

**“RELATIONSHIPS AS AN ASPECT OF ORDER AND DISCIPLINE :
IMPLICATION FOR THE MANAGEMENT OF TEACHER COMPETENCE”**

by

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DEDICATION

**To my late parents:
Roger Leonard and Monica Roselind Masher**

**late sister
Moira Roselind Masher**



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SINOPSIS

Hoofstuk een konsentreer op die definiëring van die probleem sowel as die metodiek wat aangewend moet word.

Hoofstuk twee fokus op die literaturoorsig van bevoegdheide wat kortliks die betekenis van onderwyserbevoegdheid ondersoek. 'n Baie belangrike onderskeid word gemaak tussen bevoegdheid as 'n vermoë en bevoegdheid as 'n neiging. Eersgenoemde begrip word hoofsaaklik gebruik wanneer persone evalueer word om te bepaal of hulle strewes ten opsigte van die professionele standaarde van die aktiwiteit waarby hulle betrokke is, verwerklik word. Laasgenoemde begrip word hoofsaaklik gebruik om sekere aktiwiteite soos 'n bekwame musikant of geskiedkundige, te benoem.

'n Bevoegde onderwyser kan gedefinieer word as 'n doeltreffende dog buigsame persoon. Hierdie onderwysers toon aan dat hulle omgee deur dit wat hulle onderrig interessant, opwindend en met oortuiging te doen. Hulle leerlinge presteer en bewonder en respekteer hulle.

Dissipline behels die bestuur van leerlinggedrag wat die regte van ander aantast. Dit sluit ook metodes in om die probleem van klaskamerdissipline te verbeter. Dissipline skep 'n opvoedingsklimaat wat doeltreffende leer bevorder.

Goeie menseverhoudings is noodsaaklik om orde en dissipline in skole te bewerkstellig. Goeie menseverhoudings skep eensgesindheid vir alle betrokke en bevorder 'n kultuur van leer en onderrig. Dit lei ook tot 'n omgewing van orde sodat opvoeding doeltreffend kan verloop.

Hoofstuk drie behels die ontwerp van die navorsingsprojek sowel as 'n vertolking van die drie vrae in verband met menseverhoudings as 'n aspek van orde en dissipline. Alle vrae het 'n gemiddelde skaaltelling behaal, dit wil sê tussen 3,72 tot 4,41, wat aandui dat die respondente hierdie aspekte ten opsigte van menseverhoudings as belangrik beskou.

Die analise en vertolking van die empiriese data word in hoofstuk vier bespreek. Uit die navorsing kan afgelei word dat menseverhoudings as 'n aspek van orde en dissipline belangrike implikasies vir die bestuur van onderwyserbevoegdheid inhou. Onderwyserbevoegdheid is 'n konstruk wat saamgestel is uit twee faktore naamlik:

- * opvoedingsbevoegdheid; en
- * samewerkingsbevoegdheid.

Albei faktore het 'n betroubaarheidswaardes en kan as basis dien om 'n onderwyserevalueringstelsel daar te stel.

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CHAPTER ONE

REVIEW OF THE LITERATURE

1.1 INTRODUCTION

This study forms part of a greater ongoing research essay concerning Teacher Competence and its assessment. This project focuses on researching teacher competencies identified by the initial research. The following areas are being researched:

Teacher competence consisting of group research on each of the following factors of teacher competence:

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

- Feedback on the assessment process consisting of group research on each of the following factors:
 - Transparent feedback
 - Tactful feedback
 - Invitational feedback
 - Culturally sensitive feedback
 - Credible feedback.

This research essay is part of the investigation undertaken regarding order and discipline and the implication on the management of teacher competence. Research of the relevant literature revealed that order and discipline could consist of the following five aspects, namely:

- values;
- rules;
- human relationships;
- management of classroom behaviour; and
- teaching practices.

This research essay focuses on the aspect, human relationships regarding order and discipline: implication for the management of teacher competence.

Having orientated the reader to the particular field of research, the motivation and background of the problem will now be discussed.

1.2 MOTIVATION AND BACKGROUND TO THE PROBLEM

South Africa's education system is undergoing radical change at the present time. This process of change is due to amongst other things the inequalities inherited from the Apartheid regime. Part of this problem has been identified as the difference in the quality of teaching taking place in the 'ex' departments of education. According to a report in The Star (Anon: 1994:1) 35% of the Department of Education and Training candidates passed the matric examination. A correlation can thus be drawn from the relationship between the quality of teaching and the matric results.

The community is becoming increasingly aware of the teachers responsibility to provide correct and effective teaching (Oosthuizen, 1994:91). This had become an issue of the utmost importance in the changing South African context. According to the Draft White Paper in Education and Training (RSA, 1994:3) the state has the central responsibility in the provision of education and training. Further, the provincialisation of education in South Africa has introduced far reaching changes aimed at improving the quality of education. The high failure rate of the South African students in the 1995 matric exams as reported in the Star (Anon: 1996: 1) reflects the need to critically examine teacher competency.

It is evident that South Africa is in a period of change and to a certain degree this has taken all and sundry by surprise. The removal of corporal punishment and the restructuring of governance in schools have all contributed to the decline in discipline and order in schools.

Pupils awareness of their human rights is becoming more vociferous in class and in school, causing many problematic situations for the teachers. In this respect pupils tend to violate school rules and regulations resulting in gang violence, drug abuse, vandalism, truancy and

bunking of classes. Teachers are daily facing these misdemeanours helplessly. All these popular themes, directly or indirectly, identify discipline in the classroom as a national concern and a serious challenge to educators.

The aim of a positive disciplinary policy is to have a fair and consistent way in which to deal with all pupils who misbehave, thereby creating an atmosphere conducive to teaching and learning. Varma (1993: 195) argues that a relevant curriculum taught by the competent teachers with a sense of commitment to the school and its pupils accords the best basis for managing the discipline of a secondary school. The need for a more contextual view of what exactly constitutes 'teacher competence' as an aspect of order and discipline in the South African situation has become acute.

Having introduced and motivated the topic, the problem of this research will now be discussed.



1.3 PROBLEM STATEMENT

Bearing the above information in mind, it appears as if the problem of this research can be summarised by means of the following questions:

- what is teacher competence and how is it constructed?
- what is the nature and factors of order and discipline and what is the opinion of teachers regarding this?
- Is it possible to formulate a strategy regarding the use of human relationships to enhance order and discipline and improve teacher effectiveness?

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

1.4 AIMS OF THIS RESEARCH

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

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

In order to achieve the general aim of this project the group dealing with order and discipline will:

- investigate the composition of order and discipline and how this can enhance competence.

As a member of the group dealing with order and discipline, it is the specific aim of this research essay to:

- determine the contribution of human relationships towards maintaining order and discipline;
- to obtain teacher opinion as to the extent which teachers use human relationships to enhance order and discipline; and
- devise a possible strategy whereby positive relationships can serve as an aid to order and discipline, enhance teacher competence and improve teaching effectiveness.

The method envisaged in order to research the problem of teacher competence will now be discussed.

1.5 RESEARCH METHODOLOGY

The aim of this research is descriptive, in other words to describe a phenomenon, in this case teacher competence with specific reference to order and discipline. A literature survey will be used to elucidate teacher competence in an effort to clarify the main aspects of this concept. Furthermore, literature about order and discipline as a contributory factor to teacher competence will be investigated. More specifically, this research will concentrate on human relationships as a facet of order and discipline.

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 human relationships as an aspect of order and discipline.

1.6 CONCEPT CLARIFICATION



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1.6.1 Competence:

- The ability or skill of a person in fulfilling the professional role effectively and/or expertly (Bartlett, 1991:3); and
- The possession and development of sufficient skills, knowledge, appropriate attitudes and experience for successful performance (Hyland, 1994:22-23)

For the purposes of this research essay the definition of Jones (1989: 87) will suffice, namely:

“Competence is defined as the ability to perform activities within an occupation. Competence is a wide concept which embodies the ability to transfer skills and knowledge to new situations in an occupational area. It encompasses organisation and planning of work, innovation and coping with

non-routine activities. It includes those qualities of personal effectiveness that are required in the workplace to deal with co-workers, managers and customers”.

1.6.2 Discipline

The maintenance of an orderly system that creates the conditions in which learning takes place, and that allows the aims and objectives of the school to be achieved (Jones, 1989:6)

1.6.3 Human Relationships

The need for good human relationships is essential in all walks of life. Human relations include relationships with the self (self-talk) and one’s actions and communication with others (Dawis, Fruehling & Oldham, 1989: 267). Human relations are initiated in the family. Here one learns a sense of ethical behaviour by listening to the evidence of one’s parents and by imitating the behaviour and listening to the advice of one’s parents, family members and other influential adults.

1.7 EXPOSITION

The research essay will be elucidated on the following lines:

- Chapter Two: literature survey on teacher competence, order and discipline and human relationships.
- Chapter Three: research design, development of the research instrument and sampling will be discussed.
- Chapter Four: the findings will be tabulated, analysed and interpreted.
- Chapter Five: summary and conclusions on the findings, recommendations and reflections on the research will be done.

1.8 SUMMARY

In this chapter the importance of research on teacher competence was discussed. The necessity of research into teacher competence, as well as human relationships was postulated and the research problem stated. In Chapter Two a literature review will now be undertaken to demarcate the research problem.



CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

In this literature study the writer determines the contribution of human relations towards maintaining order and discipline and devises strategies whereby effective human relations can support order and discipline, enhance teacher competence and improve teaching performance. An overview of competence will be the first aspect to be discussed.

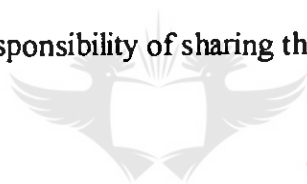
2.2 OVERVIEW OF COMPETENCE

As a point of departure this research attempts to enhance the definition of competence given in chapter one. What is actually meant by competence? Searching the dictionary for a clear definition is of little avail.

Fletcher (1991: 32) defines competence as “entails the ability to perform activities within the occupation”. Carr (1993: 50) makes a very important distinction between competence as a capacity and competence as a disposition. In the capacity sense, the term is employed broadly when we evaluate individuals as more or less successful in realising their aspirations to the standards of whatever professional activity they are engaged in (Carr, 1993:256). This is the sense in which we might speak of a competent electrician, plumber, lawyer or doctor. There is, however, the narrower or more atomistic dispositional sense of competence in which the term is used to label particular abilities or mark episodes of casual effectiveness with respect to these abilities (Carr, 1993: 257). In this more restricted sense we might speak

of a competent piece of driving or writing, or use competent performance or handling of a situation. Against this background, there are good grounds for arguing that the capacity sense of the term normally applies to the evaluation of persons, whereas the dispositional sense refers to activities, and that it is the former, which is more properly connected with 'competence' and the latter with 'competency'. On this account, 'competences' would presumably be used to pick out broad groups of general capacities and 'competencies', would be a label for specific performances or aspects of activities. As an example, human relations would serve as a competence and be specified by the following competencies:

- * the ability to get pupils to understand why they are expected to behave according to certain norms;
- * the ability to help pupils to become independent learners; and
- * the responsibility of sharing the disciplining of pupils with management;



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2.2.1 Teacher Competence

A competent teacher can be defined as an efficient, yet flexible person. They show that they care about their students by doing what they can to make learning interesting, exciting and satisfying. Their pupils learn well, admire and respect them, and usually like them personally.

According to Hyland (1994: 22 - 24) teacher competence:

- * is concerned with the teaching - learning performance;
- * is a performance capability needed by teachers;
- * entails the ability to perform teaching activities; and

- * embraces the possession and development of sufficient skills, knowledge, appropriate attitudes and experience to enable one to teach successfully.

Assister and Shaw (1993 : 53) believe that if qualifications simply enabled teachers to receive credit for existing competence then such qualifications would have very limited value. Their real value is used as a tool for self development. It is important to note that in all cases the end result is a portfolio containing evidence of competence.

Jarvis (1983: 79) mentions that knowledge, skills and attitudes together form the essentials of professional practice. The teacher who is weak in one of these dimensions is incompetent because each, in its own way is a vital constituent to teach. The training of teachers is incomplete unless the curriculum has provided the recruit with the opportunity to learn and acquire competency in all these spheres. In this regard Jarvis (1983 : 79) suggests that assessment of a recruit's competency should, in some way, include appraisal of these attributes. Having orientated the reader to a definition of competence, discipline will now be discussed.

2.3 DISCIPLINE

Discipline is essential for the smooth functioning of any school. Many people have a misconception of discipline as they see it as punishment used against children for misbehaving. Others see it as punishment given without reason.

According to Charles (1992: 63) good discipline, however, has little to do with punishment. Discipline requires freedom of choice and the understanding of the consequences. It is not imposed by authority figures, but rather on individuals by themselves. By choosing to behave

in certain ways, individuals learn to gain acceptance from others and, consequently, acceptance of themselves. Discipline in classrooms means setting limits for students until they are able to set limits for themselves. They can choose whatever behaviour they want bearing in mind the possible consequences. Good behaviour brings rewards, whilst poor behaviour always brings undesired consequences. When teachers teach this concept to pupils, they are teaching pupils to behave in ways acceptable to society.

According to Ginott (in Charles : 1992: 48) discipline is a series of little victories, brought about when teachers use sane messages that address the situation rather than the student's character - to guide students away from inappropriate behaviour toward behaviour that is appropriate and lasting.

According to the Ginott model of discipline (in Charles: 1992: 40) teachers are a decisive, powerful element in the classroom. They create and maintain the environment and they have the power to humanize or dehumanize their students. Their effectiveness depends on their ability to create an educational climate that promotes optimal learning. Children who are in constant emotional turmoil cannot learn. To reduce this turmoil, Ginott advocates using congruent communication, as a harmonious and authentic way of talking, in which teacher messages to students match students feelings about situations and themselves. This really improves the child's self esteem.

Smith and Rivera(1984:16) defines discipline as "order among pupils so learning can take place without competition from unproductive factors. It is a system of rules for conduct and a mechanism for ensuring that conduct codes are followed".

Educators know that for learning and success to occur, a system of order must be in place that establishes parameters for acceptable student behaviour and provides appropriate consequences for behaviour and inappropriate behaviour. The system of order is achieved optimally when educators strive to practice principles of effective discipline.

These include the following:

- * Create a positive climate.
- * Lay the foundation for a positive learning environment.
- * Focus on prevention.
- * Work as a team with other educators for schoolwide effectiveness.
- * Communicate with other professionals and establish partnerships.
- * Match intervention to infraction.
- * Define target behaviours, implement an intervention, and utilise an evaluation plan to frequently monitor student progress.

By incorporating the principles of effective discipline into their instructional repertoires, educators can foster a climate for success and learning. In this way more instructional time will be spent on teaching which would benefit the students.

Many reasons are cited for the lack of discipline in school settings such as:

- * low salaries;
- * inadequate financial support for public education;
- * large school complexes;
- * insufficient parental support; and
- * general disregard for authority by the students themselves.

Many other reasons for behavioural problems in school settings could be listed, such as gang warfare, violent crimes, weapons and substance abuse. Most of our educators today complain about the latter problems which are beyond their control. These complaints by teachers frequently become excuses as a reason for poor discipline. Armed with these excuses, some educators make no attempt to alter negative situations that they believe are beyond their sphere of influence. This attitude shown by educators is definitely not a constructive one as it surely increases the discipline problems and leads to the deterioration of learning environments.

It is important to remember that the vast majority of students do not engage in disruptive behaviour. Most are well behaved. However, even a small percentage of students can influence the learning environment negatively. Clearly, educators must keep a constant vigil on the learning environment and continually work toward its improvement. Discipline problems can be reduced to a minimum if school personnel work as a team to consistently and systematically use educationally sound procedures.

Having discussed the question of discipline, we can now move on to the various aspects of human relationships.

2.4 AN INTRODUCTION TO HUMAN RELATIONSHIPS

The need for good human relationships is essential in all walks of life. Human relations include relationships with the self (self-talk) and one's actions and communication with others (Dawis, Fruehling & Oldham 1989: 267). Human relations are initiated in the family. Here one learns a sense of ethical behaviour by listening to the evidence of one's parents and by imitating the behaviour and listening to the advice of one's parents, family members and

other influential adults. Thus parents, peers and schooling play an important role in the social learning of a student. An individual's ability to have healthy human relationships may be improved or impaired by early experiences. A good self concept and self esteem are amongst other things earned by obtaining respect from family members and one's peers for your achievements (Gordon, 1975: 227).

Arkoff (in Joubert, 1980: 32) states that maintaining a healthy balance of relationships is the key to being a well adjusted person.

Having briefly surveyed human relationships in general we can now turn to discuss some specific relationships.

2.4.1 Relationship between the teacher and the quality of teaching

According to Mittman and Snow (1985: 160) instructionally effective teachers benefit students at all levels of aptitude. If teachers begin with appropriate expectations and instruction to help students make rapid progress, this progress will propel students towards higher levels of mastery as success improves motivation. Brophy (1983: 66) argues that positive teacher expectations cause student achievement to improve by about 5%.

Fuller & Clarke, (1994: 205) find that appropriate academic instruction and the quality of teaching significantly affect academic achievement. The success the pupil achieves serves as a measure of the success the teacher has obtained in his task.

Since we have already established the relationship between the teacher and the quality of teaching, we now need to consider the teacher-pupil relationship.

2.4.2 The Teacher - Pupil Relationship

Although the teacher is an authority figure, a relationship of trust must exist between the teacher and pupil. There must be a feeling of security in their relationships before the child is able to achieve (Van Zyl, 1975: 175 - 179; Yamamoto, 1972: 60).

To be successful, the child must have the will to learn. This must be stimulated and supported. The teacher can motivate the child by implementing various strategies like arousing interest and curiosity. This can be done by a meaningful presentation of subject matter. The experience of the successes can also contribute greatly to increasing the will to learn (Lamprecht, 1989:55; Butler-Por, 1987: 10).

We can now move on to discuss human relations with students.

2.4.3 Human Relations with Students

The general skill of good human relations apply to everyone in all situations. When working with students, however, there are additional relationship skills that teachers need to employ such as:

- * **giving regular attention:** it builds bonds of trust and cooperation. Attention should be given to all students equally, not just to the favourites and to those who misbehave.

- * **reinforcement:** In human relations, reinforcements are given verbally and behaviourally to show support, encouragement, understanding and approval, with the result that student attention and work output should increase.

- * **continual willingness to help:** is a trait much admired in teachers. Students gravitate to helpful teachers, tend to admire them, and usually remember them with respect years later.

- * **modelling courtesy and good manners:** A teacher should make a point to demonstrate through his/her own behaviour that the best of what he/she would like to see in their students. Even when pupils are rude, teachers should attempt to be gentle. When pupils forget their manners, teachers should make a point of remembering theirs. Such behaviour is contagious. If teachers want their students to live by a golden rule, their behaviour must be a prime example of what that rule means when put into practice (Charles, 1992: 129).

The various relationships have been considered and the skills of good relationships can now be discussed.

2.4.4. The skills of good human relationships

Human relations skills improve the quality of classroom interactions, thereby contributing to a positive atmosphere. In particular, three aspects of good human relationships namely those between teacher and students, those between teacher and parents and those between students and parents can be of assistance in improving the atmosphere in the classroom.

There are four general skills of good human relations which serve one well in almost all situations. They are friendliness, a positive attitude, the ability to listen and the ability to give sincere compliments.

Friendliness is a trait everyone admires, yet many of us have difficulty in displaying it, especially when threatened or in the company of people we dislike. Yet with a small effort one can show friendliness even toward people who displease one, by smiling, speaking gently, addressing them by name, asking how they are, asking about their family and work, and so on. When one behaves in this way, one finds that others begin to respond in a similar way (Charles, 1992: 133).

A positive attitude means that one focuses on the brighter side of things. When dealing with problems, one looks for solutions rather than lamenting about obstacles and blaming others. One refrains from complaining, backbiting and gossiping. When one speaks positively, others begin to do so as well. Ability to listen is a trait we admire in others but often find lacking in ourselves as most of us would rather talk than listen. Yet listening produces so many desirable outcomes that it behooves teachers to cultivate this habit. Listening communicates genuine interest in the other person, an essential first step in establishing good quality communication by permitting a true exchange of ideas.

Ability to compliment genuinely is a behaviour that receives little attention in human relations but has, nevertheless, considerable power. Many people are reluctant to compliment others, having seen how some people use compliments falsely in the hope of currying favour. Still, it is obvious that most people like to secure

compliments. As one learns to give compliments, you should take care that they are genuine and that the other person sees them as such.

The skills of good human relationships we have considered leads us to a discussion of good human relationships with parents.

2.4.5 Good human relationships with parents

Teachers have a responsibility to communicate with the parents of their students. Many teachers use this responsibility to advantage while others avoid it, believing that parents do not care, or else that such communication is more trouble than it is worth. Yet, good communication usually brings increased support from parents in building stronger relationships. In addition, they should communicate regularly, communicate clearly, describing expectations, and emphasising the pupils progress while downplaying the pupils shortcomings (Charles, 1992: 135).

The competent teacher will communicate regularly with parents through notes, telephone calls, newsletters and house calls if necessary. Such communication shows a respect for parents and an interest in their children. It also causes parents to think highly of teachers. All messages should be clear, simple and to the point.

A competent teacher, when communicating with parents, clearly describes his/her expectations. Most parents like to know about the schools programme, what their child is supposed to do, how they will evaluate, what they require concerning homework, and what their role at home is to be, if any. Teachers should always remember one thing: parents do not like to hear their children being criticised.

Criticism is a sure way to alienate parents. So what one wants to do is to emphasize the child's progress, and where shortcomings exist, indicate them in terms of new learning styles that you and the child are working on. Competent teachers use conferences with parents to build better relationships. These conferences typically produce anxiety on both sides. However, the purpose of parent conferencing is to improve the overall learning success of the child. If you can keep that essential point in mind you may find most meetings with parents are pleasant and productive.

According to Charles (1992: 137) a competent teacher will always be prepared, and will prepare for the parent conference by remembering to do the following things:

- have the pupil's strengths and weaknesses in mind;
- prepare an attractive folder with the student's name on it;
- include in the folder a summary of your programme, showing work completed and work yet to be done;
- include samples of student's work;
- have available grades and tests that back up your evaluation; and
- anticipate questions parents are most likely to ask such as:
 - * How does my child get along with others?
 - * Does my child cause problems?
 - * Is my child progressing as expected?
 - * What are my child's specific needs?
 - * Is there anything you need help with?

Once you have made your presentation, free your mind to concentrate on conducting the conference professionally. The following aspects could prove to be useful namely:

- * Think of yourself in the parent's place. Be tactful and polite.
- * Greet the parent in a friendly, relaxed manner.
- * Sit side by side with the parent at a table, rather than on opposite sides of a desk.
- * Begin by talking about the student as a worthwhile person. Mention good traits. This will reassure the parent.
- * Guide the parent to the student's file, commenting on the samples of work included.
- * Encourage the parent to talk. Listen carefully and be accepting. Do not argue or criticize; this causes resentment. Parents cannot be objective about their child.
- * Throughout the conference, make sure the parents sees that you want the best education for the child.
- * End the conference by describing your plans for the students future progress. Earnestly request the parents support. Thank the parents for meeting with you to talk about their child.



Parents are key members of the educational community. It is important for educators to establish good rapport and partnerships with parents from the start. Parents must feel that they are part of the school community, rather than intruders. Parents can be a vital part of direct intervention programmes designed to reduce or eliminate the conduct problems of their children. However, their role in prevention plans is often overlooked. Parents are rarely contacted by school personnel unless there is a problem at school. Just as those individuals who are present at school each day tend to become part of a communication network about school activities, so do parents. This communication could be both formal and informal. Examples include:

- * Newsletters that provide general information about school.
- * Notes about individual student accomplishments.

- * Telephone call periodically telling parents good news.
- * Samples of students work so parents have some ideas of progress.

Having examined the importance of good human relationships with parents, strategies that improve the management of teacher competence will now be discussed.

2.5 STRATEGIES

It is important to remember that the vast majority of pupils do not engage in disruptive behaviour. Most are well behaved. However, even a small percentage of pupils can negatively alter the learning environment. Regardless of the number of pupil who disrupt the process for their classmates, educators must keep a constant vigil on the learning environment. This constant vigil on the learning environment can only be achieved if the following strategies are adhered to:

- * A greater involvement of teachers in the daily managerial issues of the school would improve the collaboration between school management and teachers. It is through empowerment that teachers develop their unique abilities and take more pride in ownership of their work. Empowerment also acts as a process of turning teachers into leaders, who in turn will help the school achieve better results (Kirby and Colbert, 1994:49).
- * School policies could be drastically improved through better decision making and communication.
- * School principals could improve their management of the school through better strategic planning and by placing more trust in the teachers.
- * Leadership qualities in teachers could be developed through coaching and team work.
- * In order to ensure that good relationships prevail in a school situation, management should make use of a **total quality management approach**, which requires teamwork co-operation and

effective communication between leaders and members. Total Quality Management is thus a holistic approach which replaces top-down management styles with decentralised “customer driven” decision making (Olson, 1992: 27 - 31). Total Quality Management provides tools for improving the work process and that means a change in the culture of the organisation (school).

According to White (1992: 71) teachers who are consulted and given increased decision-making capacity, derive the following benefits, namely:

- * Improved teacher morale.
- * Improved teacher communication within and across schools.
- * Increased teacher motivation.
- * Increased incentives that serve to attract and retain quality teachers.
- * Better informed teachers.

What this implies is the effective manager (principal) should avoid doing everything personally and learn to delegate duties to his subordinates. This will generate an atmosphere of cooperation (esprit de corps) and implicitly build up the ideas that teamwork is crucial in the school organisation. To ensure a spin off of teacher competence coaching a teacher and timing is pivotal. Coaching should imbue the teacher with a sense of self worth and importance, but concomitantly make him feel part of a team. To coach is to have a fluent system of communication. This should stimulate the teacher to work with management and build up his trust. Hitt (1988: 132 - 134) argues that for authentic dialogue to occur it is necessary for managers to follow a set of guidelines, namely:

- * expressing thoughts clearly.
- * a willingness to express feelings.
- * empathy.
- * being “truly present”.
- * being a good listener.

- * postponing evaluation.
- * avoiding hostility where views differ.
- * being amenable to changing views where necessary.
- * having the capacity to confront where teacher performance is below par.
- * thinking “win-win”.

If the above strategies are implemented and adhered to in future, it would create good human relationships between managers and teachers and in turn would serve as an aid to teacher competence.

2.6 SUMMARY

The manner in which people communicate with each other affects their interactions. The basic premise is that the tone of an adult’s communication with children affects children’s responses to adults. Verbal statements may convey different meanings and elicit different responses. This explains why some communication aimed at reducing or eliminating a bothersome behaviour results in increasing or maintaining it. The approach also offers alternative methods of communicating, which should produce better results. Sometimes teachers, verbal messages ridicule, shame, criticize or blame students. Such communication outcomes do not produce the desired results. Children do not conform to adult’s behavioural expectations. A hostile child cannot learn maximally in the educational setting. It is important for students to be open and receptive to the adults in the learning environment. If the teacher - pupil relationship is adversely affected by the way adults communicate with children, the verbal pattern must be changed.

It is also possible to improve the management of teacher competence by means of the following strategies namely:

- * greater involvement of teachers in decision-making as this leads to a greater sense of teacher improvement;

- * an emphasis on team work as this leads to better collaboration among teachers;
- * effective use of the tools of total quality management as this enables the school culture to be changed to a more effective one and enhances teacher competence;
- * effective delegation of work to subordinates as this generates trust and improves cooperation making the management of teacher competence easier; and
- * good communication as this creates the correct climate for good human relationships to prosper and hence the management of teacher competence also benefits.

Having indicated how effective human relationships leads to better order and discipline and enhances teacher competence the empirical investigation will now be discussed.



CHAPTER THREE

3.1 INTRODUCTION

The literature study in Chapter Two formed the framework for the empirical study. The specific aim of this study was also highlighted in Chapter Two as human relations as an aspect of order and discipline and its implication for the management of teacher competence. A brief discussion of the design of the research instrument to determine teacher opinion on aspects of human relations 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 and 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
- * Effectiveness
- * Leadership.

Subsequent groups of students were assigned to investigate each of the above constructs 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 human relations as an aspect of order and discipline all the questions formulated by this group are represented in table 3.1. The questions relevant to human relations are indicated by means of an asterisk:



TABLE 3.1

ITEMS ASSOCIATED WITH ORDER AND DISCIPLINE

Item no	Description	Mean score	S.D	Rank order
B103	Show a clear understanding of their subject matter	4,41	0,92	1
B60	Ensure classroom environment is well organised so effective learning can occur	4,23	0,99	13
B48	Maintain an orderly yet relaxed classroom climate	4,23	0,95	15
B104 *	Get pupils to understand why they are expected to behave according to certain norms	4,21	0,98	15
B97 *	Help pupils in ways which assist them to become independent learners.	4,20	0,96	18
B96	Choose those specific teaching methods that best achieve their lesson objectives	4,19	0,94	19
B85	Create interest in their lessons by using stimulating and thoughtful lesson plans	4,15	0,99	28
B10	Attempt to make pupils realise that education is something you acquire for yourself	4,15	1,12	29
B74	Make use of rules to protect the majority of pupils against the behaviour of some fellow pupils	4,08	1,05	39
B59	Enforce rules in such a way that desired behaviour is obtained	4,01	1,03	44
B19	Demonstrate that discipline is directed primarily at correction and not retribution	3,99	1,01	47
B3	Ensure that respect for each other is retrenched in disciplinary actions	3,94	1,17	50
B86 *	Share the responsibility with management of disciplining pupils	3,93	1,21	51
B75	Use positive rewards as an educational aid	3,90	1,13	59
B47	Manage their learning environments by using rules and routines	3,72	1,12	76

* denote items involved with human relationships as an aspect of order and discipline.

Having displayed the various items involved in order and discipline only those items relevant to this research paper will now be discussed.

3.2.2. Discussion of human relations as an aspect of order and discipline

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:

- * Share the responsibility with management of disciplining pupils (Question B86).
- * Help pupils in ways which assist them to become independent learners (Question B97).
- * Get pupils to understand why they are expected to behave according to certain norms (Question B104).

The above questions are the actual questions pertaining to the use of human relations as one of the ways in which order and discipline may be enforced. These questions will now be motivated and discussed fully together with the outcome of the empirical survey undertaken.

Question B86:

Sharing the responsibilities with management in disciplining pupils is very important and useful in maintaining order in school. Shared responsibilities by teachers fosters a sense of unity among teachers, and pupils are aware that they will all be treated alike (see 2.3: p. 11).

When one examines the results of the questionnaire in Table 3.1 the mean score of this question was 3,93, which indicates that many teachers considered this aspect as important in disciplining their pupils. However, this question ranked 51 out of 108 questions. It is indicated by the rankings that other means of discipline can also be considered to ensure a harmonious relationship between teacher and pupils, or that teachers do not demonstrate this behaviour as often as they should.

Question B97:

Good human relations fosters good relationships between people. Positive relationships helps pupils to become self reliant and also creates self discipline and self respect in pupils which promotes independence. The need for good human relationships is essential in all walks of life (see 2.4: p.14).

The results of the survey showed a high mean score, that is 4,20 which means that almost all of the educators responded in a positive way that they make use of good human relationships to assist pupils to become independent learners. This question ranked 18 out of 108 questions which shows that teachers undoubtedly consider this an important means of discipline. Good relationships lends itself to confidence building.

Question B104:

To relate to pupils positively so that they understand certain norms is an important aspect of good human relations. Brophy (1983 : 66) argues that teacher expectations make about 5% difference in student achievements (see 2.4.1 p.15). Pupils will adhere to norms by continuous reminders and the consistent application of good relationships will achieve the desired behaviours. It allows pupils to think for themselves and relate to others with confidence. They become accountable for their own actions in class and it eventually results

in self discipline in pupils. This question had a mean score of 4,21 which shows that teachers believe that good relationships fosters good discipline in pupils. This question ranked 16 out of 108 questions which shows that it is highly regarded by teachers for maintaining order and discipline in the school.

3.3 THE EMPIRICAL INVESTIGATION

3.3.1 Respondents

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

3.3.2 Biographical details



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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 the image of your school.

It was reasoned that these aspects could be related to teacher 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. 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 questionnaires on teacher competence:

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

The questionnaires were now sent to the Statistical Consulting Services 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 four 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 FOUR

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

4.1 INTRODUCTION

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

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

4.2 RELIABILITY AND VALIDITY

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

The construct validity of the instrument was investigated by means of successive first and second order factor analyses performed on the 108 items. The first order procedure involves

a principal component analysis (PCAI) followed by a principal factor analysis (PFAI). These procedures were performed using the BMDP 4M program (Dixon, Brown, Engelman, Frane, Jenrich & Toporek, 1985: 448-454) in order to identify a number of factors which may facilitate the processing of the statistics.

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

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

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

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

At the multivariate level two groups can be compared for possible statistical differences by means of Hotelling's T^2 test. This implies that the vectors of the mean scale scores of 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 primary school teachers and secondary school teachers in respect of educative and collaborative competence will now be discussed.

4.3.1.1. Differences between primary and secondary school teachers relative to educative and collaborative competence.

TABLE 4.1. COMPOSITE HYPOTHESES WITH PRIMARY AND SECONDARY SCHOOL TEACHERS AS THE INDEPENDENT VARIABLE

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	School type	HoT	There is no statistical significant difference between the vector mean scale scores of primary and secondary school teachers in respect of the two competence factors taken together	Hotelling T ²
		HaT	There is a statistical significant difference between the vector mean scale scores of primary and secondary school teachers in respect of the two competence factors taken together.	
Differences at the univariate level		Hot	There is no statistical significant difference between the mean scale scores of primary and secondary school teachers in respect of each of the factors taken separately namely:	Student - t test
		Hot 1	Educative competence	
		Hot 2	Collaborative competence	
		Hat	There is a statistical significant difference between the mean scale scores of primary and secondary school teachers in respect of each of the factors taken separately namely:	
		Hat 1	Educative competence	
		Hat 2	Collaborative competence	

TABLE 4.2. SIGNIFICANCE OF DIFFERENCE BETWEEN PRIMARY AND SECONDARY TEACHERS REGARDING THE FOLLOWING FACTORS

Factors	Group	Factor average	p-value (Hotelling)	p-value (Student)
Educative competence	Prim	322,61	0,0000**	0,2165
	Sec	326,62		
Collaborative competence	Prim	89,23		0,001**
	Sec	84,28		

N1 = (Primary School Teachers) = 681

N2 = (Secondary School Teachers) = 431

: Significant at the 1% level

: Significant at the 5% level

Tables 4.1 and 4.2 indicate that there is a statistical significant difference ($p = 0,0000$) between the vector mean scale of primary school and secondary school teachers in respect of the two factors considered together. The null hypothesis H_0T is thus rejected and the alternative hypothesis H_aT is supported.

In respect of differences at the single variable level between the two groups the average scale score of the primary school teachers is significantly higher than that of the secondary school teachers in respect of collaborative competence only ($p = 0,001$). Thus H_{01} is accepted because there is no significant difference between the two groups relative to educative competence. However, H_{02} is rejected in favour of H_{a2} . Primary school teachers are thus significantly more collaborative than their secondary school counterparts.

4.3.2 Comparison of three or more independent groups

In respect of three or more independent groups multivariate differences are investigated by means of MANOVA (multivariate analysis of variance) in respect of educative and collaborative competence considered together. The vector mean scale scores are compared and should any differences be revealed at this level then ANOVA (analysis of variance) and the Scheffé test are used to investigate this difference at the single variable level. An example of differences between three or more groups, that is, various teacher perceptions of the image of their school groupings are considered.



4.3.2.1 DIFFERENCES AMONGST TEACHERS WITH REGARDS TO THE PERCEPTION OF THEIR SCHOOL IMAGE IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE

Dimension	Variable	Symbol	Description	Test
Differences at the multivariate level	Image of the school	HoM	There is no statistical significant difference between the vector mean scores for the four groups reflecting teachers perceptions of the image of their school taken together.	Manova
		HaM	There is a statistical significant difference between the vector mean scores for the four groups reflecting teachers perceptions of the image of their school taken together.	
Differences at the single variable level		HoA	The average scale scores of the four groups reflecting teacher perceptions of the image of their school do not differ in a statistical significant way from one another in respect of the following factors taken separately namely: Educative competence Collaborative competence	Anova
		HaA 1 HaA 2	The average scale scores of the four groups reflecting teacher perceptions of the image of their school do differ in a statistical significant way from one another in respect of the following factors taken separately namely: Educative competence Collaborative competence	
		HaA 1 HaA 2	The average scale scores of the four groups reflecting teacher perceptions of the image of their school do differ in a statistical significant way from one another in respect of the following factors taken separately namely: Educative competence Collaborative competence	
		HoS	There are no statistical significant differences between the average scale scores of the four groups reflecting teachers perceptions of the image of their school compared pair wise in respect of the following factors namely:	
				Scheffé

Table 4.3. continued on the following page.

Table 3.4 cont.

FACTORS			PAIRS OF GROUPS					
			A vs B	B vs C	C vs D	A vs C	A vs D	B vs D
Educative Competence			HoS.AB1	HoS.BC1	HoS.CD1	HoS.AC1	HoS.AD1	HoS.B1
Collaborative Competence			HoS.AB2	HoS.BC2	HoS.CD2	HoS.AC2	HoS.AD2	HoS.B2
Diff at the univariate level	Image of school	HaS	There are no statistical significant differences between the average scale scores of the four degrees of the perception of school image groups when compared pair-wise in respect of the following factors namely:					
FACTORS			PAIRS OF GROUPS					
			A vs B	B vs C	C vs D	A vs C	A vs D	B vs D
Educative Competence			HaS.AB1	HaS.BC1	HaS.CD1	HaS.AC1	HaS.AD1	HaS.BD1
Collaborative Competence			HaS.AB2	HaS.BC2	HaS.CD2	HaS.AC2	HaS.AD2	HaS.BD2

TABLE 4.4 SIGNIFICANCE OF DIFFERENCES BETWEEN THE GROUPS REFLECTING THE IMAGE OF THE SCHOOL IN RESPECT OF THE FOLLOWING FACTORS

Factors	Group	Factor Average	p-value (Manova)	p-value (Anova)	Scheffé			
					A	B	C	D
EDUCATIVE COMPETENCE	A	326,89	0,0070**	0,3837	A			
	B	325,12			B			
	C	320,06			C			
	D	318,27			D			
COLLABORATIVE COMPETENCE	A	86,83	0,0038**		A			
	B	89,10			B			*
	C	85,35			C			
	D	80,76			D	*		

A = 278 Excellent

** = Significant at the 1 % level

B = 548 Good

* = Significant at the 5% level

C = 244 Average

D = 62 Disturbing

Using tables 4.3. and 4.4. it follows that HoM is rejected at the 1% level of significance. A statistical significant difference thus exists between the vector mean scores of the four groups of perceptions that teachers have of the school.

On the single variable level the deduction can be made that there is no statistical significant difference between the average scale scores of the four groups reflecting the teachers' image of their school A,B,C,D in respect of the educative competence only. The null hypothesis HoA1 is thus accepted in favour of the alternative hypothesis HaA 1. In respect of collaborative competence there is a statistical significant difference between the scale scores of the four groups. HoA 2 is thus rejected and HaA 2 is accepted.

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

** there is a statistical significant difference at the 5% level between the average scale scores of group B (Good) and Group D (Disturbing) in respect of collaborative competence. HoS.BD2 is thus rejected in favour of HaSBD2. HoS.AB2, HoS.AC2, HoS.AD2, HoS.BC2 and HoS.DC2 however, cannot be rejected. Teachers who perceive their school's image as disturbing perceive themselves as less collaboratively competent compared to teachers who perceive the image of their school as above average and excellent. This could be due to the fact that in schools where teachers have a good image of their schools, there is greater a degree of consultation, collaboration and cooperation compared to schools where teachers have a poor image of their schools. These schools are characterised by a lack of cooperation and teachers often work on their own with little or no assistance.*

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. and are discussed briefly.



TABLE 4.5. MEAN SCORES OF SOME OF THE INDEPENDENT GROUPS IN RESPECT OF EDUCATIVE AND COLLABORATIVE COMPETENCE.

NAME	CATEGORY NAME	MEAN SCORES	
		F1	F2
Gender	Men	325,73	86,18
	Women	323,54	87,76
Gender of Principal	Males	325,20	86,25
	Females	320,95	90,50
Post level	Teachers	320,11**	85,65**
	Teachers with merit awards	325,16	88,74
	Heads of Departments	340,22**	91,62**
	Higher promotion posts	334,32	92,84**
Highest Qualifications	Lower Std 10; Std 10;	297,93**	89,17
	Diploma	324,44**	87,55
	Teachers Diploma	331,38**	89,28*
	Diploma; Degree Degrée plus	332,30**	83,48*
Province	Gauteng	327,19**	87,14
	Kwa Zulu	*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*
Religious Groups	Christians	322,86	87,66
	Muslims	329,39	86,09
	Hindu	337,81	87,06

F1 = Educative Competence

F2 = Collaborative Competence

** = Significant difference at the 1% level

* = Significant difference at the 5% level

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

The differences in the factor mean scores obtained by the various independent groups as summarised in Table 4.5. will now be discussed. 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.
- **Gender of principal** - the male school principals, mean score was slightly higher than their female counterparts as educators perceive male principals to be more educatively competent than they perceive female principals to be.
- **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 score than teachers in promotion post above that of head of department.

- **Educational Qualifications** - 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 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 as 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 this perception.
- **Home language** - teachers with Afrikaans as home language have the highest factor mean score and they differ statistically significantly at the 1% level from the Nguni speaking people and at the 5% level from the 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 mean score and differ from Nguni speaking people at the 5% level of statistical significance. The reason for this difference is probably similar to those for Afrikaans speaking teachers.

a higher factor mean score and thus also believe that they are educatively more 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 pupils** - teachers who perceive the attendance of pupils at their schools to be average and good have the higher factor mean scores. Teacher who have the perception that pupil attendance at their schools is poor have the lowest factor mean score and hence the lowest perceived educative competence.
- **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 teachers attendance at their schools is poor also perceive themselves to be educatively least competent.
- **Religion** - there is a statistical significant difference at the 5% level between the average scale scores of Christians and Hindus in respect of educative competence. Teachers belonging to the Hindu religion perceive themselves to be more educatively competent than Christian teachers. The high mean scores attributed to the Hindu group could be as a result of their small number of teachers sampled compared to the Christian group.

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 brief discussion of 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.
- **Gender of Principal** - women principals are perceived to be significantly more collaboratively competent than their male counterparts.
- **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 statistical significance from educators who have an honours degree and higher qualifications. 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 means 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 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.
- **Attendance of teachers** - teachers with the perception that teacher attendance at their schools is good have a statistically 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 average teacher attendance are collaboratively more competent than teachers who teach at schools where teacher attendance is poor.

- **Religion** - There is no significant statistical difference between the various religious groups in terms of collaborative competence.

Collaborative competence manifests itself where there are high levels of collaboration among teachers and between teachers and principals and is characterised by mutual respect, shared work values, cooperation and specific conversations about teaching and learning (Sergiovani & Starratt, 1993: 103). It is also obvious from Table 4.5. that many of the independent groups differ statistically significantly from one another in respect of collaborative competence. As many of the groups discussed above are known to differ from one another in many of the aspects researched this reinforces the predictive and construct validity of collaborative competence as a construct. Collaborative competence is also an exciting construct as it is related to aspects such as open communication, trust, support, learning on the job, getting results and job satisfaction (Sergiovanni & Starratt, 1993: 102). Collaborative competence thus seems to be essential in order to be classified as a competent teacher or manager of a school.

The discussion of the differences between the factor mean scores of the various independent groups is now discussed 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 a reliability coefficient of 0,918

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

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

From the research conducted it can be concluded that teacher competence revolves around the constructs of educative and collaborative competence. Both of these constructs were shown to have construct validity and high reliability and could thus serve as a basis for measuring and developing the educative and collaborative competence of teachers.

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

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This research project is a group project initiated to investigate teacher competence, its measurement and the implications thereof for school effectiveness and improvement. The aim of the research was to investigate the components of teacher competence and how these aspects could enhance the management of teacher competence. In order to achieve this general aim the group dealing with order and discipline investigated the composition of order and discipline and how this in turn could improve teacher competence. However the specific aim of this research was to:

- determine the contribution of human relationships towards maintaining order and discipline;
- to obtain teacher opinion as to the extent which teachers used human relationships to enhance order and discipline; and
- devise a possible strategy whereby human relationships could serve as an aid to teacher competence.

The South African education system is experiencing teething problems as a result of the radical changes taking place. One of the major problems facing the public schools today is the question of order and discipline. There is a decline in discipline in schools causing a major collapse in the culture of teaching and learning. Vandalism, bribery and corruption, violence, drugs, insubordination and gangsterism (The Gauteng Education Matric

Education and Training candidates passed the matric examination. This low rate of matric passes is amongst other things the result of poorly qualified and incompetent teachers. It has also created a negative effect on the order and discipline in the public schools. This research has investigated the various ways of maintaining order and discipline and how order and discipline may be accomplished by implementing good human relationships and communication. It also presents the management of the school with ways and means of evaluating teacher competence, specifically the management of discipline in the school. The task of school management is amongst other things to accomplish order and discipline for the smooth running of the school which in turn fosters a culture of teaching and learning. Without order and discipline the culture of teaching erodes. Good behaviour brings rewards, whilst poor behaviour always brings undesired consequences.

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
- Conclusions

5.2 SUMMARY

Chapter one dealt with defining the problem, setting out general and specific aims of the research as well as the methodology to be implemented.

Chapter two focused on the literature review of:

An **OVERVIEW** of competence which briefly examines the meaning of competence. An important distinction is made between competence as a capacity and competence as a disposition. The former term is employed broadly when we evaluate individuals in realizing their aspirations to the standards of whatever professional activity that they are engaged in, whereas the latter term is used to label particular abilities as a competent piece of driving or writing (see 2.2.p. 7).

A **COMPETENT TEACHER** can be defined as an efficient yet flexible person. These are teachers who are caring by doing what they can to make learning interesting, exciting and satisfying. Their pupils learn well, admire and respect them, and usually like them personally (see 2.2.1.p.8).



DISCIPLINE involves the managing of students behaviour that disturbs the rights of others. It also includes measures to alleviate the problem of discipline in class. Discipline creates an educational climate that promotes optimal learning (see 2.4. p.9).

HUMAN RELATIONSHIPS are very necessary for order and discipline to prevail in schools. Good human relationships creates harmonious conditions for all stakeholders and also fosters a culture of teaching and learning. It also leads to an environment of order so that education proceeds effectively.

Chapter three explains the design of the research project together with an explication of the questions relating to human relationships as an aspect of order and discipline. All the questions resulted in high mean scores, that is between 3,72 to 4,41.

Chapter four discusses the analysis, interpretation and discussion of the empirical data.

5.3 IMPORTANT FINDINGS

5.3.1 Findings from the literature survey in respect of human relationships as an aspect of order and discipline and the implication for the management of teacher competence.

Good human relationships are essential in all walks of life. Human relationships include relationships with the self and one's actions and communications with others (Dawis, Fruehling & Oldham, 1989: 267). It is noticed that human relations are initiated in the family. Here one learns as sense of ethical behaviour by listening to evidence from one's parents. It is also learnt that the relationship between teachers and pupils should have messages of praise in order for pupils to be open and receptive to their teachers in the learning environment (see 2.4.5. p.14) This also means that the teachers have to be competent in the disciplining of pupils. The teacher who is unable to maintain order and discipline in the classroom will most probably be labelled as an incompetent teacher (see 2.5. p.19).

5.3.2 Important empirical finding in respect of teacher competence.

Teacher competence consists of the two factors namely:

- Educative competence which is composed of 81 items with a Cronbach-alpha-reliability coefficient of 0,978; and

- Collaborative competence which is composed of 27 items with a Cronbach-alpha-reliability coefficient of 0,918.

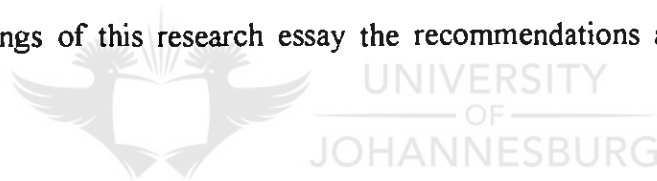
In respect of educative competence significant statistical differences were found between the perceptions of the educators as reflected in the mean factor scores of the following groups:

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

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

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

Having listed the findings of this research essay the recommendations are the next aspect to be discussed.



5.4 RECOMMENDATIONS


The main aim of this research project was an investigation into the importance of rules as an aspect of order and discipline 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 Competent teachers must make use of sound human relationships as this creates order and cultivates a culture of teaching and learning. The school manager must make provision in his/her school policy for the continuous contact between teachers and parents. This could assist in the improvement of pupils behaviour and scholastic achievement. Parents can learn about teachers expectations of their children and try to assist them in accomplishing their goals. Parents also accept the responsibility of sharing the disciplining of their children.

RECOMMENDATION 2

5.4.2 EDUCATIVE COMPETENCE



Teachers must be educatively competent in order to meet the challenges of the present education system in South Africa. Educative competence involves the creation of an effective learning environment, professional commitment, creation of order and discipline, an ethical educational foundation, the ability to reflect on teaching practice, co-operative ability, effectiveness and leadership qualities. All these aspects are developed with teaching experience. However, the constant reading and updating of circulars as well as the continuous studying to upgrade one's qualifications will also enhance educative competence. The results of the survey shows that heads of department have the higher factor average score and differ statistically significantly from teachers. Heads of department are subject experts and therefore they are expected to be educatively more competent than teachers. It is also interesting to note that heads of department are seen as educatively more competent

than upper management. Principals of school should ensure that a policy for continuous management training and retraining is in place. This should include all senior management staff as well as a cascading effect down to all staff members.

RECOMMENDATION 3

5.4.3 Collaborative competence

Schools are people orientated because of the continuous relationships that take place between teachers and pupils and teachers and teachers. This makes it essential for teachers to be collaboratively competent. The survey reflects that collaborative competence manifests itself where there are high levels of collaboration among teachers and between teachers and principals and is characterised by mutual respect, shared values, cooperation and specific conversations about teaching and learning (Sergiovanni, & Starratt, 1993: 103). Principals of schools should include in their school policy the need to collaborate, so that teachers learn to trust, respect and support each other in accomplishing their goals.

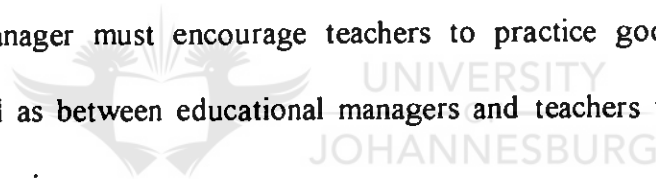
RECOMMENDATION 4

5.4.4 The aspects of order and discipline namely rules, values, classroom management relationships and teaching practice in maintaining order and discipline are dealt with by the different group members quite adequately. However, it would be advisable to further research the problems that cause the erosion of order and discipline at schools.

CONCLUSION

The teacher together with the other stakeholders should use their position of authority to achieve the objective of creating an orderly environment conducive to the promotion of educational training. The object is to establish a secure environment for the individual pupil as well as for the school as a whole. The maintenance of order within a school can be achieved by various means, all are subject to legislation, the South African common law and case law.

This research project considered the application of human relationships as an aspect of order and discipline and its implication for the management of teacher competence. The educational manager must encourage teachers to practice good relationships with one another as well as between educational managers and teachers which will foster effective teaching and learning.



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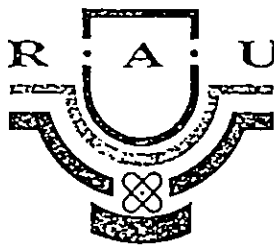
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ANNEXURE A

QUESTIONNAIRE





RAND AFRIKAANS UNIVERSITY
 PO Box 524
 Auckland Park
 Republic of South Africa
 2006

RAND AFRIKAANS UNIVERSITY
 Telegraphic address Rauniv
 Telex 424526 SA
 Telephone (011) 489-2911
 + 27-11-489-2911
 Fax (011) 489-2191
 + 27-11-489-2191

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..... *J B Smith*..... PROF. K P DIVIMBO..... *K P Divimbo*
 DR B R GROBLER..... *B R Grobler*..... DR K P V D MERWE..... *K P V D Merwe*
 MS. S SCHALEKAMP..... *S Schalekamp*.....

TC/ERG

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<input type="text"/>	(5)

SECTION A - PERSONAL INFORMATION

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

EXAMPLE FOR COMPLETING SECTION A

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

Male..... 1

Female..... 2

1. GENDER

Male..... UNIVERSITY..... 1

Female..... OF..... JOHANNESBURG..... 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

(13)

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

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

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

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

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

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

SECTION B

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

Give your opinion on a 5 point scale where:

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

EXAMPLE

In your opinion how often do you:

Effectively use available teaching time?

very seldom 1 2 3 4 5 very often

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

IN YOUR OPINION HOW OFTEN DO YOU:

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

very seldom

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

 very often (22)

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

very seldom

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

 very often (23)

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

very seldom

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

 very often (24)

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

very seldom

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

 very often (25)

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

very seldom

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

 very often (26)

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

very seldom

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

 very often (27)

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

very seldom

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

 very often (28)

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

very seldom

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

 very often (29)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (30)

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

very seldom

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

 very often (31)

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

very seldom

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

 very often (32)

12. Inform parents about the value of independent learning?

very seldom

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

 very often (33)

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

very seldom

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

 very often (34)

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

very seldom

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

 very often (35)

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

very seldom

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

 very often (36)

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

very seldom

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

 very often (37)

17. Effectively use available teaching time?

very seldom

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

 very often (38)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

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

 very often (39)

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

very seldom

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

 very often (40)

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

very seldom

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

 very often (41)

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

very seldom

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

 very often (42)

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

very seldom

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

 very often (43)

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

very seldom

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

 very often (44)

24. Display attitudes that foster learning amongst your pupils?

very seldom

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

 very often (45)

25. Teach students to become critical learners?

very seldom

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

 very often (46)

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

very seldom

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

 very often (47)

IN YOUR OPINION HOW OFTEN DO YOU :

27. Create opportunities for pupil participation during lessons?

very seldom

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

 very often (48)

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

very seldom

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

 very often (49)

29. Create a climate which is conducive to learning?

very seldom

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

 very often (50)

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

very seldom

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

 very often (51)

31. Use questioning techniques which stimulate pupils to THINK?

very seldom

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

 very often (52)

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

very seldom

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

 very often (53)

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

very seldom

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

 very often (54)

34. Set achievable instructional goals?

very seldom

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

 very often (55)

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

very seldom

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

 very often (56)

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

very seldom

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

 very often (57)

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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 (5)

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 :

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

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

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

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

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

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

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

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

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

1	2	3	4	5
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 very often (48)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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 very often (49)

99. Ask your colleagues to evaluate your lessons?

very seldom

1	2	3	4	5
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 very often (50)

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

very seldom

1	2	3	4	5
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 very often (51)

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

very seldom

1	2	3	4	5
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 very often (52)

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

very seldom

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

 very often (53)

103. Show a clear understanding of your subject content?

very seldom

1	2	3	4	5
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 very often (54)

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

very seldom

1	2	3	4	5
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 very often (55)

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

very seldom

1	2	3	4	5
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 very often (56)

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

very seldom

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

 very often (57)

IN YOUR OPINION HOW OFTEN DO YOU :

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

very seldom

1	2	3	4	5
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very often

(58)

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

very seldom

1	2	3	4	5
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very often

(59)

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



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