

**TIME MANAGEMENT AS AN ASPECT OF THE LEARNING ENVIRONMENT:
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE**

by

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Dedicated to the Almighty God for His guidance and my husband, Mpariseni, my children Tshimangadzo, Mutshinyani and Mashuvho for sacrificing my company while I was busy studying.

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SINOPSIS

Die kind het op sy weg na volwassenheid 'n bekwame onderwyser nodig om hom leiding en rigting te gee en hom te ondersteun en vergesel. Dit is baie belangrik indien die kind se moontlikhede verwesenlik moet word. In die lig van 'n snelle afname in die gehalte van onderwys en opleiding is daar nou 'n baie groot behoefte aan bekwame onderwysers wat weer die standaard en gehalte van onderwys en opleiding sal opstoot.

Die onderwyser is werksaam in die leeromgewing wat op so 'n wyse beheer moet word dat dit onderwyserbekwaamheid bevorder. Die fisiese, psigososiale en opvoedkundige fasette van die leeromgewing moet bestudeer word ten einde vas te stel hoe hulle onderwyserbekwaamheid kan bevorder. Een van die aspekte van die leeromgewing wat geïdentifiseer kan word, is tydsbestuur, wat die hooftema van hierdie studie uitmaak.

Tyd is 'n baie deurslaggewende aspek deurdat dit grootliks bydra tot die kind se prestasie in die leeromgewing. As dit nie op bekwame wyse bestuur word nie, beïnvloed dit die akademiese prestasie van die kind omdat die hoeveelheid tyd wat die kind aan leer bestee, bepaal in watter mate hy of sy sukses behaal.

Die doel van hierdie studie was om vas te stel in watter mate tyd nóg deur onderwysers, nóg deur leerlinge doeltreffend aangewend word in die leeromgewing, veral in die klaskamer, waar die meeste leer plaasvind. Moontlike oplossings oor hoe tyd doeltreffend benut kan word, moes aan die hand gedoen word sodat hulle dan geïmplementeer kan word. Aangesien skoolbestuurders ook bydra tot die wyse waarop onderwysers hulle tyd bestuur, moes hulle rol bestudeer word en is moontlike maniere waarop hulle onderwysers kan help om tyd doeltreffend te bestuur en gebruik, aan die hand gedoen.

'n Empiriese ondersoek is onderneem na die verskillende fasette van onderwyserbekwaamheid, met inbegrip van tydsbestuur in die leeromgewing. Uit die reaksies ten opsigte van tydsbestuur het aan die lig gekom dat hoewel onderwysers hier hul bes doen, opleiding tog gegee moet word oor hoe om tydsbestuurwerktuie en -strategieë te gebruik wat hulle in staat sal stel om vas te stel presies hoe hulle hulle tyd gebruik, en dan die nodige stappe te doen om hulle tydsgebruik en -bestuur te verbeter. As dit gedoen word, sal daar 'n groot verbetering in die gehalte van onderwys en opleiding kom.

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CHAPTER 1

INTRODUCTION STATEMENT OF THE PROBLEM, AIM OF THE STUDY AND METHODOLOGY

1.1 INTRODUCTION

The school is a unique, independent, public social structure which has the task of teaching and educating children. It has to assist children to acquire knowledge and skill as well as seeing to the positive formation of the moral character and the development of the entire personality of the emerging adult. Badenhorst (1973:74) argues that the school carries out these tasks by involving professional educators who are equipped with a philosophy of life, subject matter and knowledge. This implies that the professional educator should have the ability to perform his tasks at the standard expected of him, which according to Burke (1990:40), defines competence.

A teacher is a very important figure in the life of the child, so that he needs to be competent. That is why the Committee on Teacher Education Policy (COTEP, 1945:5) has laid down as its fundamental aim of teacher education to educate and train teachers to teach effectively in order to facilitate learning. Effective teaching is viewed by the said committee as something that requires a knowledge of the learning process and the acquisition of appropriate knowledge, dispositions, skills, values and attitudes which take into consideration the social, political and economic context in which the teaching and learning are to occur.

Edwards and Knight (1995:109) note that competences related to knowledge include for example, knowledge of children, subject, learning and curriculum. On the other hand, competences related to skills include classroom methodology, communication, assessment and recording, and classroom management.

With regard to classroom management in particular, the teacher should, through education programmes he received during training, be able to organize the learning environment and to demonstrate a knowledge of principles which form the basis of the maintenance of good discipline.

He should further be able to manage the behaviour of his pupils and to evaluate and justify his own actions in managing pupils. It is also very important that he be able to manage his class purposefully in terms of activities, people, space, teaching and learning aids, and time (COTEP 1994:16).

If a teacher persistently fails to maintain discipline, to treat students properly, to impart the subject matter effectively, to demonstrate mastery of the subject matter being taught, to produce the intended results in the classroom or to accept teaching advice from superiors, Bridges (1992:5) labels him as incompetent.

The teaching learning environment needs to be competently managed as it is the place where the child's full potential can be developed. It is thus necessary that the teacher manages all the components thereof, which according to Badenhorst (1993:56), are the physical, psychosocial and the educational.

Charles and Senter (1995:39) argue that the physical environment has facets like floor space, work and activity areas, traffic patterns, wall, countertop, shelf, cupboard and closet space. They also include ambiance as part of the physical environment, which they describe as the totality of intangible impressions that pervade the physical classroom, an atmosphere that at its best conveys excitement, aesthetics, security and pleasure.

The teacher is also charged with the task of establishing and maintaining a positive psychosocial environment, which encompasses the overall emotional climate that exists in every classroom, with all the human emotions included. Charles and Senter (1995:53), also contend that the psychosocial environment is best for enhancing learning, productive work and building good self-concept; and that its effects are more powerful than those exerted by the physical environment. In fact, the teaching - learning environment functions best when a positive and structured climate is provided, one that reflects warmth, support and pleasant circumstances with very low levels of fear. Eggleston (1992:77) supports this view when he contends that the teacher should manage the teaching - learning environment in such a way that it is stimulating, supportive, unthreatening and effective for all its members.

The educational component, according to Badenhorst (1993:56), comprises of lesson content, aims and the arrangement of the teaching.

The teaching - learning environment is not the only aspect that needs to be managed effectively. It is equally important that time also be managed competently. This is because, as Kruger (1993:176) notes, it is a resource that cannot be recycled. Time which is wasted is irrevocable, and it may even involve a waste of other resources and other people's time. If a teacher does not carry out his work effectively, he will waste many pupils' times. The greatest challenge to every person, is how well and effectively he uses his time.

According to Dunham (1995:109), the effective management of time is a major concern for teachers. He further mentions that people who join his management courses have as some of their objectives to learn about time management of the self and others, how to manage time in a better way and more productively and to reduce stress and become more effective. Charles and Senter (1995:27) cite time pressures as one of the prime sources of teacher stress. This viewpoint is supported by Rees (1968:8) when he says that in jobs such as teaching, the largest and most consistent factor contributing to teacher stress has been identified as time, or more specifically, a lack of time to do the multiplicity of tasks required. This serves to show how crucial time management is to the quality of work life.

Calderhead (1984:50) argues that time can be used productively or unproductively, and what pupils do during the time they spend in curricular activities would seem crucial in determining the level and extent of their learning. He also contends that time-on-task is strongly correlated to class achievement. The able, motivated pupils generally achieve a lot in class time, but low-ability pupils experiencing difficulties do not. This necessitates that time in the teaching learning environment be properly managed and used optimally.

At the beginning of every year, teachers lay out the school year, noting what the year's calendar allows in terms of instructional time, then organize their instruction programs to fit within time constraints while providing proper emphasis, duration and continuity over days, weeks, semesters and entire year.

However, due to all kinds of problems and disruptions on the instructional programs, their plans are frustrated. Many a time they cannot finish their syllabi and this results in a high rate of pupil failure, especially in externally examined classes. The Sowetan (1995 -12-29), published a table of std 10 results according to provinces. The Northern Province's results, for example, were disastrous as only 38% obtained a pass. Although many factors contributed towards that, improper time management is one of them. This is because optimum time utilization is related to pupil performance.

It is thus of vital importance that time be used and managed properly in the teaching learning environment. If some teachers fail to do so, it will ultimately affect all the teachers in the school when for instance, the pupils' academic performance is poor or when they become adults who never or seldom observe time. Time management in the learning environment is therefore, an aspect that needs to be studied thoroughly in order to bring about efficiency.

1.2 STATEMENT OF THE PROBLEM

There is a problem of time not being managed and used properly by teachers in the Northern Province. The seriousness of this problem becomes very obvious when pupils perform poorly in the exams, especially in Matric. This led the Provincial Education Department to express this concern in a circular dated 17 January 1996 in which they cautioned teachers to observe school hours and not to absent themselves from school without official permission. In the said circular, it was also pointed out that such behaviour does not lead to effective teaching and learning as well as sound administration and management.

This problem dates back to the 1980's. For example, Departmental Circular Number 59 of 1986 issued by the former Venda Department of education was also about prescription of working hours because of continuing unsatisfactory performance by pupils during examinations. The said circular had prescribed that a teacher be on duty up to at least 15h00 if he or she is not supervising studies or busy with extramural activities on every school day. Due to teachers' demands however, things were made to change in favour of shorter hours in 1990.

While some teachers do not observe school hours, others complain about not having enough time to deliver their curricula within very tight time constraints, caused by all kinds of problems and disruptions on the instructional programs. When pupils' results are not good, parents and communities complain about the incompetence of teachers and principals, sometimes resulting in conflict.

Tauber (1990:54), says that teachers expect students to be dependable, accountable, to be where they are supposed to be at the right time. In most cases, however, they create a problem when they are not, like when they do not observe bell times and would also like to stay away from school as much as possible or leave early.

With the knowledge of what has been written about the problem, it becomes imperative that this problem of time management and usage be studied. Efforts should be made to find out what makes a teacher find it difficult to observe or manage and use time properly as well as pupils so that relevant steps to remedy the situation can be taken. It is equally important that the teaching - learning environment be thoroughly explored so that it can be established as to how it can promote teacher competence.

1.3 QUESTIONS GUIDING THE STUDY.

In the light of the preceding discussions, the following are the questions that guided the study:

- a) What is teacher competence and how is it constructed?
- b) What is the essence of the learning environment and to what extent can it be used to enhance teacher-competence?
- c) With regard to time management in the learning environment:
 - I. What are the problems hindering the effective use of time?
 - II. What form of assistance can be given to both teachers and pupils, and what role can school managers play in this respect?
 - III. How can time management promote teacher competence?

1.4 AIMS OF THE STUDY

- 1.4.1 The general aim of this research project is to investigate the components of teacher competence and how these aspects enhance teacher effectiveness.
- 1.4.2 The specific aim of the group dealing with the learning environment is to investigate the nature and contribution of the learning environment as an aspect of teacher competence.
- 1.4.3 The specific aim of this mini-dissertation is to investigate how time management in the learning environment can enhance teacher competence, by:
- a) Identifying the problems hindering the effective use of time,
 - b) Looking for ways and means of how teachers and pupils can be assisted so that they can use time effectively, and
 - c) Looking into the role of school managers with respect to time management in the learning environment.

1.5 SIGNIFICANCE OF THE STUDY

The study is of paramount importance because after identifying the obstacles in the way of using time effectively, teachers will be assisted with suggestions or a model for using time effectively. As Kruger (1995:5) notes, optimum time utilization leads to increased productivity, realization of goals, and more effective use of resources.

Teachers and pupils will benefit from the study as it will serve as a remedial purpose for the culture of teaching and learning which has been gradually eroded during the past years in the schools. Restoring the culture of teaching and learning will involve the creation of a culture of accountability, of knowing, accepting and acting on one's responsibilities.

1.6 METHODOLOGY

1.6.1 Literature study

A literature study will be done on the problem being investigated. This will be done with a view to finding out what has been said on the topic and avoid unintentional and unnecessary replication. It will also provide a theoretical framework for the empirical research to be embarked upon.

The researcher will, through the literature study, also be able to relate the findings to previous knowledge and suggest further research. Both primary and secondary sources will be used in conducting the literature study.

1.6.2 Empirical research

A questionnaire will be compiled from which the researcher will obtain quantitative information.

1.7 DATA ANALYSIS

An analysis of the responses in the questionnaires will be made. Responses to the various questions will be summarized in tables.

1.8 POPULATION

Since it is a group project, secondary schools in the Northern Province, Gauteng and others will be used for obtaining quantitative information, with the population comprising of headmasters, heads of departments, teachers, and SRC members.

1.9 SAMPLE AND SAMPLING PROCEDURES

Stratified random sampling will be done in order to obtain a greater degree of representatives and to decrease the probable sampling error. The population will be divided into homogenous subsets or strata on the basis of age, then samples will be drawn randomly from each subset.

1.10 LIMITATION OF THE STUDY

The researcher would prefer using a population from the whole Northern Province, but due to the constraints of time and finance, the study is limited to the Dzindi area in Venda.

1.11 DEFINITION OF CONCEPTS

1.11.1 Time Management

It may be described as a person's ability to manage available time effectively. It can allow the teacher more time for his primary work (Aquila 1988:37).

1.11.2 Learning Environment

It is the place or classroom where the pupils learn, including the physical, social and educational aspects thereof (Badenhorst 1993:56). In this study it includes the whole school and not just the classroom where the learning takes place.

1.11.3 Competence

It is, according to Everard and Morris (1990:130), a combination of knowledge and skill plus the ability and will to apply them to particular situations. It includes motives, traits, attitudes and aspects of self-image and role.

1.12 CONCLUSION

The researcher will arrive at a conclusion by making use of the findings and discussions of the research.

1.13 LAYOUT

The following layout of chapters was followed:

Chapter 1: Introduction to the problem

An introduction, statement of the problem, aims and significance of the study, methodology and definition of concepts were done:

Chapter 2: Literature Review

It was devoted to a literature study on the problem which helped familiarise the researcher with the work that has already been done on the topic and to comprehend the nature and scope of the topic better. It also provided a theoretical framework for the empirical research to follow.

Chapter 3: Research Methodologies

The aim of this investigation is to describe the phenomenon of teacher competence with specific reference to the learning environment. A literature survey was used to explain teacher competence in an effort to identify the main aspects of this concept. Furthermore, literature about time management in the learning environment as a contributing factor to teacher competence was investigated, which is the specific aim of this research.

An empirical study was undertaken in order to supplement the preceding literature. A structured questionnaire was compiled using the literature research as a basis in an effort to obtain teacher opinion regarding time management as a facet of the learning environment. The problem of construct validity was taken care of through factor analysis.

Chapter 4: Presentation and analysis of findings

A presentation of findings was made in this chapter. The views of various authors as given in Chapter 2 were brought in using the conceptual framework developed in that chapter.

Quantitative data gathered during the study was also analysed.

Chapter 5: Conclusions and recommendations

Conclusions and recommendations were made with regard to the whole problem under study.

CHAPTER 2

2.1 INTRODUCTION

This chapter reviews literature on time management as an aspect of the learning environment and its implications for the management of teacher competence.

An attempt will be made to define competence in a teacher, as well as how the learning environment promotes teacher competence. However, literature reviewed will mostly deal with time management in the learning environment as it is the specific aim of this research. The focus will be on:

- The importance of time management in the learning environment.
- Identifying problems hindering the effective use of time as well as time wasters.
- Ways and means of assisting teachers and pupils to use time effectively.
- The role that school managers can play with regard to time management in the learning environment.

2.2 WHAT IS TEACHER COMPETENCE?

COTEP (1994:10) defines competence as a cluster of integrated knowledge and skills, values and attitudes. This definition leads one to believe that a competent teacher is one who possesses what has just been described, one who has the ability to perform to the standards expected of employees.

Monjan and Gassner (1979:81) define competence as an ability that an individual is required to have in order to be evaluated as competent. Tait in Yule (1991:2), refers to teacher competence as the knowledge, abilities and beliefs which are part of a teacher's background and value system. The teacher brings with him these qualities, most subconsciously to the classroom.

According to Grobler and van der Merwe in Oosthuizen (1995:66), competence in education is also associated with the professional qualifications held by the teacher. A teacher may be qualified and have completed the necessary academic training, but it does not mean that he is necessarily competent.

According to Van Wyk (1987:85), an appropriate teaching qualification is regarded as prima-facie proof of the teacher's ability to give instruction within a specific situation. In other words, it is his proof of technical competence. Qualifications should have relevance to the actual work tasks and lead to proof of on-the-job competence. They should prove the teacher's ability to perform actual tasks effectively.

The competence of a teacher needs to be tested in the working environment, and the headmaster or employer is the one who has to determine the competence of a particular individual. A headmaster can establish that a teacher is incompetent from a pattern of recurring events or an accumulation of numerous examples of these shortcomings. By studying student test results, supervisory observations and complaints from teachers, parents or students, a headmaster can establish the incompetence of a teacher. He should rely on multiple measures when trying to identify an incompetent or competent teacher. Multiple measures will ensure a comprehensive and balanced evaluation (Van der Merwe & Grobler 1995:2,7).

In the White Paper on Education and Training (RSA, 1994:12), concern was expressed regarding the quality of education and training. This was in view of the fact that there has been a precipitous decline in the quality of educational performance in schools and colleges. At the same time it was also stated that this state of affairs had to be reversed.

If the quality of education is to improve, competent teachers are needed. This view is supported by Van Schalkwyk (1988:31), when he states that the educational practice should provide competent educators who have mastered the art of accompaniment, teaching or instruction and can apply it. All human beings possess relatively untapped potential, and in the case of the child, it is the competent teacher who can assist with the realisation of his or her full potential. This realisation of the child's full potential can only be done in the learning environment.

2.3 THE LEARNING ENVIRONMENT

The learning environment can also serve to promote teacher competence. According to Loughlin (1982:1-6), the classroom environment is much more than a place to house books, desks and materials.

If it is carefully and knowingly arranged, it adds a significant dimension to a student's educational experience by engaging interest, facilitating learning activities, communicating limits and expectations, promoting self direction and supporting and strengthening the desire to learn. The learning environment consists of the physical, psychosocial and educational aspects.

2.3.1 The Physical Environment

A well-organised classroom should make provision for whole class teaching, small group activities and individual work. It is the successful and competent teacher who can organize the physical environment in such a way that the needs of all the pupils will be met. Such a teacher will see to it that there's pupils' space where they will be able to work and learn, storage space for equipment and material, work bays and display areas (Yule 1991:96-97; Epanchin, Townsend and Stoddard 1994:99-105). Doveton in Yule suggests that desks, tables and chairs be arranged in the center of the room in groups, making it possible to teach the whole class and to have small group discussions. The conventional arrangement of desks, according to Richardson, (1967:87), impedes natural communication between pupils in different parts of the room, and it encourages shy pupils to be inarticulate and to rely on the teacher to be their interpreter. McNamara (1994:66) recommends that the tables and chairs be arranged in the form of a square or horseshoe pattern as they allow the teacher to see every child, and every child to see the teacher. Epanchin et al (1994:107) emphasise the importance of organizing desks to enhance transition. They believe that planning transitions and preparing students for movement will decrease down time and increase valuable teaching minutes within the school day. In other words, this will contribute to teacher competence in the learning environment.

The seating arrangements can create ill-feeling and destroy pupils' self-esteem. This can happen in instances where there is zoning in the classroom and the students have grouped themselves according to achievement or on the strength of performance. This definitely has undesirable effects as some pupils feel that their weakness and failures are exposed, argues Langa in Yule (1991:21). For this reason, this type of seating arrangements should be avoided.

2.3.2 The Psychosocial Environment

The psychosocial environment also plays a very vital role in promoting teacher competence. Langa in Yule, (1991:15-16), believes that it is the teacher's task to initiate pleasant interaction with pupils. If a teacher persistently remains aloof and the distance between him and his pupils is not bridged, effective and efficient learning is not likely to occur. Teachers have therefore, to ensure that school experiences allow pupils to form positive attitudes which will transfer to future learning situations.

They must provide each learner with the warmth and positive regard that outweigh the negative aspects of the pupil's school experience. It is essential for teachers to develop sound and positive attitudes in learners for future orientation and for their current motivation to learn. If pupil-teacher relationships are to be effective, the aspects of respect and trust, love and care, acceptance and understanding, and acceptance of authority are essential.

Epanchin et al (1994:115-116), also support the view of Langa in Yule (1991:15), with regard to the fact that the teacher influences what learning will occur in the classroom. They remind teachers to be aware of the diverse culture of students within a classroom and respect them. They also caution teachers never to view a student as a stereotype of a particular ethnic group. Instead, they should foster a supportive climate that will make each student feel valued, this value extending to the differences through their own statements, reactions and comments to students, and even foster a climate of celebrating differences.

Lastlett and Smith (1984:11-16), offer some suggestions on how to maintain a peaceful classroom atmosphere. Appropriate responses by the teacher are very important in the classroom. He can sometimes use planned ignoring of provocative behaviour, or signal interference where he can for example use eye contact, a frown or a shake of the head. The physical proximity of the teacher can also calm the restlessness and excitement of a pupil. Being close at hand can provide a source of protection and orientation. Displaying an interest in a child's work can also refocus attention, and if the pupil is experiencing some problems in the work, the teacher can, at the same time, help the child. Praise and affection help children in coping with anxiety and frustration.

Humor in the classroom is also very essential. According to Hill (1989:21-24), humor serves to help students relax and listen, and it encourages a rapport between students and teachers. Humor helps with the retention of subject matter, socialization and promotes the physical well-being and mental health. It can help dissipate a negative or hostile climate in the classroom. For the teacher who wishes to create a learning environment which promotes teacher competence, it is a very powerful instrument to use.

2.3.3 The Educational Component

With regard to the educational component of the learning environment, Fraser (1986:182) is of the opinion that the nature of the classroom environment has a potent influence on how well students achieve a range of desired educational outcomes.

If educational aims are to be achieved in the teaching-learning environment, Torshen (1977:116), suggests that teachers use instructional methods and materials that encourage students to participate actively in the learning process. Teachers can employ a learner-centered approach with an active learning content, where pupils can work in groups on planned tasks with the teacher playing the role of an advisor as suggested by Braine, Kerry and Pilling (1990:20). The objectives of the lesson should be interpreted, perhaps in relation to Bloom's taxonomy when selecting an instructional mode. If a lesson is linked to the cognitive domain for instance, most modes of instruction are suitable. The student's general abilities and attitudes will be an important factor in the selection of the mode of instruction (Curzon 1985:120-121).

Teachers can also use a competency-based approach where according to Monjan and Gassner (1979:4), Sullivan and Higgins (1983:10-11), they can define all educational goals in terms of explicit behavioural descriptions of what a person is able to do once an educational activity has been mastered, and these behavioural descriptions are called performance objectives. An objective describes a skill or attitude that students will be expected to possess after instruction.

The teacher has the responsibility of deciding what skills or attitudes are important for students to acquire, and these objectives must be stated appropriately in order to be most useful in planning instruction and assessment.

Teachers who use management strategies which facilitate sustained student engagement in the learning environment, are effective. Such teachers also use strategies which encourage students to participate actively in learning activities. When teaching, after giving explanations, they offer all students a chance to request further explanation or clarification and encourage questions through for example, their comments. When students are unable to respond to a question, they usually persist by rephrasing the original question, or ask supplementary questions until the students can contribute. Effective teachers use strategies designed to increase student understanding, and they set up activities in which students can have involvement in the academic tasks. Through verbal interaction, they monitor student understanding. This was established through a study on exemplary teachers conducted by Fraser and Walberg (1991:285-187).

2.4 THE IMPORTANCE OF TIME MANAGEMENT IN THE LEARNING ENVIRONMENT

In the teaching-learning environment, it is very important that time be managed effectively. According to Davies (1981:324), it sets a limit to effectiveness, and unless it is managed carefully, teaching and learning will be undermined. For this reason alone, teachers and pupils need to master time rather than allow time to master them.

If a teacher is to provide the best possible education for his pupils, he needs to have strong time management and skills. According to Nelson (1995:2), the more organised and effective a teacher is, the more his or her pupils will learn and the better the results the school will achieve. Time management pays dividends in terms of improving standards of achievement in the classroom.

On the personal level, time management also yields several advantages for the teacher. More work can be done, and there's more time available for important tasks. One can give work of a better quality, have better personal relationships, greater self-confidence and credibility, clearer thinking, better forward planning, more effective stress management and better use of information and resources (Dunham 1995:110-111).

The students' achievement is influenced by the time devoted to instruction as well as by the students' exposure to the content. In fact, according to Bennett in Pollard and Bourne (1994:155), one of the most important determinants of pupils' learning is simply the amount of time they spend on it. Goldstein (1995:278), reports that there is a consensus on research data that the proportionate time in which students are actively and productively engaged in learning best predicts academic achievement and the overall quality of classroom behaviour. This necessitates that time be managed and used effectively in the classroom.

2.5 PROBLEMS HINDERING THE EFFECTIVE USE OF TIME AND TIME WASTERS

Time is sometimes not used sensibly or most effectively in the classroom. Campbell and Neill (1994:169), report that in a study conducted by Bennett (1989), it was found that there were instances where teachers' presentation of instructions about learning tasks were misleading or confusing, so that children did not understand the tasks set and the teacher's purposes were not achieved. On examining how teachers monitor children while they were working, Bennett found that the quality of such monitoring was poor in up to one third of the classroom activities. He pointed out that while the teachers cited lack of time as the problem, the lack of time was teacher induced, that they allow themselves to be bombarded by constant requests and demands by their children, and most of these demands were, when analysed, of a low level but they devoured the teachers' time. He argued that class management strategies for individual diagnosis of pupil needs could be created, and teachers could also be trained in observation and questioning. He suggested collaborative group work as a means within which most low-level demands for resources or clearing up misunderstandings could be met within pupil group. When collaborative groupwork is in place, according to Bennett, early evidence indicates a dramatic reduction in pupil requests, and zero in several classrooms. Campbell and Neill (1994:170) also report that in a study by Alexander (1990), teachers managed time ineffectively by a commitment to lengthy questioning to draw out answers, when directly telling pupils would have been more sensible, especially since, in the end, the teachers resorted to direct instruction anyway. From the foregoing discussion, it is evident that the way teachers use their time in the classroom needs to be re-examined.

Richardson (1967:110), Goldstein (1995:278) and Campbell and Neill (1994:190), raise the issue of evaporated time. This time is notionally available for teaching but in practice, is taken up with transition, supervision, organising and beginning instruction, announcements by the sportmaster or headmaster himself, dealing with misbehaviour and responding to requests.

Goldstein (1995:279), reports that in a study, Anderson found that elementary school students spend more than half their time doing individual seatwork. During this period of time, they display lower engagement rates and have less productive learning, probably because they are not interacting directly with the teacher.

It is very important that lessons always start on time. Lastlett and Smith (1984:1), explain that in a study of twelve comprehensive schools in London, it was found that fewer behaviour problems arose where lessons started on time, and where teachers did not spend lesson time setting up or giving out materials. Sometimes a lesson may have started on time but is interrupted, and according to Richardson (1967:110), an interruption can easily damage a lesson in a way which cannot be repaired. It may prevent pupils from coming to grips with a task that is just beginning to arouse their interest. Moyles (1992:129) believes that interruptions do not only waste useful time but they take their toll on emotional energy. Picking up the pieces is stressful as one always has to work twice as hard to redeem the earlier atmosphere created for the purpose.

Punctuality to class on the part of the teacher is very essential. Richardson (ibid pp115-116), notes that the repeated lateness of a teacher to class may carry its own message. Pupils may think that the teacher prefers the company of his colleagues to theirs, or that what they are to do is either not very important or interesting. They may find ways of upsetting the time framework themselves in revenge. The lateness in the beginnings and ends of lessons where they are controlled by a bell, particularly after the midmorning break when the staff may from time to time allow themselves to take an extra five minutes or so over whatever they are doing.

Sometimes teacher and class agree to throw away time. It is an accepted convention to dislike the first lesson on Monday because nobody has warmed up to the week and to dislike the last lesson on Friday afternoon because everybody is

prematurely withdrawing for the week-end. It is therefore, very easy for a teacher to enter into collusion with a class that is assuming its rights not to use these periods to the full.

Procrastination as a time waster in the classroom, can be eliminated by structuring the instructional program in such a way that students are encouraged to start working or can be given extra points or rewards when the instruction begins, suggests Torshen (1977:1169). They can be given extra points or rewards when they perform the first learning activity as soon as possible after the instruction begins. Frequent formative evaluations can discourage procrastination. Frequent feedback should be given throughout the instructional process so that students can correct their errors without wasting valuable time.

Apart from the classroom situation, teachers may also waste time in various ways. Nelson (1995:16), believes that poor planning, poor organisation, paperwork, meetings and interruptions are some of the major time wasters. Kruger and Van Schalkwyk (1992:198-197), identify internal time wasters in the form of self-indulgence by escaping from work to do something more pleasant, socialising, reading, daydreaming, inability to delegate, escapism and wasting time on unnecessary detail. Frase and Hetzel (1990:131-132), add drop-in visitors, crisis situations, inability to say 'no', tiredness, untidy desks, absence of timeous progress reports and clearly defined objectives, priorities and time schedules, inadequate delegation, insufficient allocation of authority, poor communication, indecisiveness and procrastination.

The teacher has a dual role to play in the school. He has to teach as well as to carry out management and administrative tasks. Pollard and Bourne (1994:155), point out that in a class where almost half the time is spent on administrative matters, the time left over for active engagement in learning tasks is severely curtailed. Mwamwenda (1995:498), suggests that teachers spend as little time as possible on management and administrative duties so that maximum time can be spent on teaching, which will contribute to more learning taking place.

In view of all the time wasters and evaporated time, it is to be wondered whether time and opportunities for learning should not be maximised. McNamara (1994:63), suggests that teachers consider how much learning their pupils can

take. Lengthening the school day and lesson time only to be confronted by weary children subjected to incessant teaching is unlikely to lead to worthwhile learning.

However, more hours of instruction raise achievement levels significantly only when the students spend that additional time actively engaged in learning. If the instruction is inappropriate, or if the student spends the time available on activities unrelated to the objectives of the instructional program, then increasing the time allotted for schooling may not increase the students' achievement level substantially (Torshen 1977:115). Goldstein (1995:278), reports that according to Berliner, when student academic learning time is increased, there is an increase in achievement and a decrease in behavioural problems, especially for low-achieving or at risk students.

Goldstein (1995:279) offers what he calls best practices to academic learning time. In order to increase time used for instruction, he suggests that contingencies for school attendance and punctuality be established, interruptions be minimised, and academic focus be maintained and that teachers always program for smooth transitions.

Instructions and expectations regarding performance should be clarified in order to increase engaged time. Teachers are advised to keep instruction fast paced and maintain an interactive teaching style and frequent student responding. Seating arrangements adopted should maximise attending.

With regard to increasing productive learning time, seatwork needs to be used effectively. Immediate, appropriate feedback should be provided, and performance must be diagnosed, presented and monitored accurately.

2.6 WAYS AND MEANS OF USING TIME EFFECTIVELY IN THE LEARNING ENVIRONMENT

A teacher can make use of a time-log which involves noting at specified intervals what he or she has actually done during that time. It enables one to obtain a detailed analysis of the use of time over a relatively short period. He can also make an analysis of time usage if he wishes to find out where his or her time goes. From these two documents, a teacher can learn from what has happened, and if repeated at a later date, assess improvement. Time wasters can also be

identified through them (Nelson 1995:8, Everard and Morris 1990:125). It is important that teachers know where their time goes. They need to learn to include it in lesson planning, to monitor it during their teaching, and take steps to avoid wasting it.

While it is important that teachers know where their time goes, Dean (1992:182-184), suggests that children's use of time also be recorded. Outside help may be coopted in making detailed observations of what a sample group of children is doing at agreed intervals. The children themselves should also be involved. The results can be used to discuss with them how far they feel they are using their time properly. It may be an opportunity to discuss with older children possible ways of studying, and to provide an opportunity for each child to choose the order of some of his or her work and discover his or her best way of working. Children may also wish to set personal goals to improve their patterns of working, and it may help them to identify and state something they plan to improve.

If pupil time is to be used effectively in the teaching-learning environment, Davies (1981:322), feels that it is important that a sense of priority be communicated to pupils. They should be informed of what the teacher expects from them and as such, put their effort to obtain the results the teacher wants. Pupils need to be trained to concentrate on one particular learning task long enough to master it. Teachers must give them all the information they need for them to learn efficiently. In addition, Moyles (1992:121), suggests that a clear, large copy be displayed on the class noticeboard, and this will enable children to gain a sense of what learning can be anticipated and how much time is available. Teachers should ensure that pupils understand the flow of time in the school day and the various subjects and other aspects which need to be incorporated as it gives them a sense of responsibility and ownership over their collective school lives.

Dean (1992:179-180), believes that time may be used more effectively for slower children by doing more to anticipate their needs and giving them work in which they could succeed by taking a series of small steps which are demanding for them but which they can take without help. This might be more effective than responding to requests for help which imply that the child has already realised that he or she is failing. The teacher should be able to match individual learning needs in such a way that children have work which challenges, but at which they can succeed, and time will consequently, be saved.

Planning how time is used is essential to good time management. Moyles (1992:115), believes that time spent in planning is rarely wasted because having a written, internalised plan often forges the mind for dealing with the issues by providing an inherent structure. This written planning serves as a constant source of reference to long and short-term intentions, and a teacher cannot waste time in constantly having to remember. If there are any changes due to an unexpected or spontaneous response to needs, they can be noted on the original plans. A teacher's plans can include periods of whole class teaching, group teaching and individual work, depending on the time available.

While emphasizing the need, for teachers to plan, Nelson (1995:19) Kruger (1995:10), and Everard and Morris (1990:125) suggest the use of a diary. This diary should be reviewed periodically, at least weekly. A daily action sheet is also recommended, where things that need to be done on a particular day are written down. The previous day's list is reviewed and anything not done is carried forward. The items are numbered in order of time priority. Teachers are advised to timetable important tasks requiring a lot of concentration to the times of the day when they are most alert, i.e. their prime time. They should also keep in mind the difference between urgent tasks and important ones.

Poor organisation can waste a lot of time within the classroom and beyond. Teachers therefore, have to ensure that their teaching is effectively planned to be accessible to all of their pupils. They should consider each pupil's preferred learning style, be it activist, pragmatist, reflector or theorist, and then ensure that they present their teaching in such a way as to encompass each of the learning styles. Well organised teaching also means having clear objectives, knowing what you will do and what the learners will do, having appropriate resources to hand and knowing how long each part of the lesson will take (Nelson 1995:32-33).

In organising non-teaching tasks, Nelson (ibid pp41) suggests that teachers do one job at a time because trying to do several tasks at once will result in several half-done tasks. On the teachers desk, there should only be things that he needs for the tasks in hand so that he is not distracted by the bits and pieces. The desk and workspace should be organized, with everything in its place so that he or she does not spend time searching for things that he or she needs. As far as interruptions go, the teacher should agree on a system with colleagues for keeping certain times

of each week free for concentrated work when no one will interrupt anyone else. This will enable him or her to concentrate on important tasks without breaking that concentration and wasting valuable time.

Teachers also have paperwork to do, which detracts them from their primary function of teaching children. They have therefore, to organise their management of paperwork more effectively. Paperwork can be acted on, passed on, filed or thrown away. Davies, Ellison, Osborne and West-Burnham (1990:130), suggest speed reading techniques like scanning and skimming for dealing with paperwork.

Moyles (1992:133), believes that time can be saved by teachers if they stop doing fundamental or routine tasks which can be done by the pupils themselves. They should train and teach them to do tasks by the highest possible standards so that everyone is satisfied with the results. The same goes for tasks that they can delegate. According to Kruger and Van Schalkwyk (1993:197), a teacher can no longer be only the conveyer of knowledge these days but has to be an instructional manager. Good planning can enable him to use competent pupils and parents to carry out certain tasks for him. When a teacher delegates, he develops the people he is delegating.

2.7 THE ROLE OF SCHOOL MANAGERS WITH REGARD TO TIME MANAGEMENT IN THE LEARNING ENVIRONMENT

School managers have to create and sustain conditions in which teachers' time is not wasted. They should prioritise and control unplanned and even unpredictable changes on a day to day basis. At the routine level, it would mean restricting the number of interruptions to lessons, and of changes to work planned by teachers, ensuring that meetings have objectives, time limits and outcomes, ensuring the delivery and distribution of agreed resources appropriately (Campbell and Neill 1994:158).

They can also encourage co-operative efforts and planning among teachers as this will help them discover the most fruitful ways of using time. Aspects that are common in several subjects can be done in one session, with several teachers present to help. This could also help in saving time. (Richardson 1977:124-125). Campbell and Neill (1994:168) also suggest that schools become collegial, with

each teacher taking responsibility for an aspect of the curriculum, and thus relieving some of the pressure on class teachers of primary schools to be experts in all aspects.

With regard to meetings, school managers can assist in this regard by carrying out what Kruger (1995:107), suggests. He suggests that meetings be convened when a real need arises and not as a matter of routine. Clear objectives should be set for the meeting, and the agenda should be set for each meeting, with time limits set for discussing the various items. Discussions should be focused on the subject under discussion, and the proceedings during the meeting should be evaluated in order to ensure the smooth running of future meetings. Nelson (1995:59-60), advises school managers that it is not all the time that they might need the whole group. Sometimes it may not be necessary that a teacher attend the whole meeting but only a section relevant to him or her. If it looks as though a teacher will not gain much from a meeting when looking at the agenda, he or she can be allowed to attend the relevant part only.

When communicating with their teachers, principals should be clear and unambiguous. Instructions need to be expressed clearly so that staff or pupils should know how to carry them out. (Kruger 1995:9). If that is done, it saves time which can be used for teaching or other important tasks.

In conclusion, time needs to be used optimally in the teaching-learning environment as it leads to the realisation of goals and increased productivity. More time is made available, and this leads to a more effective use of resources. Teachers who use and manage time effectively in the learning environment promote competence. Where inefficiencies still exist, steps should be taken in order to bring about improvement.

2.8 SUMMARY

In this chapter, literature was reviewed on competence and the learning environment, then a focus was placed on time management as an aspect of the learning environment and its implications for teacher competence. It provides a theoretical basis for the next phase in the research. In the next chapter, a brief discussion of the research instrument is made.

CHAPTER 3

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 as time management as an aspect of the learning environment and its implications for teacher competence. A brief discussion of the design of the research instrument now follows.

3.2 THE INSTRUMENT OF RESEARCH

3.2.1 The design of the questionnaire

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

- The learning environment
- Professional commitment
- Order and discipline
- Educational foundation
- Teacher reflection
- Cooperative ability
- Efficiency
- Leadership

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

Although this particular research paper deals with time management as an aspect of the learning environment, all the questions formulated by this group are represented in Table 3.1. The questions relevant to time management are indicated by means of an asterisk:

TABLE 3.1

ITEMS ASSOCIATED WITH THE LEARNING ENVIRONMENT

ITEM NO	DESCRIPTION	MEAN SCORE	S.D.	RANK ORDER
B101	Make use of formal assessment by means of tests and examinations in order to monitor the pupils' learning.	4,20	1,07	17
B16	Formulate valid and reliable tests to assess pupils' progress.	4,12	1,07	34
B28	Phrase questions in a language easily understandable to the pupils.	4,31	1,01	5
B43	Use questions that vary in difficulty in order to cater for the different ability groups.	4,11	1,06	35
B56	Use the knowledge gained from past experience with pupils as a means to assist in making sense of their particular subject.	4,08	1,03	39
B70	Believe that their teaching really does make a difference in the performance of pupils.	4,17	1,005	24
B81*	Make up for teaching time lost due to work stoppages.	3,52	1,32	86
B93*	Plan the use of any free time during the school day effectively.	3,75	1,25	73
B17*	Effectively use available teaching time.	4,25	0,98	11
B44*	Make use of a diary to plan their use of time effectively.	3,49	1,39	89
B29	Create a climate which is conducive to learning.	4,28	0,98	7
B57	Actively involve the children in the lesson.	4,35	0,92	3
B71	Give unceasing support in order to motivate pupils.	4,05	1,25	40
B82	Make use of peer-group tutoring to facilitate learning.	3,26	1,32	95
B94	Encourage groupwork as an aid to pupil co-operation.	4,01	1,12	44

* = Items involved with time management as an aspect of the learning environment.

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

3.2.2 Discussion of time management as an aspect of the learning environment.

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

In your opinion how often do you:

- Make up for teaching time lost due to work stoppages?

It was indicated in the literature study that certain days may be lost to teaching for various reasons. Mention was also made of evaporated time and non-holidays, events and meetings which tend to be disruptive and interfere with normal teaching. The rank order of this question was number 86 out of the 108 questions. It shows that to the respondents, the question was not very important. However, for this research purposes, the question points out an area which needs attention.

In the next question the respondents were asked to give their opinion on how often they:

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

Effective planning is essential to good time management, and this was pointed out in the literature study. In short term planning, daily planning was also recommended, which includes free time that teachers may have during the school day. On looking at the rank order of the question which is 73, it is obvious that this aspect also needs attention as the results show that not many teachers plan for the use of free time during the school day.

Respondents were also asked to give their opinion on how often they:

- Effectively use available teaching time.

As shown in the literature study, a teacher may be late to a class repeatedly, or dislike certain periods in the school day and consequently not use them effectively. If that happens, the teacher throws away valuable time.

This question was very important to the respondents as can be seen from its rank order which is number 11 out of 108. It shows that respondents regard it as important to use available teaching time effectively.

In the last question, respondents had to give their opinion on how often they:

- Make use of a diary to plan their use of time.

This question was not regarded as very important by the respondents. Its rank order is number 89. This shows that many teachers do not make use of a diary to plan their use of time effectively. The importance of writing down or listing all the tasks to be carried out was highlighted in the literature study. As one of the general hints for improved time utilisation, it was suggested that teachers make use of a diary and that it should be updated everyday.

Having discussed each of the questions on time management as an aspect of the learning environment, it is now necessary to describe the empirical investigation.

3.3 THE EMPIRICAL INVESTIGATION

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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 (see Section A question 2 of the questionnaire).

3.3.2 Biographical details

The following biographical details were requested:

Gender, post level, age, teaching experience, 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 teaching competence and could influence teachers perceptions on how often they demonstrated such behaviours.

3.3.3 The research group

Questionnaires were distributed to members of the teaching profession especially in Gauteng and Kwazulu Natal. However, teachers from the other Provinces were also involved, like the Northern Province which includes the Dzindi Area in Venda. Schools were selected on the grounds of their accessibility to members of the research team and all Provinces except Provinces from the Cape were represented in the sample.

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

3.3.4 Return of questionnaires

The following figures summarise the information relevant to the questionnaire:

- Teacher competence.

Handed out	Return - useable	Percentage return
1500	1112	74,13%

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

3.4 SUMMARY

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

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

CHAPTER 4

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

4.1 INTRODUCTION

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

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

4.2 RELIABILITY AND VALIDITY

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

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 108 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the BMDP 4M program (Dixon, Brown, Engelman, Frane, Jenrich and Toporek, 1985: 448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

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

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

- Educative competence consisting of 81 items with a Cronbach-alpha-reliability coefficient of 0,978 with no items rejected. The 81 items can thus be regarded as one scale with a maximum value of $81 \times 5 = 405$ and a minimum scale value of $81 \times 1 = 81$; and
- Collaborative competence consisting of 27 items with a Cronbach-alpha-reliability coefficient of 0,918. The 27 items can thus be regarded as one scale with a maximum scale value of $27 \times 5 = 135$ and a minimum scale value of $27 \times 1 = 27$.

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

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

4.3 HYPOTHESES



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Hypotheses were formulated in respect of all the independent groups. The comparison of 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 Hotelling's T^2 test. This implies that the factors 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.

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

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

TABLE 4.1

COMPOSITE HYPOTHESIS WITH MALE AND FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at the multivariate level	Principal	HoT	There is no statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together.	Hotelling T2
		HaT	There is a statistical significant difference between the vector mean scale scores of male and female principals in respect of the two competence factors taken together.	
Differences at the single variate level	Principal	Hot	There is no statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely:	Student t-test
		Hot1	Educative competence	
		Hot2	Collaborative competence	
		HaT	There is a statistical significant difference between the mean scale scores of male and female principals in respect of each of the factors taken separately namely:	
		Hat1	Educative competence	
		Hat2	Collaborative competence	

TABLE 4.2

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

FACTORS	GROUP	FACTOR AVERAGE	p - value (Hotelling)	p - value (Student)
Educative competence	M	325,20	0,0000**	0,2888
	F	320,95		
Collaborative competence	M	86,28	0,0024**	0,0024**
	F	90,50		

N1 (Men) = 840

N2 (Females) = 272

** : Significant at the 1% level

* : Significant at the 5% level

Mean for feedback competence = 300.35

Tables 4.1 and 4.2 indicate that there is no statistical significant difference ($p = 0,0000$) between the vector mean scale scores of male and female principals in respect of two factors consider together the null hypotheses H_0T is thus rejected and the alternative hypotheses H_aT is supported.

In respect of differences at the single variable level between the two groups the average scale score of the female principals is significantly higher than that of the males in respect of collaborative competence only ($p = 0,0024$). Thus H_{0T1} is excepted because there is no significant difference between the two groups relative to educative competence. However, H_{0T2} is rejected in favour of H_{aT2} . Female principals are thus significantly more collaborative than their male counter parts - hardly an expected result!

4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups multivariable differences are investigated by means of MANOVA (multivariate analysis of variance) in respect of educative and collaborative competence considered together.

The vector mean scale scores are compared and should only differences be revealed at this level then ANOVA (analyses of variance) and the Scheffé test is used to investigate this differences at the single variable level.

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 educative and collaborative competence

TABLE 4.3

COMPOSITE HYPOTHESES WITH TEACHER ATTENDANCE GROUPS AS THE INDEPENDENT VARIABLE.

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at the multivariate level	Teacher attendance groups	HoM	There is no statistical significant difference between the vector mean scores for the three teacher attendance groups taken together.	Manova
		HaM	There is a statistical significant difference between the vector mean scores for the three teacher attendance groups taken together.	
Difference at the single variable level		HoA	The average scale scores of the three teacher attendance groups do not differ in a statistical significant way from one another in respect of the following factors taken separately namely:	Anova
		HoA1	Educative Competence	
		HoA2	Collaborative Competence	
		HaA	The average scale scores of the three teacher attendance groups do not differ in a statistical significant way form one another in respect of the following factors taken separately namely:	

TABLE 4.3 CONTINUED

		HaA1 HaA2 HoS	Educative Competence Collaborative Competence There are no statistical significant differences between the average scale scores of the three teacher attendance groups compared pair wise in respect of the following factors namely:	Scheffé	
FACTORS			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Educative competence			HoS.AB1	HoS.AC1	HoS.BC1
Collaborative competence			HoS.AB2	HoS.AC2	HoS.BC2
Differences at the single variable level	Teacher attendance groups	HaS	There are statistical significant differences between the average scale scores of the three teacher attendance groups when compared pair-wise in respect of the following factors namely:		
FACTORS			PAIRS OF GROUPS		
			A vs B	A vs C	B vs C
Educative competence			HaS.AB1	Has.AC1	HaS.BC1
Collaborative competence			HaS.AB2	HaS.AC2	HaS.BC2

TABLE 4.4
SIGNIFICANCE OF DIFFERENCES BETWEEN THE TEACHER ATTENDANCE IN RESPECT OF THE FOLLOWING FACTORS

Factors	Group	Factor average	p - value (Manova)	p - value (Anova)	Scheffé		
					A - B	A - C	B - C
Educative Competence	A	324,65	0,1104**	0,3735*			
	B	324,66					
	C	314,13					
Collaborative Competence	A	88,07	0,0277	0,0277			
	B	87,26					
	C	80,29					

A = 521 Educators with a perception that attendance at their schools is good.

B = 539 Educators with a perception that attendance at their schools is average.

C = 52 Educators with a perception that attendance at their schools is poor.

** = Significant at the 1% level

* = Significant at the 5% level

Using tables 4.3 and 4.4 it follows that HoM is not rejected. A statistical significant difference thus does not exist between the vector mean scores of the three teacher attendance groups taken together. However, despite this, there is a significant statistical difference between the average scores of the teacher attendance groups in respect of collaborative teacher competence only. The null hypothesis Ho A₂ is thus rejected in favour of the alternative hypothesis Ha A₂.

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

there is a statistical significant difference at the 5% level between the average scale scores of educators with the perception that teacher attendance is good and educators with the perception that teacher attendance is poor in respect of collaborative competence. HoS. AB2 and Hos. BC2 can however, not be rejected. Teachers having the perception that attendance at their schools is good thus perceive themselves to be significantly more collaboratively competent than teachers who perceive the attendance of teachers at their schools to be poor.

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

It is obvious from the table 4.5 that educators differ statistically significantly from one another in respect of collaborative competence more often than they do in respect of educative competence. It appears as if training needs to be given to educators in respect of collaboration.

TABLE 4.5

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

NAME	CATEGORY NAME	MEAN SCORE	
		F1	F2
Gender	Men	325.73	86.18
	Women	323.54	87.76
School type	Primary	322.61	89.23**
	Secondary	326.62	84.28**
Post level	Teachers	320.11**	85.65**
	Teachers with merit awards	325.16	88.74
	Heads of department	340.22**	91.62**
	Higher promotion posts	334.32	92.84**
Highest qualification	Lower than std 10; std 10; diploma	307.93**	89.17
	Teachers diploma	324.44**	87.55
	Diploma; degree	331.38**	89.28*
	Degree plus	332.30***	83.48*
Province	Gauteng	327.19**	87.14
	Kwazulu	*312.44**	88.08
	Other	*328.30	86.91
Home language	Afrikaans	338.97**	83.84*
	English	*330.48	**83.54
	Sotho	320.52*	**90.58*
	Nguni	*316.72**	**89.50*
	Indian	335.70	88.46
Attendance Pupils	Good	323.96	87.17
	Average	325.03	88.09*
	Poor	317.06	80.74*
Attendance teachers	Good	324.65	88.07*
	Average	324.66	87.26
	Poor	314.13	80.29*
Image of school	Excellent	326.89	86.83
	Good	325.12*	89.10
	Average	320.06	85.35
	Disturbing	318.27*	80.76

F1 = Educative competence

** = Significant difference at the 1% level

F2 = Collaborative competence

* = Significant difference at the 5% level

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

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

4.4.1 Educative competence

- **Gender** - according to the factor mean scores males perceive themselves to be slightly more educatively competent than do women.
- **School type** - secondary school teachers have a slightly higher factor mean score than do primary teachers. Secondary teachers tend to be subject specialists and are thus likely to perceive themselves as being educatively more competent than primary school teachers.
- **Post level** - heads of Department have the higher factor average and differ statistically significantly at the 1% level in their factor mean scores from teachers. Heads of Department are appointed to these posts because of subject expertise and one would expect them to be educatively more competent than teachers. It is interesting to note that Heads of Department even have a higher factor mean than teachers in promotion posts above that of head of department.
- **Educational qualification** - educators with an honours degree or higher qualification have the highest factor average and differ from the other three groups at the 1% level of statistical significance. Teachers' perception of their educational competence is directly proportional to their educational qualifications. Hence teachers with the lowest educational qualifications perceive themselves to be educatively least competent. The higher the qualification the better the perception of educative competence.

- **Province** - educators from KwaZulu Natal have the lowest factor mean score and this scale score differs from Gauteng educators at the 1% level of statistical significance and from educators from the other provinces at the 5% level.

Many of the schools in KwaZulu Natal are in rural areas and the teachers at these schools are often not well qualified and hence they perceive their educative competence to be lower than those from urban schools. Factors such as a lack of educational facilities and overcrowded classrooms probably also play a role in these perceptions.

- **Home language** - teachers with Afrikaans as home language have the highest factor mean score and they differ statistically significantly at the 1% level from the Nguni speaking people at the 5% level from Sotho speaking teachers. Afrikaans speaking people have always attached great value to educative competence and have also had the advantage of a superior system of education relative to the Nguni and Sotho speaking teachers. It is also a decided advantage to receive an education in your mother tongue whereas Nguni and Sotho speaking teachers probably studied via their second language, namely English.

Teachers with English as home language have the second highest factor mean score and differ from Nguni speaking people at the 5% percent level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers. Teachers who have Indian dialects such as Gujerati and Urdu as home language also have a higher factor mean and thus also believe that they are educatively competent relative to the other groups. The fact that there was no statistically significant differences between Indian-speakers and other groups was probably due to the small number of Indian-speakers sampled.

- **Attendance of teachers** - teachers who perceive the attendance of teachers at their schools to be good and average have the highest factor mean scores. Teachers with the perception that teacher attendance at their schools is poor also perceive themselves to be educatively least competent.
- **Image of the school** - the factor mean scores seem to indicate a direct link between teachers' perception of the image of their school and their educative competence.

The higher the factor mean score the better the teachers' perception of the image of their school. Teachers with the perception that the image of their school is disturbing also perceive themselves to be the least educatively competent.

It is obvious from the above discussion that many of the independent groups differ statistically significantly from one another in respect of educative competence.

The fact that these groups were expected to differ from one another reinforces the constructive and predictive validity of educative competence as an educational construct.

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

4.4.2 Collaborative competence

- **Gender** - women perceive themselves to be slightly more collaboratively competent than do men.
- **School type** - teachers who have gained most of their teaching experience at primary schools differ statistically significantly at the 1% level from educators who have mostly taught a secondary schools. This significantly higher factor mean score indicates that primary school teachers believe themselves to be more collaborative than secondary school teachers. The fewer subject groupings in primary schools probably cause teachers to collaborate with one another to a greater extent than teachers in secondary schools who tend to be more individualistic because of subject specialisation.
- **Post level** - educators in promotion posts higher than heads of department have the highest factor mean score and differ from teachers at the 1% level of statistical significance. Heads of department with the second highest factor mean score also differ statistically significantly from teachers at the 1% level. There thus appears to be a direct link between the educators post level and collaborative competence. Educators in promotion posts can only achieve their objectives if they possess collaborative competence and it is thus hardly surprising to see that they have the higher factor mean scores when it comes to collaboration.

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

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

- **Province** - educators from KwaZulu Natal are more collaborative than educators from Gauteng and other provinces.
- **Home language** - Sotho and Nguni speaking teachers have the highest factor mean scores in collaborative competence and they differ from English speaking teachers at the 1% level of statistical significance. Sotho and Nguni speakers also differ from Afrikaans speaking teachers at the 5% level of statistical significance. English and Afrikaans speaking teachers have the lowest factor mean scores indicating that their collaborative competence is not as good as those teachers belonging to the black population groups. This difference is probably due to the perceptive characteristic known as collective consciousness which derives from common experience and contrasts with its opposite pole known as individualistic consciousness which is generally operative in the context of the white population groups. The Indian speaking people also have a high factor mean score indicating that they also perceive themselves to be collaboratively competent relative to the other groups.
- **Attendance of pupils** - educators with the perception that pupil attendance at their school is average have a higher factor mean score and differ at the 1% level of statistical significance from educators with the perception that pupil attendance at their school is poor. Teachers who perceive the pupil attendance to be good to average thus believe themselves to be more competent in a collaborative sense than educators who perceive pupil attendance at their schools to be poor.
- **Attendance of teachers** - teachers with the perception that teacher attendance at their schools is good have a statistically significantly higher factor mean score at the 5% level than teachers who believe that teacher attendance at their schools is poor.

It thus appears as if teacher attendance influences collaborative competence in a direct way and teachers who teach at schools who have good to average teacher attendance are collaboratively more competent than teachers who teach at schools where teacher attendance is poor.

- **Image of the school** - teachers with the perception that the image of their schools is good differ in a statistically significant way at the 5% level from teachers who believe that their schools have an image which is disturbing.

There thus appears to be a link between teachers' perception of the image of their school and their collaborative competence. It is also likely that the collaboration in schools with good images is better than in schools where the image of the school in the community is poor.

The discussion of the differences between the factor mean scores of the various independent groups is now followed by a brief summary of the chapter.

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 analysis which reduced the 108 items to just two factors namely:

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

The statistical analysis of the research was rationed to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the data.

An instrument which has construct validity should also be able to distinguish between groups which are known to differ from one another.

It can be seen from the data in Table 4.5 that many of the groups which one expects to differ significantly from one another do indeed differ in their perceptions of educative and collaborative competence. These differences were discussed and possible reasons for the differences in factor mean scores were postulated.



CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The main aim of the research was to investigate time management in the learning environment and its implications for the management of teacher competence. It was essential that this topic be researched as it has a great impact on the achievement of pupils. If time is not managed well in the learning environment, it is the pupil who suffers in the end.

Teachers often complain that they do not have enough time to cover their work. Bearing this fact in mind, it was imperative that an investigation be made on whether time is being managed effectively, and if not, to establish what the causes were and try to come up with suggestions to remedy the situation. If pupils are to benefit from the teaching learning environment, then time needs to be managed competently.

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

- Summary
- Important findings
- Recommendations
- Conclusion

5.2 SUMMARY

Chapter one was mostly concerned with the introduction, statement of the problem, aims and questions guiding the study, significance of the study and methodology.

Chapter two defined competence and the learning environment, then focused on literature on time management in the learning environment and its implications for teacher competence. In the review, an effort was made to expose ways in which time is not used effectively, and possible strategies of using time effectively were also explored.

The design of the research project was explained in Chapter three. The instrument of research was described with regard to the design of the questionnaire, and a discussion of time management in the learning environment were also made, based on the questions that were given to the respondents.

In Chapter four the analyses and interpretation of the empirical data were discussed. Issues of reliability and validity were discussed, and hypotheses were also given.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from literature in respect of time management in the learning environment and its implications for the management of teacher competence.

5.3.1.1 Time-logs, analysis and record keeping are essential tools a teacher can use in order to manage time effectively. This is in view of the fact they enable one to find out where one's time goes, and if some of it is used ineffectively, the mistake can be rectified. If time-logs and analysis are used, they enable one to plan one's work effectively, promoting teacher competence.

5.3.1.2 Recording how pupils use their time is useful. This is because a teacher can use the results thereof to discuss with them how they are using their time.

5.3.1.3 The teachers' methods of teaching and working contribute to using time ineffectively in the classroom, like when they use lengthy questioning techniques to draw out answers from pupils instead of directly telling them, and allowing themselves to be flooded with low level demands which could be avoided by using proper classroom management strategies. If effective methods are used, time will be used effectively and teacher competence will be promoted.

5.3.1.4 Cooperative teaching can help teachers save time in the learning environment.

5.3.1.5 Since students' achievement is influenced by the time devoted to instruction and exposure to content, teachers need to make sure that time wasters do not affect the ways in which they use their time.

5.3.2 Important empirical findings in respect of teacher competence

- Teacher competence consists of two factors namely:
 - Educative competence which is composed of 81 items with a Cronbach-alpha-reliability coefficient of 0,978; and
 - Collaborative competence, made up from 27 items with a Cronbach-reliability coefficient of 0,918.
- In respect of educative competence significant statistical differences were found between the perception of educators as reflected in the mean factor scores of the following groups:
 - Post-levels, educational qualifications, province in which one is presently teaching and home language.
- In respect of collaborative competence, the opinions of the following groups of educators showed significant differences:
 - School-type, post-levels, educational qualifications, home language, pupil attendance, teacher attendance and image of the school.

5.4 RECOMMENDATIONS

The main aim of this research project was an investigation into the importance of the management in the learning environment and its implications for the management of teacher competence. In order to realise this aim, a literature review was undertaken, and this served as a foundation upon which the empirical investigation could be based. The literature review also provided a conceptual framework which guided the study. The findings of this research are now amalgamated by the following recommendations.

5.4.1 Recommendations pertaining to the literature review

5.4.1.1 If teachers are to manage time effectively in the teaching learning environment, they need to make use of time management tools like time - logs - analysis and record keeping. Training needs to be given on how to uses these tools.

5.4.1.2 When teaching and working with pupils, it is recommended that methods which promote competent use of time be used.

5.4.1.3 Teaching across the curriculum is recommended as a time - saving device in the teaching - learning environment.

5.4.1.4 School principals can help teachers to use time effectively by creating and sustaining conditions in which time is not wasted. Teachers themselves also need to use time judiciously and to be time-conscious while on duty.

5.4.2 Recommendations pertaining to educative competence

Educative competence is a very important aspect of teacher competence. It consists of several factors, like the creation of an effective learning environment, professional commitment, creation of order and discipline, an ethical educational foundation, ability to reflect on teaching practice, cooperative ability, effectiveness and leadership qualities.

5.4.2.1 Since educative competence is such a vital aspect of teacher competence, it is recommended that it be included in any future teacher appraisal system.

5.4.2.2 The empirical data showed that the higher the qualifications a teacher has, the better the perception of educative competence he has. It is therefore recommended that principals encourage their teachers to engage in further studies as it will ultimately promote teacher competence.

5.4.2.3 Research data has shown that teachers who perceive the image of their school as disturbing also perceive themselves as least educatively competent. It is therefore essential for school managers to do everything they can to improve the image of their schools in order to promote teacher competence.

5.4.2.4 According to the empirical data gathered, teachers who view the attendance of pupils at their schools to be poor, also view themselves to be educatively least competent. Since pupil attendance is such an important aspect which affects teachers' perception of their educative competence, it should be encouraged by all possible means.

5.4.3 Recommendations pertaining to collaborative competence

Collaborative competence is found where there are higher levels of collaboration among teachers, and between teachers and principals, and is characterized by mutual respect, shared work values, cooperation and specific conversations about teaching and learning. As a construct, it is related to aspects like trust, support, open communication, learning on the job, getting results and job satisfaction.

It is recommended that collaborative competence be a part of the educational framework of any competent teacher. Principals should make every effort to enhance their collaborative competence as this seems to influence teacher attendance, pupil attendance and the image of the school.

5.4.4 Topics for further research

Further research should investigate:

- How teachers manage their time in practice.
- Time management by pupils in the learning environment.
- How principals as school managers use their time.
- Time management and the teacher as an administrator and manager.
- The link between time management and the pupils' achievement.

5.5 CONCLUSION

Time management in the teaching - learning environment is a very important aspect as it promotes teacher competence. If time is used judiciously in the teaching - learning environment, then the results of the students will be good. Teachers will no longer have any cause to complain about not having enough time to cover their prescribed work as they will be using available time effectively. If the suggested time management tools can be put into use, students will obtain better results at the end of every academic year.

If teachers know how they use their time, and can discover where they are using it ineffectively, then they can do something about it for the betterment of the

education of the children they teach. After all, the future of those children they teach, lie in their hands.

This study aimed at investigating how time is managed in the learning environment. The conclusion arrived at after looking at the empirical results indicates that although teachers try their best in managing time there is still room for improvement. Training needs to be given to teachers on how to use time management tools or strategies, and this includes teachers in the Northern Province. This training will then enable teachers to become competent managers of time, which is the main purpose of this study.



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Dear Madam/Sir

Date: 1996-05-27

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

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

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

Thank you once again for your assistance.

Yours faithfully

PROF. J B SMITH..... PROF. K P DZVIMBO.....

DR B R GROBLER..... DR M P v d MERWE.....

MS. S SCHALEKAMP.....

TC/BRG

1.

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

SECTION A - PERSONAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your Gender?

If you are a male then circle as follows:

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

1. GENDER

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

(6)

2. YOUR PRESENT POST LEVEL

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

(7)

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

(e.g. thirty five years

3	5
---	---

)

--	--

 (8-9)

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

(e.g. five years:

0	5
---	---

)

--	--

 (10-11)

5. **YOUR HIGHEST EDUCATIONAL QUALIFICATION**

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

(12)

6. **PROVINCE (In which you are presently teaching)**

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

(13)

7. **WHICH IS YOUR RELIGIOUS COMMITMENT?**

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

(14)

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

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

(15)

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

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

(16-17)

10. THE PRINCIPAL IN YOUR SCHOOL IS A:

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

(18)

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

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

(19)

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

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

(20)

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

Excellent.....	1
Good.....	2
Average.....	3
Disturbing.....	4

(21)

SECTION B

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

Give your opinion on a 5 point scale where:

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

EXAMPLE

In your opinion how often do you:

Effectively use available teaching time?

very seldom

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

 very often

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

IN YOUR OPINION HOW OFTEN DO YOU:

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

very seldom

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

very often

(22)

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

very seldom

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

very often

(23)

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

very seldom

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

very often

(24)

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

very seldom

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

very often

(25)

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

very seldom

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

very often

(26)

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

very seldom

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

very often

(27)

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

very seldom

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

very often

(28)

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

very seldom

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

very often

(29)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (30)

10. Attempt to make pupils realise that education is something you acquire for yourself?

very seldom

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

 very often (31)

11. Have effective strategies in order to manage disruptive pupil behaviour?

very seldom

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

 very often (32)

12. Inform parents about the value of independent learning?

very seldom

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

 very often (33)

13. Encourage teachers to work together in order to achieve a common goal?

very seldom

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

 very often (34)

14. Make use of a variety of techniques in order to explain difficult concepts?

very seldom

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

 very often (35)

15. Analyze complex information so that it could be presented to the pupils in an understandable way?

very seldom

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

 very often (36)

16. Formulate valid and reliable tests to assess pupil progress?

very seldom

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

 very often (37)

17. Effectively use available teaching time?

very seldom

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

 very often (38)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (39)

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

very seldom

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

 very often (40)

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

very seldom

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

 very often (41)

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

very seldom

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

 very often (42)

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

very seldom

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

 very often (43)

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

very seldom

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

 very often (44)

24. Display attitudes that foster learning amongst your pupils?

very seldom

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

 very often (45)

25. Teach students to become critical learners?

very seldom

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

 very often (46)

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

very seldom

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

 very often (47)

IN YOUR OPINION HOW OFTEN DO YOU :

27. Create opportunities for pupil participation during lessons?

very seldom

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

 very often (48)

28. Phrase questions in a language easily understandable to the pupils?

very seldom

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

 very often (49)

29. Create a climate which is conducive to learning?

very seldom

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

 very often (50)

30. Assist with extra-curricular activities such as sport and culture?

very seldom

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

 very often (51)

31. Use questioning techniques which stimulate pupils to THINK?

very seldom

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

 very often (52)

32. Think about your lesson planning before the actual lesson?

very seldom

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

 very often (53)

33. Encourage parents to become involved in extra-mural activities?

very seldom

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

 very often (54)

34. Set achievable instructional goals?

very seldom

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

 very often (55)

35. Display a sensitivity when dealing with children from different cultural groups?

very seldom

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

 very often (56)

36. Lead by telling your pupils exactly what to do?

very seldom

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

 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (58)

38. Reflect on some of your teaching methods during the lesson?

very seldom

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

 very often (59)

39. Allow parents with special skills to assist in the organisation of school matters?

very seldom

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

 very often (60)

40. Assist pupils in applying knowledge gained to actual problems experienced in society?

very seldom

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

 very often (61)

41. Use tact when resolving problems where different cultural groups are involved?

very seldom

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

 very often (62)

42. Demonstrate assertiveness when communicating with parents?

very seldom

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

 very often (63)

43. Use questions that vary in difficulty in order to cater for the different abilities of pupils?

very seldom

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

 very often (64)

44. Make use of a diary to plan your use of time effectively?

very seldom

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

 very often (65)

45. Organise various symposiums aimed at professional development?

very seldom

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

 very often (66)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (67)

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

very seldom

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

 very often (68)

48. Maintain an orderly yet relaxed classroom climate?

very seldom

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

 very often (69)

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

very seldom

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

 very often (70)

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

very seldom

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

 very often (71)

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

very seldom

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

 very often (72)

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

very seldom

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

 very often (73)

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

very seldom

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

 very often (74)

54. Show assertiveness when communicating with pupils?

very seldom

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

 very often (75)

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IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (6)

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

very seldom

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

 very often (7)

57. Actively involve the children in the lesson?

very seldom

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

 very often (8)

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

very seldom

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

 very often (9)

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

very seldom

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

 very often (10)

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

very seldom

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

 very often (11)

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

very seldom

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

 very often (12)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (13)

63. Encourage activities which involve pupils in collaborative efforts?

very seldom

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

 very often (14)

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

very seldom

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

 very often (15)

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

very seldom

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

 very often (16)

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

very seldom

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

 very often (17)

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

very seldom

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

 very often (18)

68. Involve pupils in planning lesson activities?

very seldom

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

 very often (19)

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

very seldom

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

 very often (20)

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

very seldom

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

 very often (21)

IN YOUR OPINION HOW OFTEN DO YOU :

71. Give unceasing support in order to motivate pupils?

very seldom

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

 very often (22)

72. Assist with the management of induction programmes for new teachers to the school?

very seldom

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

 very often (23)

73. Take a pride in your work by doing it to the best of your ability?

very seldom

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

 very often (24)

74. Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils?

very seldom

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

 very often (25)

75. Use positive rewards as an educational aid?

very seldom

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

 very often (26)

76. Act as a role model for pupils by displaying conduct of the highest ethical standards?

very seldom

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

 very often (27)

77. Instill a sense of self-motivation and self-discipline in pupils?

very seldom

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

 very often (28)

78. Resist methodologies forced upon you before having had the opportunity to review such methods?

very seldom

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

 very often (29)

79. Evaluate the applicability of teaching materials before use?

very seldom

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

 very often (30)

IN YOUR OPINION HOW OFTEN DO YOU :

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

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

 very often (31)
81. Make up for teaching time lost due to work stoppages?
- very seldom

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

 very often (32)
82. Make use of peer-group tutoring to facilitate learning?
- very seldom

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

 very often (33)
83. Accept criticism from colleagues in an effort to improve your teaching?
- very seldom

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

 very often (34)
84. Strive to inspire pupils to high levels of achievement?
- very seldom

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

 very often (35)
85. Create interest in your lessons by using stimulating and thoughtful lesson plans?
- very seldom

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

 very often (36)
86. Share the responsibility with management of disciplining pupils?
- very seldom

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

 very often (37)
87. Develop your pupils' ability to adjust and relate to one's environment?
- very seldom

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

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

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

 very often (39)

IN YOUR OPINION HOW OFTEN DO YOU :

89. Acknowledge that problems often have many solutions?

very seldom

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

 very often (40)

90. Use lesson plans in conjunction with colleagues?

very seldom

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

 very often (41)

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

very seldom

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

 very often (42)

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

very seldom

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

 very often (43)

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

very seldom

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

 very often (44)

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

very seldom

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

 very often (45)

95. Exhibit good self-control?

very seldom

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

 very often (46)

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

very seldom

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

 very often (47)

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

very seldom

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

 very often (48)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (49)

99. Ask your colleagues to evaluate your lessons?

very seldom

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

 very often (50)

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

very seldom

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

 very often (51)

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

very seldom

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

 very often (52)

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

very seldom

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

 very often (53)

103. Show a clear understanding of your subject content?

very seldom

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

 very often (54)

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

very seldom

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

 very often (55)

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

very seldom

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

 very often (56)

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

very seldom

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

 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

very often

(58)

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

very seldom

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

very often

(59)

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



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