportunities to give and receive messages. Ideal communication stresses the sharing of ideas rather than the sending of ideas (Lowe, 1995: 11)

According to (Barton, 1990: 32/33) informed employees are happier and more productive. In other words, being open when giving appraisal feedback to appraised teachers, will motivate them to improve their skills in order to achieve their goals of teaching effectively.

Transparent feedback is further characterized by access to assessment information. According to (Kuun, 1992: 10) appraisers must make the appraisal report or information available to the appraisee immediately after the appraisal session. Access to appraisal information also involves opening up to education stakeholders. In other words appraisers must make appraisal reports or information available to researchers who want to find out more about the appraisals colleagues in order to help them overcome their shortcomings. Inaccurate facts fuel the fire of mistrust. Demoralized and divided employees result in an organization that lacks vision and new ideas.

In conclusion Transparent Feedback, can thus be defined as feedback characterized by encouragement, accuracy, access and consideration. This research will focus on consideration as an aspect of Transparent Feedback and its implications for teacher competence.

2. 5. Consideration as an aspect of transparent feedback when appraising teacher competence.

Meanings attached to consideration are careful thought, kindness, fact which is regarded as a reason, compensation or reward, which means to become very cautious before engaging into any kind of act.

A considerate person always examines the situation, contemplates, reflects and mediates in whatever he or she does (Allen, 1984:153).

The aim of this research essay is to view the extent to which evaluators use consideration as an aspect of transparent feedback when evaluating teacher competence.

2. 5. 1 Characteristics of consideration as an aspect of transparent feedback.

Consideration in appraisal information is found to be characterized by the following:

- An appraiser who considers **other people's emotions and feelings** when working with others.

- An appraiser who is **fair** and **objective**
- A written report that is **easy** to **understand**.
- An appraiser who is **fair** and **objective**.
- An **approachable** appraiser .
- Making appraisal information **available to the public**.
- Allowing **other observers** to **participate** during the appraisal process.

2. 5. 1. 1 An appraiser who considers other people's emotions and feeling when working with them.

Combs, Avila and Purkey (1971: 187) emphasizes the fact that headmasters should always see others as capable, able and responsible beings, and should be treated accordingly. Such headmasters should possess knowledge of what information is to be communicated and to whom and how. Consideration requires the understanding of our own perceptions and the willingness to accept the reality of other people's perceptions (Purkey and Schmidt 1987: 25-26). This would ensure that the appraisers' remarks to the appraisee are not offensive. Lack of consideration, could result in the appraisee having a poor self image, a bad attitude, being demoralized and developing a feeling of worthlessness.

To ensure consideration, the appraiser should be a person who makes use of the communication skills, enabling him to give feedback, positive or negative in a constructive way. Negative feedback involves a strategy of only pointing out where teachers have not done good work and also the area for employee improvement. Teachers can respond positively to negative feedback if principals communicate feedback in a positive and trustworthy manner. Principals giving negative feedback should beware that trust, respect, intentionality and optimism are not destroyed (Weller, 1994: 119). However if evaluation is done in a professional manner it can be rewarding, but when it is not it can be unpleasant, provoke anxiety, resentment and frustration on the part of the appraisees and one might assume on the part of the evaluators as well (Daresh, 1992:29).

The appraiser should ensure that he is considerate by using the relationship building skills such as being genuine, understanding and warm. He should be approachable, conversant, encouraging, easy and pleasant to talk to. In other words, the appraiser must regard the feedback session as a counselling session in which he or she must show empathy to the appraisee,

but also communicate in an open and direct way so that the latter feels able to disclose his or her concerns (Jones & Mathais, 1995: 101)

2. 5. 1. 2 An appraiser who is fair and objective

Allain (1986:6), emphasises the fact that for any Performance Appraisal System to be effective, there must be reliability, fairness and it should be done uniformly to all the appraisees. However, Torrance (1988:3), Stanley Sarah and Popham (1988:5), highlight the fact that consideration is hindered by unsystematic, highly subjective and vague reports written by ill-trained appraisers.

An appraiser can ensure fairness and objectivity by providing valid and objective information on defensible, job - related criteria, that compares the performance of appraisees with one another or with the established mutually agreed upon standard, which will meet the requirements of an equal employment opportunity environment (Gerber, Nel and Van Dyk 1995:225) and (Kaufman, 1995:40)

To ensure objectivity during teacher appraisal Waitroob (1994:38-39) highlights the fact that in order to curb bias, the appraiser should invite other administrators, preferably those of the same race, sex and age as the teacher, during the appraisal session. This team will put their heads together with regard to the outcome of the appraisal. This idea was adopted by the South African Democratic Teachers Union who proposed that different but equally important people and groups who are not members of the school should be allowed into the feedback or main appraisal session if bias and favouritism is to be done away with. As an example, A SADTU site committee convenor, a student representative, a subject expert or any other management member other than the appraiser should sit in the feedback meeting (Nxesi, 1993:12). However lack of consideration might lead to bad attitude, fuel fire of mistrust and demoralized fragmented work atmosphere (Barton, 1990:32).

2. 5. 1. 3 A written report that is easy to understand.

Paxton (1995:189) emphasizes the fact that for any Performance Appraisal System to be effective, the appraiser and the appraisee should understand one another and also know what is expected of them. To ensure understanding, the appraisal reports should be written in a clear and simple language, consultation and dialogue should be initiated at the draft stage

which would reduce the risk of misunderstanding because the appraisee is not just a silent recipient of that judgment, but is given a voice.

However Weller (1994:117) highlighted the fact that consideration to appraisal documents is hindered by presenting interpreting reports that are written in technical language and educational jargons which are difficult to understand, and such vague reports are written by ill trained appraisers. It is also very necessary to scrutinize the appearance of a written report when giving appraisal feedback, for an erased, messy report may convey a message that there has been certain changes made before presenting the report, and this might result in the appraised teacher being suspicious of the objectivity of the feedback and how genuine the appraiser is. A neat and well laid out report on the other hand creates an atmosphere of certainty, genuineness and acceptance (Windhal, 1992:132)

2. 5. 1. 4. An approachable appraiser.

An approachable appraiser should be understanding, genuine, warm and should match what he says with his facial expression. By nodding the head he might be acknowledging good responses from the teacher, smiling in order to inspire and leaning forward towards the teacher, as a way of motivating him/her to come up with suggestions (Hunt, 1980:36)

An appraiser can ensure approachability by being positive, encouraging, easy and pleasant to talk to, someone whose aim is to provide colleagues with feedback that will enhance positive, professional self-image and encourage more effective performance (Daresh, 1992:29) SADTU/EPU Regional Workshop (4 -11 September 1993) states that a considerate appraiser is one whose feedback and supervision is not subjective, shallow and demoralizing but rather is uplifting, supportive and problem solving. He or she is one whose aim is to support the strength rather than spend time on weaknesses and blame attaching.

An appraiser can ensure approachability by holding a meeting with the appraisee before the appraisal session, in order to get to know one another and to discuss the appraisal process and answer questions in preparation for the feedback session when the report on the teachers' performance would be discussed. It is during this sensitive encounter that the appraiser should provide emotional support and reassurance (Acheson, 1987:3-12)

A considerate appraiser should take it upon himself to avoid uncertainty and unhealthy tension in the mind of the appraisee when giving appraisal feedback by being clear, showing respect to the appraisee, by being punctual for the session, by creating a healthy atmosphere, making the appraisee feel at ease, giving undivided attention, thanking the teacher and the class after

the presentation of the lesson as soon thereafter as possible in a private area and giving the appraisee a chance to state his case. Van der Westhuizen (1971:267-269).

Acheson (1987:3-11) characterizes a considerate appraiser as someone who is willing to work with people, sensitive and humorous rather than being a dictator or boastful.

2. 5. 1. 5 Making appraisal information available to the public.

To ensure that the appraisal information is made available to the public, Acheson (1987:13) and Gorton (1984:279) highlighted the fact that appraisal information and procedures should not only be limited to individual schools, but should be made available nationally, by getting the information to various audiences, be it rural, urban or cultural audiences through various means, different and possible ways.

This view is carried further by (Acheson, 1987:13) and (Gorton, 1984:279), who maintain that a considerate appraiser would hold an informative session where both the appraiser and the appraisee can inform one another about the aims, approach, problems and planning of the lesson. This briefing encounter would ensure that the anxiety level of the appraisee is minimised because both parties would know exactly what is expected of them.

Jensen (1991:309-310) stresses that for consideration to be ensured, the appraiser must hold the feedback meeting as soon as possible. In the past, delay hindered consideration because with time the appraisee or other interested parties lose interest. This is further supported by Kuun (1995:10) who indicated the importance of the appraised teachers having access to the review and a chance to make comments concerning what is written.

2. 5. 1. 6 Allow other observers to participate during the appraisal process.

Documents on appraisal of the former Department of Education and Training show why teacher appraisals failed in South Africa (The New Teacher, 1993: 14/15). According to the document, the appraisal session was regarded as confidential. It had to be conducted by the immediate superior who would use the appraisal instruments instead of following the developmental approach which allows for peer reviews of the appraisal report. In other words, to be considerate to appraisal and feedback sessions as well as appraisal reports, confidentiality has to be replaced with more participation by all stakeholders in the respective departments (Nxesi, 1993:12).

Another way of ensuring consideration to the appraisal report is by allowing appraised teachers to ask students how they felt about a particular piece of work and discussing with them parts which were of interest to them.

Allowing them to bring forth ideas on how they could learn more effectively . Pupils are best judges because they are the ones who know their teachers the best (Moon, 1990: 32-40).

Consideration as an aspect of transparent feedback has been conceptualized to mean an appraisal report that is written in a language that is easy to understand. A fair and objective appraiser, someone who is also approachable, should allow neutral people as observers. The appraisal information should be available to all people concerned. An appraiser should consider other people's emotions and feelings.

2. 6 Summary

From the literature review, giving transparent feedback is a significant exercise that does not only promote teaching and learning, but also empowers both the headmasters and the teachers personally and professionally. It enables the headmaster to maintain unconditional regard and respect for other human beings.



CHAPTER 3

The Design of the research Instrument

3. 1 Introduction

The literature study in Chapter two formed a framework for the empirical study. The specific aim of this study was also highlighted in Chapter two as Consideration as an aspect of transparent feedback: implications for teacher competence. A brief discussion of the design of the research instrument now follows.

3. 2 Instrument of research

A structured questionnaire with an Arithmetic Average five point scale was used.

3. 2. 1 The design of the questionnaire

The design of the empirical investigation was a structured questionnaire consisting of 106 items (see Appendix A). The items were based on the research done by Grobler and Van der Merwe (1995). This research indicated that feedback competence was designed around the theoretical constructs of:

- * *Invitational feedback*
- * *Credible feedback*
- * *Tactful feedback*
- * *Transparent feedback*
- * *Culturally sensitive feedback,*

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

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

TABLE 3.1 ITEMS ASSOCIATED WITH TRANSPARENT FEEDBACK

Item	Description	Mean Score	Std Dev	Rank Order
26	Encourage you to use teaching technique	3,71	1,37	1
39	Use simple language in order that no ambiguity exists regarding appraisal	3,49	1,26	2
55	Ensure that any system of external moderation of marks is clearly explained to the teacher	3,30	1,39	3
27	Make every effort to ensure that the appraisal be perceived as being fair	3,22	1,29	4
51	Ensures that any criticism is supported by appropriate facts and specific examples	3,19	1,30	5
*100	Ensure that nothing is said that may offend you	3,17	1,33	6
* 69	Use the appraisal report as a tool for advancing the professional growth of the teacher	3,09	1,31	7
33	Provide you with an accurate report of your performance	3,08	1,40	8
79	Allow you total access to your appraisal report.	3,00	1,43	9
* 80	Assist teachers to set educational goals before assisting them	2,97	1,38	10
13	Ensure that teacher achievements are announced to all the relevant stakeholders.	2,90	1,44	11
*90	Discuss the appraisal procedure thoroughly before any appraisal occurs.	2,88	1,36	12
106	Share all the data collected with you during the appraisal process.	2,85	1,42	13
21	Encourage teachers to use methods of self appraisal.	2,81	1,41	14
89	Keep important information from you during the appraisal process	2,76	1,35	15
91	Arrange workshops where teachers can become familiar with all aspects of the appraisal process.	2,69	1,46	16
99	Allow you to be evaluated by a neutral person should you disagree with the appraisal report.	2,64	1,43	17

* = Items involved with consideration as an aspect of transparent feedback

St Dev = Standard deviation

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

3. 2. 2 Motivation for questions asked to assess teacher opinion on consideration as an aspect of transparent feedback.

Each question was formulated to obtain teacher opinion on behaviour perceived to characterize consideration as outlined by various researchers and writers in Chapter two during the literature review. The following are questions asked to achieve the objectives mentioned above, and each question starts with the following words: "In your opinion to what extent should the evaluator giving transparent feedback..."

3. 2. 2. 1 Ensure that nothing is said that may offend the appraisee.

Consideration as an aspect of transparent feedback requires that the appraiser discusses the appraisal report whether positive or negative, with the appraisee in a positive, encouraging and warm manner without destroying the appraisee's self concept. As Weller (1994:119) indicated (2.5.1.1), consideration also requires the understanding of our own perceptions and the willingness to accept the reality of other people's perceptions. Combs, Avila & Purkey (1971 :187) maintain that this relationship building session must be carried out by a considerate appraiser i.e. a person who is positive, encouraging, easy and pleasant to talk to. Such an appraiser should have the communication skills which enable him to give any type of feedback, positive or negative in a constructive way. The question addressing the need for considering other peoples' emotions to the appraisal report has been ranked number six among the seventeen questions asked on aspects related to transparent feedback in table 3.1. It also had a mean score of 3.17 and a standard deviation of 1.33.

3. 2. 2. 2 Use the appraisal report as a tool for advancing the professional growth of the teacher.

Consideration as an aspect of transparent feedback requires that the appraiser should have a desire to do something beneficial to others, have a commitment they would like to fulfill. Educational managers who use the appraisal report for advancing professional growth of the teacher, must ensure that every endeavour has a purpose. As Kaufman (1995:35/36) indicated (2.5.1.4) this attainment of the set goals must be carried out by a considerate appraiser, i.e. a person who provides correct information soon after the appraisal session. This is also indicated by SADTU/EPU Regional Workshop (4-11 September 1993), a considerate appraiser is one whose feedback is building, uplifting, supportive and problem solving rather than subjective, shallow and demoralizing (2.5.1.3).

This question has been ranked seven among the seventeen questions asked on aspects related to transparent feedback in Table 3.1. It also had a mean score of 3.09 and a standard deviation of 1.31.

3. 2. 2. 3 Assist teachers to set educational goals before assessing them.

Consideration as an aspect of transparent feedback requires that the appraiser should be fair, objective, make use of reliable instruments and evaluate all appraisees uniformly. Educational managers who assist teachers to set educational goals before assessing them, will ensure that they compare the performance of appraisees with one another, or with the established mutually agreed upon standard, which will meet the requirements of an equal employment opportunity environment. As Gerber (1995:225) and Kaufman (1995:40) indicated (2.5.1.2), this setting of educational goals must be carried out by a considerate appraiser, i.e. a person who does not allow consideration to be hindered by unsystematic, highly subjective and vague reports written by ill-trained appraisers. The question addressing the need for setting educational goals, before assessing them, has been ranked number ten among the seventeen questions asked on the aspects related to transparent feedback in Table 3.1. It also had a mean score of 2.97 and a standard deviation of 1,38.

3. 2. 2. 4 Discuss the appraisal procedure thoroughly before any appraisal occurs.

The pre-observational discussion is essentially an information session where both the appraiser and the appraisee can inform one another on the aims, approach problems and planning of the lesson. Educational managers who discuss the appraisal procedure thoroughly before any appraisal occurs, will ensure that the anxiety level of the appraisee is minimised because both the appraisee and the appraiser will know exactly what is expected of them. As Gorton (1984:279) and Acheson (1987:13) indicated (2.5.1.5), this informative session must be carried out by a considerate appraiser, i.e. a person who is willing to help others, and to ensure that a review meeting is held before, and after the appraisal session. This question was ranked number twelve among the seventeen questions asked on the aspect related to transparent feedback in Table 3.1. It also had a mean score of 2,88.

3 EMPIRICAL INVESTIGATION

3.3.1 Respondents

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

3.3.2 Biographical details

The following biographical details were requested:
Gender, post level, age, teaching experience, religion, primary and secondary school, mother tongue, gender of the principal of your school, attendance of pupils, teacher attendance and the image of the school.

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

3.3.3 The research group

Questionnaires were distributed to members of the teaching profession especially in Gauteng and Kwa-Zulu 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 were represented in the sample except those from the Cape. Principals were approached in order to obtain their cooperation. The questionnaires were handed to the principals by a member of the research team and personally collected again after completion. Cooperation in most instances was excellent and this had the desired effect of a good return of questionnaires.

3.3.4 Return of questionnaires

The following figures summarize the information relevant to the questionnaires:

* Feedback competence

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

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

3. 4 SUMMARY

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

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



CHAPTER 4

THE ANALYSES 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. The discussion will therefore be limited to the following:

- a discussion on the validity and reliability of the research instrument
- a descriptive analysis of the questions relating specifically to consideration
- a comparison of one of the independent pairs of variables by stating appropriate hypotheses and interpreting the statistical tests involved; and
- a comparison of one of the independent variables containing three or more groups by stating the hypotheses and analyzing the appropriate statistical data.

4.2 Reliability and Validity

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

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 106 items. The first order procedure involves a principal component

analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the 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 ten factors obtained from the first order factor analysis were now used as inputs for the second order procedure. This consists of a PCA2 with varimax rotation and orthogonal axes followed by a PFA2 with doblomin rotation. These procedures resulted in the 106 items being reduced to two factors namely:

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

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

Now that validity and reliability of the instrument has been established the appropriate statistical analysis can be discussed. A tabulated description of items pertaining to consideration as an aspect of transparent feedback will be given in Table 4.1. The relative rank order of the aspects will also be given.

4.3 Descriptive analysis of the items pertaining to consideration as an aspect of Transparent Feedback

TABLE 4.1: ITEMS ASSOCIATED WITH CONSIDERATION IN TRANSPARENT FEEDBACK

ITEM	DESCRIPTION	MEAN	STANDARD DEVIATION	RANK ORDER
100	Ensure that nothing is said that may offend you	3,17	1,33	1
69	Use the appraisal report as a tool for advancing the professional growth of the teacher.	3,09	1,31	2
80	Assist teachers to set educational goals before assessing them.	2,97	1,38	3
90	Discuss the appraisal procedure thoroughly before any appraisal occurs.	2,88	1,36	4

Items in Table 4.1 above are involved with consideration as an aspect of transparent feedback and are ranked from 1 - 4. Items were ranked from 1 - 5 in the questionnaire. 1 indicated that respondents are of the opinion that educational managers are never considerate during feedback, while 5 indicated that respondents are of the opinion that educational managers were always considerate when giving feedback.

(1) In assessing the items shown in Table 4.1 the item, to ensure that nothing is said that may offend the appraisee was ranked number 1 with an average mean of 3,17, which means that respondents did not answer this question as favourably as might have been expected, which, in turn, suggests that most appraisers do not always ensure that nothing is said that could offend appraisees. For a considerate transparent feedback to be effective, one would like appraisers to do this as often as possible. Unfortunately they do not do it often enough according to the respondents' views (average mean 3.17). This could have been influenced by the negative attitude towards appraisals displayed by most teachers (see 2.5.1.1, p.10).

(2) The item, to use the appraisal report as a tool for advancing professional growth of the teacher was ranked number 2 with a mean score of 3,09. According to the respondents, educational managers as appraisers do not use the appraisal report as a tool for advancing the professional growth of the teachers as often as one would like them to. This could be due to the fact that appraisers often do not use the appraisal report as a tool for advancing professional growth of the teacher if their performance is unsatisfactory in order to avoid hurting the appraisee (see 2.5.1.4, p.12)).

(3) The item to assist teachers to set educational goals before assessing them was ranked number 3 with a mean score of 2,97. According to the respondents, educational managers as appraisers do not assist teachers to set educational goals before assessing them, as often as one would like them to. This is a good indicator that the educational managers should realize that if the appraisees are not evaluated with an aim of reaching the standards which meet the requirements of an equal employment opportunity environment, appraisal information will be rendered invalid (see 2.5.1.2, p.11).

(4) The last item is, to discuss the appraisal procedure thoroughly before any appraisal takes place has a mean score of 2,88. This item was ranked last, which shows that according to respondents, educational managers as appraisers do not discuss the appraisal procedure thoroughly before any appraisal takes place as often as one would like them to. For transparency to be effective, appraisers should afford the appraisees total knowledge of the appraisal procedure before any appraisal is done. Unfortunately, this is not the case according to respondents, which situation is probably caused by the negative attitude adopted by most teachers towards appraisal (see 2.5.1.5, p. 13).

Although appraisers do not show consideration during transparent feedback as often as one would expect them to, it is nevertheless gratifying to see that respondents are of the opinion that appraisers are more often considerate than not. Consideration during the appraisal session results in appraisees being motivated, and are more likely to adopt a positive attitude towards their work, whereas lack of consideration results in negative attitudes and a lack of motivation.

4 Hypotheses

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

4.4.1 Comparison of two independent groups

At the multivariate level two groups can be compared for possible statistical differences by means of Hotelling's T^2 test. This implies that the vectors of the mean scale scores of two groups are compared in respect of the two scores taken together. Should a significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variables taken separately. As only one factor is involved in feedback, tests at the multivariate level are unnecessary and hence Hotelling's T^2 is dispensable and t-tests are sufficient to point out any significant differences between the various groups.

Possible differences between the opinions of male and female respondents in respect of feedback competence will now be discussed.

4.4.1.1 Gender Differences with respect to feedback competence

TABLE 4.2: COMPOSITE HYPOTHESES WITH GENDER AS THE INDEPENDENT VARIABLE

Dimension	Variance	Symbol	Description	Test
Difference at the single variable level	Gender	Hot	There is no statistically significant difference between the mean scale scores of male and female teachers in respect of feedback competence	Student t-test
		Hat	There is a statistically significant difference between the mean scale scores of male and female teachers in respect of feedback competence	

4.4.1.2 Difference in Gender with respect to feedback competence

TABLE 4.3: SIGNIFICANCE OF DIFFERENCES IN GENDER REGARDING FEEDBACK COMPETENCE

Factor	Group	Factor Average	p-value (student-t)
Feedback competence	M	295,97	0,225
	F	302,35	

M = Males N1 = 349

W = Females N2 = 767

** = Significant at the 1% level

* = Significant at the 5% level

Tables 4.2 and 4.3 indicate that there is no statistically significant difference (p=0,225) between the mean scale scores of males and females in respect of feedback competence. The null hypotheses "Hot" can thus be supported. Both genders are of the opinion that the appraisers are competent in their feedback. The average scale scores of women (302,35) and men (295,97), in respect of feedback competence.

Although not statistically significant, it is interesting that females have a slightly higher mean score (302,35) than do males (295,97) regarding the feedback competence of appraisers and are therefore more of the opinion that appraisers are competent at giving feedback than are their male counterparts.

4.4.2 Comparison of three or more independent groups.

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

As an example of differences between the three or more groups the attendance of pupil groupings are considered.

TABLE 4.4: COMPOSITE HYPOTHESES WITH ATTENDANCE OF PUPIL AS THE INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test
Differences at the single variable level	Attendance of pupils	HoA	There are no statistically significant differences between the average scale scores of the three groups relating to pupil attendance in respect of feedback competence.	ANOVA
Differences at the single variable level	Attendance of pupils	HaA	There are statistically significant differences between the average scale scores of the three groups relating to pupil attendance in respect of feedback competence	
	Attendance of pupils	HoS	There are no statistically significant differences between the average scale scores of the three groups relating to pupil attendance when compared pair-wise in respect of feedback competence.	
	Attendance of pupils	HaS	There are statistically significant differences between the average scale scores of the three groups relating to pupil attendance when compared pair-wise in respect of feedback competence	

Differences at the single variable level	Attendance of pupils	HaS ₁	In the pair-wise comparison of the the three groups relating to pupil attendance the average scale score of the first group is greater than the average scale score of the second group.
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BUT

Differences at the single variable level	Attendance of pupils	HaS ₂	In the pair-wise comparison of the three groups relating to pupil attendance the average scale scores of the first group is lower than the average scale score of the second group.
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4.4.2.1 Difference between the attendance of pupil groups in respect of feedback competence

TABLE 4.5: SIGNIFICANCE OF DIFFERENCES BETWEEN THE ATTENDANCE OF PUPILS IN RESPECT OF FEEDBACK COMPETENCE

FACTOR	GROUP	FACTOR AVERAGE	p-VALUE (ANOVA)	SCHEFFÉ		
				A vs B	A vs C	B vs C
ATTENDANCE OF PUPILS	A	310,78	0.000**	**	**	**
	B	298,89				
	C	255,54				

A = HIGH ATTENDANCE (N1 = 310,78)
 B = MEDIUM ATTENDANCE (N2 = 298,89)
 C = LOW ATTENDANCE (N3 = 255,54)
 ** = SIGNIFICANT AT THE 1% LEVEL
 * = SIGNIFICANT AT THE 5% LEVEL

From Tables 4.4 and 4.5 a statistically significant difference at the 1% level of significance ($p = 0,000$) is found between the different levels of attendance by pupil groups. HoA is therefore rejected in favour of HaA.

It follows that HoS is also rejected and HaS₁ supported at the 1% level of significance for:

1. $A > B, A > C$
A = respondents who regarded pupil attendance as being good (310,78) and who were more of the opinion that managers use competent feedback than group B (298,89) and group C (255,54).
2. $B > C$
B = respondents who regarded pupil attendance as being average (298,89) and who were more of the opinion that managers use competent feedback than group C (255,54).

Therefore, C respondents, who regarded pupil attendance as being poor were more of the opinion that managers made poor use of competent feedback. It appears that the better the view on pupil attendance, the more positive is the view of the managers' feedback.

4. 4. 2. 2 Further Statistical Analyses

Significant statistical differences were also found between most of the other independent groups investigated. Due to the limits imposed by the research essay, these differences are summarized in Table 4.6 with limited discussion.

TABLE 4.6: MEAN SCORES OF SOME OF THE INDEPENDENT VARIABLES IN RESPECT OF FEEDBACK COMPETENCE

NAME	CATEGORY NAME	MEAN SCORE Feedback competence
GENDER	Men	295,97
	Women	302,35
SCHOOL TYPE	Primary	305,28*
	Secondary	294,39*
POST LEVEL	Teachers	295,92
	Teachers with merit awards	302,76
	Heads of departments	313,75
	Higher promotion posts	319,94

HIGHEST QUALIFICATION	Lower Std. 10, Std, Diploma	323,32*	}
	Teacher's Diploma	300,84*	
	Diploma, Degree	298,02*	
	Degree plus	287,96**	
PROVINCE	Gauteng	292,02**	}
	KwaZulu	327,80**	
	Other	294,52*	
HOME LANGUAGE	Afrikaans	303,29	}
	English	283,48**	
	Sotho	*295,43	
	Nguni	*319,40**	
	Indian	*280,37	
	Tsonga	*284,55	
ATTENDANCE PUPILS	Good	310,78**	}
	Average	298,89**	
	Poor	255,54**	
ATTENDANCE TEACHERS	Good	313,92**	}
	Average	293,74**	
	Poor	249,22**	
IMAGE OF SCHOOL	Excellent	322,10**	}
	Good	308,12	
	Average	*273,21**	
	Disturbing	*239,97**	

** = SIGNIFICANT AT THE 1% LEVEL

* = SIGNIFICANT AT THE 5% LEVEL

4.4.2.3 Brief Discussion of Independent Groups in Table 4.6

(i) Gender

There is no statistically significant difference between the average scale scores of women respondents (302,35) and men (295,97), in respect of feedback competence. The higher mean score by women respondents show that female teachers perceive school managers as appraisers to be more competent in providing appraisal feedback, while their male counterparts, with a mean score of 295.97, tend to perceive school managers as being less competent in providing appraisal feedback. This difference could be ascribed to the fact that, until recently, women have been regarded as subordinate to men and were expected to accept anything that men and those in authority said, without question. The elevated status given to men rendered them more willing to question most things

that affected them, hence the impression, that they were getting less from appraisers. It could also be ascribed to the fact that females are more understanding and accommodating compared to their male counterparts, who are thought to be more aggressive than women.

(ii) School type

Secondary school teachers with a mean score of 294,39 are of the opinion that school managers are less competent in providing appraisal feedback. Primary-school teachers on the other hand consider school managers as being more competent when providing appraisal feedback. The mean score of 305.35 obtained by primary teachers is evidence of this. The significant difference at a 5% level could be attributed to the fact that the knowledge of various subjects gleaned by primary school managers enables them to be more competent in giving appraisal feedback for different subjects. Secondary school managers are reputed to be subject specialists in their own right and often find it difficult to give effective feedback on certain subjects not in their sphere.

(iii) Post level

Despite the fact that no statistical differences were found, educators in higher promotion posts obtained a mean score of 319,94 while teachers on post level 1 obtained a lower mean score of 295,92. This difference is indicative that educators who occupy high promotion posts, perceive school managers as being more competent when giving appraisal feedback. This may be attributed to the fact that because they occupy senior posts they have access to appraisal reports of their subordinates and they discuss these with the school managers. Post level one teachers have no access to their colleagues appraisal reports.

(iv) Highest qualification

Respondents whose highest qualification is lower than that of Std.10 or Std.10 and a diploma, view school managers as being more competent when giving appraisal feedback, as shown by their mean score of 323,32, while respondents with a degree-plus qualification as their highest educational qualification attained a mean score of 287,96 and thus view school managers as being less competent when giving appraisal feedback. This significant difference at 5% level may be ascribed to the fact that respondents who hold a degree-plus qualification have been exposed to more information on feedback competence through their academic qualifications while their counterparts with fewer educational qualifications may lack this knowledge.

The higher-qualified teachers are always more critical in their perceptions and judgment.

(v) Province

The difference in mean scores found in this category is indicative of Kwa-Zulu/Natal teachers with a mean score of 327,80 who perceive their education managers as providing more competent feedback as compared to teachers in Gauteng, whose mean score is 292,02. This significant difference at the 5% level may be attributed to the fact that teachers in Gauteng invariably enjoy greater exposure to sources of information about appraisal feedback, such as teacher unions, highly equipped libraries, more tertiary institutions and refresher conferences, while teachers in Kwa-Zulu/Natal are less exposed to these sources of information and/or technology.

(vi) Home language

English first-language respondents with a mean score of 283,48 perceive school managers as incompetent in giving feedback, while Nguni first-language respondents with a mean score of 319,40 perceive school managers as being competent when providing appraisal feedback. This significant difference at 1% level could be due to cultural differences between the language groups. The culture of Nguni first-language respondents' does not allow them to question anyone in authority, whereas English first-language respondents feel it is their right to question those in authority. This enables them to discuss and resolve differences or misunderstandings.

(vii) Attendance pupils

Teachers in schools where pupils' attendance is good, have a mean score of 310,78. They perceive school managers as being more competent in giving appraisal feedback. Those who work in schools where attendance is poor have an average score of 255,54 and regard school managers as being less competent when giving appraisal feedback. This significant difference at 1% level could be attributed to the fact that regular school attendance by pupils promotes better school performance, making it easier for school managers to give positive appraisal feedback to their teachers. It is also easier for the school managers to comment positively on teachers whose pupils perform well than it is to comment on teachers whose pupils perform poorly because of irregular attendance.

(viii) Attendance teachers

Respondents whose schools are characterised by good teacher attendance have a mean score of 313,92. This indicates that they perceive school managers as being more competent feedback providers, while respondents whose schools are characterised by poor teacher attendance have a mean score of 249,22. This suggests that they see school managers as being less competent when giving appraisal feedback. This significant difference at 1% level could be attributed to the fact that teachers whose attendance is good, are usually , punctual and always ahead of their work schedule. Because of this they command the respect of the school manager as well as of the community. Those who are absent frequently, are in most cases, not in favour with the manager, hence the negative attitude they have towards any feedback provided by these school managers.

(ix) Image of School

With a mean score of 239,97, respondents from schools whose images are disturbing, see school managers as not being competent enough when giving appraisal feedback, while respondents from schools whose images are excellent with a mean score of 322,10, see school managers as excellent providers of appraisal feedback. The 1% significant difference may be due to the fact that schools whose images are excellent, are usually characterised by managers who make use of effective management styles and who are also able to communicate and direct all school stakeholders to the desired destination, thus making it easier for them to communicate appraisal results to appraised teachers. Meanwhile, schools with poor images are usually managed by less competent managers who are unable to steer the school towards the desired goals. These school managers probably find it difficult to communicate appraisal results to appraised teachers.

4.5 SUMMARY

In this Chapter an analysis and interpretation of some of the empirical data was undertaken. It can be seen from the data in Table 4.6 that many of the groups differ significantly from each in their perceptions of feedback competence.

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

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

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5. 1 Context of Research

The aim of this research essay was to investigate consideration as an aspect of transparent feedback and its implications for the management of teacher competence. A literature survey was undertaken and it is evident that against the background of teacher competence, there is a definite need for more specific and up to date feedback in schools. Furthermore the importance of consideration as an aspect of transparent feedback as a process is emphasized. Chapter two was used to identify and explain the various characteristics of consideration as an aspect of feedback, for the purpose of which an empirical study was undertaken, and these facets were used to develop the research instrument. The research design is discussed in Chapter three. In Chapter four the hypotheses for each question are tested, and the findings are discussed. A summary of these findings, together with conclusions, recommendations and suggestions for further research are made in this chapter.

5. 2 SUMMARY OF FINDINGS AND CONCLUSIONS

Teacher appraisal has long been a problematic issue in the education field, not because educators do not realize its importance in promoting effective teaching and learning, but because it is viewed as being carried out by appraisers whose feedback sessions are shallow, uninteresting, unfocussed, and not conducive to the promotion of genuine teaching growth, which is vital in solving the high failure rate experienced by South African pupils. A need for a more transparent and considerate appraisal process and feedback was thus exposed.

Literature and research studies have shown that the South African education system still lacks consideration in appraisal reports and feedback sessions to different education stakeholders, compared to the Western countries such as that of the United States of America. However, South African researchers and education stakeholders are striving to making consideration in appraisal information a reality.

Teacher appraisal, and the feedback from such appraisals, have over the past years been rejected by teachers as lacking in trust, honesty, transparency and consideration. In trying to address this wrong, the Education Labour Relations Council was established, in March 1994

to deal with other things such as how teacher appraisal and feedback from such appraisals are to be conducted and provided.

Lack of consideration during the appraisal session and transparent feedback by the school managers about teacher performance has been found to be the major cause of teacher incompetence in various schools.

5.2.1 Descriptive analysis

From the empirical study it has become evident that teachers consider that school managers do not ensure that the appraisees are not offended during appraisal feedback as often as they should. This results in most teachers becoming disgruntled and as a result of lack of motivation they do not work to their full potential. This unhappy situation is the major cause of ineffective teaching, hence the high failure rate among pupils, especially in standard ten level (see Table 4.1, p. 23).

Teachers are of the opinion that school managers do not always use the appraisal report as a tool for advancing their professional growth during and after the appraisal process for which the blame could be placed on the lack of transparency and bias judgment, especially by the previous senior education officials who served in the old Department of Education and Training (see Table 4.1 p. 24).

Teachers should set their educational goals before being assessed, this would help to ensure that standards which meet the requirement of an equal employment opportunity environment are maximized by the school managers. A matter of concern is the manner in which standards and skills are presented to the appraised teacher. If these standards are unrealistic then all the comments made by the appraiser in an attempt to improve teacher competence will be fruitless. Instead of hanging in on the constructive aspects, the appraisee will concentrate on the shallowness displayed by the appraiser. On the other hand a feedback session in which the appraiser speaks in a realistic manner about problems and not about people is very fruitful to the appraisee (see Table 4.1, p. 24).

On the question of whether there is sufficient discussion about the appraisal procedure before the appraisal occurs, teachers are of the opinion that they are not afforded this opportunity as frequently as they would like to be. The blame for this could be placed on the previous Department of Education and Training, whose policy was not to develop the appraisees, but rather to spy on them for purposes of dismissal, lack of merits or even for redeployment, this unhappy situation is the major cause of ineffective

teaching in the schools (see Table 4.1, p.24).

5.2.2 Statistical Analysis

Feedback competence consist of two factors namely:

- * Feedback competence which consists of 95 items with a Cronbach-alpha-reliability coefficient of 0,984; and
- * Unethical Feedback consisting of 11 items with a Cronbach-alpha-reliability coefficient of 0,734. Since the reliability coefficient on unethical feedback was too low, this factor was not used in any statistical analysis.

In respect of feedback competence significant statistical difference were found between the perception of educators as reflected in the mean factor scores of the following:

School type, educational qualifications, province in which one is presently teaching, home language, attendance of pupils, attendance of teachers and the image of the school.

In respect of these significant differences, the following findings are important:

Principals need to be aware that teachers in secondary schools are subject specialists and hence it is advisable that principals make use of their heads of department to evaluate teacher competence (see (ii), p.31). Principals should rather focus their efforts on aspects of classroom management including management styles and certain personality characteristics (Grobler, 1992: 248).

Teachers who are academically well qualified are more critical of the feedback competence of educational managers (see (iv), p.31). Principals thus need to be well prepared and make use of multiple sources including self-appraisals in order to obtain as much data as possible (Grobler, 1992: 248). This enhances the objectivity and credibility of the appraisal process and demonstrates a sense of commitment to professional teacher development.

Principals in Gauteng need to be aware that teachers in this province are critical of their feedback competence. It would appear that particular attention needs to be paid to aspects such as transparency, tactfulness and credibility during the feedback process (see (v), p. 32).

Evaluators should also be sensitive to the cultural differences between the various language groups in South Africa (see (vi), p. 32). English speaking educators are most critical of the feedback competence of educational managers. Thus principals need to be well trained in aspects relating to the implementation of teacher appraisal system such as cultural sensitivity and democratic or invitational feedback.

Pupil attendance, teacher attendance and school image are all measures of school climate and it is clear that there is a relationship between these aspects and the feedback competence of educational managers (see (vii) and (vii), p. 32 and 33). If these aspects of school climate are well managed, teacher competence will be enhanced and so will be the culture of teaching and learning will also benefit.

5.3 DIRECTIVES AND RECOMMENDATIONS

5.3.1 The appraisers should have good communication skills

A competent educational manager must first determine and then communicate to the teacher his/her performance and establish a plan for improvement. Thus by supervising the educator, the educational manager will be managing teacher competence ably as the latter should be enhanced on the part of the educator.

5.3.2 Appraisers and appraisees must work together during the appraisal process

To ensure effective teaching and learning through competent teachers, appraised teachers need to be guided objectively and correctly. They should be motivated in order to utilise their hidden potentials. This can be achieved if appraisees are considered as partners throughout the appraisal process. Ensuring that there is a pre-observational discussion where there is sharing of ideas and empowering of one another. The appraisee should be allowed to voice his opinion, and appraisees should know exactly what is expected of them so that they can do their best (Gerber, Nel and Van Dyk, 1995: 225)

5.3.3 The appraisal report should be used to ensure professional growth and development

To ensure effective teaching and learning through competent teachers, good work and proven abilities should be praised whilst the weaknesses are highlighted in order that the teacher may improve on them. The educational

manager should give merit awards to teachers who are doing well, as this could encourage other staff members to work harder. This entire process should be done objectively and standards should be adhered to.

5.3.4 Training on teacher appraisal

Educational managers need to be trained to acquire the necessary skills, which would enable them to be systematic, highly objective and to write relevant reports. They also need to invest more time in workshops to familiarize their teachers with all aspects of the appraisal process - effective feedback tends to enhance effective management (Hewton, 1990: 30).

5.3.5 Educational Managers should be trustworthy

The educational manager should create an atmosphere of trust because of unimpeachable behaviour. This would refer to the manager who cannot be challenged ethically because his/her character would be a product of well-formed habits. Closely linked to this idea is that of the educational manager conducting the appraisal in an incorruptible manner because he/she is above reproach. This would set an example for the teachers about what is expected of them as competent teachers.

5.3.6 Training of Educational Managers

Educational managers need to be well versed in all aspects of the appraisal process. It is important that training be provided regarding the following aspects of feedback:

- * It should be based on democratic practice or be invitational in character;
- * It needs to be credible and tactful;
- * The process should be transparent; and
- * Cultural sensitivity needs to be attended to.

Educational managers need training on feedback skills and should be provided with in-service training on the implementation of the evaluation process.

5.3.7 The importance of feedback

Feedback is a vital aspect of management communication which influences the school climate directly. Competent feedback is thus likely to have a positive influence on the management of teacher competence which should improve the school climate and impinge directly on the culture of teaching

and learning in the school. Thus feedback competence is an important aspect for the management of teacher competence and should be an integral part of any staff development programme envisaged for educational managers

5.4 FURTHER RESEARCH

The following areas may be considered for further investigation:

5.4.1 The phenomenon "consideration"

Consideration, as an aspect of transparent feedback needs to be researched in depth, especially in South Africa. Research related to what actually constitutes "consideration" and the skills needed to be "considerate" in appraisal needs to be researched.

5.4.2 The effect of other stakeholders in the appraisal process

The idea that neutral observers be involved in the appraisal process was proposed by the South African Teachers Democratic Union and the Witwaters Rand University research team (EPU). Who these observers will be, how they will observe, what they will observe and who they will be accountable to are some of the aspects that need researching.

5.4.3 Training programmes

Training programmes for teachers and evaluators and how these programmes impact on teacher competence should briefly be conducted as follows:

- * Evaluators and teachers need to be trained on the training procedures, which entails that appraisal should be conducted in an earnest and honest way, as this would ensure that there is mutual trust, honesty, respect, intentionality and optimism.
- * The criteria which must be followed should be adhered to, this could be achieved by using a checklist or guidelines so as to ensure the reliability and validity of both the appraiser and the rights of the appraisee.
- * Evaluators should be trained to make use of communication skills, enabling them to give feedback that is positive or negative in a constructive way
- * Evaluators should be trained on writing out appraisal reports in a clear and simple language that is easy to understand, and which is developmental rather than judgmental.



5.5 Limitations of the study

The following limitations have become evident in this research and may have influenced the outcome:

- * It is important to note that there were only four questions asked regarding consideration as an aspect of transparent feedback. Had more questions been asked on the aspect of consideration the findings would be more representative of the teachers' opinion.
- * Research questionnaires were distributed according to the accessibility of the schools. The sample taken for example in the Gauteng region was not distributed equally amongst the traditional white schools as compared to the traditional black schools, hence it can be concluded that the sample was not representative enough therefore the findings cannot be generalized
- * The subjectivity of the researcher has also influenced the interpretation and subsequent conclusion of the study.
- * It is important to note that the quantitative research methods has shortcomings, for example, a possible problem with language interpretation may have influenced respondent's opinion. It is very likely that if the same research can be undertaken by way of interviews, where the researcher is talking face to face with the respondents, the findings may differ.

5.6 Conclusion

The researcher is aware that, owing to constraints of space, the present study cannot investigate all aspects relevant to the subject sufficiently. It cannot be disputed that there are certain short-comings regarding consideration as an aspect of transparent feedback. An attempt to redress these problems must be made by encouraging educational managers to give effective feedback considerably. It is therefore hoped that the situation in schools - pertaining to consideration as an aspect of transparent feedback, will soon be resolved by the effective and efficient managing of the schools.

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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.....
DR B R GROBLER.....
MS. S SCHALEKAMP.....

PROF. K P DZVIMBO.....
DR M P v d MERWE.....
.....

FC/BRG

1.

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

SECTION A PERSONAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A

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

Male..... 1

Female..... 2

1. GENDER

Male..... 1

Female..... 2 (6)

2. YOUR PRESENT POST LEVEL

Teacher without merit award..... 1

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

Head of Department..... 3

Deputy Principal..... 4

Principal..... 5

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

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

(e.g. thirty five years 3 5) (8-9)

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

(e.g. five years: 0 5) (10-11)

2.

5. YOUR HIGHEST EDUCATIONAL QUALIFICATION

- 1 Lower than Std.10.....
- 2 Standard 10.....
- 3 Post school Diploma.....
- 4 Teacher's Diploma.....
- 5 Teacher's Diploma + Further Education Diploma
- 6 Bachelor's Degree.....
- 7 Bachelor's Degree + Teacher's Diploma.....
- 8 Higher Post Graduate Diploma..... (12)

6. PROVINCE (In which you are presently teaching)

- 1 Gauteng.....
- 2 Northern Province.....
- 3 Mpumalanga.....
- 4 North-West Province.....
- 5 KwaZulu-Natal.....
- 6 Free State.....
- 7 Northern Cape.....
- 8 Western Cape.....
- 9 Eastern Cape..... (13)

7. WHICH IS YOUR RELIGIOUS COMMITMENT?

- 1 None.....
- 2 Christian.....
- 3 Islam.....
- 4 Hindu.....
- 5 Jewish.....
- 6 Other (Specify)..... (14)



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

1
2
3

Excellent.....
Average.....
Poor..... (19)

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

1
2
3

Excellent.....
Average.....
Poor..... (20)

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

1
2
3
4

Excellent.....
Good.....
Average.....
Disturbing..... (21)

SECTION B

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

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

EXAMPLE

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

Assist you in analysing your lesson behaviours?

never	1	2	3	4	5	always
-------	---	---	---	---	---	--------

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

1
2

Primary school(Grade 1 to Std.5).....
Secondary school(Std.6 to Std.10)..... (15)

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

01
02
03
04
05
06
07
08
09
10
11
12
13
14
15
16
17
18

Afrikaans.....
English.....
Ndebele.....
North Sotho.....
South Sotho.....
Swati.....
Tsonga.....
Tswana.....
Venda.....
Xhosa.....
Zulu.....
Gujerati.....
Urdu.....
Hindi.....
Tamil.....
Telegu.....
Other African.....
Other European..... (16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

1
2

Male.....
Female..... (18)



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

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

1. Show that knowledge of the duties of a teacher is important?
never

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

 always (22)
2. Advocate the use of local music to enhance creativity?
never

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

 always (23)
3. Discuss with you how a particular teaching competence was judged?
never

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

 always (24)
4. Ensure that the meaning of the feedback is understood through discussion and consensus?
never

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

 always (25)
5. Convey an attitude that people "work in order to live" and not that people "live in order to work?"
never

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

 always (26)
6. Ask you for your opinion about the appraisal process?
never

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

 always (27)
7. Indicate that maturity in teaching is just as valuable as academic qualifications?
never

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

 always (28)
8. Indicate that conflicts should be resolved by means of compromise and negotiation?
never

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

 always (29)

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

9. Allow you to see your appraisal report?
never

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

 always (30)
10. Indicate that clarity of expression is vital during appraisal?
never

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

 always (31)
11. Give you a written report that is a true reflection of your classroom performance?
never

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

 always (32)
12. Leave you with a feeling that your efforts will be sufficient in order to attain your goals?
never

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

 always (33)
13. Ensure that teacher achievements are announced to all the relevant stakeholders?
never

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

 always (34)
14. Demonstrate that harmony is more important than direct confrontation?
never

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

 always (35)
15. Reveal a greater respect for teachers married to political figures in the community?
never

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

 always (36)
16. Encourage you to build on your achievements in the belief that success breeds success?
never

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

 always (37)
17. Indicate a sincerity to assist you with your professional development?
never

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

 always (38)



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

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

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

 always (48)
- 28. Manage to enhance the view you have of yourself?

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

 always (49)
- 29. Show a thorough knowledge of the complexity of teacher appraisal?

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

 always (50)
- 30. Demonstrate the ability to give constructive criticism?

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

 always (51)
- 31. Ensure that good teaching performance is followed by personal recognition and praise?

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

 always (52)
- 32. Keep feedback short and simple so that the teacher is not overwhelmed?

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

 always (53)
- 33. Provide you with an accurate report of your performance?

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

 always (54)
- 34. Show a tolerance that various cultures have a different awareness of the importance of time?

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

 always (55)
- 35. Emphasise that there are different levels of status in the school?

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

 always (56)



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

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

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

 always (39)
- 19. Allow a member of a union or teachers' association to be present during appraisal interviews?

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

 always (40)
- 20. Also discuss your future career with you giving concrete examples of how you can gain promotion?

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

 always (41)
- 21. Encourage teachers to use methods of self-appraisal?

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

 always (42)
- 22. Encourage you to bring reality to the teaching-situation in the form of authentic cultural possessions?

1	2	3	4	5
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 always (43)
- 23. Indicate that the way you dress is important for your status as a teacher?

1	2	3	4	5
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 always (44)
- 24. Withhold information from you which could affect your promotion?

1	2	3	4	5
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 always (45)
- 25. Avoid facial expressions which indicate anger, displeasure or hurriedness?

1	2	3	4	5
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 always (46)
- 26. Encourage you to use creative teaching techniques?

1	2	3	4	5
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 always (47)

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

45. Indicate an attitude of accessibility should you wish to discuss any identified problems?
 never

1	2	3	4	5
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 always (66)
46. Allow you to study the assessment criteria thoroughly before you are appraised?
 never

1	2	3	4	5
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 always (67)
47. Give you the impression of complete frankness about your appraisal?
 never

1	2	3	4	5
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 always (68)
48. Leave you with an impression that all teachers are appraised in exactly the same way?
 never

1	2	3	4	5
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 always (69)
49. Indicate that the necessary resources which you need to teach effectively will be provided?
 never

1	2	3	4	5
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 always (70)
50. Give feedback which is balanced so as to benefit both the school and the individual teacher?
 never

1	2	3	4	5
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 always (71)
51. Ensure that any criticism is supported by appropriate facts and specific examples?
 never

1	2	3	4	5
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 always (72)
52. Advocate that any money received by the school as a result of good performance by an individual should be shared by everyone on the staff?
 never

1	2	3	4	5
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 always (73)

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

36. Highlight the importance of work-related values in getting teachers to accept responsibility?
 never

1	2	3	4	5
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 always (57)
37. Reveal that people and warm relationships are important?
 never

1	2	3	4	5
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 always (58)
38. Take care to emphasize only the positive aspects and avoids the negative all together?
 never

1	2	3	4	5
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 always (59)
39. Use simple language in order that no ambiguity exists regarding the appraisal?
 never

1	2	3	4	5
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 always (60)
40. Show that learning to think in terms of "we" is more important than thinking in terms of "I"?
 never

1	2	3	4	5
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 always (61)
41. Give advice which is mostly prescriptive in nature?
 never

1	2	3	4	5
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 always (62)
42. Demonstrate an awareness that access to information and resources are important for your professional growth?
 never

1	2	3	4	5
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 always (63)
43. Indicate a confidence in teachers by allowing you to compare your self-evaluation with that of the management team?
 never

1	2	3	4	5
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 always (64)
44. Leave you with no doubt in your mind that the purpose of the appraisal was your professional development?
 never

1	2	3	4	5
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 always (65)



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

53. Show a sensitivity that some cultures regard direct eye contact as disrespectful?
 never

1	2	3	4	5
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 always (6)
54. Reveal that good teaching is about caring and sharing?
 never

1	2	3	4	5
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 always (7)
55. Ensure that any system of external moderation of marks is clearly explained to the teachers?
 never

1	2	3	4	5
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 always (8)
56. Assist you in analysing your lesson behaviours?
 never

1	2	3	4	5
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 always (9)
57. Attempt to avoid prejudice of any kind when appraising teachers?
 never

1	2	3	4	5
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 always (10)
58. Give you the impression that hidden agendas will not come to the surface during the appraisal process?
 never

1	2	3	4	5
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 always (11)
59. Point out your errors by using specific episodes or behaviours?
 never

1	2	3	4	5
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 always (12)

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

60. Display evidence that favourites gained an unfair advantage?
 never

1	2	3	4	5
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 always (13)
61. Set challenging yet attainable teaching goals together with you?
 never

1	2	3	4	5
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 always (14)
62. Indicate that teaching experience is just as valuable as academic qualifications?
 never

1	2	3	4	5
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 always (15)
63. Show an appreciation that the educational system of the past has left the majority of teachers with a shortage of teaching skills?
 never

1	2	3	4	5
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 always (16)
64. Demonstrate that good academic performance in the school is the product of the group as a whole?
 never

1	2	3	4	5
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 always (17)
65. Point out that it is important that a teacher be punctual?
 never

1	2	3	4	5
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 always (18)
66. Respect the confidentiality of your assessment by not talking to other teachers about it?
 never

1	2	3	4	5
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 always (19)
67. Indicate that teachers should be involved in setting their own standards of work?
 never

1	2	3	4	5
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 always (20)
68. Emphasize the importance of personal example of the teacher in Classroom life?
 never

1	2	3	4	5
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 always (21)



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

69. Use the appraisal report as a tool for advancing the professional growth of the teacher?
never

1	2	3	4	5
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 always (18)
70. Allow adequate time after feedback so that you can master any suggested new skills?
never

1	2	3	4	5
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 always (19)
71. Listen to your opinion as well during appraisal sessions?
never

1	2	3	4	5
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 always (20)
72. Tell you in a direct way what improvement in behaviour is required?
never

1	2	3	4	5
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 always (21)
73. Use questions to determine whether the two of you have interpreted the explanations the same way?
never

1	2	3	4	5
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 always (22)
74. Suggest corrective steps in order to eliminate your errors?
never

1	2	3	4	5
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 always (23)
75. Create an atmosphere of trust because of unimpeachable behaviour?
never

1	2	3	4	5
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~~always~~ (24)
76. Leave you with a distinct impression that you are making a meaningful contribution to the success of the school?
never

1	2	3	4	5
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 always (25)
77. Discuss your specific areas of weakness with the aim of providing in-service training?
never

1	2	3	4	5
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 always (26)

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

78. Ensure that criticism is directed at the particular incident observed and not at the person?
never

1	2	3	4	5
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 always (27)
79. Allow you total access to your appraisal report?
never

1	2	3	4	5
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 always (28)
80. Assist teachers to set educational goals before assessing them?
never

1	2	3	4	5
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 always (29)
81. Allow teachers to retain responsibility for the poor performance of his/her students?
never

1	2	3	4	5
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 always (30)
82. Give you the opportunity to respond to your assessment report?
never

1	2	3	4	5
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 always (31)
83. Allow personal differences between the two of you to cast a shadow over the assessment?
never

1	2	3	4	5
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 always (32)
84. Ensure that you receive a draft copy of your ratings for you to study before the feedback interview takes place?
never

1	2	3	4	5
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 always (33)
85. Make use of a mentor to assist new teachers with suggested improvements?
never

1	2	3	4	5
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 always (34)
86. Conduct the whole process of appraisal in an incorruptible manner?
never

1	2	3	4	5
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 always (35)



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

87. Ensure that you are absolutely sure as to the purpose of the appraisal?
never

1	2	3	4	5
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 always (36)
88. Demonstrate an awareness that most people wish to participate in the formulation of policies which affect them?
never

1	2	3	4	5
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 always (37)
89. Keep important information from you during the appraisal process?
never

1	2	3	4	5
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 always (38)
90. Discuss the appraisal procedure thoroughly before any appraisal occurs?
never

1	2	3	4	5
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 always (39)
91. Arrange workshops where teachers can become familiar with all aspects of the appraisal process?
never

1	2	3	4	5
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 always (40)
92. Demonstrate respect for certain cultural traditions as for example the way some people dress during a period of mourning?
never

1	2	3	4	5
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 always (41)
93. Assist teachers in overcoming weaknesses by developing an action plan with the teacher concerned?
never

1	2	3	4	5
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 always (42)
94. Allow you to record your opinion of your assessment alongside that of management?
never

1	2	3	4	5
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 always (43)

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

95. Give you the opportunity to express your opinion openly without having it held against you?
never

1	2	3	4	5
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 always (44)
96. Indicate a willingness to constantly search for new ideas pertaining to teacher appraisal?
never

1	2	3	4	5
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 always (45)
97. Give the impression that his/her appraisals of you will not be influenced by others (for example by superintendents or members of political parties)?
never

1	2	3	4	5
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 always (46)
98. Clearly state which aspects of teaching have been evaluated?
never

1	2	3	4	5
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 always (47)
99. Allow you to be evaluated by a neutral person should you disagree with the appraisal report?
never

1	2	3	4	5
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 always (48)
100. Ensure that nothing is said that may offend you?
never

1	2	3	4	5
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 always (49)
101. Provide an atmosphere of warmth and acceptance where one can get an accurate view of your performance?
never

1	2	3	4	5
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 always (50)
102. Allow you to be represented on the assessment panel by a person of your choice?
never

1	2	3	4	5
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 always (51)
103. Make use of expert knowledge to demonstrate how certain difficult concepts should be taught?
never

1	2	3	4	5
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 always (52)

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

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

never

1	2	3	4	5
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 always (53)

105. Explain how a particular teaching behaviour was judged?

never

1	2	3	4	5
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 always (54)

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

never

1	2	3	4	5
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 always (55)

THANK YOU FOR YOUR PATIENCE AND KINDNESS IN COMPLETING THIS
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