

**ECONOMIC FACTORS AS AN ASPECT
OF CULTURALLY SENSITIVE FEEDBACK:
IMPLICATION FOR THE MANAGEMENT
OF TEACHER COMPETENCE**

by

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RESEARCH ESSAY

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at the

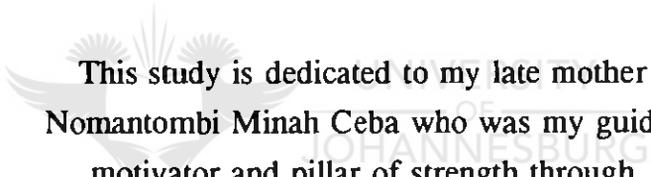
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DEDICATION



This study is dedicated to my late mother
Nomantombi Minah Ceba who was my guide,
motivator and pillar of strength through
all the years of her life.

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OPSOMMING

Onderwyserbevoegdheid is ontwerp rondom die volgende teoretiese konstrunkte:

- * leeromgewing;
- * professionele verbintenis;
- * orde en dissipline;
- * opvoedkundige fondament;
- * onderwyserrefleksie;
- * koöperatiewe vermoë;
- * doeltreffendheid;
- * bestuurstyl.

Vyf komponente van terugvoer oor evaluering is geïdentifiseer:

- * uitnodigende terugvoer;
- * deursigtigheid;
- * taktvolle terugvoer;
- * geloofwaardige terugvoer;
- * kultureel-sensitiewe terugvoer.

Hierdie navorsingsessay fokus op ekonomiese faktore as aspek van kultureel-sensitiewe terugvoer en die implikasies daarvan vir onderwyserbevoegdheid. Om kultureel sensitief te wees beteken om verdraagsaam en geduldig te wees met alles wat anders as jou eie is. Dit beteken ook om die eie kultuur as anders, maar nie noodwendig beter nie, te beskou.

Terugvoer wat deur skoolhoofde tydens evaluering gedoen word, behoort groei te stimuleer en die werkverrigting van onderwysers te verbeter, eerder as om self-waarde en werksekuriteit te bedreig.

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CHAPTER 1

INTRODUCTION, MOTIVATION OF AND STATEMENT OF THE PROBLEM, AIM AND EXPOSITION OF THE ESEARCH

1.1 INTRODUCTION

Educational tasks are so numerous and complex that it takes a very competent teacher to successfully carry them out (Brezinka, 1987:229). Teachers' competence has since become an issue of utmost importance in the changing South African context. Role players in education, such as Departments of Education, parents, pupils and professional organizations have agreed on a wide range of competencies in terms of knowledge, skills and values for teachers in different contexts (Cotep, 1994:11-23).

It therefore becomes evident that management structures may also be hesitant in employing teachers they view as incompetent. The question that arises now is whether a teacher can be judged as competent or not competent without first determining what teacher competence is, the criteria used in its measuring, as well as its feedback process.

However measuring a teacher's competence is a problem. Teachers resist the appraisal procedures due to lack of transparency about the purpose for which data gathered through these appraisal processes are used (Jantjes, 1996:53). Other complaints by teachers are that the performance expectations are not jointly formulated by teachers and appraisers. This lack of participation results in the lack of acknowledgement of their feelings, attitudes and aspirations. Teachers therefore regard the process as not teacher friendly (Jantjes, 1996:53-54).

In the previous Department of Education and Training, the resistance to appraisal procedures was political in that principals were viewed to have been collaborators of the "apartheid" regime. Teachers, especially those who were South African Democratic Teacher's Union members viewed appraisals as victimization sessions (Anon 1993:1).

Research undertaken by a research group from Rand Afrikaans University on teacher competence identified eight factors that constitute teacher competence and five components which constitute feedback on appraisal. The factors for competence are:

The factors for competence are:

- learning environment;
- professional commitment;
- order and discipline;
- educational foundation;
- teacher reflection;
- cooperative ability;
- efficiency;
- management style.

The five components of feedback on appraisal are:

- invitational feedback;
- transparency;
- tactful feedback;
- credible feedback;
- culturally sensitive feedback.

Cultural sensitivity as one of the components of feedback on appraisal will be investigated in this study. It has been conceptualised to consist the following four aspects namely:

- Normative factors
- Social factors
- Economic factors
- Cultural factors

This research essay focuses on the one aspect of culturally sensitive feedback, namely the economic factors.

1.2 MOTIVATION

Role players in education are engaged in heated debates about what qualities should be looked for in competent teachers. They have come up with a wide range of competencies based on knowledge, skills, values and attitudes (Cotep, 1994:10).

Brezinka (1987:229) also purports that teachers' professional competence includes professional knowledge, professional skills and professional ethos.

Ornstein (1993:24&25) also stresses that teacher competence evaluation should focus on attitudes, not just knowledge and skills, because feelings and attitudes determine what knowledge and skills the teacher will acquire.

Brezinka (1987:230) argues that a profession characterized by tasks so difficult as teaching can only be carried out by a person who is devoted to the moral norms related to these tasks. Therefore professional ethos, though not a sufficient condition of course, is necessary. Much as it does not enable one to be professionally competent, it does, however offer indispensable help in orientation within the educational field. Green, as quoted by Ornstein (1993:26) views competence as involving values, experiences, insight, imagination and appreciation, the stuff that cannot be easily measured.

Hodkinson and Issit (1995:25) purport that competence is supposed to incorporate knowledge, understanding and skills in a holistic view of performance. They have doubts as to whether skills and related knowledge can be clearly and adequately specified in competence terms, particularly at higher levels where performance involves complex combinations of skills, knowledge and judgement. Therefore it is

in the interest of all role players in education that key issues such as definite descriptions of teacher competence, clear criteria with which these competencies are measured and the feedback process are afforded priority.

The lack of clarity as to what teacher competence incorporates may result in teachers failing to accomplish school goals and hesitant in participating in the implementation of the various educational programs, and thereby, retarding the schools overall success (Tawari & Osaribo, 1994:409).

Oliva (1993:13), Glasman & Nevo (1988:31-34) and Gorton (1983:243) raise teachers' concerns about the fact that they have not been involved to any significant degree in the development of the staff evaluation programme particularly as it relates to competencies to be judged, the competence of the evaluator, the criteria and process of evaluation and what use will be made of the results. Hawley, as quoted by Van der Westhuizen (1991:257) came up with two primary goals of personnel evaluation, namely *to improve teacher performance* and *to improve student learning*. It remains doubtful whether evaluators reduce staff evaluation only to these two goals. Teachers further question reliability of the data collected on their performances and competence of supervisors and evaluators in conducting appraisals. Ellermeyer (1992:16) and Van der Westhuizen (1991:257) both question the effectiveness of the principals as evaluators. Most of them are often viewed as lacking in content knowledge particularly at the secondary level of instruction. Some principals according to Rooney (1993:44) are so overwhelmed with leading schools that they overlook the collective expertise of their staff.

Another major concern is the time factor. Ellermeyer (1992:16) argues that appraising teacher behaviour and activities for instructional purposes is time consuming therefore a principal's lack of time can be detrimental to the effectiveness of teacher evaluation.

Daresh (1992:18) also posits that appraisal takes time and cannot be handled on the "fly-as-you-go-about" other administrative tasks. If the goal of supervision is the improvement of instruction, then shouldn't it be principals' first priority? If principals, by virtue of possessing a wide span of control have little time for supervision and evaluation, can't other teachers be involved? Looking at the intention of formative evaluation, which is to carry out a continuous evaluation for the improvement of instructional effectiveness, speaking of a single lecture as an example of formative evaluation is misleading (Van der Westhuizen, 1991:259).

A criticism by Bridges (1992:9) is that principals do not allocate a significant portion of their time managing instructional activities. In addition to the time factor problem, Black (1993:39) brings to our attention the fact that teachers seek more involvement and no longer accept the "one-judge-one-jury" type of evaluation. Gellman (1992:40) also argues that observation performed by a single supervisor on a single occasion provides a snapshot of performance and often a snapshot of the teachers' best performance.



There is yet another major outcry by teachers concerning principals who, teachers allege, are seldom clear in their objectives when they evaluate feedback. It is alleged they often make judgments based on personality rather than performance (Daresh, 1992:29&30). Another major concern by teachers is that evaluative comments and feedbacks are not shared in private as the case should be, and appraisals are usually not based on known facts but rumour or gossip.

Since the goal of evaluation is to improve the quality of professional performance in the school it is uncalled for, that principals should attack individual teachers (Gorton, 1983:252). Gorton (1983:253) raises a complaint by teachers that they receive no immediate constructive supervisory assistance following the evaluation process. If it is there, it is usually about their weaknesses and no specific help is offered thereafter. It is further important to be aware of, and sensitive towards the manner in which you

communicate with teachers during feedback. The culture of each teacher to be assessed must be known in its own terms. Cultural context is best mastered by sharing the teachers' lives as much as possible (Honingham, 1963:9). For such intimacy to be attained a study of how managers can be tolerant and patient with everything that is unlike theirs should be done.

This study is essential because teacher competence has become a key issue and a buzz word in the changing South African educational context. If we are to manage change effectively a study about the nature, characteristics and implications of teacher competence is imperative.

Another reason that renders this study important is that the purposes of evaluation are incompatible and in direct conflict. According to Gorton (1983:241&243) the first objective of evaluation is to identify needs for supervisory assistance and the second one is to determine whether or not a staff member should be retained. Achieving the objectives for supervisory assistance is impaired because teachers are reluctant to identify their own weaknesses for fear of being labelled as incompetent, where as in actual fact they should be open, candid and cooperative about revealing and confirming their limitations with principals.

It therefore becomes evident that teachers view evaluation as threatening, punitive, of little help and not in their best interest. In addition to the above reasoning Rebell (1991:28) confirms the necessity of the study because professional practice regarding the assessment of teacher performance is in a state of transition. In the past, teacher evaluation practices have been held in low regard and said to be simplistic, purposeless and overly subjective.

If classroom teachers do not have the skills, attitudes and knowledge essential for the accomplishment of the school goals, then their participation in the implementation of the varied educational programmes may become reduced, thereby retarding the schools overall success (Tawari & Osaribo, 1994:409). This study will benefit the students in establishing a more productive learning environment for them.

This study is important because it can assist to improve the quality of our evaluation system and reinforce the idea of teaching as a profession (Le Brun, 1984:57).

The private sector also needs competent people. By improving our instructional effectiveness, we will be boosting the economy because we will be producing students who will stand the challenges of the corporate world.

1.3 PROBLEM STATEMENT

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

- * *What is teacher competence and how is it constructed?*
- * *What role does cultural sensitivity play in giving feedback during assessment?*
- * *Is the economic factor as an aspect of cultural sensitivity considered during feedback on assessment?*

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

1.4 AIM OF RESEARCH

Considering the problem formulated above the general aim of this research project is to:

- *Investigate the five components of feedback and to determine how these components can enhance the feedback process. (see 1.1)*

The group aim is to:

- *Investigate the factors involved in culturally sensitive feedback and how they affect the feedback process.*
- *As a member of the group dealing with cultural sensitivity as an aspect of competent feedback, it is the specific aim of this research essay to:*
 - * determine the importance of economic factors as an aspect of culturally sensitive feedback.
 - * procure teacher opinion as to what extent the economic factors are considered in feedback.

1.5 RESEARCH METHODOLOGY

Literature survey will provide a framework for establishing the importance of the study as well as for comparing the results of this study with other findings (Creswell, 1994:21). According to Smith (1995:28) this type of research involves a systematic, accurate and factual description of the research. To supplement the preceding literature survey an empirical study will be undertaken. A structured questionnaire will be compiled using the literature research as a basis in an effort to obtain teacher opinion regarding the economic system as a facet of cultural sensitivity during feedback on teacher competence assessment.

1.6 CLARIFICATION OF CONCEPTS

The following concepts merit a brief clarification:

* *Evaluation*

- The process of determining the degree to which an employee's or a program's objectives have been achieved in order to continually improve the educational institution's ability to accomplish its mission (Stronge & Helm, 1991:22).
- A process of making judgements regarding the value or goodness of certain events, behaviours or results of behaviours in light of certain agreed upon, well understood and predetermined objectives (Bolton, 1980:28).
- An accurate appraisal of value (Marckwardt, Cassidy & McMillan:1992).

* *Performance Appraisal*

- A process of arriving at judgements about an individuals' past or present performance against the background of his/her work environment and about his/her future potential for an organisation (Castetter, 1986:20).
- To set a value on; to make an official valuation (Marckwardt, Cassidy & McMillan, 1992:72).

* *Assessment*

- a process of measuring performance against certain standards of mastery (Airasian, 1993:57).
- To evaluate; to determine amount (Marckwardt, Cassidy & McMillan, 1992:87).

Having catalogued some of the well known definitions of evaluation, appraisal and assessment. It is noticed that special emphasis is placed on goal-based approach focusing on attainment of objectives which are mutually developed or agreed upon by

evaluator and evaluate and well understood. One significant point about these definitions is that they emphasize continuity and concern about judgements for now and the future.

For the purpose of this research essay the term appraisal will be used by the researcher to refer to the judgement of the performance of teachers so as to determine whether they are competent or not.

1.7 THE STRUCTURE OF THE STUDY

- * Chapter two reviews literature on competent feedback, cultural sensitivity and the economic factor as an aspect of cultural sensitivity.
- * Chapter three will discuss the research design of the project, the development of a research instrument and the procedure to be used.
- * In chapter four, findings will be tabulated, analysed and interpreted.
- * Chapter five will provide a summary of the research essay and highlight the findings, recommendations and reflection based on the research.

1.8 CONCLUSION

In the introductory remarks concerns were raised about the nature of teacher competence, its requirements and feedback during appraisal. In the chapter that follows we need to critically survey literature on feedback and aspects which might influence the effectiveness of this process.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

Performance appraisal is the best structured opportunity for two-way communication between the person who delegates work and the person who performs it. The problem which exists however is that too few appraisals actually achieve the intended results. Too often appraisals fail. There are a number of problems that are associated with such failures (Breackell, 1989-1991:13).

The major problem seems to be the managers' inability to give objective and meaningful feedback to employees. Another problem is the lack of courage to confront subordinates about poor performance. Other problems range from inadequate training of managers as performance appraisers to low quality feedback or even absence thereof. What is needed is a balance between frankness on the one hand and enhancing the employees self-esteem on the other (Breackell, 1989-1991:14-16).

2.2 FEEDBACK

For many managers few activities are more unpleasant than providing performance feedback to employees. In fact unless pressured by organisational policies and controls managers are likely to ignore this responsibility.

What is feedback?

Why the reluctance to give performance feedback?

Van der Westhuizen (1991:206) sees feedback as informing people what should be done, how it should be done and when it should be done:

- * bringing about mutual contact between people and tasks;
- * facilitating guiding;
- * ensuring an effective control structure Tunica (1995:151) sees feedback as any communication to a person giving that person information about an aspect of his behaviour and its effects on others;

According to Robbins (1996:343) managers are uncomfortable discussing performance feedback with employees. However they are quick and enthusiastic in giving positive feedback. They, like most people, don't enjoy being bearers of bad news. Their fear lies on the fact that confrontation often result when negative feedback is given and employees tend to become defensive when their weaknesses are pointed out. The result is that negative feedback is often avoided, delayed or substantially distorted to the detriment of not only the employee, but also to the organisation.

Positive feedback is more readily and accurately perceived than negative feedback, which often meets resistance. Why? The logical answer seems to be that people want to hear good news and avoid hearing bad news. Secondly, employees tend to have an inflated assessment of their own performance. Research shows that an employees' estimate of his/her own performance generally falls around the seventy-fifth percentile. Positive feedback therefore fits what most people wish to hear and already believe about themselves (Robbins, 1996:344-380). Armstrong (1995:34) fully agrees with Robbins that providing negative feedback is not as easy a task as providing the positive one is. He says managers are reluctant to criticize either because it makes them uncomfortable or they fear a hostile and defensive reaction or they want to retain their "nice" image. Although self-generated feedback is a highly desirable feature of performance management. There is also a need for managers to provide negative as well as positive feedback on their own observations and understanding.

According to Armstrong (1995:35) managers should avoid giving feedback in a way which destroys the motivational impact of praise. Too often, the positive elements are overlooked or mentioned briefly and then put on one side. The following sequence is not untypical:

- * objective number one - fantastic
- * objective number two - that was great
- * objective number three - couldn't have been done better
- * objective number four - this is what we really need to talk about. What went wrong?

All the emphasis is on the fourth objective. The discussion will focus on the failure and the individual may become defensive. Most people according to Armstrong (1995:35-36) appreciate high quality feedback because they like to know where they stand. They want to know when they have done well and when it is thought they have not done so well.

Robbins (1996:344) and Armstrong (1995:34-36) give the following suggestions of developing effective skills:

- * **When criticizing be certain it is the performance that is being criticised, not the individual.**

Feedback, particularly the negative kind should be descriptive rather than judgemental or evaluative. No matter how upset one is, feedback should be kept job-related. Telling people they are "stupid", "incompetent" provokes such an emotional reaction that the performance deviation itself is apt to be overlooked. When one criticizes, one must remember that one is censuring a job-related behaviour, not the person.

* **Focus on specific behaviours**

Provide feedback that tells the recipient enough to correct "bad attitude" or on what basis you conclude that a "good job" had been done. Don't indulge in transmitting general feelings or impressions.

* **Keep feedback goal-oriented**

One should guard against giving feedback that "dumps" or "unloads" on another. Feedback, whether positive or negative should be directed toward the recipients' goal. If the feedback is supposed to help you as a manager, statements such as "I've got something that I want to get off my chest" undermines the managers credibility and lessens the meaning and influence of future feedback.

* **Make feedback well-timed**

For feedback to be meaningful, keep the interval between the behaviours and the receipt of feedback very short. It should not wait until the end of the review process. On the other hand making feedback prompt merely for promptness's sake can backfire if you have insufficient information or you are angry. To be effective, feedback should be built into the job or at least provided within forty eight hours of the activity taking place.

* **Feedback should always be factual**

It should refer to results, events or critical incidents and significant behaviours which have affected performance in specific ways. Though there must be room for some interpretation of the facts, such interpretations should start from the actual situation, not from the subjective views expressed by the provider of feedback.

* **Direct negative feedback toward behaviour that is controllable**

Feedback should focus on aspects that can be improved. There is little value in reminding a person of some shortcoming over which she has no control. Negative feedback, therefore, should be directed towards the behaviour the recipient can do something about. On the other hand when negative feedback is given concerning something that is controllable by the recipient it may be a good idea to indicate specifically what can be done to improve the situation.

* Feedback must report on failures and successes, although failings should not be dwelt on as matters for blame. Instead they should be treated as opportunities for learning so that they are less likely, to be repeated in future.

* It should be based on actual results on observed behaviour, not on suppositions about the reason for the behaviour.

* **Describe, don't judge**

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The feedback should be presented as a description of what has happened and not be accompanied by a judgement.

* **Select key issues and restrict yourself to them**

There is a limit of how much criticism one can take. If you overdo it the doors will be shut and you will get nowhere.

* Ask questions rather than making statements, example: Why do you think this happened?

* **Ensure understanding**

If feedback is to be affective, you need to ensure that the recipient understands. It should be concise and complete enough. Every successful communication requires both transference and understanding of meaning.

According to Nadler (1992:15) feedback has a "directing through learning" function where the feedback can tell individuals what happened, why and where performance went awry. If feedback takes the form of a set of objective measures that compares current managerial behaviours to a "yardstick of excellence" then managers have a positive model against which improvement can take place. Ilgen, Fisher and Taylor (1979:163) see feedback perceptions as being influenced by:

- *The source of feedback*

The supervisor must be credible and trustworthy.



- *Nature of the feedback*

Negative feedback is often misperceived or not accepted.

- *Frequency of feedback*

More frequent feedback works best if it is positive, but it can be seen as harassment if negative.

- *Perceptions of feedback*

Perceptions are influenced by the needs of the employees.

Kay, Meyer and French (1965:46) purport that too much negative feedback result in defensive reactions by employees, which in turn lead to little performance improvement.

Defensiveness may take various forms such as

- * blaming others for your inadequacy;
- * minimizing the importance of the appraisal process;
- * demeaning the supervisor and/or for the appraisal forms.

Criticism threatens employees' self-esteem because it provides specific and behaviourally oriented negative feedback.

A group of researchers in *The Practitioner* (see Zolubos, 1989:34) have come up with seven key principles of effective feedback.

- * **Plan the Approach** (Zolubos, 1989:34)

The manager should ask himself the following questions before a feedback:

- * *What is my purpose?*
 - Is it to delegate the decision to change up to the other person?*
 - Suggest possible change but leave the decision up to the teacher;
 - Recommend clearly the need to change or improve behaviour or techniques;
 - Clearly communicate that change must be made as well as the time lines for change.

* **What are the needs and communication or behavioral style of the other person?**

What are the situational elements to consider?

- past conferences;
- recent incidents or events in the work environment;
- external events.

* **What are my communication/behavioral style?**

- What strengths do I bring to the conference?
- What behaviours do I bring to the conference that promote success?
- Is my primary communication style direct or indirect?

* **Promote a conference climate** (Bourisan, 1989:36)

- Find the best location for the conference;
- There should be no interruptions, remove the desk between the manager and teacher;
- Give total attention, eye contact, smile;
- Mind body lean: A slight forward lean sends an "I care" message and promotes listening. Leaning back communicates power and arrogance.

* **Set the stage**

A conference is like a lesson. The manager in which the stage is set has a dramatic effect on learning.

* *Provide a statement of purpose*

The other person should know that the purpose of the conference is to discuss performance and provide feedback.

- He should know a main objective is to identify at least one area for growth;

* *Clarify the ground rules*

- Manager/supervisor should outline how the conference will proceed;
- Length use of data and other details.

* *Solicit the other expectations*

- It is important to send a message that the conference is designed to meet the others' needs as well as those of the organisation.

* **Involve the other person** (Grier, 1989:37)

Research indicates that people are much more likely to commit to change if they are active participants in any discussion about performance.

* *Ask questions*

Smart questions can be used to do the following:

- probe for specific facts;
- call forth evidence to support assumptions;
- check for understanding;
- reflect on performance;
- stimulate critical thinking;
- evaluate the appropriateness of strategies and techniques.

* *Listen and attend*

- Listening enables the supervisor to learn and enhance self-esteem. Research indicates that the following promote listening: *eye contact, body lean, non-distracting environment and psychological attention.*

* *Utilize encouraging remarks*

It has been established through research that principals typically talk more than 70% of the time in a supervisory conference, and that encouraging, remarks such as "tell me more, go on" and "that sounds interesting" promote involvement.

* *Use the golden moment*

Silence is golden. Allow the other person time to think. Send the message that he/she counts.

* **Check for understanding** (Dzyacky, 1989:39)

- The supervisor should check for understanding throughout the discussion. Communication in a conference is confounded by the complexity of job performance and the anxiety or defensiveness involved in the discussion of one's own performance;
- Check to determine if what you said was understood. Ask for feedback or for the other person to summarize what was said;
- Discuss concepts or techniques and listen very carefully to see if the concept was understood;
- Ask the other person to explain the benefits of a change;
- Ask the other person to explain how he/she might change a technique;
- Ask if there are questions or if clarification is needed.

* **Check for agreement and commitment**

- Check to see if the other person agrees with the feedback and analysis as well as with the need to change behaviour;
- Check for agreement informally - ask questions such as "*What do you think about using more small groups?*"

* **Close the conference** (Hendricks, 1989:41)

It is important to close the conference on a positive and professional note. A conference should be ended on a high note by expressing appreciation for the effort and good work being done. Below are some of the questions that can be asked:

- As a result of our conference what will you continue to do because it makes a difference?
- Will you please summarize for me what you plan to work on in the future and how you will go about it;

- Is there anything I can do to help you along the way?
- When would you like me to give you some feedback?
- I want to remind you that you make a difference.

2.3 CULTURAL SENSITIVITY IN FEEDBACK

2.3.1 Concept Analysis

2.3.1.2 For the purpose of this essay the following six definitions of culture will be used

Culture is often defined as the blueprint for living of a group whose members share a given territory and language, feel responsible for one another and call themselves by the same name (Cunningham & Gresso, 1993:21).

Culture is "a set of understandings or meanings shared by a group of people. Typically these meanings are tacitly, held and serve to define the group as being distinct from other groups" (Sergiovanni & Starrat, 1992:92).

"The collective programming of the mind which distinguishes the members of one group from another." According to him this sense of collective programming (culture) is difficult to change and if it does change, it is an extremely slow process (Hofstede, 1980:25).

- * Something that is shared by all or almost all members of some social group;
- * Something that the older members of the group try to pass on to the younger members; and
- * Something that shapes behaviour or structures ones' perception of the world (Adler, 1993:29).

Hall as quoted by Gollnick and Chinn (1990:35) posits that culture is so much part of us that we do not realize that we might behave differently from others. It allows us to predict how others will behave in certain situations.

Oswalt as quoted by Gollnick and Chinn (1990:36) defines culture as the learned and shared behaviour patterns characteristic of a group of people. Cultural behaviour is learned from others in a group and consequently is a sharing of ideas about what is important to that group. Most of what you think and do is based on learning and sharing behavioral tradition.

In the researcher's opinion culture refers to the behaviour that is learned and shared by passing it from one generation to the other. For the purpose of this research essay the economic factors important to culturally sensitive feedback are:

2.4 ECONOMIC FACTOR

The following are the most important aspects of economic factor as they pertain to feedback:

2.4.1 Time Dimension

Kotze (1993:15) states that the time dimension refers to people's orientation to the past, present and future. He maintains that for the white people of South Africa the present is part of history and life is future oriented. However the black people of South Africa attach more importance to the present because for them life hold very little predictability. Therefore in a cultural setting where the school personnel are future-oriented a principal may plan long-term projects like starting a new programme in standard one and evaluating it up to standard five. A principal on the other hand from a present-oriented cultural group would be wary of implementing such long term projects.

2.4.2 Individualism and Collectivism

Adler (1993:38) maintains that Americans are individualists who use personal characteristics and achievements to define themselves. They place high value on individual welfare. Therefore decisions on appointments and promotions in schools are supposed to be based on skills and rules only. By contrast Kotze (1993:3) posits that the Black people in South Africa are group-oriented because they define themselves as members of clans, or communities and they value the groups' welfare as being more important. The decisions on appointments and promotions therefore take into account the group to which a teacher belongs.

Principals should therefore consider the communities where their schools are situated in dealing with school matters such as appointments and promotions because in areas where people have collective consciousness applicants from a particular community and clan would be considered for promotion to post advertised.

2.4.3 Ownership



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Communities characterized by collective consciousness of necessity require collective democracy i.e. consensus and consensual procedure; while people with individualistic consciousness regularly demand their individual democratic rights (Kotze, 1993:11). In terms of collective democracy decisions by the group are the only truly legitimate ones. No individual, no leader however big may take decisions for the group on his/her own. To persons with collective consciousness the "group" is far greater than any individual member (Kotze, 1993:11-12).

Principals operating in environments where teachers have high regard for collective consciousness should guard against taking decisions on behalf of the staff-members. For the staff to own a project and be proud of it decision making should be a joint venture by principal, staff, pupils and parents. This involvement in decision making impacts on instructional effectiveness for the benefit of ownership and promotes commitment and accountability of all involved.

2.4.4 Teams

In the effort for continuous improvement (what the Japanese call "Kaizen") there should be some traditional link between those in the hierarchy and those nearest to the customer - the rank and file of the organisation (Murgatroyd & Morgan, 1992:414). The importance of teams, to be direct, self managing work teams cannot be over-emphasized. They are the building blocks and innovation sources in successful total quality management in organization.

Teams are more powerful and economic learning entities than individuals seeking to learn on their own. Teams within the school can examine cross-functional issues more effectively than individuals acting on their own initiative. Rather than decisions being based on who wins the "Turf" war within the school or on the views of those who are regarded as "the blue-eyed favourites" of senior management they are based on an attempt by a team to understand the needs and concerns of all and to reach satisfactory outcome in the best of all. For a team to achieve sustainable quality improvement over time, it has to be independent of any particular individual: it has to belong to the whole organization and to groups within it (Murgatroyd and Morgan, 1992:142). Many excellent initiatives die when their champion leaves the school for another position. Innovations which are team-owned and team-sustained are far less likely to be dependent on an individual champion.

Ellermeyer (1992:16) insists that principals and classroom teachers should merge their efforts and work cooperatively for the improvement of instruction. They should interact and work more effectively as a team. Such an arrangement would foster a principal-collegial relationship, instead of the "cold war" atmosphere which currently characterizes the relationship between administrative supervisors and teachers.

2.4.5 School Finances

When the principal delegates financial tasks to the teachers he should show consideration for his staff as people and take note of their capabilities. If amongst his

staff there are teachers with commercial knowledge he would delegate mainly financial tasks to them. The principal must bear in mind that as far as school finances are concerned he is also dealing with people who have to carry out certain tasks in a responsible manner. This implies that when he organises with a view to maximum efficiency, he should also consider the abilities interests and personality traits of both the professional and non-professional personnel (Van der Westhuizen, 1991:381-382).

Research studies have shown that the government provision of education in South Africa has been seriously lacking. Looking at education from an economic perspective arguments for government intervention in education are common-place. They are based on the grounds that market failure in the industry exists, that is market provision may not result in a socially desirable quantity or quality of education (McGregor & McGregor, 1995:480).

Basing the intervention on the community held reasoning that education is a public good, private entrepreneurs will not be able to make a profit by supplying education, resulting in under provisioning and inefficiency in the allocation of resources to the education industry.



However, the economic definition of a public good is a good that once provided will be consumed by everyone. This reasoning then falls short of correctness since the public can be excluded from consuming education (McGregor & McGregor, 1995:481).

A strong argument for government intervention in the education industry is that educational services generate positive externalities in that it makes society better off. It is therefore under-provided because neither the buyer nor the seller has an incentive to calculate the social benefit of its production and consumption into its selling price (McGregor & McGregor, 1995:482).

2.4.6 Culturally Sensitive Feedback

Gordon (1994:302) posits that cultural issues may affect the quality of communication.

Effective communication requires disciplining the basic values, motives, aspirations and assumptions across geographical occupational functional or social classes. It, also means seeing our own culture as different but not necessarily better. To ensure quality communication communicators should first assume that cultural differences exist and then adjust their encoding and decoding to respond to likely differences. Knowledge of the characteristics of diverse cultures facilitate such an adjustment.

Principals should, when giving feedback, raise awareness of cultural factors. In so doing they shall have aimed at sharpening observation, encourage critical thinking about cultural stereotypes and develop tolerance (Tomalin & Stempleski, 1993:3).

Principals should recognise that not all teaching about culture implies behaviour change, but merely an awareness and tolerance of the cultural influences affecting ones own and others behaviour.

Culturally sensitive feedback requires that the principal possess:

- The ability to comprehend the dynamics of the communication event.
- An interpersonal sensitivity that includes the ability to perceive accurately one's own internal feelings, the meanings and feelings of others and the demands of the communication situation.
- An ethical approach to communication. This includes the concern for the well being of all participants and willingness to share the responsibility of the outcome of the transaction with other communication participants (Tunica, 1995:142).

Chapter 3 will look at a brief discussion of the design of the research instruments.

CHAPTER THREE

THE DESIGN OF THE RESEARCH INSTRUMENT AND THE DESCRIPTION OF THE EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The literature study in Chapter 2 formed the framework for the empirical study. The specific aim of this study was also highlighted in Chapter 2 when the economic factors as an aspect of feedback: implication for the management of teacher competence was discussed. A brief discussion of the design of the research instrument now follows.

3.2 THE INSTRUMENT OF RESEARCH

3.2.1 The design of the questionnaire

The design of the empirical investigation was a structured questionnaire consisting of 106 open ended items (see Appendix A). The items were based on research done by Van der Merwe & Grobler (1995). This research indicated that feedback competence could be designed around a theoretical construct with the following components:

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

Subsequently groups of students were assigned to investigate each of the above components 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 behaviour pertinent to feedback.

Although this particular research paper deals with economic factors as an aspect of culturally sensitive feedback all the questions formulated by this group are represented in table 3.1. The questions relevant to economic factors are indicated by means of an asterisk (see Table 3.1).

TABLE 3.1

ITEMS ASSOCIATED WITH CULTURALLY SENSITIVE FEEDBACK

ITEM NO.	DESCRIPTION	MEAN SCORE	STANDARD DEVIATION	RANK ORDER
65	Point Out that it is important that a teacher be punctual	4.37	1.04	1
68	Emphasize the importance of personal example of the teacher in classroom life.	3.86	1.22	2
54	Reveal that good teaching is about caring and sharing.	3.71	1.30	3
36	Highlight the importance of work-related values in getting teachers to accept responsibility.	3.70	1.22	4
37	Reveal that people and warm relationships are important.	3.68	1.31	5
8	Indicate that conflicts should be resolved by means of compromise and negotiation.	3.68	1.30	6
*64	Demonstrate that good academic performance in school is a product of a group as a whole.	3.63	1.33	7
*67	Indicate that teachers should be involved in setting their own standards of work.	3.63	1.31	8
23	Indicate that the way your dress is important for your status as a teacher.	3.62	1.42	9
42	Demonstrates an awareness that access to information and resources are important for your professional growth.	3.55	1.29	11
1	Show that knowledge of the duties of a teacher is important.	3.48	1.27	15
14	Demonstrate that harmony is more important than direct confrontation.	3.47	1.32	16
40	Show that learning to think in terms of "we" is more important than thinking in terms of "I".	3.44	1.39	17
41	Give advice which is mostly prescriptive in nature.	3.36	1.27	19
62	Indicate that teaching experience is just as valuable as academic qualifications.	3.30	1.35	24
35	Emphasize that there are different levels of status in the school.	3.29	1.40	26
7	Indicate that maturity in teaching is just as valuable as academic qualifications.	3.25	1.36	30
*88	Demonstrate an awareness that most people wish to participate in the formulation of policies which affect them.	3.20	1.32	35
18	Encourage teachers to inspire their students with an enthusiasm for the teaching profession.	3.17	1.39	39
*34	Show a tolerance that various cultures have a different awareness of the importance of time.	3.12	1.34	48
5	Convey an attitude that people "work in order to live" and not that people "live in order to work".	3.06	1.33	59
63	Show an appreciation that the educational system of the past has left the majority of teachers with a shortage of teaching skills.	3.01	1.37	67
22	Encourage you to bring reality to the teaching situation in the form of authentic cultural possessions.	2.95	1.33	78
53	Show a sensitivity that some cultures regard direct eye contact as disrespectful.	2.60	1.32	97
15	Reveal a greater respect for teachers married to political figures in the community.	2.44	1.41	103
2	Advocate the use of local music to enhance creativity.	2.32	1.29	104
*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.	2.20	1.43	106

* = Items involved with economic factors as an aspect of culturally sensitive feedback.

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

3.2.2 Discussion of economic factors as an aspect of culturally sensitive feedback

Each question was formulated in such a way that the respondents could indicate how often a manager demonstrated a particular behaviour.

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

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

Setting common objectives and working together to achieve them produces good results in a school. The question is ranked number 8 out of 106 items which indicates that it is very important. The respondents might have felt that without team work many excellent initiatives die when their champion leaves the school. On the other hand innovations that are team-owed and team-sustained are far less likely to be dependent on an individual. It is thus economic to work as a team so that a number of teachers gain the necessary skills. The departure of one teacher will therefore not cripple the school.

3.2.2.2 Indicate that teachers should be involved in setting their own standards of work

Planning together is essential if teachers are to be successful in reaching their goals. Standards set by teachers themselves are easily achievable, realistic and acceptable to all.

The question is very important for educational managers. It is also ranked number 8 out of 106 items. The respondents might have been aware that standards improved are not easily achievable, and therefore prefer a joint ownership in deciding the standards. This involvement is economic in that it minimizes the chances of defiance campaigns and go-slows by teachers.

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

The above question encourages ownership and greater accountability of the project. It promotes good collegial relationship among staff members. Respondents have ranked this question number 17 out of 106 items, which indicates it is very important. Respondents might have thought that if all staff members are involved in decision-making individualism is discouraged and co-responsibility is promoted.

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

Decisions become meaningful and acceptable to teachers, if the very teachers were involved in policy formulation. Ranked 35 out of 106 items, respondents might have possibly thought that involvement of teachers in policy formulation makes them feel recognised and their self-esteem is boosted.

3.2.2.5 Show tolerance that various cultures have different awareness of the importance of time

In some cultures planning ahead is more important than in others. Administration duties like year-planning are done a year in advance where as in other cultures they are done when the need arises. Some headmasters become furious with teacher who cannot keep time, while teachers have different perceptions about time which emanate

from their different cultural backgrounds. Ranked 48 respondents might have felt that these differences in time perception cause conflict especially in multi-cultural settings. Time is a very economic-related factor. If one is able to value time then one has successfully economized a very important resource.

Having discussed each of the questions on economic factors as an aspect of culturally sensitive feedback it is now necessary to describe the empirical investigation.

3.3 THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

Respondents were chosen from the various post levels of the teaching profession. It was felt that the perceptions of the teachers at the various post levels relative to teacher competence should vary and hence it was important to sample as wide a range of post levels as possible respondents were teachers from post level I through to educators on post level 6.

3.3.2 Biographical details

The following biographical details were requested gender, post leave, age, teaching experience, highest educational qualification, province in which you are presently teaching, religion, primary or secondary school, mother tongue, gender of the principal of your school, attendance of pupils attendance of teachers and image of your school.

It was reasoned that these aspects could be related to competent feedback and could influence teachers 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 KwaZulu Natal. However teachers from the Free State, North West, Northern and Mpumalanga provinces were also involved. Schools were selected on the grounds of their accessibility to members of the research and the Eastern Cape were represented in the sample.

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

3.3.4 Return of questionnaires

The following figures summarise the information relevant to the questionnaires:



* **Competent feedback**

<i>Handed out</i>	<i>Returned-Useable</i>	<i>Percentage return</i>
1500	1116	74,4%

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

3.4 SUMMARY

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

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

CHAPTER FOUR

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

4.1 INTRODUCTION

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

- * a discussion on the validity and reliability of the research instrument;
- * a comparison of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved; and
- * a comparison of one of the independent groups containing three or more groups by stating the hypotheses and analysis 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 five constructs described by Van der Merwe and Grobler (1995:14). Several experts in the research field from the curriculum services of the Gauteng Department of Education, universities and teachers' colleges 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 B.M.DP4M Program (Dixon, Brown, Engleman, Hill, Frane, Jenrich & Toporek, 1995:448:454) in order to identify a number of factors which may facilitate the processing of the statistics.

The ten factors obtained from the first order factor analysis were now used as inputs for the second order procedure. This consisted of 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:

Factor One: Competent feedback consisting of 95 items with a Cronbach-alpha reliability coefficient of 0,984 with no items rejected. The 95 items can thus be regarded as one scale with a maximum value of $95 \times 5 = 475$ and a minimum scale value of $95 \times 1 = 95$; and

Factor Two: 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 analysis. The factor on unethical feedback was thus discarded.

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

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

4.3 HYPOTHESES

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

4.3.1 Comparison of two independent groups

At the multivariate level two groups can be compared for possible, statistical differences by means of Hotellings T^2 test. This implies that the vectors of the mean scale scores of the two groups are compared in respect of the two factors taken together. Should a significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variables taken separately.

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

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

4.3.1.1 Differences between male and female principals relative to competent feedback

Table 4.1

COMPOSITE HYPOTHESES WITH MALE AND FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE

Dimensions	Variable	Symbol	Description	Test
Differences at the single variable level	Principal	Hot	There is no statistical significant difference between the mean scale scores of male and female principals in respect of competent feedback	Student t-test
		Hat	There is a statistical significant difference between the mean scale scores of male and female principals in respect of competent feedback	

Table 4.2

SIGNIFICANCE OF DIFFERENCES IN THE PERCEPTIONS OF TEACHERS IN RESPECT OF COMPETENT FEEDBACK BETWEEN MALE AND FEMALE PRINCIPALS

FACTOR	GROUP	FACTOR AVERAGE	P-VALUE (Student)
Competent feedback	M	301,40	0,4554
	F	297,19	

N1 (Men) = 838

** = significant at 1% level

N2 (Women) = 278

* = significant at 5% level

Mean factor scale score for competent feedback = 300,35.

Tables 4.1 and 4.2 indicate that there is no statistical significant difference ($p = 0,4554$) between the mean scale scores of males and females in respect of competent feedback. The null hypothesis H_0 can thus not be rejected. In respect of competent feedback there is thus no significant statistical differences in the perceptions of males and females in respect of the feedback competence of principals. Males do, however have a factor average which lies above the mean average for competent feedback. Teachers therefore perceive male principals to be slightly better in giving competent feedback.

4.3.2 Comparison of three or more independent groups

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

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

4.3.2.1 Differences between the various teacher attendance groups in respect of competent feedback

Table 4.3

COMPOSITE HYPOTHESES WITH TEACHER ATTENDANCE VARIABLE

Dimension	Variable	Symbol	Description	Test	
Differences at the single variable level	Teacher attendance	HoA	The average scale scores of the three teacher attendance groups do not differ from one another in a statistical significant way in respect of feedback competence.	Anova	
		HaA	The average scale scores of the three teacher attendance groups differ from one another in a statistical significant way in respect of competent feedback.	Scheffé	
		HoS	There are no statistical significant differences between the average scale scores of the three religious groups when compared pair-wise in respect of the following factor namely:		
FACTOR			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Feedback competence			HoS.AB	HoS.AC	HoS.BC
Differences at the single variable level	Teacher Attendance	HaS	There are statistical differences between the average scale scores of the three teacher attendance groups when compared pair-wise in respect of the following factor namely:		
PAIRS OF GROUPS			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Feedback competence			HaS.AB	HaS.AC	HaS.BC

Table 4.4

Significance of differences between the teacher attendance groups in respect of feedback competence:

Factor	Group	Factor average	p-value (Anova)	Scheffé		
				A vs B	A vs C	B vs C
Competent Feedback	A (Good)	313,92	0,0000 **	**	**	**
	B (Average)	293,74				
	C (Poor)	249,22				

A = Good attendance (N = 498)

** = Significant at the 1% level

B = Average attendance (N = 558)

* = Significant at the 5% level

C = Poor attendance (N = 60)

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

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

- * There is a statistical difference at the 1% level between the average scale scores of the three attendance groups in respect of competent feedback. HoS.AB, HoS.AC and HoS.BC are thus rejected in favour of the alternative hypotheses HaS.AB, HaS.AC and HaS.BC.

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

Table 4.5

Mean scores of some of the independent groups in respect of feedback competence

NAME	CATEGORY NAME	MEAN SCORE
		Feedback competence
Gender	Men	295,97
	Women	302,35
School Type	Primary	305,28*
	Secondary	294,39*
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. 10; Diploma	323,32*
	Teachers Diploma	300,84*
	Diploma Degree	298,02*
	Degree plus	287,96**
Province	Gauteng	292,02**
	KwaZulu	327,80**
	Other	294,52**
Home Language	Afrikaans	303,29
	English	283,48**
	Sotho	*295,43
	Nguni	*319,40**
	Indian	*280,37
	Tsonga	*284,55
Attendance Pupils	Good	310,78**
	Average	298,89**
	Poor	255,54**
Attendance Teachers	Good	313,92**
	Average	293,74**
	Poor	249,22**
Image of School	Excellent	322,10**
	Good	308,12
	Average	*273,21**
	Disturbing	*239,97**

** = Significant difference at the 1% level

* = Significant difference at the 5% level

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

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

School type - The table indicates that primary school teachers are more positive in their opinion about the feedback of their educational managers than secondary school teachers are. Primary school teachers' factor mean score differs from the scale score of secondary school educators at the 5% level of statistical significance. This is probably due to the fact that secondary school teachers are specialists and it is more difficult to convince such a wide variety of subject experts of your feedback competence.

Highest qualification - Educators with higher qualifications have the lowest factor averages in their perception of principals in respect of competent feedback. Teachers with the lowest qualification also differ from the other two groups at the 5% level of statistical significance. It is possibly due to the fact that qualifications cause people to have a different perception because the higher the qualification, the more critical one becomes relative to receiving feedback.

Teacher attendance - Teachers belonging to the group where teacher attendance is perceived to be good perceive educational managers to be more competent in giving feedback than teachers who perceive teacher attendance to be average or poor.

Teachers who belong to group A differ from those belonging to group B. Those teachers who belong to group C differ significantly at the 1% level from groups A and B. This makes one feel that competent feedback has something to do with teacher attendance. Where teacher attendance is good the perception of teachers about competent feedback is likely to be good. Feedback is about communication, hence teacher attendance conveys something about the culture and climate present in the school.

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

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

Home language - Nguni-speaking educators have the highest factor mean score and they differ statistically significantly from teachers with English as home language at the 1% level. Nguni-speaking educators also differ at the 5% level of statistical significance from the Sotho, Indian and Tsonga-speaking groups. The high factor

mean score of the Nguni group corroborates the finding in respect of the provinces given above. It is of interest to note that the Afrikaans-speaking educators have the second highest factor mean score and they thus also perceive their educational managers as possessing feedback competence. It could also be that Afrikaans-speaking educators have a high regard for persons in positions of authority and hence will not readily criticize educational managers.

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

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

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

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

4.5 SUMMARY

In this chapter an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by

means of two successive factor analyses which reduced the 106 items to just two factors namely:

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

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

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

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

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

CHAPTER 5

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

5.1 INTRODUCTION

This study forms part of a greater research project concerning teacher competence and its assessment. It tries to answer the following question: *How should any assessment and appraisal programme accommodate economic factors in the feedback stage to make this feedback culturally sensitive?* (See 1.3)

Culturally sensitive feedback has been conceptualized to consist of the following four factors:

- Social factors
- Economic factors
- Normative factors
- Cultural factors



If assessment of teacher competence leads to the development of teachers, then the feedback on assessment becomes very critical from a culturally sensitive perspective. Communicating effectively with teachers during these stressful instances requires that educational managers know feedback and its processes, be aware of the levels on which communication takes place and be sensitive to what causes dysfunctional or ineffective feedback (Grobler & Van der Merwe, 1995:5).

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

- * Summary
- * Important findings

- * Recommendations
- * Conclusion

5.2 SUMMARY

In chapter one, the background to the study was discussed and the problem of the research stated. The research aims were stated and the empirical perspective and the methodology of achieving these aims were given. In addition a division according to chapters was made.

Chapter two focused on the literature survey of competent feedback and economic factors as an aspect of culturally sensitive feedback and its implications for the management of teacher competence.

In chapter three the design of the research project was explained. The design of the research instrument was a structured questionnaire consisting of 106 open-ended items (see Appendix A). The empirical investigation of the survey was presented. This study entailed random sampling of educators from post level one to post level six in the different provinces.

In chapter four the attention was given to the presentation, analysis and interpretation of data. The responses to each question item were presented in the form of tables indicating mean scores, followed by an analysis and interpretation of data presented.

The overall aim of this research essay as stated in chapter one were achieved as indicated in the following findings.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature survey

The thrust of this study was to determine the importance of the one aspect of culturally sensitive feedback namely the economic factors. The factors identified were:

5.3.1.1 Finding One: Time dimension

The black people of South Africa attach more importance to the present, because for them life holds very little predictability (see 2.4.1). They are at home and more comfortable with short-term projects and are usually wary of implementing long-term projects.

5.3.1.2 Finding Two: Individualism and collectivism

Some cultures, for example, American culture use personal characteristics and achievements to define themselves. Decisions on appointments and promotions are supposed to be based on skills and rules only (see 2.4.2). Kotze (1993:3) posits that black people in South Africa value the groups welfare as being more important.

5.3.1.3 Finding Three: Ownership

Communities characterized by collective consciousness of necessity require collective democracy as opposed to those who demand their individual democratic rights (see 2.4.3). In terms of collective democracy decisions by the group are the only legitimate ones. This involvement in decision making impacts on instructional effectiveness for the benefit of ownership and promotes commitment and accountability of all involved.

5.3.1.4 **Finding four: Teams**

Teams are more powerful and economic learning entities than individuals seeking to learn on their own. Teams are the building blocks and innovation sources in successful total quality management in organisations. Many excellent initiatives die when their champion leaves the school, where as innovations that are team-owned and team-sustained are far less likely to be dependent on an individual champion (see 2.4.4).

5.3.1.5 **Finding Five: School finances**

Some principals do not consider the interests, abilities and personality traits of the teachers when they delegate duties, especially financial tasks (see 2.4.5).

5.3.2 **Important empirical findings in respect of competent feedback**

* Competent feedback consists of two factors, namely:

- Competent feedback which is composed of 95 items with a cronbach-alpha-reliability coefficient of 0,984 and with no items rejected.
- Unethical feedback consisting of 11 items with a cronbach-alpha-reliability coefficient of 0,734. These were omitted in any further analysis.

* In respect of competent feedback significant statistical differences were found between the perceptions of educators as reflected in the mean factor scores of the following groups:

- School type, qualifications, province in which one is presently teaching home language, attendance of pupils, attendance of teachers and image of the school (see 4.5).

- * In respect of unethical feedback, this factor was not used in any analysis and thus discarded.

5.4 RECOMMENDATIONS

The main aim of this research essay was an investigation into the importance of economic factor as an aspect of culturally sensitive feedback and its implications for the management of teacher competence. In order to realize this aim a literature survey was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research are now amalgamated by the following recommendations.

5.4.1 Recommendation on finding one: Time dimension

Principals operating in a cultural setting where the school personnel are present oriented should concentrate on short-term projects monitor their success carefully as this success may be a motivating factor for future successes.

5.4.2 Recommendation on finding two: Individualism and collectivism

Since collectivism is group orientated, principals could involve management strategies of cooperation especially when dealing with black teachers. They should therefore consider the communities where their schools are situated in dealing with school matters such as appointments and promotions.

5.4.3 Recommendation on finding three: Ownership

The principals should treat participation in decision-making not as a favour to teachers but as their democratic right. Teachers should clearly understand why they are being involved, the purpose, authority and scope of their involvement. Teachers always feel they own the project when decision making is a joint venture by both management and teachers.

5.4.4 Recommendation on finding four: Teams

For a team to achieve continuous and sustainable quality improvement over time it should be independent of any particular individual. Principals and teachers should merge their efforts and work cooperatively for the improvement of instruction and the fostering of a principal-collegial relationship.

5.4.5 Recommendation on finding five: School Finances

When principals delegate financial tasks to the teachers they should show consideration for his staff as people and take note of their interests, abilities and qualifications. In addition they should take note of capabilities like commercial knowledge.

5.5 CONCLUSION

The objective of this research essay was to investigate how any appraisal programme should accommodate economic factors in the feedback stage to make this feedback culturally sensitive. This investigation would have implications for the management of teacher competence.

When we learn about culture we learn to beware of statements like "my culture is correct and good and another culture is wrong". The principal should provide feedback in a manner that shows he values all cultures. He should by all means avoid behaviour and ideas that harm other people. Educators need to be aware and understand the effects of an individualistic principal operating in a community that is characterised by collective consciousness. Educators should take cognisance of the differences in peoples' orientation to the past, present and future. Principals need to acknowledge teams as powerful and more economic learning entities. Teachers must participate in both the planning and execution of the appraisal process to promote full accountability for its outcome. Overall it can be concluded that there are significant

differences between most of the independent groups investigated as far as competent feedback by principals is concerned. It is hoped that the analysis of competent feedback as well as the task and role of the principal in providing competent feedback will contribute towards the management of teacher competence. Conceivably the conclusions reached in this research essay may assist in developing strategies for effective management of teacher competence.



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Office use only	
(1-4)	
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1	
(5)	

SECTION A PERSONAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A

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

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

1. GENDER

Male.....	1	(6)
Female.....	2	

2. YOUR PRESENT POST LEVEL

Teacher without merit award.....	1	(7)
Teacher with merit award(s).....	2	
Head of Department.....	3	
Deputy Principal.....	4	
Principal.....	5	
Higher promotion posts.....	6	

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

(e.g. thirty five years

3	5
---	---

)

 (8-9)

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

(e.g. five years:

0	5
---	---

)

 (10-11)

5. YOUR HIGHEST EDUCATIONAL QUALIFICATION

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

(12)

6. PROVINCE (In which you are presently teaching)

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

(13)

7. WHICH IS YOUR RELIGIOUS COMMITMENT?

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

(14)

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

Primary school(Grade 1 to Std.5).....	1	(15)
Secondary school(Std.6 to Std.10).....	2	

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

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

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

Male.....	1	(18)
Female.....	2	

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

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

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

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

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

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

SECTION B

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

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

EXAMPLE

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

Assist you in analysing your lesson behaviours?

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

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

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

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

never

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

 always (22)

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

never

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

 always (23)

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

never

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

 always (24)

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

never

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

 always (25)

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

never

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

 always (26)

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

never

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

 always (27)

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

never

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

 always (28)

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

never

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

 always (29)

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

9. Allow you to see your appraisal report?

never

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

 always (30)

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

never

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

 always (31)

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

never

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

 always (32)

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

never

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

 always (33)

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

never

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

 always (34)

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

never

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

 always (35)

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

never

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

 always (36)

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

never

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

 always (37)

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

never

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

 always (38)

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

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

never

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

 always (39)

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

never

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

 always (40)

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

never

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

 always (41)

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

never

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

 always (42)

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

never

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

 always (43)

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

never

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

 always (44)

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

never

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

 always (45)

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

never

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

 always (46)

26. Encourage you to use creative teaching techniques?

never

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

 always (47)

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

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

never

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

 always (48)

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

never

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

 always (49)

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

never

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

 always (50)

30. Demonstrate the ability to give constructive criticism?

never

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

 always (51)

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

never

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

 always (52)

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

never

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

 always (53)

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

never

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

 always (54)

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

never

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

 always (55)

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

never

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

 always (56)

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

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

never

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

 always (57)

37. Reveal that people and warm relationships are important?

never

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

 always (58)

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

never

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

 always (59)

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

never

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

 always (60)

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

never

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

 always (61)

41. Give advice which is mostly prescriptive in nature?

never

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

 always (62)

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

never

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

 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
---	---	---	---	---

 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
---	---	---	---	---

 always (65)

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

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

never

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

 always (66)

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

never

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

 always (67)

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

never

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

 always (68)

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

never

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

 always (69)

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

never

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

 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
---	---	---	---	---

 always (71)

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

never

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

 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)

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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

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 always (33)

85. Make use of a mentor to assist new teachers with suggested improvements?

never

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 always (34)

86. Conduct the whole process of appraisal in an incorruptible manner?

never

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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

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 always (37)

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

never

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 always (38)

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

never

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 always (39)

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

never

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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

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 always (41)

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

never

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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

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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

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 always (46)

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

never

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 always (47)

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

never

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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

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 always (50)

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

never

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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

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 always (53)

105. Explain how a particular teaching behaviour was judged?

never

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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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