

**RESPECT AS AN ASPECT OF INVITATIONAL
FEEDBACK: IMPLICATIONS FOR THE
MANAGEMENT OF TEACHER COMPETENCE.**

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RESEARCH ESSAY

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I WOULD LIKE TO EXPRESS MY SINCERE GRATITUDE TO:

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OPSOMMING

Hoofstuk een was hoofsaaklik gemoeid met die motivering, stelling van h̄ probleem, doel en die blootlegging van die navorsing. Hoofstuk twee het op h̄ teoretiese bespreking van terugvoering, uitnodigende terugvoering, eerbied en beleefde uitnodigende terugvoering gefokus.

Die ontwerp van die navorsingsprojek is in hoofstuk drie verduidelik. Die ontwerp van die empiriese studie was n gestruktureerde vraelys bestaande uit 106 items (sien Bylae A). Die items was op navorsing gedoen deur Van der Merwe & Grobler (1995), gebaseer. Die navorsing het getoon dat terugvoeringsvaardigheid rondom vyf teoretiese konstrunkte ontwerp was, naamlik:

- * Uitnodigende terugvoering.
- * Geloofwaardige terugvoering.
- * Taktvolle terugvoering.
- * Deursigtige terugvoering.
- * Kultuursensitiewe terugvoering.

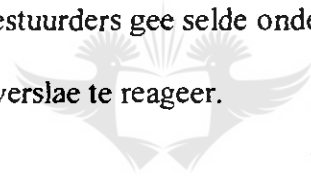
Die vrae in hierdie navorsingsessay was op die volgende teoretiese konstrunkte gebaseer:

- * Vertroulikheid van die evalueringsverslae.
- * Neem kennis van onderwysers se mening.
- * Vermydning van vooroordele.

- * Reaksie op evalueringsverslae.
- * Neerstip van onderwysers se mening.

Daar is tot die volgende belangrike bevindinge gekom:

- * Onderwysbestuurders respekteer dikwels die vertroulikheid van onderwyserevaluering deur dit nie met ander onderwysers te bespreek nie.
- * Onderwysbestuurders neem dikwels nie genoeg kennis van onderwysers se menings nie.
- * Onderwysbestuurders vermy bevooroordeeldheid nie genoegsaam nie.
- * Onderwysbestuurders gee onderwysers die geleentheid om op hulle evalueringsverslae te reageer alhoewel nie dikwels genoeg nie.
- * Onderwysbestuurders gee selde onderwysers die geleentheid om skriftelik op hulle evalueringsverslae te reageer.



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Beduidende statistiese verskille is tussen die volgende onafhanklike groepe gevind:

- * Tipe skool.
- * Onderwyskwalifikasies.
- * Provinsie waar onderwyser tans onderrig gee.
- * Huistaal.
- * Leerlingbywoning.
- * Onderwyserbywoning.
- * Skool se beeld na buite.

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CHAPTER 1

MOTIVATION; STATEMENT OF A PROBLEM ; AIMS OF THE RESEARCH AND EXPOSITION OF THE RESEARCH.

1.1 INTRODUCTION

This study forms part of a larger ongoing research project on teacher competence and its assessment. The project aims at researching teacher opinion with regard to teacher competence identified by the initial research done by Van der Merwe & Grobler(1995). The areas being researched are teacher competence and competent feedback during and after appraisal. The research project involves research on teacher competence and its appraisal consisting of group research on each of the following factors:

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

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

1. Transparent feedback.
2. Tactful feedback.
3. Invitational feedback.
4. Cultural sensitivity feedback.
5. Credible feedback.

Invitational feedback has been conceptualized to consist of the following four aspects, namely:

1. Respect.
2. Self-Concept.
3. Intentionality.
4. Trust.

(See chapter 2; 2.3)

This research essay focusses on the aspect of **respect** in invitational feedback during teacher competence appraisal.

1.2 MOTIVATION

1.2.1 TEACHER COMPETENCE

Teacher competence has become a major concern in South Africa. This is partly caused by the educational backlogs in the South African education system. The most important of all backlogs currently, is the poor matric results, particularly in black schools. Teachers are also faced with a challenge of becoming change-agents in those areas where change is necessary. Teachers also need to be empowered to establish and maintain a culture of teaching and learning (Cotep, 1994:6).

Teacher competence is important because it not only determines educational standards, it also relates to the social, political and economic spheres of life. Competent teachers can teach effectively and lay foundations for the further development of an individual for occupational competence, economic

independence, management of leisure and social harmony (Cotep, 1994:8).

Competence is again important because it allows individuals to display the virtues of intelligence, expertness and knowledge. These virtues will enable people to make sound judgements and be skilled to perform whole work roles to the standards expected in employment on real working environments (Burke, 1990:28).

To be competent, teachers need:

- * Competences related to knowledge;
- * Competences related to skills (Cotep, 1994:11 - 13).

In the South African context these competences are apparently lacking (Cotep, 1994:11).

With regard to competences related to knowledge, teachers lack in aspects such as:

- Ability to command a knowledge of the subject or subjects forming the content of teaching which meet and go beyond the immediate demands of the school curriculum;
- Ability to command a knowledge of the learning process, curriculum issues, child development in general and the needs of their pupils in

particular;

- Ability to command a knowledge of professionalism and the responsibilities which attach to it, and so forth.

With regard to competences related to skills, teachers lack in aspects such as:

- Ability to articulate what they are teaching in clear language and in a stimulating manner, being sensitive to fine nuances of meaning;
- Ability to identify suitable occasions for teaching the class as a whole, in groups, in pairs or as individuals;
- Ability to create contexts in which there is a paradigm shift in emphasis from teacher initiated and determined activities to one in which the learners are encouraged to reflect and make their own critical choices;
- Ability to encourage pupils to take initiatives and become responsible for their own learning;
- Ability to exhibit a sensitivity to the needs of the broader community which would require that learners learn to tolerate one another and actively co-operate in a heterogeneous South Africa;
- Ability to understand the principles of assessment and the different kinds of assessment which may be used; and so forth (Cotep, 1994: 11 - 17).

If these competences are to be developed in South African teachers, the educational managers need to first of all ascertain the different levels of competences of teachers, so as to identify those areas lacking in competence. This is done through teacher appraisal systems and instruments.

1.2.2 APPRAISAL

According to Poster (1993:6) an appraisal system is expected to benefit individual staff members and organisations by providing the following factors, which are apparently lacking in the South African education system. Appraisal systems will benefit individual staff members by:

- * giving them a greater sense of purpose through the provision of clear objectives;
 - * encouraging self-development and personal initiative;
 - * enhancing their self-esteem and self-confidence;
 - * reducing alienation and resentment, by providing the opportunity for free discussion;
 - * providing opportunity for the dissemination of career advice
- (Poster,1993:6).

It is widely claimed that a well-conducted appraisal system will benefit the organisation therefore the school in this respect, by:

- * enhancing the communication of organisational aims to all staff and facilitating the coordination of effort;
- * channelling individual effort into organisational goals;
- * providing the opportunity to initiate problem-solving and counselling interviews;
- * contributing to the institutional audit or review;
- * giving managers greater control through the setting of objectives within a school development plan (Poster, 1993:7).

Despite attempts by senior management to sell the idea of appraisal and to point out its merits, many teachers viewed appraisal negatively just as some teachers took the view that appraisal was merely formalizing something which already existed in some form or another. There were teachers who argued that there was no need to have an appraisal scheme because such existing procedures worked perfectly adequately. Some teachers believed that a scheme of appraisal is constraining (Turner & Clift, 1988:160).

It was also argued that having appraisal at specific times during the year precluded the possibility of going to see the appraiser at a time more appropriate to the person being appraised. Some teachers expressed considerable irritation at having to wait until the appraisal to be able to voice their concerns and to have feedback about their performance (Turner & Clift, 1988).

According to Turner and Clift (1988:161) the most common negative perception is that appraisal is a threat to teachers. It would be used in order to find fault, to spot weaknesses, to catch people out and would induce fear and paranoia.

Some teachers are reluctant to be appraised because they believe it could have negative outcomes: what was said in an appraisal session might be held against them at some time in the future. Other teachers believe that appraisal could be open to manipulation and that particular individuals would come out of it well, not because they were good teachers but because they could “charm” the appraiser. A further concern is that, despite the attempt to make appraisal a more systematic process, it would still operate in a very subjective way and even give more weight to subjective opinion (Turner & Clift, 1988:162 - 163).

In the final analysis it was agreed that the assessment of teachers should lead to professional development and not “policing” (Miller, 1994: 5) and that the entire evaluation system should change from a punitive process to a corrective one.

Teacher appraisal is a problem because of the controversy behind it.

Teacher appraisal has been a major educational issue because it calls for greater teacher accountability and the development of professional ability.

Appraisal or any form of assessing ability has often been avoided.

Inabilities and inefficiencies were sometimes covered up by colleagues who would overlook incidents, use discretion and avoid confrontation. The concern of teachers was the feeling that if the judgemental perspective of appraisal was taken, this would pose a threat to their status, control would be applied and “weeding-out” of poor teachers would be a possibility (Lawrence, 1994: 59).

Teachers seem reluctant to accept “the one judge, one jury” appraisal from the principal. This is because in several cases, principals have reprimanded and even denied teachers tenure on the basis of a simple “walk-through” observation. Teachers feel that administrators are encroaching on their

academic freedom (Black, 1993:39).

Appraisal is designed to give performance feedback. Giving performance feedback that is not goalsetting, is sometimes problematic because it will not have a motivational effect on performance. Secondly, feedback that does not lead to the setting of difficult goals, and commitment to them, does not increase motivation that increases one's performance. The combination of **feedback** , goal-setting and **respect** is more effective in motivating high performance than using either separately (Spangenberg, 1994:157).

Most teachers feel that feedback per se is not problematic; what is problematic is the aim behind it, the fulfilment of that aim, the manner in which it is communicated and the responses that will result. For example, if the aim of giving feedback is to eradicate deficiencies, the question then arises whether that aim will be fulfilled and how negative feedback is going to be communicated by the transmitter (Persing, 1981,170).

Respect for those being appraised is also of great necessity because there are instance where school managers carry out their duties in a disrespectful manner. Such instances could lower the morale of teachers, thus resulting in poor teacher motivation and competence. Some instances of disrespect towards teachers by school managers are listed below:

- * Downgrading of teachers without an interview or an arranged class-visitation by superintendents (Van der Merwe & Grobler, 1995: 3).
- * Seldom sharing of teacher appraisals with teachers and keeping scores confidential and not open to discussion or appeal (Van der Merwe & Grobler, 1995: 3).

The fact that some principals do not demonstrate the preparedness to listen to subordinates when giving feedback, points to the lack of respect (Van der Merwe & Grobler, 1995:10).

The fact that some principals criticise their subordinates personally for an inappropriate action when giving feedback also points to the lack of respect (Van der Merwe & Grobler, 1995:10).

1.3 PROBLEM STATEMENT

In the light of preceding information, the problem of this research project can be summarised by means of the following questions:

- * What is teacher competence and its significance? (greater project research)
- * Does feedback during appraisal invite people to develop? (group research)
- * Are teachers respected during feedback on teacher competence appraisal?
(research essay)

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

1.4 AIM OF THE RESEARCH

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

- * investigate the components of teacher competence and how these aspects can enhance teacher effectiveness (project aim).

In order to achieve this general aim of the project the specific aim of the group dealing with invitational feedback is to:

- * investigate the contribution of invitational feedback as an aspect of teacher competence;
- * determine which components are involved in invitational feedback;
- * the specific aim of this study is to investigate the extent to which respect during invitational feedback may enhance teacher competence;
- * procure teacher opinion as to the extent that teachers demonstrate the behaviours associated with invitational feedback, specifically **respect for others**, in this essay.

In view of the preceding problem and aim statement, the method envisaged in order to research the problem of teacher competence can now be discussed.

1.5 METHOD OF RESEARCH

The aim of this investigation is descriptive, in other words to describe a phenomenon, in this case teacher competence with specific reference to invitational feedback (Smith, 1995:28). A literature survey will be used to elucidate teacher competence in an effort to clarify the main aspects of this concept. Furthermore, literature about invitational feedback as a contributing factor to teacher competence will be investigated. More specifically, this essay will concentrate on respect as an aspect of invitational feedback.

To supplement the preceding literature survey, an empirical study will be undertaken. A structured questionnaire will be compiled using the literature research as a basis in an effort to obtain teacher opinion regarding respect as a facet of invitational feedback.

1.6 LAYOUT OF CHAPTERS

The research will be done as follows:

- * Chapter 2 : Literature review on feedback, invitational feedback, and respect.
- * Chapter 3 : Research design, development of the research instrument and sampling will be discussed.
- * Chapter 4 : The findings will be tabulated, analysed and interpreted.

* Chapter 5 : Summary and conclusions on the findings and recommendations will be done.

1.7 SUMMARY

This chapter has provided us with an introduction to this particular research essay, motivation for undertaking this research essay, statement of the problem, aim and exposition of this research essay. In the next chapter, a review of the literature will be undertaken.



CHAPTER 2

A THEORETICAL DISCUSSION OF FEEDBACK, INVITATIONAL FEEDBACK, RESPECT AND RESPECTFUL INVITATIONAL FEEDBACK.

2.1 INTRODUCTION

Chapter one clarified the aim of the group's research as being to investigate the essence of invitational feedback as an aspect of teacher competence, and the specific aim of this essay as being to investigate the extent to which respect during this invitational feedback may enhance teacher competence. This chapter will look at the nature of feedback, invitational feedback, respect and respectful invitational feedback.

2.2 FEEDBACK

Feedback is a cooperative activity in which "togetherness" leads to improvement (Van der Merwe & Grobler, 1995:8). Feedback can also be seen as any communication to a person, giving that person information about an aspect of his behaviour and its effect on others (Tunica, 1995:151; as quoted by Van der Merwe & Grobler, 1995:8).

According to Van der Merwe & Grobler (1995:8) feedback is based on the following premises:

1. Everyone has room for improvement.

In other words, not only superior ratings should be acceptable.

2. Constructive feedback is healthy.

This means that, helping others to succeed leads to more success and improvement for everyone.

3. Success and power lie in intrinsic motivation.

This means that feedback and supervision should not focus on enforcing rules and meeting quotas, but should rather lead to facilitating the creation of new goals for professional growth.

4. Recognise the dignity of people.

Educators need to know that their presence in schools makes a difference and thus their contributions should be regarded as meaningful.

Feedback is said to be good when it:

- * focusses on specific behaviour rather than on general impressions;
- * is job-related and never criticizes someone personally for an inappropriate action;
- * is task \ goal \ behaviour orientated;
- * is time related;
- * is understood;
- * is adjusted to fit the person concerned;
- * uses non-verbal communication, accurately and positively;
- * demonstrates preparedness to listen to subordinates (Van der Merwe &

Grobler, 1995:9 - 10).

According to Armstrong (1995:35-36) good feedback should;

- * always be positive in the sense that its aim is to point the way to further development and improvement, not simply to tell people where they have gone wrong;
- * report on failures as well as successes;
- * always be factual;
- * be built into the job or provided within 48 hours of the activity taking place;
- * describe, not judge;
- * refer to specific behaviour;
- * ask questions, rather than make statements;
- * select key issues and be restricted to them;
- * focus on aspects of performance which can be improved;
- * provide positive feedback on the things that the individual did well, in addition to areas for improvements.

2.3 INVITATIONAL FEEDBACK

The origin of invitational feedback can be traced from the invitational approach which arises from invitational education (Purkey & Novak, 1984:2).

“Invitational”: is derived from the Latin word “invitare” which means to offer

something beneficial while “educare” means to call forth. This is a perceptually based self - concept theory which centres around four basic principles:

- * People are able, valuable and responsible and should thus be treated accordingly.
- * Teaching should be a co-operative activity.
- * People possess relatively untapped potential in all areas of human development.
- * This potential can be best realised through places, policies and programs that are specifically designed to invite development and by people who intentionally behave invitationally towards others (Purkey & Novak, 1984:2).

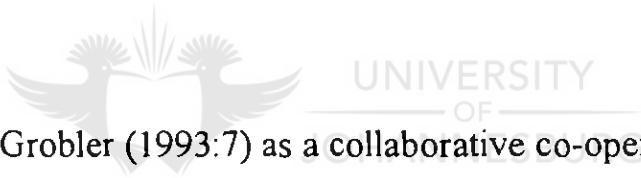
The invitational approach assumes that every person has an inner core of beliefs and attitudes which provides him, her with a platform on which to operate. Educators also operate on their educational platform. The principal, being the most important role-model in the professional life of a teacher, must attempt to release positive gestures that will cause him \ her to act in an invitational manner when giving feedback (Purkey & Novak, 1984:44).

The manner in which the principal perceives and gives feedback to his\her staff, makes a big difference to their potential for achievement. When teachers

are perceived as being valuable, capable and responsible, feedback becomes invitational because the principal will see possibilities in them which others fail to see and thus realise the positive forces within them (Ibid.).

In order for the principal to exert effective influence on people, he/she should operate from within a dependable stance which will represent his/her typical, predictable pattern of behaviour. His stance should incorporate the four basic invitational qualities which will enhance feedback. These are Trust, Optimism, Intentionality and Respect (Purkey & Novak, 1984: 44).

2.3.1 TRUST



It is viewed by Grobler (1993:7) as a collaborative co-operative activity which recognises the independence of human beings and their involvement in decision making. Invitational feedback should therefore begin with a desire to help and to create all conditions needed to establish trust and genuine response to those involved. Invitational feedback does not contain any hidden agendas, instead it creates trusting communication based on confidentiality and honesty.

2.3.2 OPTIMISM

It entails the belief that people possess untapped potential in all areas of human endeavour and potential in all areas of human endeavour and

invitational communication will recognise that human capacity is infinite and that human beings are unique. The principal should learn from invitational feedback that nothing in human relationship is wasted (Ibid.).

2.3.3 INTENTIONALITY

Intentionally invitational feedback is helpful, careful, purposeful and supportive. It embraces the intentionally inviting stance where principals and teachers operating at this level have developed the ability to approach even the most difficult situations in a professionally inviting manner. They know what to do and why they are doing it (Grobler, 1993:10).

Invitational feedback is an intentional act aimed at the realisation of human potential through places, policies, programmes and processes that are specifically designed to invite development (Purkey & Schmidt, 1990:9).

2.3.4 RESPECT

It entails that the principals view teachers as able, valuable and responsible. A principal who is invitational when giving feedback will reinforce good performance. A respectful stance means that feedback recognises the boundless potential of teachers and contributes to their well being (Grobler, 1993:7).

Respect is expressed in everyday behaviour like **courtesy, care, assistance and acceptance**. It can also be reflected in appreciation, empathy and understanding for others (Kok, Smith & Swart, 1993:9). Acceptance, empathy and understanding for teachers can be indicated by allowing teachers to respond to their assessment reports in a written format.

According to Barrow and Milburn (1986:274) to have respect for a person, is to recognize another as a person in his or her own right as an autonomous being as such, to be accorded certain rights and treated with consideration.

It should be noted that people are valuable because of their merits and merits vary a good deal (Downe & Telfer, 1969:18). For example, we may respect in the sense of value, one man for his courage, while we may respect another for his integrity. Humans ought to be respected for what is valuable in them. This means that every human being is valuable and deserves to be respected (Ibid.).

2.4 RESPECTFUL INVITATIONAL FEEDBACK

Since feedback can be defined as a cooperative activity in which togetherness leads to improvement (Van der Merwe & Grobler, 1995:8), respect becomes important because in order to achieve togetherness, one needs to exercise care, courtesy, assistance, acceptance, and so forth.

When giving feedback, one must demonstrate preparedness to listen to subordinates (Van der Merwe & Grobler, 1995:10). Preparedness to listen implies respect for others. In educational management terms, respect should be for the uniqueness of the person and the qualities embodied in the individual. To develop these qualities and potentials by being prepared to listen unconditionally meets the objective of teacher competence.

When giving feedback, one must never criticize someone personally for an inappropriate action. Feedback must focus on aspects of performance which can be improved rather than on attributes of personality. This indicates assistance

When giving feedback, one must also provide positive feedback on the things that the individual does well in addition to areas for improvement. This indicates appreciation. The above discussion indicates the importance of respect in feedback (Armstrong, 1995:36).

Respect plays an important role in invitational feedback, that is, respect for the rich complexity and unique value of each person in the school (Downe & Telfer, 1969:20). Educational managers can show respect for the rich complexity and unique value of teachers by keeping their assessment results confidential from other teachers. The different ways in which respect is expressed, makes it important in invitational feedback. For example, displaying

courtesy, politeness, care, assistance, appreciation, empathy and so forth, when giving feedback, creates a positive climate for the process. In order for a teacher to be able to perform his or her duties effectively, the headmaster or superintendent would have to give feedback in a respectful manner (Purkey & Novak, 1984:36).

The following could be used as practical examples of expressing respectful invitational feedback:

- * respecting the confidentiality of teachers' assessment when giving feedback;
- * avoiding prejudice of any kind when appraising teachers;
- * listening to the opinions of teachers during appraisal;
- * giving teachers an opportunity to respond to their assessment reports;
- * inviting teachers to sit down when giving feedback;
- * providing teachers with alternative techniques;
- * ushering teachers out of the office after giving feedback, and so forth.

2.5 SUMMARY

This chapter has provided us with a review of the literature on feedback, invitational feedback. In the following chapter, a brief discussion of the design of the research instrument will be provided.

CHAPTER 3

RESEARCH DESIGN

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 respect as an aspect of invitational feedback: implications for teacher competence. A brief discussion of the research design now follows.

3.2 THE INSTRUMENT OF RESEARCH

3.2.1 THE DESIGN OF THE QUESTIONNAIRE

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

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

* Culturally sensitive feedback.

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

Although this particular research deals with respect as an aspect of invitational feedback, all the questions formulated by the group investigating invitational feedback are represented in Table 3.1.

The questions relevant to respect as an aspect of invitational feedback are indicated by means of an asterisk:

TABLE 3.1 ITEMS ASSOCIATED WITH INVITATIONAL FEEDBACK

ITEM NO.	DESCRIPTION	MEAN SCORE	S.D.	RANK ORDER
B66*	Respect the confidentiality of your assessment by not talking to other teachers about it.	3, 54	1,36	12
B16	Encourage you to build on your achievements in the belief that success breeds success .	3,53	1,36	13

B45	Indicate an attitude of accessibility should you wish to discuss any identified problems.	3,36	1,30	19
B17	Indicate a sincerity to assist you with your professional development.	3,35	1,41	21
B81	Allow teachers to retain responsibility for the poor performance of his/ her students.	3,34	1,30	22
B101	Provide an atmosphere of warmth and acceptance where one can get and accurate view of your performance.	3,26	1,30	28
B72	Tell you in a direct way what improvement in behaviour is required.	3,26	1,30	35
B71*	Listen to your opinion as well during appraisal sessions.	3,14	1,38	44
B57*	Attempt to avoid prejudice of any kind when appraising teacher.	3, 11	1, 34	49
B28	Manage to enhance the view you have of yourself.	3,09	1,31	50
B30	Demonstrate the ability to give constructive criticism.	3,09	1,33	50

B29	Show a thorough knowledge of the complexity of teacher appraisal.	3,05	1,31	61
B82*	Give you the opportunity to respond to your assessment report.	3,04	1,40	63
B44	Leave you with no doubt in your mind that the purpose of the appraisal was your professional development.	3,03	1,34	64
B93	Assist teachers in overcoming weaknesses by developing an action plan with the teacher concerned.	3,03	1,37	64
B9	Allow you to see your appraisal report.	2,99	1,54	70
B56	Assist you in analysing your lesson behaviours.	2,94	1,36	79
B43	Indicate confidence in teachers by allowing you to compare your self-evaluation with that of the management team.	2,62	1,43	98
B94*	Allow you to record your opinion of your assessment alongside that of management.	2,58	1,38	100
B102	Allow you to be represented on the assessment panel by a person of your choice.	2,45	1,39	102

*= Items pertaining to respect as an aspect of invitational feedback.

S.D. = Standard deviation.

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

3.2.2. DISCUSSION OF ITEMS RELATING TO RESPECT AS AN ASPECT OF INVITATIONAL FEEDBACK.

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

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

***Respect the confidentiality of your assessment by not talking to other teachers about it?**

This question was asked in order to investigate whether educational managers do respect the rich complexity and the unique value of teachers by keeping their assessment results confidential from other teachers (compare 2.4, paragraph four). (See table 3.1 B66)

*** Listen to your opinion as well during appraisal sessions?**

This question was asked in order to investigate whether educational managers do listen to their subordinates during appraisal. This will provide and promote developmental opportunities for both teachers and educational managers through sharing different perspectives (compare 2.4, paragraph two). (See table 3.1 B 71)

*** Attempt to avoid prejudice of any kind when appraising teachers?**

This question was asked in order to investigate whether educational managers focus on the teachers' performance rather than on personality during appraisal. Feedback must focus on performance and not on attributes of personality because such feedback is subjective and will result in teachers losing trust in their managers (compare 2.4, paragraph three) (See table 3.1 B 57)

*** Give you the opportunity to respond to your assessment report?**

This question was asked in order to investigate whether educational managers do recognize teachers as autonomous beings and accord them certain rights. It is important that teachers should be given the right to respond to any form of criticism against them (compare 2.3.4, paragraph three). (See table 3.1 B 82)

*** Allow you to record your opinion of your assessment alongside that of management?**

This question was asked in order to investigate whether educational managers do show acceptance, empathy and understanding for teachers when giving feedback. Allowing teachers to respond to their assessment reports in a written format indicates acceptance, empathy and understanding (compare 2.3.4, paragraph two). (See table 3.1 B 94)

Having motivated why questions on respect as an aspect of invitational feedback were asked, an empirical investigation will now be described.

3.3 THE EMPIRICAL INVESTIGATION

3.3.1 RESPONDENTS

Respondents were chosen from the various post levels of the teaching profession. It was felt that the perceptions of the teachers at the various post levels relative to feedback 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, Appendix A).

3.3.2 BIOGRAPHICAL DETAILS

The following biographical details were requested from respondents:
Gender, post level, age, teaching experience , highest educational

qualification, province in which you are presently teaching, religion, primary or secondary school, mother tongue, attendance of pupils, attendance of teachers and image of your school.

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

3.3.3 THE RESEARCH GROUP

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

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

3.3.4 RETURN OF QUESTIONNAIRES

The following figures summarise the information relevant to the distribution of the questionnaires:

* Feedback competence

Handed out	Returned - useable	Percentage return
1 500	1 116	74,4%

The questionnaires were then sent to the statistical consulting service of the Rand Afrikaans University where the data were 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 following from the statistical analyses 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 limits 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 descriptive analysis of respect as an aspect of invitational feedback;
- * 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 five constructs described by Van Der Merwe and Grobler (1995). Several experts in the research field also reviewed the questionnaire to judge the relevance of each item.

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 106 items. The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using the BMDP 4M program (Dixon, Brown, Engelman, France, Jenrich & Toporek, 1985:448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

Then ten 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 106 items being reduced to two factors, namely:

- * **Feedback competence** consisting of 95 items with a Cronbach-alpha-reliability coefficient of 0,984 with no items rejected. The 95 items can thus be regarded as one scale with a maximum value of $95 \times 5 = 475$ and a maximum scale value of $95 \times 1 = 95$; and
- * **Unethical feedback** consisting of 11 items with a Cronbach-alpha-reliability coefficient of 0,734. This reliability coefficient was regarded

as being too low and hence this factor was not used in any of the analyses.

The factor on unethical feedback was thus discarded.

The factor named feedback competence is, however, valid with high reliability and could thus serve as a basis for evaluating feedback competence of the educational managers. Thus any weakness in feedback competence can be determined and appropriate training given. Now that the validity and reliability of the instrument has been established, the appropriate statistical analyses can be discussed.

4.2.1 DESCRIPTIVE ANALYSIS OF RESPECT AS AN ASPECT OF INVITATIONAL FEEDBACK.

Table 4.1 ITEMS ASSOCIATED WITH RESPECT AS AN ASPECT OF INVITATIONAL FEEDBACK

ITEM NO.	DESCRIPTION	MEAN SCORE	S.D.	RANK ORDER
B66	Respect the confidentiality of your assessment by not talking to other teachers about it.	3, 54	1,36	1
B71	Listen to your opinion as well during appraisal sessions.	3, 14	1,38	2
B57	Attempt to avoid prejudice of any kind when appraising teachers.	3, 11	1,34	3
B82	Give you the opportunity to respond to your assessment report.	3, 04	1,40	4
B94	Allow you to record your opinion of your assessment alongside that of management.	2, 58	1,38	5

The questions listed in Table 4.1 were based on a five point scale. Each question was formulated in such a way that the respondents could indicate how often an educational manager demonstrated a particular behaviour, for example: In your opinion, when providing feedback, how often do educational managers:

***Respect the confidentiality of your assessment by not talking to other teachers about it?**

The mean score of 3,54 and the rank order of 1 indicates that educational managers often respect the confidentiality of the assessment of teachers by not talking to other teachers about it. It is important that educational managers respect the unique value of each teacher (Downe & Telfer, 1969:20) and giving feedback to the teacher concerned, directly indicates a measure of respect for the teacher's uniqueness.

***Listen to your opinion as well during appraisal sessions?**

Respect is an important aspect of feedback and when providing feedback, educational managers must demonstrate a willingness to listen to the teachers (Van der Merwe & Grobler, 1995:10). The mean score of 3,14 and the rank order of 2 indicates that educational managers demonstrate this important aspect fairly often, but probably not as often as they should. Listening to one's subordinates is such an important aspect of feedback that one would expect

educational managers to obtain a much higher mean score on it.

***Attempt to avoid prejudice of any kind when appraising teachers?**

The mean score of 3,11 and the rank order of 3 indicates that educational managers do attempt to avoid prejudice fairly often, but not as often as they probably should. Feedback must focus on performance and not on personality as this is subjective and such feedback will result in teachers losing trust in their educational managers (Armstrong, 1995:36).

***Give you the opportunity to respond to your assessment report?**

It is important that all educators should have the right to respond to any form of criticism which may result from the appraisal report. Allowing teachers to respond to appraisal reports indicates that the educational managers do accord teachers their rights (Barrow & Milburn, 1986:274).

The mean score of 3,04 and the rank order of 4 indicates that teachers have the perception that educational managers do allow this right but perhaps not as often as they should. This is disturbing as one would expect educational managers to give teachers an opportunity to respond to assessment reports as often as possible.

***Allow you to record your opinion of your assessment alongside that of management?**

The mean score of 2,58 which is low compared to other mean scores and **the rank order of 5** indicates that educational managers do not allow teachers to give a written response to their assessment reports as often as one would like.

Allowing teachers to respond in a written format to assessment reports indicates empathy, acceptance and understanding for others (Kok, Smith & Swart, 1993:9).

Having given a brief descriptive analysis of respect as an aspect of invitational feedback, it is now necessary to state the various research hypotheses.

4.3 HYPOTHESES

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

4.3.1 Comparison of two independent groups with respect to feedback competence.

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

variables taken separately.

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

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



4.3.2 Differences between male and female principals relative to feedback competence.

Table 4.2 COMPOSITE HYPOTHESES WITH MALE AND FEMALE PRINCIPALS AS THE INDEPENDENT VARIABLE.

Dimension	Variable	Symbol	Description	Test
Difference at the single variable level	Male & Female Principals	Hot	There is no statistically significant difference between the factor mean scores of male and female principals in respect of feedback competence.	Student t-test
		Hat	There is a statistically significant difference between the factor mean scores of male and female principals with respect of feedback competence.	

Table 4.3 SIGNIFICANCE OF DIFFERENCES BETWEEN MALE & FEMALE PRINCIPALS REGARDING FEEDBACK COMPETENCE.

Factor	Group	Factor mean average	P-Value (Student)
Feedback - competence	M	295,97	0, 225
	F	302,35	

M = males (349)

F = females (767)

**=Significant difference at the 1 % level.

*=Significant difference at the 5 % level.

Factor mean for feedback competence = 300,35

Tables 4.1 and 4.2 indicate that there is no statistically significant difference ($p=0,225$) between the factor mean scores of male and female principals in respect of feedback competence. The null hypothesis, H_0 , is thus supported. Females do, however have a factor average (302,35) which lies above the mean average (300,35) for feedback competence.

4.3.3 Comparison of three or more independent groups, with respect to the four post level groups.

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

Table 4.3(a) COMPOSITE HYPOTHESES WITH FOUR POST-LEVEL GROUPS AS THE INDEPENDENT VARIABLE.

Dimension	Variable	Symbol	Description	Test
Difference at the single level	Post levels	HoA	The factor mean scores of the four post-level groups do not differ from one another in a statistically significant way with respect to feedback competence.	Anova
		HaA	The factor mean scores of the four post level groups differ from one another in a statistically significant way with respect to feedback competence.	
		HoS	There are no statically significant differences between the factor mean scores of the four post levels when compared pair-wise with respect to the factor: feedback competence.	Scheffé
		HaS1	There are statistically significant differences between the factor mean scores of the four post-levels when compared pair-wise in respect to the factor: feedback competence. The factor mean score of the first group is greater than the factor mean score of the second group.	
		HaS2	There are statistically significant differences between the fator mean scores of the four post levels when compared pair-wise in respect of the factor: feedback competence. The factor mean score of the first group is lower than the factor mean score of the second group.	

Table 4.3 (b) SCHEMATIC REPRESENTATION OF THE FOUR POST LEVEL GROUPS WITH RESPECT TO FEEDBACK COMPETENCE.

Factor		Pairs	OF	GROUPS	
		A	B	C	D
	A		HoS.AB	HoS.AC	HoS.AD
	B			HoS.BC	HoS.BD
Feedback competence	C				HoS.DC
	D				

Table 4.4 SIGNIFICANCE OF DIFFERENCES BETWEEN FOUR POST LEVEL GROUPS WITH RESPECT TO FEEDBACK COMPETENCE:

Factor	Group	Factor mean	P - value (Anova)	Scheffé				
Feedback competence	A	295.92	0,021*		A	B	C	D
	B	302.76		A				
	C	313.75		B				
	D	319.94		C				
				D				

A= 764 teachers without merit awards

B= 161 teachers with merit awards

C= 120 Heads of Department

D= 71 Promotional posts.

**=Significant difference at the 1% level.

*=Significant difference at the 5% level.

4.3.4 Differences between the various post level groups with respect to feedback competence.

From tables 4.3 and 4.4 it follows that H_0A is rejected at the 5% level of significance and H_aA is supported ($p=0,021$). There is a statistically significant difference between the factor mean scores of the four post level groups A,B,C and D in respect of feedback competence.

However, when comparing the groups pair-wise using the Scheffé test, no significant statistical differences were found between the respective groups.

There is no statistically significant differences between the factor mean scores of the various post level groups when compared pairwise. Teachers without merit awards (295,92) perceive the feedback given by educational managers to be the least competent. Teachers with merit awards (302,76), heads of departments (313,75) and teachers in higher promotion post (319,94) all have factor mean scores above the factor mean average (300,35). This is hardly an unexpected result, as teachers with merit awards, heads of department and teachers occupying promotional posts above that of heads of department have the perception that educational managers provide competent feedback as these groups probably mostly had reasonably positive experiences concerning feedback.

Significant statistical differences were also found between most of the other independent groups investigated. These differences are summarised in table 4.5.

4.4 Discussion of the differences between independent groups.

Table 4.5 MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS IN RESPECT OF FEEDBACK COMPETENCE.

NAME	CATEGORY NAME	FACTOR MEAN SCORE
Gender	Men	295, 97
	Women	302, 98
School Type	Primary	305, 28*
	Secondary	294, 39*
Religion	Christians	303, 77**
	Islam	293, 53
	Hindus	273, 19**
Highest Qualification	Lower Std 10; Std 10; Diploma	323, 32*
	Teachers Diploma	300, 84*
	Degree; Degree	298, 02*
	Degree plus	287, 96**
Province	Gauteng	292, 02**
	KwaZulu	327, 80**
	Other	294, 52**

Home Language	Afrikaans	303, 29
	English	283, 48**
	Sotho	*295, 43
	Nguni	*319, 40**
	Indian	*280, 37
	Tsonga	*284, 55
Attendance of Pupils	Good	310, 78**
	Average	298, 89**
	Poor	293, 74**
Attendance of Teachers	Good	313, 92**
	Average	298, 89**
	Poor	249, 22**
Image of the school	Excellent	322, 10**
	Good	273, 21
	Average	*273, 21**
	Disturbing	*239, 97**

**=Significant difference at the 1% level

*=Significant difference at the 5% level

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.

4.4.1 Feedback Competence

* **Gender** - There is no statistically significant difference between male (295,97) and female respondents' (302,35) factor mean scores in respect of the feedback competence of educational managers. Female respondents are

however of the opinion that educational managers are more often competent in their feedback than male respondents. This could be attributed to the fact that male teachers view evaluation of their teaching performance as a great threat to their self- image and esteem. In a research project about teacher evaluation Grobler (1992:131) came to a similar conclusion when he found that male teachers respond more negatively to evaluation of their teaching competence than females do.

* **School type** - There is a statistically significant difference between the factor mean scores of primary (305,28) and secondary school teachers (294,39) in respect of the feedback competence of educational managers. Primary school respondents are more of the opinion that educational managers are often competent in their feedback than secondary school respondents. This may be due to the fact that primary school teachers are not as specialised in their subjects as secondary school teachers. It could also be due to the fact that secondary school teachers have better educational qualifications than primary school teachers, hence are more critical of feedback competence.

* **Religion** -There is a statistically significant difference between the factor mean scores of teachers belonging to the Christian religion (303,77) and teachers belonging to the Hindu religion (273,19). Teachers belonging to

the Christian religion are more of the opinion that educational managers are often competent in their feedback than teachers belonging to the Hindu religion. This might be due to the fact that Christian teachers do not readily criticise people in position of authority and hence are more reserved in their criticism.

* **Educational qualifications** - There is a statistically significant difference between the factor mean scores of teachers with standard 10 (323,32), those who have a diploma (300,84) and those who have a degree (298,02) in respect of the feedback competence of educational managers.

The respondents with standard 10 are more of the opinion that educational managers are often competent in their feedback than respondents who have a diploma and those who have a degree. This might be due to the fact that teachers who have higher qualifications have greater expertise and knowledge, and thus are more critical in their thinking.

* **Province** - There is a statistically significant difference between the factor mean scores of Gauteng province (292,02), Kwa-Zulu Natal province (327,80) and other provinces (294,52) in respect of the feedback competence of educational managers.

Respondents from Kwa-Zulu Natal province are of the opinion that educational managers are more often competent in their feedback than those from Gauteng province and the other provinces.

This could be due to cultural differences. Gauteng province is a multi-cultural province as compared to Kwa-Zulu Natal province which is mostly dominated by Zulu-speaking people. It is the custom of the Zulu-speaking people not to question people in authority.

***Home language** - There is a statistically significant difference between the factor mean scores of Nguni (319,40), English (283,48), Sotho (295,43), Indian (280,37), Tsonga (284,55) and Afrikaans speaking respondents in respect of feedback competence given by educational managers (303,29). The Nguni speaking respondents are more of the opinion that educational managers are often competent in their feedback than other language groups. This could be due to their culture of having respect for authority.

It is also interesting to note that Afrikaans speakers have the second highest scale score. They are also more of the opinion that educational managers are often competent in their feedback.

It is also worth noting that the scale score of English speakers indicates that they are more of the opinion that educational managers are often not as competent in their feedback. They have a tendency to be more critical in their approach.

***Attendance of Pupils** - There is a statistically significant difference between the factor mean scores of respondents who perceive that the attendance of pupils at the school is good (310,78) and those groups who perceive pupil attendance to be average (295,89) and poor (255,54). The respondents who perceive that the attendance of pupils at their schools is good are more of the opinion that educational managers are often competent in their feedback. It is possible that teachers who come from schools where pupil attendance is good are likely to have positive perceptions about the school as a whole and the educational managers in charge. It is also quite possible that management at these schools is highly effective, including the interpersonal relationships, which may account for the good attendance.

***Attendance of Teachers** - There is a statistically significant difference between the factor mean scores of respondents who perceive the attendance of teachers to be good (313,92) and those who perceive teacher

attendance at their schools to be average (293,74) and poor (249,22). The respondents who perceive the attendance of teachers in their schools to be good are more of the opinion that educational managers are often more competent in their feedback. It is possible that teachers who come from schools where teacher attendance is good have positive perceptions about the school as a whole because of good management practices and this will influence their opinion in respect of feedback competence of the educational managers.

***Image of the school** - There is a statistically significant difference between the factor mean scores of respondents who perceive the image of the school to be excellent (322,10) and those who perceive the image of the school to be disturbing (239,97). The respondents who perceive the image of the school to be excellent (322,10) perceive educational managers to be more often competent in their feedback than on the other hand, those who perceive the image of the school to be disturbing (239,97). Competent feedback is all about effective communication and it could be that teachers view the image of the school as disturbing because of a lack of effective communication on the part of educational managers.

4.5 Summary

In this chapter analyses and interpretation of some of the empirical data were undertaken. In chapter 5 a summary of the research will be given.

Important findings will be discussed and recommendations will be made.



CHAPTER 5

SUMMARY OF THE FINDINGS , RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The main aim of this research project was to investigate the components of teacher competence and how these aspects can enhance teacher effectiveness.

It was of great importance to conduct research particularly on **respect** because it is a major link between competent feedback and teacher competence (See chapter 1;1.3). Respect is a component of invitational feedback and thus very important for enhancing teacher effectiveness. In order to achieve effective teaching, respect will have to be exercised by educational managers, thus leading to an effective education system is South Africa.

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

- * Summary of the findings.
- * Recommendations.
- * Conclusion.

5.2 SUMMARY OF THE FINDINGS

Chapter one was mostly concerned with the motivation, statement of a problem, aim and the exposition of the research. Chapter two focused on a theoretical discussion of feedback, invitational feedback, respect and respectful invitational feedback.

The design of the research project was explained in chapter three. The design of the empirical study was a structured questionnaire consisting of 106 items (see Appendix A). The items were based on research done by Van der Merwe & Grobler (1995). The research indicated that feedback competence was designed around five theoretical constructs of:

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

Details of the respondents as well as biographical details were then supplied. A return of 74,4% was achieved. The questionnaires were then sent to the statistical consulting service of the Rand Afrikaans University where the data were transcribed and processed.

The analyses and interpretation of the empirical data was discussed in Chapter four. The null and alternate hypotheses were set and comparison of two or more independent groups were made whereby the hypotheses were accepted or rejected. An explanation as to the differences was then made.

5.3 IMPORTANT FINDINGS

5.3.1 FINDINGS FROM THE LITERATURE IN RESPECT OF RESPECT AS AN ASPECT OF INVITATIONAL FEEDBACK AND ITS IMPLICATION FOR TEACHER COMPETENCE

In order to be more invitational, educational managers must base all feedback on the following behaviours which could be used as practical examples of expressing respectful invitational feedback:

- * respecting the confidentiality of teachers' assessment when giving feedback;
- * avoiding prejudice of any kind when appraising teachers;
- * listening to the opinions of teachers during appraisal;
- * giving teachers an opportunity to respond to their assessment reports;
- * inviting teachers to sit down when giving feedback;
- * providing teachers with alternative techniques;
- * ushering teachers out of the office after giving feedback, and so forth

(See 2.4).

Findings on the descriptive analyses of respect as an aspect of invitational feedback were made. These findings were based on the following questions: In your opinion, when providing feedback, how often do educational managers:

*** Respect the confidentiality of your assessment by not talking to other teachers about it?**

The mean score of 3,54 and the rank order of 1 indicates that educational managers often respect the confidentiality of the assessment of teachers by not talking to other teachers about it. It is important that educational managers respect the unique value of each teacher (Downe & Telfer, 1969:20) and giving feedback to the teacher concerned, directly indicates a measure of respect for the teacher's uniqueness (See 4.2.1)

*** Listen to your opinion as well during appraisal sessions?**

Respect is an important aspect of feedback and when providing feedback, educational managers must demonstrate a willingness to listen to the teachers (Van der Merwe & Grobler, 1995:10). The mean score of 3,14 and the rank order of 2 indicates that educational managers do not demonstrate this important aspect often enough. Listening to one's subordinates is such an important aspect of feedback that one would expect

educational managers to obtain a much higher mean score on it. (See 4.2.1)

*** Attempt to avoid prejudice of any kind when appraising teachers?**

The mean score of 3,11 and the rank order of 3 indicates that educational managers do not attempt to avoid prejudice as often as they should. Feedback must focus on performance and not on personality as this is subjective and such feedback will result in teachers losing trust in their educational managers (Armstrong, 1995:36).(See 4.2.1)

*** Give you the opportunity to respond to your assessment report?**

It is important that all educators should have the right to respond to any form of criticism which may result from the appraisal report. Allowing teachers to respond to appraisal reports indicates that the educational managers do accord teachers their rights (Barrow & Milburn, 1986:274).

The mean score of 3,04 and the rank order of 4 indicates that teachers have the perception that educational managers do allow this right but perhaps not as often as they should. This is disturbing as one would expect educational managers to give teachers an opportunity to respond to assessment reports much more often than they actually do (See 4.2.1).

*** Allow you to record your opinion of your assessment alongside that of management?**

The mean score of 2,5 and the rank order of 5 indicates that educational managers seldom allow teachers to give a written response to their assessment reports. Allowing teachers to respond in a written format to assessment reports indicates empathy, acceptance and understanding for others (Kok, Smith & Swart, 1993:9). (See 4.2.1)

5.3.2 IMPORTANT EMPIRICAL FINDINGS IN RESPECT OF FEEDBACK COMPETENCE

Invitational feedback consists of two factors namely:

- * Feedback competence which is composed of 95 items with a Cronbach-alpha-reliability coefficient of 0,984 and
- * Unethical feedback consisting of 11 items with a Cronbach- alpha-reliability coefficient of 0,734.

Since the reliability coefficient on unethical feedback was too low, this factor was not used in any statistical analysis.

In respect of feedback competence, significant statistical differences were found between the perceptions of educators as reflected in the factor mean scores of the following groups in table 4.5:

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

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

* **School type** - Principals need to be aware that teachers in secondary schools are subject specialists and hence it is advisable that principals make use of their heads of departments to evaluate teacher competence.

* **Educational qualifications** - Teachers who are educationally well qualified are more critical of the feedback competence of educational managers.

* **Provinces** - Principals in the Gauteng province need to be aware that teachers in this province are critical of their feedback competence. It would thus appear that particular attention needs to be paid to aspects such as respect, trust, intentionality and optimism during the feedback process.

* **Home language** - Evaluators should also be sensitive to the cultural differences between the various language groups. English speaking educators are the most critical of the feedback competence of educational managers.

*** Attendance of pupils and teachers and the school image** - These aspects are all measures of school climate and it is clear that there is a relationship between them and feedback competence of educational managers. If these aspects of school climate are well managed, teacher competence will be enhanced and the culture of teaching and learning will also improve.

5.4 RECOMMENDATIONS

The main aim of this research essay was on investigation into the importance of respect as an aspect of invitational feedback and its implication for teacher competence. In order to realise this aim, a literature survey was undertaken and this served as the foundation upon which the empirical research could be based. The findings of this research are now amalgamated by the following recommendations:

RECOMMENDATION 1

5.4.1 Educational managers should respect the confidentiality of the assessment of teachers. This will directly indicate a measure of respect for teachers' uniqueness.

RECOMMENDATION 2

5.4.2 Respect is an important aspect of feedback. Therefore when providing feedback, educational managers must demonstrate a willingness to listen to the teachers.

RECOMMENDATION 3

5.4.3 Educational managers must attempt to avoid prejudice and focus their feedback on performance and not on personality as this is subjective and may result in teachers losing trust in their educational managers.

RECOMMENDATION 4

5.4.4 Educational managers must allow teachers to respond to any form of criticism which may result from the appraisal reports. This will indicate empathy, acceptance and understanding for teachers.

RECOMMENDATION 5

5.4.5 Educational managers must be sensitive to the cultural differences between various language groups because some of the language groups are more critical of the feedback competence of educational managers.

5.5 LIMITATIONS TO THE STUDY

The following limitations in this study have been identified:

- * **Sampling** - The sample in this study was not sufficiently representative.

This is evident from the fact that questionnaires were distributed to members of the teaching profession, especially in the Gauteng and Kwazulu Natal provinces. Furthermore, schools were only selected on the grounds of their accessibility to members of the research team (See 3.3.3, p.28).

- * **Questions** - Since this has been a group research, each researcher was limited to a maximum of five questions and this number of questions cannot ensure thorough investigation on a particular aspect.

- * **Sources** - The researcher's interpretation of literature showed some element of subjectivity in opinion. Furthermore, since this was a group research, each group was limited to thirty books and members of each group had to divide the number of books among themselves.

5.6 FURTHER RESEARCH

The following suggestions for further research are recommended:

- * **Sampling** - In order to ensure sufficient representation, the type of sampling design that could be used, is a stratified sampling. According to Babbie

(1992: 215) stratified sampling is a method for obtaining a greater degree of representativeness.

- * **Questions** - In order to ensure thorough investigation on a particular aspect, the researcher should be allowed to conduct an individual research on his or her particular aspect and ask as many questions as possible. Interviews could also be conducted on that particular aspect.
- * **Sources** - In order to avoid subjectivity in the researcher's interpretation of the literature, a quantitative research could be conducted and the number of sources should not be limited in the case of a qualitative study.

5.7 CONCLUSION



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This research project has identified the important need to enhance the competency of educational managers in South Africa, especially at a time when education is undergoing change.

The need to devise an evaluation system that is credible and acceptable to members of the teaching profession cannot be underestimated. This requires the services of competent educational managers who are willing to become involved in the process of change. The outcome of such a commitment from school principals and their management teams will significantly enhance teacher competence in the South African schools.

The findings and recommendations of this study provide a new kind of thinking about feedback competence. But in order to reinforce this new thinking and to achieve the educational goals of South Africa, the in - service training of educational managers is crucial. This should assist in clearly defining their role as educational leaders and subsequently enhance the management of teacher competence at their schools.

Through respectful and invitational feedback, educational managers can have a positive influence on the attitudes of staff members. By making teachers feel able, valuable and responsible, educational managers can encourage participation not only in the educational activities, but also in the development of the untapped potential that every human being possesses.

Through the development of this untapped potential, teacher competence will improve.

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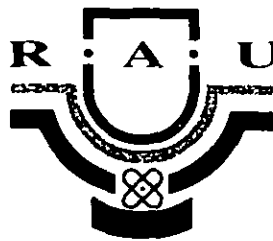
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2006



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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...

FC/BRG

1.

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

SECTION A PERSONAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A

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

Male..... 1

Female..... 2

1. GENDER

Male..... 1

Female..... 2 (6)

2. YOUR PRESENT POST LEVEL

Teacher without merit award..... 1

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

Head of Department..... 3

Deputy Principal..... 4

Principal..... 5

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

3. HOW OLD ARE YOU (IN COMPLETE YEARS)

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

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

(e.g. five years:) (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

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

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

EXAMPLE

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

Assist you in analysing your lesson behaviours?

never 1 2 3 4 5 always

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

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

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

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

 always (22)

2. Advocate the use of local music to enhance creativity?
 never

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

 always (23)

3. Discuss with you how a particular teaching competence was judged?
 never

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

 always (24)

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

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

 always (25)

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

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

 always (26)

6. Ask you for your opinion about the appraisal process?
 never

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

 always (27)

7. Indicate that maturity in teaching is just as valuable as academic qualifications?
 never

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

 always (28)

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

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

 always (29)

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

9. Allow you to see your appraisal report?
never

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 always (38)

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

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

never

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

 always (39)

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

never

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

 always (40)

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

never

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

 always (41)

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

never

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

 always (42)

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

never

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

 always (43)

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

never

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

 always (44)

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

never

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

 always (45)

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

never

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

 always (46)

26. Encourage you to use creative teaching techniques?

never

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

 always (47)

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

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

never

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

 always (48)

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

never

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

 always (49)

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

never

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

 always (50)

30. Demonstrate the ability to give constructive criticism?

never

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

 always (51)

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

never

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

 always (52)

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

never

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

 always (53)

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

never

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

 always (54)

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

never

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

 always (55)

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

never

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

 always (56)

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

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

never

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

 always (57)

37. Reveal that people and warm relationships are important?

never

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

 always (58)

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

never

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

 always (59)

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

never

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

 always (60)

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

never

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

 always (61)

41. Give advice which is mostly prescriptive in nature?

never

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

 always (62)

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

never

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

 always (63)

43. Indicate a confidence in teachers by allowing you to compare your self-evaluation with that of the management team?

never

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

 always (64)

44. Leave you with no doubt in your mind that the purpose of the appraisal was your professional development?

never

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

 always (65)

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

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

never

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

 always (66)

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

never

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

 always (67)

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

never

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

 always (68)

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

never

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

 always (69)

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

never

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

 always (70)

50. Give feedback which is balanced so as to benefit both the school and the individual teacher?

never

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

 always (71)

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

never

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

 always (72)

52. Advocate that any money received by the school as a result of good performance by an individual should be shared by everyone on the staff?

never

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

 always (73)

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

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

53. Show a sensitivity that some cultures regard direct eye contact as disrespectful?

never

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

 always (6)

54. Reveal that good teaching is about caring and sharing?

never

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

 always (7)

55. Ensure that any system of external moderation of marks is clearly explained to the teachers?

never

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

 always (8)

56. Assist you in analysing your lesson behaviours?

never

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

 always (9)

57. Attempt to avoid prejudice of any kind when appraising teachers?

never

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

 always (10)

58. Give you the impression that hidden agendas will not come to the surface during the appraisal process?

never

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

 always (11)

59. Point out your errors by using specific episodes or behaviours?

never

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

 always (12)

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

60. Display evidence that favourites gained an unfair advantage?

never

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

 always (13)

61. Set challenging yet attainable teaching goals together with you?

never

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

 always (14)

62. Indicate that teaching experience is just as valuable as academic qualifications?

never

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

 always (15)

63. Show an appreciation that the educational system of the past has left the majority of teachers with a shortage of teaching skills?

never

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

 always (16)

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

never

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

 always (17)

65. Point out that it is important that a teacher be punctual?

never

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

 always (18)

66. Respect the confidentiality of your assessment by not talking to other teachers about it?

never

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

 always (19)

67. Indicate that teachers should be involved in setting their own standards of work?

never

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

 always (20)

68. Emphasize the importance of personal example of the teacher in classroom life?

never

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

 always (21)

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

69. Use the appraisal report as a tool for advancing the professional growth of the teacher?

never

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

 always (18)

70. Allow adequate time after feedback so that you can master any suggested new skills?

never

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

 always (19)

71. Listen to your opinion as well during appraisal sessions?

never

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

 always (20)

72. Tell you in a direct way what improvement in behaviour is required?

never

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

 always (21)

73. Use questions to determine whether the two of you have interpreted the explanations the same way?

never

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

 always (22)

74. Suggest corrective steps in order to eliminate your errors?

never

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

 always (23)

75. Create an atmosphere of trust because of unimpeachable behaviour?

never

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

 always (24)

76. Leave you with a distinct impression that you are making a meaningful contribution to the success of the school?

never

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

 always (25)

77. Discuss your specific areas of weakness with the aim of providing in-service training?

never

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

 always (26)

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

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

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

 always (27)
79. Allow you total access to your appraisal report?
never

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

 always (28)
80. Assist teachers to set educational goals before assessing them?
never

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

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

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

 always (30)
82. Give you the opportunity to respond to your assessment report?
never

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

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

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

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

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

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

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

 always (34)
86. Conduct the whole process of appraisal in an incorruptible manner?
never

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

 always (35)

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

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

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

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

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

 always (37)
89. Keep important information from you during the appraisal process?
- never

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

 always (38)
90. Discuss the appraisal procedure thoroughly before any appraisal occurs?
- never

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

 always (39)
91. Arrange workshops where teachers can become familiar with all aspects of the appraisal process?
- never

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

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

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

 always (41)
93. Assist teachers in overcoming weaknesses by developing an action plan with the teacher concerned?
- never

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

 always (42)
94. Allow you to record your opinion of your assessment alongside that of management?
- never

1	2	3	4	5
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 always (43)

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

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

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

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

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

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

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

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

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

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

1	2	3	4	5
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 always (52)

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

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

never

1	2	3	4	5
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 always (53)

105. Explain how a particular teaching behaviour was judged?

never

1	2	3	4	5
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 always (54)

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

never

1	2	3	4	5
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 always (55)

THANK YOU FOR YOUR PATIENCE AND KINDNESS IN COMPLETING THIS
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