

**EDUCATORS' PERCEPTIONS OF OPERATIONAL COMPETENCIES REQUIRED IN  
PUBLIC SCHOOLS**

**by**

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**Dissertation submitted in fulfilment of the requirements**

**for the degree**

**Magister Technologiae: Human Resource Management**

**in the**

**Faculty of Management Sciences**

**at the**

**Vaal University of Technology**



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**Date: July 2012**

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## ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Lord who gave me the talent and endurance to complete this dissertation. In addition, the following persons are acknowledged for their support and encouragement during my studies:

- ❖ My husband, David, who has stood by me with his enduring encouragement and support.
- ❖ Prof. J. Surujlal, (Research Professor, Faculty of Management Sciences, Vaal University of Technology), my supervisor who consistently provided me with support, understanding and strong leadership to complete my studies.
- ❖ Prof. M. Dhurup (Vaal University of Technology), my co-supervisor for the statistical services and guidance.
- ❖ My friend L. Jordaan and sister-in-law A. Garnett for their unconditional assistance, advice and encouragement throughout my studies.
- ❖ To my family for their moral support.

## ABSTRACT

An educator is more than a person who just transmits knowledge. An educator plays many different roles in the lives of learners, colleagues and their immediate community. Educators have the opportunity to influence the community, develop learners holistically, create lifelong learners and reflective thinkers. For an educator to demonstrate such competence across a range of teaching roles and contexts, a vast range of operational competencies are required.

The purpose of this study was to examine secondary school educators' perceptions of the operational competencies required to function in public schools. The literature study explored the roles of the educator and the operational competencies needed to function in a secondary school. A quantitative survey in the form of a questionnaire was used in the study to analyse the level of agreement that educators attached to certain operational competencies. The level of agreement indicated by the educators is likely to indicate the level of importance that they attach to the operational competency. A probability sampling technique in the form of simple random sampling was used in this study. Random samples were drawn from educators in secondary public schools in the Fezile Dabi and Sedibeng districts. A sample size of 280 educators was used. Of the 280 questionnaires that were administered, 49 were not returned and 20 were incomplete, resulting in 211 usable questionnaires.

The results of the survey indicated that the competency factors that educators perceived to be of importance were: *communication and behaviour management, interpersonal relationships, planning and assessment, leadership skills and perseverance and organisational commitment*. The level of correlation of these identified factors with teaching satisfaction was also assessed- indicating that *interpersonal relationships* had the highest correlation with teaching satisfaction and factors like *planning and assessment, organisational commitment and communication and behaviour management* had a moderate influence on teaching satisfaction.

*Leadership skills and perseverance* do not have a great influence on teaching satisfaction.

The value of the research is that it makes a useful contribution for planners in the Department of Education of South Africa by making them aware of the operational competencies required by educators in public schools. The results of the research could be used to develop the operational competencies that are not perceived by educators to be of importance and to enhance the teaching satisfaction of educators.

## ACRONYMS AND ABBREVIATIONS

ABET:	Adult Basic Education and Training
DoE:	Department of Education
ECD:	Early Childhood Development
EFA:	Exploratory Factor Analysis
ERLC:	Education Labour Relations Council
FET:	Further Education and Training
HE:	Higher Education
ICT:	Information and Communication Technology
IQMS:	Integrated Quality Management System
KMO:	Kaiser-Meyer Olkin
LRCs:	Learners' Representative Councils
PM:	Performance Measurement
SMT:	School Management Team
SSPS:	Statistical Package for Social Sciences
WSE:	Whole School Evaluation

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# **CHAPTER ONE**

## **INTRODUCTION AND BACKGROUND TO THE STUDY**

### **1.1 INTRODUCTION**

In an attempt to make education more accessible to the wider population of South Africa, the Department of Education (DoE) has, in the last 16 years, gone to great lengths to introduce and implement a new paradigm of teaching and learning in primary and secondary school education (DoE,2008:1; DoE, 2010:ii).

New educational and operational competencies have to be learnt to bring 'life' into teaching in the classroom, to enable learners to grasp knowledge, engage in reflective thinking, and apply knowledge in real-world situations. Research (Grammatikopoulos, Koustelios & Tsigilis, 2007:634; Tshannen-Moran & Woolfolk-Hoy, 2001:783) suggests that educator quality impacts on learners' outcomes more than any other variable throughout a learner's primary and secondary school years. Educators and school management teams are the means for delivering quality education in the classroom (DoE, 2010:ii). This study focuses on operational competences that are required of secondary school educators to succeed in a classroom.

This chapter focuses on the background of the study and outlines the main reasons for conducting this study. It includes an outline of the problem statement, the research objectives, the importance of the study and the research design and procedure to be employed. Clarification of the main concepts used in this study is also provided.

### **1.2 BACKGROUND TO THE STUDY**

In an education system that strives for the equality of all cultures and languages in South Africa, an educator is often called upon to perform more than just the traditional function of transmitting knowledge. The role of educators has evolved significantly.

Educators who were previously required to merely transmit ready-made knowledge to learners (Christie, Butler & Potterton, 2007:21; DoE, 2005:2; DoE, 2001:iii-iv), are now also expected to prepare learners to apply that knowledge in different spheres of life.

To perform the function of developing learners holistically and creating lifelong learners and reflective thinkers in society (Krihnaveni & Anitha, 2007:150), educators' operational competencies need to be developed so that competence across a range of teaching roles and contexts is demonstrated (Fraser, Killen & Nieman, 2005:230). Effective learning and productive teaching necessitates that educators stay abreast of a variety of instructional methods. They are required to continuously update their expertise in line with the curriculum (Ngwane, Wamkuru & Odebero, 2006:354; Van Niekerk, 1997:291). Consequently, educators are expected to possess certain core operational competencies.

While the concept of 'competence' is used in a variety of contexts across sectors in South Africa, its definition becomes a significant concern within the education sector. Fraser *et al.* (2005:232) define competence as the skills, knowledge and abilities needed by an individual to perform in an occupation. Rainsbury, Hodges, Burchell and Lay (2001:8) perceive competencies as building blocks that must be utilised in a holistic and integrative way in any situation. In the context of this study competence is defined as the skills, knowledge and capacity to function productively and effectively in the classroom.

Several operational competencies have been identified. Educators are required to be achievement orientated and to manage performance of learners (Du Plessis, Conley & Du Plessis, 2007:66). In this regard they are expected to compile and make various types of assessments, record marks and follow up with learners who are not performing adequately (Education Labour Relations Council (ERLC), 2003:2-3). In terms of organisational skills, educators need to be skilled in planning, leading learners and delegating additional work and responsibilities (Bubb & Earley, 2004:7). They also need to engage in individual/professional development, which includes undertaking further



studies and training to keep abreast of new trends and developments in education. Educators also require interpersonal understanding, which includes better understanding of the learner and being a facilitator and mediator, being accountable, honest and trustworthy (RSA, 2000:47; Kruger, 1997:219; De Wet, 2004:153). They should demonstrate organisational commitment, be skilled in developing others and exhibit confidence, which includes being knowledgeable regarding the curriculum and learning programmes (ELRC, 2003:2-3). Furthermore, they are expected to have excellent written and verbal communication skills (Van Niekerk, 1997:287).

In addition to acquiring the afore-mentioned competencies, educators have a number of responsibilities that extend beyond the classroom (Du Plessis *et al.*, 2007:66). An educator is expected to be a committed role model in the community and to play a pastoral role in providing guidance and encouragement which builds character (De Klerk & Rens, 2003:369). During the course of teaching, an educator is also expected to encourage learners to develop a set of values and morals (DoE, 2001:27-28). Additional responsibilities of educators, as outlined by the South African Council for Educators (2000:2-3), include taking reasonable steps to ensure a safe learning environment, promoting equal opportunity for all learners, being compassionate, using appropriate language and behaviour when interacting with learners, and acting in a way that elicits respect. Educators are also expected to refrain from using their position for personal gain and to avoid placing themselves in potentially embarrassing situations, especially situations that may give rise to accusation of sexual misconduct. Furthermore, they are required to perform their professional duties with care and enthusiasm, and be vigilant to opportunities for personal development.

### **1.3 RATIONALE FOR THE STUDY**

Education is at the heart of building a strong society, reducing inequality and narrowing the achievement gap between the previously disadvantaged and advantage schools. Educators are the very instrument that can be used to tackle this challenge and greatly improve the education of learners. Educators face the challenge of being competent in

all aspects of teaching. As they enter the classroom they are faced with diverse situations which are often trying and complex (Wood, 2008:152). As a secondary school educator the researcher has found from personal experience that educators struggle daily to be the best they can be. It is an ongoing struggle for all educators to cope with their workload and be the best they can be.

Jackson and Piveral (2003:347) are of the opinion that merging the heart with the mind could help the educator to survive. They use the analogy of the “the three little pigs” to describe the evolving educator. The first little pig is similar to a pre-service educator who has learned the basic knowledge required for success in the classroom. When faced with designing a classroom, this little pig builds his structure equipped with only knowledge; experience is absent. It would not take long before the winds of pressure and numerous decisions cause his structure to collapse and he flees the classroom. The second little pig builds his classroom armed with knowledge and skills. It stands a little longer, but soon the winds of pressure and numerous decisions cause his structure to slowly cave in under the pressure of time or in some cases the lack of time. What does the third little pig add that helps his classroom structure to survive and learners to perform well? Is it the cement made by merging heart with mind that provides a deep understanding of his beliefs, values, and commitments? Or is it the knowledge of the operational competencies needed to function in the education system that helps him to survive? Or the agreement of the importance of these operational competencies?

The rationale for this study was to determine educators’ perceptions of the operational competencies required of them to carry out their duties successfully. This study is important to all secondary schools in South Africa as it can assist in identifying the areas that need improvement within the education system, and help the educator to be more self-sufficient and competent when teaching.

## **1.4 PROBLEM STATEMENT**

An educator's level of teaching competence is typically judged according to a variety of positive behaviours elicited from learners, as well as learners' examination results (Grammatikopoulos, Koustelios & Tsigilis, 2007:634). A deficiency of competencies, a lack of awareness by school principals and educators or the lack of implementation of all the operational competencies (reflexive, foundational and practical) required by educators, imply that a large number of elements, such as the development of a learner's values, skills and performance, are often neglected (Fraser *et al.*, 2005:230; De Wet, 2004:154).

Operational competencies, as an identified essential ingredient in education, enhance effective teaching and enable knowledge to be conveyed using a blend of different types of techniques (Elmuti, 2004:444; Kruger & Van Schalkwyk, 1997:7). This can only occur if the educators are aware of all the operational competencies, standards and concrete qualities needed to function in the teaching environment (Fraser *et al.*, 2005:233). Therefore, investigating educators' perceptions of what core competencies are needed to function in the teaching environment and then improving the competency levels in the areas identified may result in the enhancement of learning, overall teaching satisfaction, and the improvement of educational programmes. However, in the ever-changing education system, it is questionable as to whether schools are capable of completing the overloaded curriculum (Bubb & Earley, 2004:81; Pitman, Bell & Fyfe, 2000:8) while focusing on the operational competencies of the educator. With these challenges in mind the following objectives were developed.

## **1.5 OBJECTIVES OF THE STUDY**

The following objectives have been formulated for the study:

### **1.5.1 Primary objective**

The primary objective of this study is to investigate the level of importance that educators attach to the identified operational competencies required to function in a teaching environment. The assumption is made that if the respondents agree that the operational competency is required to function in the teaching environment that they also deem the operational competency as important.

### **1.5.2 Theoretical objectives**

In order to achieve the primary objective, the following theoretical objectives have been formulated for this study, namely, to:

- conduct a literature review of the operational competencies required by educators.
- conduct a literature study on the norms and standards required of educators.
- conduct a literature review of the operational competencies generally required of secondary school educators.

### **1.5.3 Empirical objectives**

The following empirical objectives were formulated to support the primary objective:

- to identify the operational competencies as perceived by educators to function in a teaching environment.
- to assess the level of agreement that educators attach to operational competencies.
- to establish the relationship of the identified operational competencies with overall teaching satisfaction.

## **1.6 RESEARCH METHODOLOGY**

The literature study included a study of the operational competencies required by educators in order to ensure that effective learning takes place and that teaching is

productive. Textbooks, journal articles, newspapers, government gazettes and the Internet were utilised to obtain the information required for the study.

## **1.7 RESEARCH DESIGN**

The research design was quantitative in nature. For the purposes of this research a questionnaire was used to collect data. A probability sampling technique in the form of simple random sampling was used to obtain data from the population. The sampling procedure, data analysis, reliability, validity and ethical issues of this study are discussed in the sections which follow.

### **1.7.1 Sampling design**

A probability sampling technique, in the form of simple random sampling was used in the study. This is a sampling method in which each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being chosen (Welman, Kruger & Mitchell, 2005:59). Using a sample frame, random samples were drawn from 166 secondary public schools in the Fezile Dabi and Sedibeng districts. Based on the sample sizes utilised in previous studies (Grammatikopoulos *et al.* (2007:634); Ololube (2006:106) a sample size of 280 educators was used.

### **1.7.2 Data collection**

Wilkinson and Birmingham (2003:31) are of the view that a questionnaire provides an economical and effective way of collecting data. A survey technique using a structured questionnaire was used in the study. The literature study, documents from the DoE and an existing competency database (Van Graan, 2009:1-13) were used to develop a questionnaire for the empirical study. The questionnaire comprised three sections. Section A requested demographic and general information from participants. Section B included questions investigating the level of agreement that educators attached to the

identified core competencies. Section C included questions investigating the level of teaching satisfaction of educators. Both Sections B and C made use of a 5-point Likert-type scale, with 5 indicating strong agreement, 3 neither agree nor disagree and 1 strong disagreement.

### **1.7.3 Data analysis**

Data were analysed as an aggregate. Descriptive statistics were initially undertaken to analyse the composition of the sample. The Statistical Package for Social Sciences (SPSS) for Windows, Version 19.0 was used to process the raw data obtained from the questionnaire survey. Pearson's correlation coefficient was computed. Exploratory factor analysis was used to determine the number of factors that needs to be extracted and regression analysis was conducted to investigate the relationships between variables (see 3.8.2 and 3.8.3).

### **1.7.4 Reliability and validity**

To enable respondents to transmit useful and accurate information, an effective questionnaire is required. Questions should be comprehensible and unambiguous (Wilkinson & Birmingham, 2003:8). To ensure this, pre-testing and pilot-testing of the questionnaire was undertaken. Content analysis was initially ascertained by inviting comments on the questionnaire from ten experts in education. The reliability of the measuring instrument was assessed at the pilot testing stage by the computation of the Cronbach alpha coefficient. Construct and convergent validity were also measured in the study (see 3.8.5.2 and 3.8.5.3).

### **1.7.5 Ethical issues**

Research ethics refer to issues such as honesty and integrity in report writing, misconduct and respect for the rights of individuals (Welman *et al.*, 2005:181). Permission has been obtained from the DoE to conduct the research in schools. In

addition, permission to administer the questionnaire at each school was sought from the principals of those schools involved in the study. Participants were informed that their participation was voluntary and that they could withdraw at any stage from the study. They were assured of anonymity and confidentiality. Respondents were informed that results will be made available to them upon request.

## **1.8 CLARIFICATION OF TERMINOLOGY USED IN THE STUDY**

Concepts and terms are open to many interpretations and classifications. The key terms and concepts used in this study will therefore be clarified as they relate to an understanding of the subject matter being researched.

### **1.8.1 Educator**

An educator is a person who purposefully and interactively communicates information in order to help another person to learn (Van Niekerk, 1997:287). Krihnaveni and Anitha (2007:150) state that an educator is an individual who strives to create lifelong learners and reflective thinkers and is concerned with the development of the student and the future of society. Anderson (2007:94) describes an educator as an individual who trains or teaches the mind and character of a learner, as his/her profession, through systematic instruction, schooling or training to the young in preparation for the work of life. For the purpose of this study an educator is the person who uses all operational competencies available to impart as much knowledge to the student as possible, to complete the curriculum and teach general life skills.

### **1.8.2 School**

Kreitner and Kinicki (2004:638) define a school as a learning organisation that proactively creates, acquires, and transfers knowledge, and changes its behaviour on the basis of new knowledge and insights. It tries to actively infuse its organisation with new ideas and information by constantly scanning its external environment, hiring new

talent and expertise when needed and devoting significant resources to train and develop its educators. For the purpose of this study 8% of secondary public schools in Fezile Dabi and Sedibeng districts were used to collect data.

### **1.8.3 Operational competencies**

There is an ongoing debate about competency and how a person is seen to be competent. A generation ago competencies were referred to as behavioural objectives (Short, 1985:3), that is, what behaviour is suited to accomplish a certain objective. Today the concept of 'competency' is used throughout the world. It is not only discussed in the work environment, or in a personal context but also in the social context. Little agreement exists about what competencies are, which ones are of importance and how one should review competence (Barth, Godemann, Rieckmann & Stoltenberg, 2007:417).

Sandberg (2000:9) found that competencies are strictly work related; the particular way that one conceives the work delimits certain attributes as essential and this classifies them into a distinct construction of competence. Fraser *et al.* (2005:232) define competence as the skills, knowledge and abilities needed by an individual to perform in an occupation. Rainsbury *et al.* (2001:8) perceive competencies as building blocks that must be utilised in a holistic and integrative way in any condition. Competence/competency could also be regarded as an outcome (competence as product of the learning experience) or an ability, skill or technique to achieve the desired outcome (competence as function, process or action) (Fraser, 2001:55-58). In the context of this study competence is defined as the skills, knowledge and capacity to function productively and effectively in the classroom.

### **1.8.4 Teaching satisfaction**

For the purpose of this study overall teaching satisfaction refers to the job satisfaction of the educator. Fisher (1998:2) describes job satisfaction as an affective response to



one's job, usually measured largely as a cognitive evaluation of job features, these being circumstances, needs, values, expectations, responsibilities and advancement in the workplace (Castillo, Conklin & Cano, 1999:19). Thus individuals measure their job satisfaction on the basic factors that they regard as important and the difference between the amount of reward that they receive and the amount of reward they believe they should receive (Robbins, 1998:25). Spector (1997:2) surmises that job satisfaction is a global feeling about the job as a related constellation of attitudes about various aspects of the job.

## **1.9 CHAPTER CLASSIFICATION**

**Chapter 2 Operational competencies required in public schools:** This chapter provides a literature overview of the education system of South Africa, the roles of an educator and the operational competencies required by the educator to function in the classroom and within the education system.

**Chapter 3 Research methodology:** In this chapter, the research methodology is described and the empirical objectives of the study are explained. The sampling method, sample size and sampling technique used are discussed. Furthermore, the method of data analysis and statistical procedures are outlined.

**Chapter 4 Data analysis and discussion:** This chapter focuses on the analyses of the educators' perceptions of the core competencies required to function in the teaching environment and identification of the gaps in the operational competency prints that exists in the current educational system.

**Chapter 5 Conclusions and recommendations:** This chapter includes the conclusion and recommendations emanating from the completed study. In addition, the limitations of the study and the implications for further research are discussed.

## **1.10 CONCLUSION**

Learners spend a large part of the day during their important influential years at school. These years are vitally important for learners' character formation, outlook on life, and success on the road ahead. In addition, the quality of the teaching staff is the most important factor in determining education successes and failures. It is therefore essential to determine what knowledge, skills and competencies educators should have to ensure a positive and everlasting influence on learners and their education (De Wet, 2004:157).

This chapter provided an outline of the study and placed the study in perspective. A range of competencies required of educators was provided. An outline of the research design, data analyses and ethical issues pertaining to the study were alluded to. The central theme of the discussion focused on educators' need to better understand the competencies required of them in order to enhance the learning environment for learners. Evident from the discussion is that relevant knowledge, experience and skills on the part of the educator are central to ensure that a positive learning environment is crafted for learners for their years ahead. Chapter 2 provides a detailed review of the literature on the education system of South Africa, the roles of educators as set out in the Norms and Standards for Educators in the National Education Act (Act No. 27 of 1996) and the operational competencies required of educators in public schools.

# **CHAPTER TWO**

## **OPERATIONAL COMPETENCIES REQUIRED IN PUBLIC SCHOOLS**

### **2.1 INTRODUCTION**

In the preceding chapter the framework to the study and an overview of the operational competencies required by educators was provided. This chapter focuses on a description of the education system of South Africa, the different operational competencies as identified in the literature and the roles of educators as set out in the Norms and Standards for Educators in the National Education Act (Act No. 27 of 1996). It also examines the educational applications or relevance of each competency for educators.

Educators are faced with a very complex and diverse situation which is often trying and difficult (Wood, 2008:152). Being an educator is no simple task and being a competent educator is an ongoing challenge. Spillane, Reiser and Reimer (2002:390) point out that the work of educators “involves unpredictable human relations not reducible to programmatic routines.” This implies that the nature of an educator’s job is dynamic and subject to constant change. Educators therefore need to be updated with the latest developments in their profession. They need to be clearly informed and aware of their roles and responsibilities, particularly in a country like South Africa where the education system and educational policies has been and still is an area of reconstruction and transformation (Stonier, 1998:212).

In the National Education Policy Act 27 of 1996, Norms and Standards for Educators (RSA, 2000:60), it is clearly stated that South African educators have the responsibility to demonstrate competence within the subject and school environment. All competencies need to be developed and demonstrated in all seven educator roles, as

discussed in this chapter. The function of educators is to ensure that learners are educated according to the accepted norms and to instil morality (values and attitudes) in learners (Pudi, 2005:157).

Learners spend a large part of their first years of life in a classroom. These years are vitally important for learners' characters to develop, to influence their outlook on life and determine their success in the future. The quality of the education provided by educators can have a significant influence on learners during these first years. It is an important factor in determining education successes and failures. It is therefore essential to know what knowledge and competence educators should possess to have such an influence on the learners' lives (De Wet, 2004:157). It is each educator's responsibility to ensure that he/she is competent in all the educator roles so that learners are provided every opportunity to reach their full potential and have a desirable and sound foundation to build a successful future.

## **2.2 EDUCATION IN SOUTH AFRICA**

According to the South African Schools Act (RSA, 1996), schooling is compulsory for children aged 7-15 (or attendance in Grades 1 to 9, whichever comes first). School life spans 13 years or grades, from grade 0, (otherwise known as grade R the reception year), through to grade 12, (the year of matriculation). There are four basic phases: Foundation phase which incorporates grades R to 3; Intermediate phase that includes grades 4 to 6; Senior phase which comprise grades 7 to 9 and the last phase which is Further Education and Training (FET), grades 10 to 12 (DoE, 2008b:2).

In 2011 the South African public education system accommodated 12.283 875 million learners in public and independent schools, 420 608 educators, 26 592 schools, 2 278 Adult Basic Education and Training (ABET) centres, 50 public FET institutions, 4 800 Early Childhood Development (ECD) centres and 23 Higher Education (HE) institutions. Of the 26 592 schools, about 1 000 were independent schools, about 400 were special needs schools and the remainder were ordinary schools. Of the schools, some 6 000

were secondary, and the remainder primary schools. The data are from the survey conducted on the 10th school day of the year. Approximately 99.7% of functional ordinary schools submitted the survey forms, and computation was done to establish a data set of 100% (DoE, 2011:1a).

## **2.3 EDUCATOR AND THE LEARNER**

A learner is regarded as an individual receiving education (RSA, 1996:2) while an educator is one who teaches, educates or trains another individual or provides educational services at any school, college or educational institute (RSA, 1996:31).

### **2.3.1 The relationship between learner and educator**

The ingenuity of an educator lies in his/her ability to build his/her class into a society of friends, a microcosm of the world, which will positively influence each and every one of its members (ARI Institute, 2011:1). Educating is more than just conveying information to learners; it is about a relationship between the educator and the learner. It is the transformation of a group, the educator included, into a community of learners, a group of individuals that are dedicated to opening everything to exploration, a group that questions, and unleashes their curiosity (Rogers, 1968:58). The only difference that ought to be sensed between the educator and learners is that the educator can share a little more from his own experience in and around the classroom (ARI Institute, 2011:1).

### **2.3.2 The learner**

A learner is regarded as any individual receiving education (RSA, 1996:2) and accepting that the main reason for being at school is to learn and develop academically, socially and culturally. The DoE (2012:1) has a pledge for learners, where a learner promises to:

- adhere to school rules,
- respect the legitimacy and authority of educators,

- participate in Learner Representative Councils (LRCs),
- not discriminate,
- show respect to other learners, and
- avoid anti-social behaviour like theft, vandalism, assault, sexual harassment,
- alcohol and drug abuse, as well as other activities that disrupt the learning process.

This pledge is not only a set of rules but gives a clear outline of what it is to be considered a learner in a school environment (DoE, 2012:1).

### **2.3.3 The educator**

It is the desire of the researcher, as an educator, to have a great impact on the learners to help them to meet their fullest potential by providing an environment that is safe and encourages learners to take risks and share their ideas. There are four elements that the researcher believes are conducive to the establish such an environment: (1) the educator imparting knowledge, (2) the educator as a guide, (3) allowing learners' curiosity to direct learning, and (4) promoting respect for all people.

Rogers (1968:57) is of the opinion that an educator is a person who imparts knowledge, guides, directs and instructs. The author however makes the point that educators should realise that what is taught is not necessarily what is learned. An educator should ensure that what is taught is comprehended to ensure that learning does take place. It is the educators' responsibility to not only act as the primary source of information and only impart knowledge but to encourage and guide learners to find answers to their questions. An educator who is able to make a learner feel that he/she is an equal partner to in a path to a more exalted goal in life makes his/her students feel true confidence and pride (ARI Institute, 2011).

Furthermore as an educator it is important to help learners to develop love and respect not only for themselves but others as well. In the school situation the educator also fills the role of the parent to a certain extent. In *loco parentis* (in the place of a parent), the doctrine would ordinarily be to require the guardianship qualities of a parent. The

educator is expected to be supportive, protective, and perhaps disciplinary, acting as a loving parent, encouraging the sharing of ideas and a judicious approach to discipline, being supportive of each learner's opinion and making sure that they feel free to express themselves (Stuart, 2010:2).

Educators consistently influence learners that they come in contact with. According to Korthagen (2003:380) educators' behaviour has an enormous impact on the environment, and their competencies determine the behaviour that they demonstrate to the learners. Educators are thus individuals who train the minds and characters of learners in preparation for life through systematic instruction, schooling or training (Anderson, 2007:94). It is the researcher's desire, as educator to have a great impact on the learners to help them to meet their fullest potential and be as prepared as possible for the difficulties of life.

### **2.3.3.1 Performance appraisal of educators**

In the South African Education System, a performance appraisal system called the Integrated Quality Management System (IQMS) is used as a monitoring system to ensure quality education. According to Collective Agreement No. 8 of 2003, (ELRC, 2003:i) IQMS brought together the three systems of evaluating educators' performance, namely Developmental Appraisal, Performance Measurement (PM), and Whole School Evaluation (WSE). The main objective is to ensure quality public education for all and to constantly improve the quality of learning and teaching of all learners. The DoE has the responsibility of providing facilities and resources to support learning and teaching, and empowering, motivating and training educators. Quality Management seeks to monitor and support these processes, and within this system it is attainable (Mathula, 2004:14).

According to the ERLC (2003:3-6) IQMS is not only a monitoring system. It is also used to reward educators' performance. It encourages educators and improves their morale. The reward system is in the form of a performance-related payment. Hence, the system is transparent and instills a sense of responsibility and accountability within educators.

## **2.4 NORMS AND STANDARDS FOR EDUCATORS**

The Minister of Education has, in terms of Section 3(4)(f) and (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996), determined Norms and Standards for Educators as National Policy. The purpose of the policy is to describe the roles, their associated set of applied competences (norms) and qualifications (standards) for the development of educators. It also establishes key strategic objectives for the development of learning programmes, qualifications and standards for educators. The norms and standards provide a basis for providers to develop programmes and qualifications that will be recognised by the DoE for purposes of employment (RSA, 2000:44).

### **2.4.1 Roles of educators**

The seven roles as set out in the National Education Policy (RSA, 2000:47-48) are: learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; community, citizenship and pastoral role; assessor; and learning area/subject/discipline/phase specialist. These various roles are briefly discussed.

#### **2.4.1.1 Learning mediator**

Mediation is a process that promotes communication between two variables, for example between learners and learners, between the learner and new learning material, between a parent and learner and the learner and educator. All these assist the learning process and problem solving. Mediation exists when a predictor affects a dependent variable indirectly through at least one intervening variable (Preacher & Hayes, 2008:879). According to Potenza (2002:1) a mediator is somebody who goes between, who facilitates a dialogue, who makes it possible for an idea or feeling to be communicated from the educator to the learner. It is a critical role that educators play. It involves setting up a dialogue between the learner and various sources of information,



including oneself, and ensuring that meaningful communication continues to take place between the two. In the mediating role educators are expected to mediate learning in the classroom in a manner which is sensitive to the diverse needs of all learners. This may involve constructing learning environments that are appropriately contextualised and inspirational. Furthermore they should communicate effectively by showing recognition of and respect for the differences of others, while demonstrating sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context (RSA, 2000:47).

#### **2.4.1.2 Interpreter and designer of learning programmes and materials**

An interpreter is a person who takes an idea or thought and converts it into a meaningful concept for others to understand. According to Potenza (2002:1), this role is the role that has been most misunderstood by educators. Educators in their role as interpreter and designer of learning programmes are expected to understand, interpret and design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. It is also expected that they select and pace the learning in a manner that is sensitive to the differing needs of the subject area and learners (RSA, 2000:47-48).

#### **2.4.1.3 Leader, administrator and manager**

In their role as leader, administrator and manager, educators make decisions appropriate to the level of their qualification, manage learning in their classrooms, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences are expected to be performed in ways which are democratic and support learners and colleagues. Implicit in this role is the need to develop key characteristics which include perseverance, originality, strong self-esteem and the ability to manage one's own frustration (Potenza, 2002:1).

#### **2.4.1.4 Scholar, researcher and lifelong learner**

Educators in their role as lifelong learners, scholars and researchers submit themselves to ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area and in broader professional educational matters. Keller (2002:9-15) states that an educator as a lifelong learner should follow the following criteria: firstly, an educator should have his/her own personal learning plan to guide their development; secondly, learning must be relevant to the context in which he or she serves and learning should be active; thirdly, an educator should include reflection as part of their learning process; fourthly, the educator should be assessed continuously with regard to their growth as individual and their effectiveness as educator. The final criterion is to attain support from the school to advance the role of the educator as a lifelong learner. Professional development is an educational concern and a necessity to ensure that valuable learning takes place (RSA, 2000:47-48).

#### **2.4.1.5 Community, citizenship and pastoral role**

In their community, citizenship and pastoral role, educators are expected to carry out and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards learners and colleagues. They should strive to uphold the constitution and promote democratic values in schools and society. Within the school, educators are expected to demonstrate an ability to develop a supportive and empowering environment for learners, responding to the needs of learners and fellow educators. Furthermore, educators are expected to develop supportive relations with parents and other key persons (RSA, 2000:47-48).

#### **2.4.1.6 Assessor**

In their role as assessors, educators ought to understand that assessment is an essential feature of the learning process and know how to integrate it into this process.

They need to have an understanding of the purpose, methods and effects of assessment and be able to provide helpful feedback to learners. As assessors, designing and managing both formative and summative assessment in ways that are appropriate to the level and purpose of the learning area is important. They are expected to keep detailed and diagnostic records of assessment, interpreting and using the assessment results to feed into processes for the improvement of learning programmes (RSA, 2000:47-48).

#### **2.4.1.7 Learning area/subject/discipline/phase specialist**

As learning specialists, educators are expected to be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, professional or occupational practice. Educators must know about different approaches to teaching and learning (and, where appropriate, research and management) and how these may be used in ways which are appropriate to the learners and the context in the classroom (RSA, 2000:48).

Each role has an associated operational competence. Competencies associated with each role are described in the following section.

### **2.5 OPERATIONAL COMPETENCIES**

The concept of competence, operational competence and competencies required in education are discussed in this section.

#### **2.5.1 The concept of competency**

The concept of competency can be traced to the distant past (Hoge, Tondora & Marrelli, 2005 513). There is a great deal of uncertainty and debate concerning the meaning of 'competence' and how a person is deemed to be competent. It is impossible to identify a consistent hypothesis or to arrive at a definition capable of obliging and reconciling all

the different ways that the term competency is used (Delamare Le Deist & Winterton, 2005:29). A generation ago competencies were referred to as behavioural objectives (Short, 1985:3), thus the behaviour suited to accomplish a certain objective.

Today the concept of 'competency' is used in various contexts; it is not only discussed in the work environment, or in a personal context but also in the social context. Little agreement exists about what competencies are, which ones are of importance and how one should view competence (Barth *et al.*, 2007:417). The differences in meanings of the concept of competence, and the ways in which competence-based approaches have been operationalised is in its infancy and continues to be developed (Brockmann, Clarke, Méhaut & Christopher, 2008:240).

A competency can be described as a motive, trait, a social role or the ability to use knowledge or to demonstrate certain qualities, values, skills and capabilities (Gnanam, 2000:148). In the field of human resource management competence consists of five dimensions: cognitive competence, functional competences, personal competence, ethical competences and meta-competence (Delamare Le Deist & Winterton, 2005:35).

Cognitive competence includes knowledge of underpinning theory and concepts, as well as informal knowledge gained experientially. Functional competences are the skills or know-how in a given occupational area and the ability to demonstrate the skill. Personal competency is associated with behavioural competencies, thus the relatively enduring characteristic of a person causally related to effective or superior performance in a job. Ethical competencies include the possession of appropriate personal and professional values and the ability to make sound judgments based upon in work-related situations. Meta-competencies are concerned with the ability to cope with uncertainty, as well as with learning and reflection (Delamare Le Deist & Winterton, 2005:35).

On the other hand, in the vocational training and educational context, competence is a combination of skills, abilities and knowledge needed to perform a task (Voorhees, 2001:8). Delamare Le Deist and Winterton (2005:39) are of the opinion that

competences required of an occupation include both conceptual (cognitive, knowledge and understanding) and operational (functional, psycho-motor and applied skill) competences. It is clear that competence is not something that can be put in a box or defined by one definition; a competency can be defined through an action or it can be context based (Jirasinghe & Lyons, 1996:18-22). The challenge is to develop a consistent and coherent typology of competence in a context (Delamare Le Deist & Winterton, 2005:40), in this case education and specifically the operational competencies required in education by educators. In the context of this study, competence will be viewed as the combination of values, skills, abilities and knowledge that educators need to teach and ensure that learning takes place.

### **2.5.2 Competencies required in education**

Although the term competency is increasingly used in expert discussions about education and training, there is no clear cut definition of the term. Many nuances of meaning are attached to the term, and some competency models and approaches are much broader than others. The numerous definitions can be grouped into three main approaches: behavioural repertoires, organisational competencies and educational standards. Organisations that adopt a competency approach create a competency model specifying desirable competencies to evaluate individuals in that industry. (Markus, Cooper-Thomas & Allpress, 2005:117).

As set out in the Norms and Standards Policy (RSA, 2000:47), the concept of applied competence is used in education. Applied competence is the ability to integrate the competencies which constitute the educators' role (RSA, 2000:46). In education these competencies are specifically referred to as applied competence (RSA, 2000:44), which is the overarching term for three interrelated categories of competence in education, namely practical competence, foundational competence and reflexive competence. Practical competence is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action. Foundational competence is where

understanding of the knowledge and thinking underpins the action taken. Reflexive competence is the skill to integrate or connect performances and decision making with understanding and with an ability to adapt to change and unforeseen circumstances and to explain the reasons behind these adaptations.

Education is often said to aim at mastery of the topic or the body of knowledge studied. Thus, being competent is to reach a point of appropriate performance (Anderson, 2007:101-102). For secondary school educators certain core competencies are needed to function and teach in an education system and to reach the point of appropriate performance. Different qualifications may demand different levels of achievement of the operational competencies. A department head or subject head will focus more on leadership and administration, whereas a level one educator may focus more on the motivation and communication with the learners in the classroom. Some competencies may appear more suitable for experienced educators than educators with little experience. The competency of planning for example will be more developed and suited to the experienced educator (RSA, 2000:46).

It is nonetheless clear that all the competencies are important as found in different studies and from different literature sources and as stated in the National Educational Policy Act of 1996 of South Africa. Competence should never be seen as something static. Educators must be well-equipped and prepared when they enter the classroom and work with learners to ensure high educational standards (Darling-Hammond, 2000:7-9). Educators ought to strive to develop their competencies continuously from their initial educational qualification until the day they retire. They may be developed in different ways, with different emphasis and at different depths, but they should be ongoing.

From the literature the following operational competencies, as illustrated in Figure 2.1, have been identified: planning, organising, performance assessment and achievement orientation, leading, motivating, communicating, behaviour management, professional development and curriculum knowledge, interpersonal relationships and organisational

commitment. These operational competencies are discussed as separate competencies but as can be seen from the literature, these competencies form an integrated part of each other and often one competency flows from another and overlaps with others.



**Figure 2.1: Operational competencies of educators.**

## **2.6 OPERATIONAL COMPETENCIES OF EDUCATORS**

The operational approach has been defined as the establishment of behavioural criteria regarding the performance of educators (Kemmis & Stake, 1974:322) which are the functional and applied skills required by educators to function in the education system (Jirasinghe & Lyons, 1996:18-22). The operational competencies required in education are discussed in the sections that follow.

### **2.6.1 PLANNING**

One of the key competencies of being a good educator lies in careful preparation (designing and interpretation of learning material) and lesson planning (Wood, 2008:112). Mentz and Pienaar (2001:5) define planning as a future-orientated activity which aims at drawing a blueprint about what needs to be done in an organisation. Before anything can proceed, it is necessary to determine in advance what needs to be achieved, as this helps to visualise the end results and set objectives accordingly (Bates *et al.*, 2005:23-24). Smith and Cronje (2000:11-12) add that planning is the management function that determines an organisation's mission and goals. It involves identifying ways of attaining the goals and the resources needed to accomplish the tasks. Different types of planning are needed in any organisation.

#### **2.6.1.1 Strategic planning**

Strategic planning or planning on a macro-level is long-term planning, indicating what is expected in the future and what the set goals are. It can be seen as the summary of all the decisions that have been made by the top managers. Strategic planning also provides an overview of the economic, social and environmental impact that goals or tasks will have on different entities in and around the company or organisation (Kroon & Van Zyl, 1994:133). In education, strategic planning is important to formulate the overall plan for the learners and educators and initiate the goals of the different departments within a school (Wood, 2008:113). Thus macro-planning in education refers to the



decisions that are made at an aggregate level, like the allocated budget for schooling at different levels (Psacharopoulos, 1975:214). On this level the planning starts with the DoE. It is their responsibility to ensure the availability of the educational infrastructure (Van Niekerk, 1997:301). While educators do not play a direct role in strategic planning, it does give them an overview of what is expected of them and where the school is heading as a whole.

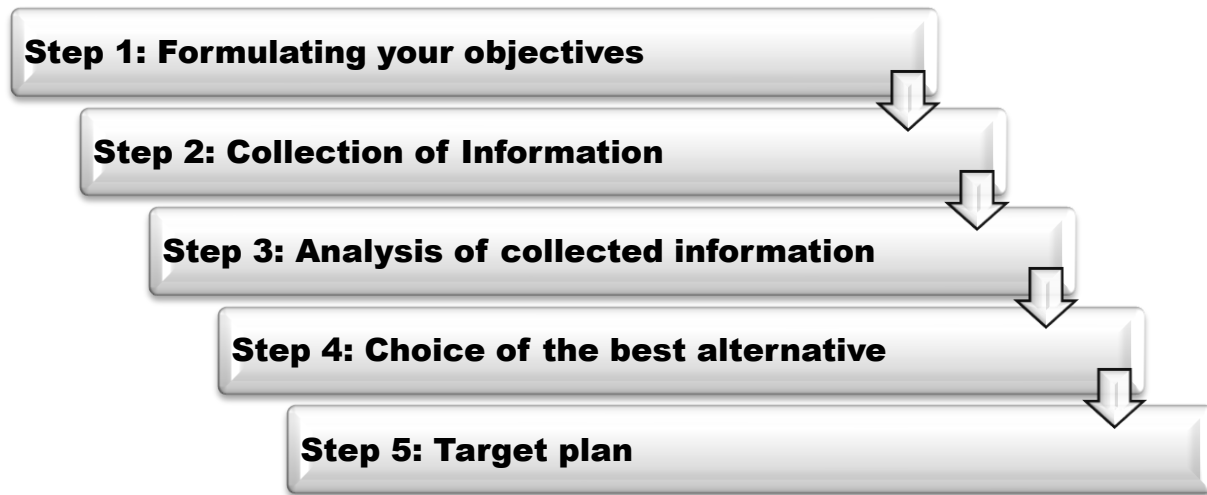
### **2.6.1.2 Functional planning**

Functional planning is medium-term planning, which covers a period of one to three years and is done only once (Mentz & Pienaar, 2001:7). Functional planning also referred to as tactical planning, deals with people and has a more specific outcome and focus (Smith & Cronje, 2000:121). Educators do functional planning on an intermediate level through a programme of study and scheme of work. A programme of study is a medium-term plan within a subject summarising the work over a longer period of time or stage, giving the educator an overview of the outcomes for the year and term and the amount of time to achieve these outcomes (Wood, 2008:113).

### **2.6.1.3 Operational planning**

Operational planning is short term planning on a micro-level, being the daily activities that include the human resources requirements, the organisational structure and the process through which the plans will be carried out (Bates *et al.*, 2005:79). Operational planning in education is referred to as lesson planning (Wood, 2008:113) and the more specific classroom activities (Psacharopoulos, 1975:214). The importance of lesson preparation cannot be overemphasised. Planning on this level is when educators represent their involvement in the development of the curriculum and classroom activities, thus educators need to know what the objectives, content, activities, format and media are for the specific lesson, and for educators to know this preparation and planning is essential (Van Niekerk, 1997:301, 305).

There are 5 steps in planning, regardless of the type of planning. Figure 2.2 illustrates the 5 steps of planning in an organisation.



**Figure 2.2: Steps in the planning process**

**Source: Mentz and Pienaar (2001:11); Van der Westhuizen (2002:141).**

Van Niekerk (1997:304) states that in education two additional steps form part of the steps of planning, namely that educators should plan for the material and the equipment required and plan the assessment of the objective.

Planning is one of the main concerns of educators and remains an essential competency to guarantee that effective learning takes place (Bubb & Earley, 2004:80). The Standards and Norms for Educators in the National Education Policy Act of 1996 clarifies that it is part of the educators' roles to design and plan lessons and learning programmes, to identify the requirements for a specific content and then select and prepare textual and visual resources for effective learning. When designing these lessons educators should also consider the objectives, content and format of the lesson when planning and preparing. For educators to ensure effective learning they need to be prepared (Van Niekerk, 1997:305). Management can establish ways to achieve the objectives that have been set out in the planning process, through the action of organising. In the next section, organising is discussed.

## 2.6.2 ORGANISING

Oosthuizen (2006:93) defines organising as the structuring of activities to facilitate the attainment of an organisation's objectives. Organising involves developing a framework to indicate how people and materials should be deployed to achieve the goals of the organisation (Smith & Cronje, 2000:11-12). Bates *et al.* (2005:331) state that through the action of organising, management can establish ways of using an organisation's resources to achieve the objectives that have been set out in the planning process. Du Toit, Erasmus and Strydom (2007:168) argue that organising is important for the following reasons: it entails a detailed analysis of work that needs to be done; a division of the total workload into activities; the promotion of productive deployment of resources and it results in a mechanism that coordinates the activities of the whole organisation in harmonious units.

For educators organising is the arranging and collecting of resources in such a manner as to obtain objectives agreed to in the most effective, efficient and economical way possible (Steyn, 1991:36). Calitz (1993a:73) adds that teaching is the organising of learning activities, the educators own activities as well as those of the learners so that the learners co-operate properly and achieve the objectives within a definite didactic time limit. The following steps in organising can be used by educators as identified by Van Deventer (2003:115-117):

- **Determining aims and objectives.** For each task at hand, fellow educators and learners need to know what the aims and outcomes are for each subject and learning field. Each learning field will have its own aims and outcomes. Educators need to know what these objectives are and explain them to learners to ensure that the outcomes are known and to ascertain that a certain level can be met.
- **Identifying the teaching and learning activities.** If educators create in learners an awareness of the learning activities that they will be engaging in, learners will know what to expect and this helps in the organisational process.

- **Horizontal divisions of work.** A strong horizontal division of work often aims to optimise the utilisation of capabilities of learners and educators. This is done when skills are rare, or background knowledge is lacking, group work is an ideal way of dividing the work. Learners and educators can organise the group so that all the parties feel comfortable with their individual task, with the result being that the whole group will be exposed to different aspects of the task or assignment.
- **Assignment of authority.** As professionals, educators may delegate certain tasks to responsible learners. Consequently, this teaches a learner to be responsible and establishes a sense of worth and appreciation for the effort and initiative of learners.
- **Coordination.** To ensure that work is not duplicated, meetings must be held within the different subject departments and grades. Duplicating unnecessary work reduces the time that could be used effectively to complete the curriculum.
- **Control.** The objective in organising is to control learners and help them to focus on the task or work that they are doing.

In addition, Kruger and Van Schalkwyk (1997:33-35) identify the following with regard to organising:

- **Communication channels should be determined.** If educators explain or discuss certain decisions and arrangements with learners it ensures a more organised environment for learning to take place.
- **Establishment of good relationship.** A good relationship between educators and learners assists in successfully completing a task.

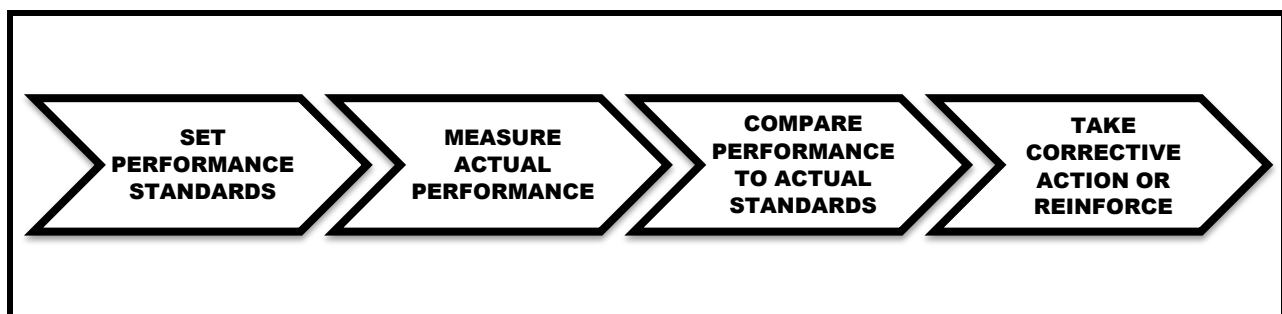
For educators to ensure that teaching is effective and to ensure the effective attainment of educational objectives, it is important to be organised in all aspects, from the obvious aspects of teaching all the way through to the layout of the class, the furniture and

location of resources (Wood, 2008:118, Steyn, 1991:36). Educators, like any other organisers, work primarily with people, and their tasks and responsibilities are to create situations in which people can perform at their best and achieve their best. There are however, factors such as time, class composition, sense of responsibility and class size that may influence the organisational role of educators, but all this also needs to be managed (Steyn, 1991:39-41).

Organising establishes ways of using resources to achieve certain objectives. In education the main resources are the educators and learners, and the educator needs to determine if learning has taken place. In the following subsection performance assessment and achievement orientation will be discussed.

### **2.6.3 PERFORMANCE ASSESSMENT AND ACHIEVEMENT ORIENTATION**

Performance assessment is closely linked to control. Control is the management task that ensures the coordination and effective functioning of all the responsibilities and tasks so that the objectives are implemented and pursued according to plan, thus ensuring that the tasks are accomplished (Oosthuizen, 2006:103). Controlling therefore implies that managers should constantly make sure that the organisation as well as educators are on the right course to attain the organisational goals (Smith & Cronje, 2000:11-12). The control process includes four steps as displayed in Figure 2.3.



**Figure 2.3: Steps in the control process.**

**Source: Oosthuizen (2006:104-105).**

In education, particularly with regard to an educator's function, the concept of control is used interchangeably with the concept of assessment and achievement orientation. Assessment in education is not just a task; it is one of the main functions of education. It is to grade, sort and make judgements about what has been learned and identify where there are still weaknesses in the learners' understanding. It also includes marking tasks and tests, recording an accurate account of each learner's progress and reporting on the progress of each learner (Lawson, 2008:155). Assessment is the process of "identifying, gathering and interpreting information about a learner's achievement as measured against nationally agreed outcomes for a particular phase of learning" (Du Plessis, Conley & Du Plessis, 2007:67) .

Achievement orientation is defined by Rainsbury *et al.* (2001:8) as task accomplishment, to seek results and to determine impact. It aims for certain standards and capability. Educators' goals are to set out tasks for the learner and to ensure that learning takes place by assessing these tasks. The traditional purpose of assessment is described by Srikanthan and Dalrymple (2004:276) as providing information to enable a judgement to be made about a student, focussing and enhancing student learning while learning is taking place. After teaching an educator then provides information to enable judgements and plans for improvement of the lesson or the learner's growth.

One of the better ways to create a safe and enduring classroom climate is to have an interest in learners' achievements and performance. Frequent assessment is an effective way to show an interest in the performance of learners. Educators should measure the work of learners as often as possible to determine if a sufficient amount of work was done as well as to ascertain if the work is on the correct level and if learners, have the requisite skills to be formally assessed (Bates *et al.*, 2005:338). Badenhorst (1993:52) posits that effective control is impossible without authority. An educator is the authority figure in the classroom and therefore needs to control the activities and learners within and outside the classroom. By continuously controlling work, the educator can determine whether learners are making satisfactory progress to achieve

the expected outcomes. According to Bates *et al.* (2005:338) and Kruger and Van Schalkwyk (1997:46-47), the four steps in the control process could be achieved by:

- **Determining and setting of standards** regarding the tasks that need to be completed is the first step to initiate control. The educator identifies the levels of the achievement standards for each task. Each learner needs to know what is being assessed and what the standards are before the task is performed.
- **Measuring the performance of learners' work or the class as a whole** is necessary before the work can be formally assessed. Educators need to measure the work of learners as often as possible to ascertain whether enough work has been done, if the work is on the correct level and whether learners have the right skills to be assessed.
- **Assessing performance and quality of work** of each learner by the educator. This can be done through two kinds of assessment, namely summative assessment and formative assessment. Summative assessment is the technique used to make judgements about a learner's work and what he/she has learnt. Summative assessment is content specific and is done, through tests and examinations. Formative assessment is used to improve learning and determine if learners are achieving the set goals. Formative assessment is ongoing and is done through posing questions and listening to comments and expressions from learners (Black & Williams, 1998:10-14).
- **Correcting action** after assessment has taken place. The educator should take constructive action deciding when to encourage and when to correct (Bates *et al.*, 2005:338).

Educators, as assessors, need to understand the importance of monitoring the overall change in each learner's education through continuous assessment. Assessment is often seen as an event that happens at the end of the year or end of a term, but for

efficient learning to take place, the concept of continuous assessment is important. The purpose of assessment is to establish whether learning outcomes have been met (Pudi, 2005:163) through a wide range of methods that include classroom based-assessment, oral assessment as well as formal testing and examinations (Gipps, 1994:10). It is one of the main competencies of secondary school educators to make sense of a learner's knowledge, skills and values in a process of direct or indirect human interaction (Lubisi, 1999:14). Thus, grading, sorting and making judgements about knowledge and attitudes of learners, is a big and complex area in an educator's daily work (Lawson, 2008:155,161).

#### **2.6.4 LEADING**

Leading refers to directing individuals of an organisation and motivating them in such a way that they perform to their potential in achieving formulated goals and plans. (Smith & Cronje, 2000:11-12). Loock (2003:2) defines leading as "influencing people in such a way that they will willingly work and strive toward achieving the goals of the group."

Leadership is not only what we do when we have been put in some position of power to steer an organisation or some institution into the right direction, but the way in which one influences the identification and attachment people have for their work (Ndebele 2007:2; Loock 2003:8). Leadership potential exists widely within an organisation and emerges from different individuals and groups of people at different times as they go about their daily activity. Leadership can occur at any level of responsibility and in various situations (Van Deventer, 2003:70). It takes place where two or more people are involved, usually one as the leader and the others as followers in a situation where the persons depend on each other to reach a common goal (Mentz & Pienaar, 2001:18).

Hoy and Miskel (2005:377) sum leadership up as a social process, both rational and emotional, in which individuals of an organisation influence the interpretation of internal and external events, the choice of the desired outcomes, power relations, motivation

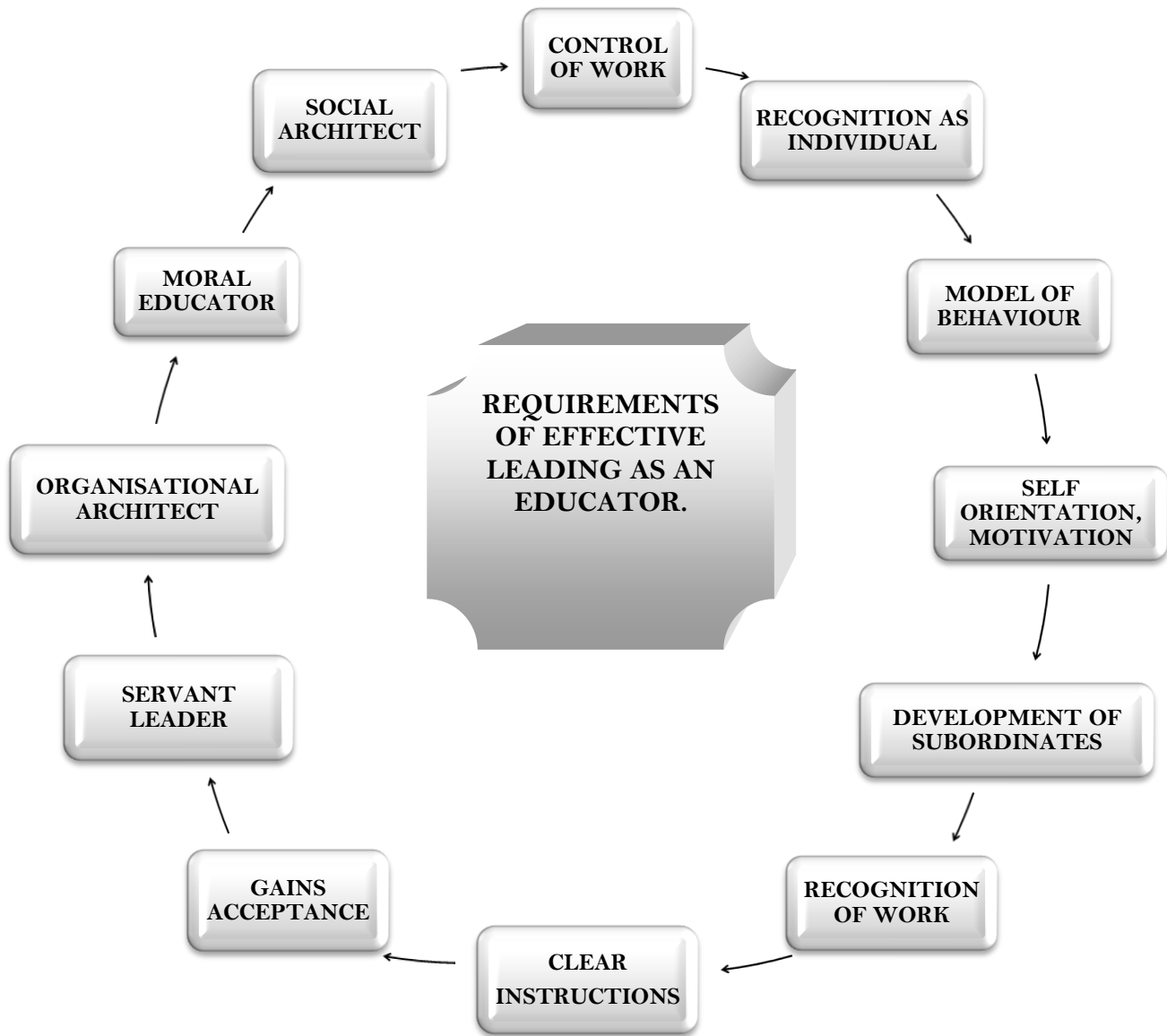


and orientation. Within the growth of management studies it has become clear that an educator is just as much a leader as an educator. Leadership and educational management are no longer the prerogative of the principals or the school management team, but are now also the responsibility of the educator (Tyala, 2004:ii-iii).

Harris and Lambert (2003:44) emphasise that although educators are, in the first place, expert teachers who spend the majority of their time in the classroom, they take on leadership roles at times when development and innovation is needed. The authors explain further that teacher leadership has at its core “a focus on improving learning and is a model of leadership premised on the principles of professional collaboration, development and growth” (Harris & Lambert, 2003:43). Because educators lead people, whether academically, culturally or in the sporting area they must lead by motivating learners, communicating with colleagues, evaluating tasks, instilling self confidence in learners, rewarding performance, facilitating the execution of work, setting goals and objectives, showing integrity and being able to complete a project or task (Hoy & Miskel, 2005:380-381).

#### **2.6.4.1 Requirements of effective leading as an educator**

The requirements for effective leading and guiding as an educator as identified by Van Deventer (2003:70) and Mentz and Pienaar (2001:18) are illustrated in Figure 2.4. Mentz and Pienaar (2001:18) state that a good educator-leader gives recognition to the individuals who he/she educates and the work they do while being a model in their daily behaviour. The educator is self-motivated and strives to develop learners through giving clear instruction. Van Deventer (2003:70) adds that a leader is a social and organisational architect who keeps the morals and values of the school and individuals in mind when leading the class in their daily tasks and activities. A good leader gains acceptance, when he/she is not only a leader but serves when needed.



**Figure 2.4: Requirements of effective leading as an educator.**

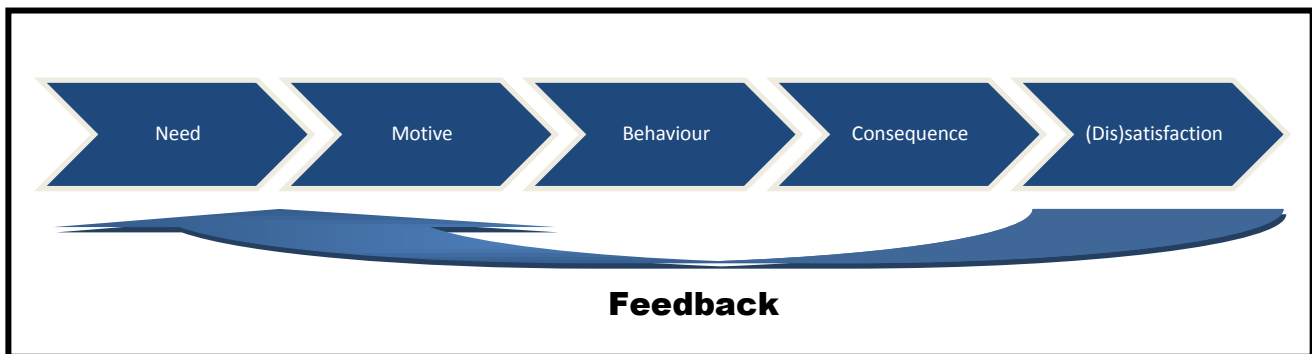
**Source: Van Deventer (2003:70); Mentz and Pienaar (2001:18)**

Hoy and Miskel (2005:405) conclude that leadership in the classroom and in the school is a complex and indefinite process. It involves more than just mastering skills and finding the right solution for the right situation or exhibiting a certain style of behaviour. It is a combination of factors. Educators will have their own leadership style for each class and each task within the school.

## 2.6.5 MOTIVATION

Motivation refers to an individual's engagement, participation and persistence in particular activities (Beltman, 2009:197). It is one of the major key competencies to be a successful individual in any organisation or situation. The word motivation derives from the latin word *movere*, which means to move (Smith & Cronje, 2000:305). The right attitude means to have a positive outlook on the tasks at hand, and have a high locus of control, thus controlling the events that happen in certain situations to a certain degree. With the correct attitude one can achieve almost anything (Pretorius, 2003:264).

Motivation, as described by Smith and Cronje (2000:36) in Figure 2.5, is a process which starts with a need which can be psychological or physiological. This need brings one to a motive or drives one to take action to satisfy the need. The need will lead to a specific behaviour. The consequence of the behaviour may be positive or negative. This consequence could lead to satisfaction or dissatisfaction. After these steps in the process one will have a feedback loop that brings one back to the need and motive.



**Figure 2.5: The motivation process.**

**Source: Smith & Cronje (2000:306).**

With the correct motivation one can influence a subordinate to achieve what is needed for a certain task or in a certain situation (Prinsloo, 2003a:148). Motivation can be extrinsic or intrinsic, it is not only something that occurs internally. Smith and Cronje (2000:306) define intrinsic motivation as “an inner state that energises or moves and that directs or channels behaviour toward a goal.”

The following intrinsic factors of motivation in education were identified by Schulze and Steyn (2003:143-144): working with learners, achievement of learners, recognition and praise for work well done, meaningfulness of the task, and autonomy. Salaries, relationship with colleagues, job security, fair treatment, enough resources in the classroom, reasonable working hours and good discipline, were considered as extrinsic factors of motivation for educators (Schulze & Steyn, 2003:144-145).

Educators who are motivated perform consistently well delivering good results; they cooperate in dealing with problems, and are accountable and accommodate change (Schulze & Steyn, 2003:139). Arias, Cabanach and Martínez (2006:136) state that although all children are born with the desire to learn and have an enthusiasm for discovering the world around them, the positive experiences associated with learning increasingly decline as they move through the school system. After a few years at school, learning experiences, which were initially fun and exciting, become repetitive, boring, and sometimes unpleasant. The extensive lack of motivation among school children is possibly one of the most essential factors in the explanation of some of the problems experienced in education or in the classroom (Arias *et al.*, 2006:136). Thus, without motivated educators, learners may not be able to learn optimally (Schulze & Steyn, 2003:139).

Learner's demotivation can be an outcome of the changes and transformations that society has undergone in recent years. The educational system has been affected by these transformations. The education system has not yet been able to assimilate some of the triggering factors of certain problems and conflicts that occur in secondary schools (Arias *et al.*, 2006:135). It is for this very reason that it is important that educators realize that one of the key competencies is to be able to not only remain motivated themselves but to be able to motivate the learners in their classes.

## 2.6.6 COMMUNICATION

Labuschagne (2006:267) states that communication is the flow of information between individuals in an attempt to create understanding, influence behaviour and achieve certain objectives. It is an important support activity in the value chain to ensure that an organisation reaches its overall objectives. Smith and Cronje (2000:306) define communication as the process of transmitting information and meaning, from the sender, who has the information, to the receiver, who needs the information. Effective communication is a key quality for educators. Effective communicators are distinguished by their ability to understand and use all kinds of personal and mass communication techniques to facilitate learning (Patterson, 1991:3).

Robbins (1998:310) states that it is, however, important that the information that has been transmitted is also understood for the communication process to be effective and successful. It is the key responsibility of educators as communicators, to ensure that the material is understood after the communication process has been completed. If the work that is done is understood it ensures that learning takes place, even in schools with a very diverse classroom from different backgrounds.

Cultural diversity is characteristic of South Africa. It directly influences the context and manner in which learning takes place (Van Heerden, 1997:189). In addition, learners often have to learn to speak a second language and learn in a second language. Learners spend 70 percent of their waking hours communicating through writing, reading, listening and speaking (Robbins, 1998:310). Therefore communication, both verbal and non-verbal, could have a profound impact on how learning takes place. It is therefore important that the channels of communication, as well as communicating horizontally and vertically, must be given special attention by educators when working with learners (Hoy & Miskel, 2005:311). Du Plessis *et al.* (2007:153) state that if the correct communicative ambience is present in the classroom there should be no barriers between educators and learners.

Wood (2008:132) describes communication within the classroom as the ability to explain and question to ensure that learning takes place. To explain something to someone is to help that individual to understand something through communicating a concept or fact. A competent or experienced teacher has the ability to judge the degree of understanding and knows when to question or repeat information to learners. Competent educators will also know how to pace the explanation, ensuring that learners are not lost along the way or lose interest (Wood, 2008:133).

Different ways of communication exist but 'questioning' is the backbone of communication between learners and educators. It is not only an important medium of communication but also part of performance assessment. Questions are used to assess levels of progress and understanding. They challenge students and develop ideas. Questioning and explaining as forms of communication are both key skills that must be well developed and refined for one to be deemed competent as an educator (Wood, 2008:136-137).

Calitz (1993b:93) is in agreement that questioning, in particular, must be developed to a fine art to enhance effective communication. The author adds that the following must also be in place for effective classroom communication: all channels of communication must be open, impediments must be restricted to a minimum, newer subject matter must be explained thoroughly, language use must be simple, the right attitude must be cultivated and factors like media that can improve communication must be taken into consideration.

A competent communicator is equally comfortable leading as well as responding, getting the messages across by, first perceptively observing and listening to the environment, then responding appropriately through a suitable medium. This response will not be an inaccessible approach, but a carefully tailored message designed to help the learner learn. Effective communicators stay abreast of communication developments and adopt technologies and methodologies that will help them improve in their role as educators (Patterson, 1991:3).

## **2.6.7 BEHAVIOUR MANAGEMENT**

Robbins (1998:72) refers to behaviour management as shaping behaviour by attempting to mould individuals by guiding their learning in graduated steps. The author adds that there are four ways of shaping behaviour in any organisation. These are through positive reinforcement, negative reinforcement, punishment and extinction. De Klerk and Rens (2003:354) are of the opinion that there is a lack of discipline in South African schools, an absence of consideration for one another in society, a high crime rate and incidences of violence. The lack of values is not conducive to a healthy society and a well-disciplined school community. One then realises that educators need the skills and experience to know when behaviour needs shaping and what techniques need to be executed to ensure a safe learning environment for all learners. A learner has to be taught the correct behaviour, under particular circumstances, and to anticipate the results of certain behaviour (Van Niekerk, 1997:287).

Strong classroom management skills are necessary for successful teaching and effective learning (Hopkins, 2005:1). Effective teaching results in effective learning when educators intervene in the process of learning and create conditions suitable for learning by controlling certain behaviour (Van Niekerk, 1997:287). Allen (2006:2) states that educators must be able to maintain respect and discipline in the classroom. Mutual respect, understanding, and empathy between educators and learners is needed to ensure that effective learning takes place. To manage learners' behaviour or to encourage positive behaviour in a classroom is possibly one of the most common concerns of educators. A key competency of an educator is to be able to discipline a learner when the behaviour was not suited to a situation.

Different forms of punishment have long been a popular method for eliminating bad behaviour in classrooms. Recently, for a number of reasons, school personnel have found corporal punishment to be an unacceptable technique. With the development of behavioural technology, several alternatives that do not incorporate aversive stimuli

have replaced corporal punishment as a method for eliminating behaviour (Dietz & Repp, 1973:457).

Oliver and Reschly (2007:9) add that educators with strong classroom management skills use effective techniques to decrease inappropriate behaviour by establishing predictable and positive learning environments. A positive and predictable learning environment ensures that learners will not behave unpredictably and in an undisciplined way in the classroom. Van Niekerk (1997:287) states that teaching behaviour is about relating the desired response to particular stimuli, by creating experiences that will require particular responses. Rewarding correct responses has a positive connotation, thus resulting in a greater probability of the behaviour being repeated.

It is true that a learner or class can behave in a negative manner through no initial fault of the educator, but it is certainly an educator's responsibility to discipline and accept the challenge and improve the behaviour of learners for whom he/she is responsible (Wood, 2008:124). If educators are professionally developed and competent in classroom management they will be equipped and have the necessary knowledge and skills to manage the classroom effectively (Oliver & Reschly, 2007:13). The ability of educators to manage behaviour of the learners is critical when striving to achieve positive educational outcomes (Oliver & Reschly, 2007:1).

#### **2.6.8 PROFESSIONAL DEVELOPMENT AND CURRICULUM KNOWLEDGE**

Professional development is the continuous deepening of knowledge and skills within a profession (Garet, Porter, Desimone, Birman & Yoon, 2001:916). Professional development is an ongoing process that builds on initial training and development of educators (Bubb & Earley, 2004:4), and assist educators in establishing positive behaviour systems (Oliver & Reschly, 2007:13). The traditional approach to professional development reflects that information is a stimulus for behavioural change and that individuals receiving knowledge will use it to improve their performance and behaviour (Osterman & Kottman, 1993:11). Professional development should be a critical concern



in education to ensure lifelong learning, classroom management and behaviour management (Oliver & Reschly, 2007:11).

Bubb and Early (2004:4) state that continuous professional development is any activity that educators engage in which enhances their skills and knowledge and enables them to judge their approaches to the education of learners. De Wet (2000:154) enunciates that good educators are open-minded and susceptible to new insights and change. For educators it is important to have teaching satisfaction and to meet their career aspirations and enrich themselves, and in doing this ensuring that they develop individually and professionally (Krihnaveni & Anitha, 2007:154).

It is expected from educators, as set out in the Norms and Standards for Educators, (RSA, 2000:47) to enrich themselves in ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their study area, and in broader professional and educational matters in other related fields. This can be ensured by studying further and/or attending training and development workshops in their respected fields.

Training can cover a wide range of attributes, from instilling service orientation to task-based activities (Anderson, 2007:98-100). Training is a crucial part of the cycle of professional lifelong learning. It helps educators to better understand their responsibilities, authority and accountability (Smith & Cronje, 2000:251). Principals and educators have a responsibility to participate in lifelong learning and exploit the opportunity to benefit from it.

Continuous professional development and learning takes place on a daily basis, through meetings, advice from more experienced educators, book control reports, moderations of tasks and examination papers and the discussion of appraisal reports (Prinsloo, 2003b:221-222), opportunities to observe teaching, plan classroom implementation, review learners' work, to give presentations, lead discussions, and produce written work (Garet *et al.*, 2001:925).

Continuous professional development is not only important for the personal growth of educators but has a positive influence on learners. De Wet (2004:157) found that most participants in the study felt that competent educators were those with good professional and academic knowledge and skills. The author found that many educators' love for their subjects, profound professional and academic knowledge and skills, diligence, as well as firm and meaningful discipline, motivated their learners to perform to the best of their abilities.

Educators' lack of curriculum and professional knowledge and diligence, their inability or reluctance to explain work to learners, unreasonable discipline and immature conduct were also denounced by the participants in his research (De Wet, 2004:157). From De Wet's (2004:156-157) study it is evident that educators who made an effort to develop themselves also had a positive impact on the learners, not only because they displayed better knowledge of their subject but also because they motivated learners to realise the importance of continuous learning. Research suggests that educators should get involved in the planning of their professional development and ensure that activities focus on the objectives, methods and approaches that they find important (Birman, Gert & Yoon, 2002:1297).

There is an increasing demand on all educators to obtain thorough academic and professional knowledge. They must stay abreast of new developments. Educators require regular in-service training and should be prepared to be life-long learners (De Wet, 2004:157).

#### **2.6.9 INTERPERSONAL RELATIONSHIPS**

Developing healthy interpersonal relationships can be defined as one's ability to understand feelings and attitudes of others, knowing how to work with people as an individual and establish cooperative work relationships (Hoy & Miskel, 2005:382). As educators it is essential to display social or human skills naturally, unconsciously and consistently (Hoy & Miskel, 2005:282). Educators should acknowledge the uniqueness,

individuality, and specific needs of each learner and guide and encourage each learner to realise their potential. They should respect the dignity, beliefs and constitutional rights of learners and refrain from undermining the status and authority of their colleagues (South African Council for Educators, 2000:2-3).

Goodson (2000:18) states that "teaching is, above all, a moral and ethical vocation." Educators should live exemplary lives; what they say and what they do should encourage learners to emulate them. Educators carry their educator roles with them to their homes when they leave school and carry with them their parental roles when they leave their homes for school (Pudi, 2005:156).

De Wet (2004:157) found that successful educators are honest, neat and reliable people who always have time for their learners. They know their learners and listen to them; they are friendly, considerate and accessible. They serve as role models and play an important role in developing learners' self-image. They build on mutual respect and esteem. The author adds that educators should be aware of matters that are important in their evaluation of educator-learner relationships which could influence their evaluations of events in the classroom.

The most basic of these essentials when evaluating relationships is realness and genuineness. It is Rogers (1967:59) opinion that when educators are real, entering into a relationship with the learners without presenting a front or façade is more likely to be effective. Thus, the feelings of educators are available to the learners, available to their awareness and so educators are able to communicate them, forging a direct personal encounter with the learners, and thus meeting them on a person-to-person basis. Educators can be real persons in their relationships with learners, with no façade, with convictions and feelings.

Rogers (1967:60-61) adds that prizing, acceptance, trust and empathic understanding are essential within the learner-educator relationship to ensure successful facilitation

and learning. Prizing learners' opinions and feelings and caring for the learners enhances the feeling that they can be free to explore knowledge and achieve goals. Empathic understanding establishes a climate for self-initiated, experiential learning. When educators understand learners' reactions from the inside and have a sensitive awareness of the way the process of education appears to learners, then the likelihood of significant learning is enhanced.

Values such as honesty, respect, sincerity, fairness, love, to be trustworthy and reliable are represented through the actions of real educators inside and outside the classroom. This has an influence on their own successes and failures as educators and has a great impact on learning and the competency of communication and interpersonal relationships (RSA, 2000:47; Kruger, 1997:219; De Wet, 2004:153).

#### **2.6.10 ORGANISATIONAL COMMITMENT**

In the human resource environment organisational commitment suggests that staff are more likely to commit themselves to improving quality within the organisation if they feel a personal commitment to that organisation (Ollin, 1996:36). Organisational commitment is "the degree to which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation" (Robbins, 1998:142).

Buchanan (1974:534) defines commitment as "a partisan, affective attachment to the goals and values of an organisation, to one's role in relation to goals and values of an organisation, and to the organisation for its own sake, apart from its purely instrumental worth." According to Meyer and Allen (1997:12) outcomes such as performance, turnover, absenteeism, tenure and organisational goals are often predicted by organisational commitment of the individuals.

For the individual organisational commitment would be accepting the organisation's goals and values, displaying a willingness to exercise significant effort on behalf of the

organisation and having a desire to maintain partisanship in the organisation (Hart & Willower, 2001:175). Organisational commitment is sometimes confused with job satisfaction, and even though these are related there is a difference. Job satisfaction is an affective response to a specific aspect of the job, whereas organisational commitment is response to the whole organisation (Lesabe & Nkosi, 1997:35).

In the context of education, organisational commitment would mean to exhibit confidence in developing others to have knowledge about the curriculum and learning programmes and be committed to the school as an organisation. It is vital that educators have both subject knowledge and professional knowledge of the organisation (Van Niekerk, 1997:294; ERLC, 2003:2-3).

Many aspects could influence an educator's organisational commitment. Bull (2005:112-113) found a strong relationship between gender and organisational commitment and a significant correlation between the age of respondents and organisational commitment in secondary schools. A significant relationship between tenure, job level and organisational commitment was also found while no significant relationship between the educational level of educators and their organisational commitment was found.

Low organisational commitment will have a negative effect on the learning process of learners. Educators need to be committed to the organisation to be competent and effective. It is possible that many educators are staying in the profession due to limited alternatives and therefore their organisational commitment is likely to be low (Bull, 2005:120).

## **2.7 CONCLUSION**

In this chapter an overview of the National Education Policy Act and the education system of South Africa was discussed. This included the relationship between educator and learner, the performance appraisal of educators and the Norm and Standards of Educators. The term competency was defined and each operational competency

explained to assist the reader in understanding the competencies and the importance of each when educating as an educator.

Competency refers to the skills, knowledge and ability needed by educators to perform in the classroom to ensure that learning takes place (Fraser *et al.*, 2005:232). Different qualifications and years of experience may demand different levels of achievement of these competencies, but all the above competencies seem to be important to be competent educators at any level in the school and classroom (RSA, 2000:46). The next chapter focuses on the research methodology and design used to execute the research.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

In the previous chapter a literature review of operational competencies required in teaching was provided. In addition an overview of the National Education Policy Act of South Africa and the education system of South Africa was provided. In this chapter a range of aspects relating to particular research methods and techniques for this study are discussed. A description of the sample and sampling procedure is outlined. In addition the procedure to collect, test, process and analyse the data is presented. Information about reliability and validity of the research instrument is also presented.

The principle of methodology is to allow researchers to inspect the procedures of research methods, to evaluate the performance of individual techniques and to evaluate various research designs that would add to the knowledge in the field of study. 'Methodology provides a language for talking about the process of research' (Krippendorff, 2004:xxi).

Traditionally, research has been seen as the creation of true, objective knowledge, following a scientific method. In turn, this is presented as data and facts of reality; it is possible to acquire a reasonable adequate basis for empirical grounded conclusions in a specific discipline when using the correct methodology (Alvesson & Sköldbberg, 2009:3).

The purpose of this study was to analyse educators' perceptions of operational competencies required to function in secondary public schools. In order to achieve this aim, it was necessary to conduct a survey, based on the available literature, which formed the theoretical basis to describe the operational competencies. In addition, a quantitative approach involving the administration of a questionnaire was adopted. The

questionnaire was used to analyse the level of agreement that educators attached to operational competencies required in teaching and to investigate the level of teaching satisfaction of educators. By implication this level of agreement would indicate the importance that educators attached to the operational competencies.

### **3.2 QUALITATIVE AND QUANTITATIVE RESEARCH**

Research is a procedure using information to create useful artifacts, and then using various rigorous methods to analyse why, or why not, a meticulous artifact is efficient. The information gained during the study feeds back into the body of knowledge of the discipline (Manson, 2006:161). The information can be gained through two approaches namely qualitative and quantitative methods.

Qualitative methods are used to understand the perspective and experience of the participant involved within the setting of the experience (Mouton, 2001:162). Shank (2000:5) defines qualitative research as an ordered and public empirical enquiry into how others make sense of their experience. Lincoln and Guba (2000:3) state that qualitative research is the attempt of researchers to make sense of certain behaviour in a natural setting. In quantitative research the aim is conversely to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population.

Quantitative research designs are either descriptive or experimental. A descriptive study establishes only associations between variables where an experiment establishes causality (Hopkins, 2000:1). Quantitative research is suited to theory testing and developing universal statements (Schulze, 2003:5). It provides a "general" picture of a situation and has the advantage of allowing researchers to measure and control variables (Edwards, 1998:37) and evaluating objective data consisting of numbers, which is a stable environment for research (Welman *et al.*, 2005:8). Hopkins (2000:2) states that quantitative research is all about quantifying relationships between variables. Variables are things like weight, performance and time. The relationship between the

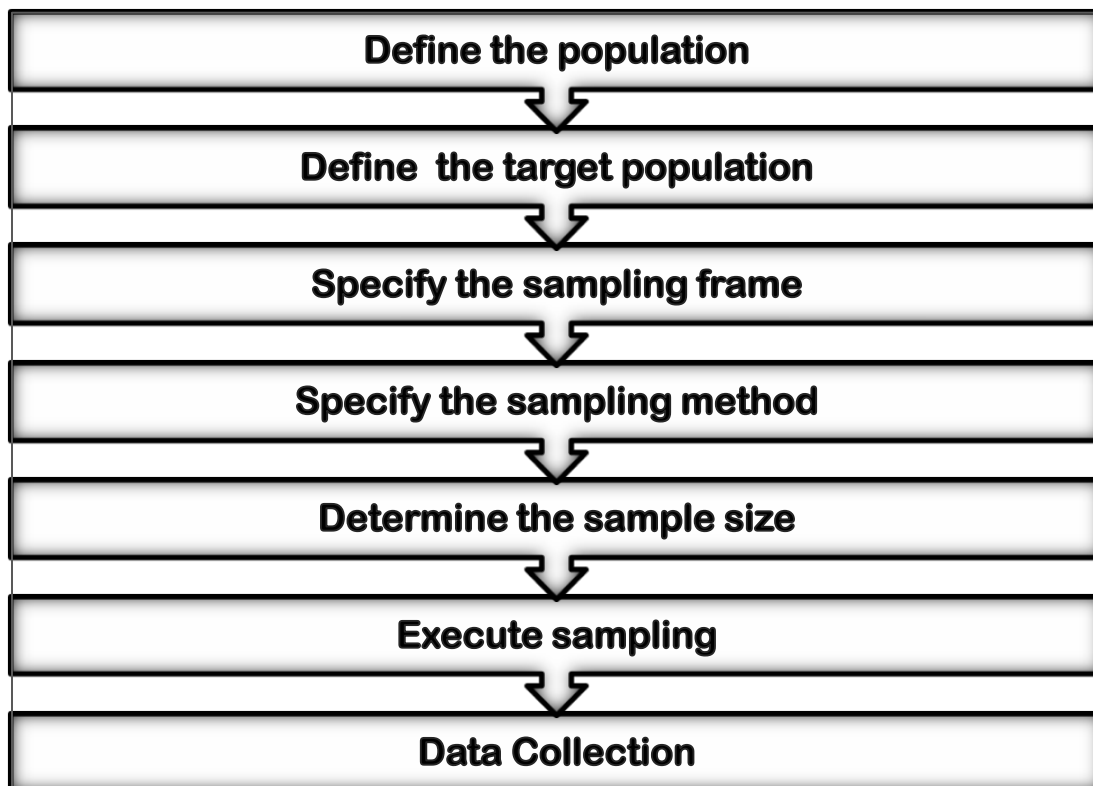


different operational competencies and overall teaching satisfaction using effect statistics, such as correlations, relative frequencies, or differences between means” are expressed.

Because of the nature of the research a quantitative research technique, in the form of a survey approach was used to collect data from secondary schools through the administration of the questionnaire (Gable, 1994:114).

### **3.3 THE SAMPLING DESIGN**

A sample is often more accurate and practical than obtaining information from an entire population (Struwig & Stead, 2001:109). When a sample is used various steps are followed in the sampling process, as indicated in Figure 3.1.



**Figure 3.1: The sampling procedure.**

**Source: Adapted from Struwig and Stead (2001:110).**

### **3.3.1 The population**

The population or universum is the entire group of people from whom the researcher wishes to obtain information (Krippendorff, 2004:84; Fraenkel & Wallen, 2008:91). If the population has certain aspects that are completely homogeneous a sample of one would be adequate. Where certain aspects or characteristic are heterogeneous a larger sample is needed, thus a subset of individuals is used, and this is regarded as the target population (Struwig & Stead, 2001:118). For the purposes of this study, the population or universum comprises secondary school educators in South Africa.

### **3.3.2 Target population**

A researcher attempts to estimate the properties of the entire population by asking questions of only a select subset of individuals drawn from the population as a whole. This is regarded the target population. A target population is only a representation of the population. Usually there are differences and similarities within any population, it is therefore important for the researcher to be precise in deciding who to include or exclude in the study (Krippendorff, 2004:112; Fraenkel & Wallen, 2008:91).

Limits on time and resources made it impossible to include all educators who might potentially inform the research process. It was therefore necessary to select a smaller subgroup of the population that forms part of the research group to provide the data needed (Stringer, 2004:50). The target population in this study focused on educators of advantaged and disadvantaged secondary schools, in the Sedibeng and Fezile Dabi District.

### **3.3.3 The sampling frame**

The researcher is responsible to obtain clarity on the population to which their research hypothesis applies, and then the researcher can formulate a sample frame (Welman *et al.*, 2005:57-58). The sample frame should be representative of the population. A

sample frame is a complete list in which each unit in the analysis is only mentioned once for instance a class list, a list of registered voters, a telephone book or employee list (Struwig & Stead, 2001:108). The sampling frame that was identified for the purpose of this study was a list of 166 secondary schools in the area which was obtained from the Gauteng and Free State Department of Education.

### **3.3.4 The sampling method**

There are several methods of sampling. The sampling techniques are grouped into probability sampling and non-probability sampling (Struwig & Stead, 2001:111). Sampling in the form of simple random sampling was used in this study. Simply random sampling is a method whereby each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being chosen (Welman, Kruger & Mitchell, 2005:59). Simple random sampling allows one to draw externally valid conclusions about the entire population based on the sample. Advantages of this method are that it is free of classification error, and it requires minimum advance knowledge of the population. This method also makes it relatively easy to interpret the data that are collected (Black, 1999: 118). In this study, simple random samples were drawn from advantaged and disadvantaged secondary public schools in the Fezile Dabi and Sedibeng districts, that was willing to participate in the study.

### **3.3.5 The sample size**

Sample size is governed by the confidence needed in the data, the margin of error that will be tolerated, the type of analysis and the total population from which the sample is taken (Welman *et al.*, 2005:70). O'Leary (2004:104) argues that while larger samples are more representative, the minimum requirements are determined by the level of the statistical analysis.

If statistical analysis is used as a statistical tool then 5-10 respondents per item is feasible. The questionnaire consisted of 38 items in Section B and six items in Section C, hence the sample size should be between 220 and 440. Based on the aforementioned a sample size of 280 educators was set for the study

### **3.3.6 Data collection and measuring instrument**

In order to determine the perceptions of the educators of operational competencies an essential starting point was to identify the operational competencies needed as an educator in secondary schools. The operational competencies were identified through a literature study and the perceptions of educators of these operational competencies were further explored by using a questionnaire as explained in Section 3.3.6.2.

#### **3.3.6.1 Literature study**

The literature study offers the basis for formulating the study. It presents a new way of interpreting the research question and provides an understanding of the different perspectives of the study (Stringer, 2004:49-50). An appropriate literature study, both nationally and internationally was conducted to investigate and clarify the operational competencies that educators use daily in educating learners. The literature study involved a logical and accurate explanation of operational competencies. Documentation such as textbooks, journal articles, newspapers, government gazettes, the National Education Policy of South Africa and the Internet were utilised to obtain the secondary data required for the study.

#### **3.3.6.2 Measuring instrument**

Observation and asking questions are the two basic ways to collect data. For this study it was decided to ask questions by means of a structured questionnaire (Struwig & Stead, 2001:89). As stated by Wilkinson and Birmingham (2003:7-11) a questionnaire provides an economical and effective way of collecting data that is structured,

manageable and quick to analyse once completed and structured in the correct way. This measuring instrument allows the respondent to complete the questionnaire in their own time and return it when completed. The response is higher and the respondent feels personally involved when handed a questionnaire but still remains anonymous.

In this study a questionnaire that included three sections was used to obtain data. Section A requested demographic information, such as gender, education level, years of service, main learning fields and class average obtained in teaching from participants. Section B and C included scale-response questions, which is often used to gather data on attitudes or perceptions. In this study Section B investigated the level of importance that educators attached to the identified operational competencies. Section C investigated the level of teaching satisfaction of educators. These sections made use of a 5-point Likert-type scale, with 5 indicating strong agreement, 3 neither agree nor disagree and 1 strong disagreement.

### **3.4 PRE-TESTING**

To enable the respondent to transmit useful and accurate information an effective questionnaire is required. Questions should be comprehensible and unambiguous (Wilkinson & Birmingham, 2003:8). To ensure this pre-testing must be undertaken. There is always a possibility that some questions could cause problems. Therefore questionnaires need to be pre-tested in order to identify and eliminate problems, ensuring that the respondents' views are accurately reflected.

The questionnaire was pre-tested with 10 respondents who were not part of the research sample. The objectives of the study were explained to the participants. The questionnaires were completed in the presence of the researcher. After completion of the questionnaires the participants were requested to share any difficulties, ambiguity or limitations of the measuring instrument. Based on their recommendations, necessary amendments were made on the questionnaire.

### **3.5 PILOT TEST**

A pilot test is performed to develop, adapt, or check the feasibility of techniques, to determine the reliability of measures, and/or to calculate how big the final sample needs to be. In the latter case, the pilot should have the same sampling procedure and techniques as in the larger study (Hopkins, 2000:19). Oppenheim (1992:62) adds that respondents in pilot studies should be as similar as possible to those in the main enquiry. After the draft questionnaire was developed, 68 questionnaires were pilot tested by secondary school educators who were not part of the sample.

An obvious characteristic of the questionnaire would be to answer the research question. In order to collect accurate data the instrument used must be both reliable and valid (Mouton, 2001:100). For this study to be valuable, it was therefore necessary to prove the reliability and validity of the questionnaire. Reliability and validity of the research instrument is discussed in Section 4.8 and Section 4.9 respectively.

### **3.6 DATA PREPARATION**

One of the best ways to administer a questionnaire is to obtain a captive audience (Kumar, 2005:129; Wilkinson & Birmingham, 2003:10). The research instrument was administered while respondents were at their place of work, thereby assuring a captive audience.

After constructing the questionnaire, 280 questionnaires were distributed to a sample of secondary school educators. Questionnaires were hand delivered to each educator who was selected through a random selection procedure. They were given an explanation of the purpose of the research as well as the criteria employed to identify the respondents.

### **3.7 ETHICAL ISSUES**

Research ethics refer to issues such as honesty in report writing, misconduct and respect for the rights of individuals (Welman *et al.*, 2005:181). A key directive of research is to protect the anonymity of the participants who form part of the study (Stringer, 2004:53). Permission was been obtained from the DoE to conduct the research in schools. In addition, permission to administer the questionnaire at each school was sought from the principals of those schools involved in the study. Participants were informed that their participation was voluntary. A covering letter was used to inform participants of anonymity and confidentiality and that results would be made available to them upon request.

### **3.8 STATISTICAL ANALYSIS**

The word statistics is commonly used as a collective noun to refer to sets of data relating to a wide range of topics. It involves a study of the collection , organisation, analysis and interpretation of data. The following were used as methods to analyse the data of this study.

#### **3.8.1 Descriptive statistics**

Descriptive statistics provide an overall, coherent and straight forward picture of a large quantity of data (Struwig & Stead, 2001:158). Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Descriptive statistics are used to present quantitative descriptions in a convenient form (King & Minium, 2008:3).

A frequency distribution table is a convenient way of summarising a mass of raw data (Black, 1999:307). In this study it was achieved by entering the data into a worksheet, from which different functions were used to generate different tables from which the data could be analysed. The descriptive data of this study is discussed in Section 4.3.1.

### **3.8.1.1 Mean**

The mean or average is probably the most commonly used method of describing central tendency. To compute the mean the sum of the scores in a distribution is divided by the total number of scores (King & Minium, 2008: 58). Thus mean is the second measure of central tendency (Bernstein *et al.*, 2007:59). The overall means of Section B and Section C of this study are discussed in Section 4.5.

### **3.8.2 Factor analysis**

Factor analysis is a powerful statistical technique that can be used to reduce large groups of variables to a smaller and more manageable number of factors. Thus factor analysis can be used as a summarising technique to identify basic dimensions that underlie sets of related data. Factor analysis helps the researcher to identify the basic dimensions that are necessary to summarise the original variables (Foxcroft & Roodt, 2009:163-164). There are several factor analysis extraction methods to choose from (Costello & Osborne, 2005:3). In this study the percentage of variance explained, scree plot and eigenvalues were used to determine the number of factors to extract. Each of the afore-mentioned methods used are explained in Section 4.4.2.

### **3.8.3 Correlation analysis**

Correlation analysis examines the nature of the linear relationship between numerical variables (Bernstein *et al.*, 2007:238). Pearson correlation assumes that the two variables are measured on interval scales, and it determines the extent to which values of the two variables are proportional in relationship to each other. The significance level calculated for each correlation is a primary source of information about the reliability of the correlation. The significance of a correlation coefficient of a particular magnitude will change depending on the size of the sample. The final factors (as described and labelled in Table 4.6, Section 4.4.6) were correlated with overall teaching satisfaction in Section 4.6.



### **3.8.4 Reliability**

“Reliability is concerned with the findings of research and relates to the credibility of the findings” (Welman *et al.*, 2005:145). Fraenkel and Wallen (2008:147) define reliability as the consistency of scores and the usefulness of the scores from one administration of an instrument to another and from one set of items to another. For a research instrument to be reliable, any significant results must be more than a once-off finding and be repeatable. Another researcher must be able to perform exactly the same experiment, under the same conditions and generate the same results (Shuttleworth, 2008:1). The scores of an instrument can be reliable and not valid, and if the data are unreliable the data will also be invalid. One desires an instrument that is both reliable and valid (Fraenkel & Wallen, 2008:154). The reliability for Section B and Section C of the research instrument was determined as discussed in Section 4.8 of this study.

### **3.8.5 Validity**

Validity is the quality of research results that leads us to accepting the results as valid. Validity encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the research method (Shuttleworth, 2008:1). A measuring instrument is considered valid if it measures what the researcher claims it measures. Fraenkel and Wallen (2008:147) define validity as “the appropriateness, meaningfulness, correctness, and usefulness of the inference a researcher makes.” Although there are many types of validity, the most common techniques used to assess the validity of a measuring instrument are: content validity, construct validity and criterion-related validity. The validity of this study is reported on in Section 4.9.

#### **3.8.5.1 Content validity**

Content validity refers to how appropriate and comprehensive the content and format of the research instrument is (Fraenkel & Wallen, 2008:148). Shuttleworth (2008:2) defines

content validity as the estimate of how much a measure represents every single element of a construct.

Content validity is sometimes referred to as face validity. Face validity is a measure of how representative a research project or instrument is at face value, and whether it appears to be a good instrument (Shuttleworth, 2008:2). In this study the content validity of the research instrument was ascertained by pre-testing the questionnaire, with secondary school educators as discussed in Section 4.9.1. of this study.

### **3.8.5.2 Construct validity**

“Construct validity defines how well a test or experiment measures up to its claims” (Shuttleworth, 2008:2). Constructs are highly abstract and broad concepts. Due to their intangibility and abstract nature, there would be very little evidence that satisfies construct-related validity and researchers attempt to collect a variety of different types of evidence that will allow them to make inferences (Fraenkel & Wallen 2008:148). The internal reliability for Section B and Section C (Section 4.2) of the measuring instrument was ascertained using Cronbach Alpha. In addition Principle Component Analysis (PCA) was undertaken. Factor analysis (Section 4.4) was also undertaken on each of the constructs to determine the percentage of variance that was explained by each factor (Section 4.4.2.1).

### **3.8.5.3 Convergent validity**

Convergent validity “tests that constructs that are expected to be related are, in fact, related” (Shuttleworth, 2008:2). Convergent validity is considered as a subcategory or subtype of construct validity. If one can demonstrate that there is evidence for convergent validity, then by definition one has demonstrated that one has evidence for construct validity. To ascertain convergent validity, one needs to show that measures that should be related are in reality related (Trochim, 2006:1). Factor analysis (Section 4.4.2) was performed on the pooled data in this study, as discussed above. The

objective of factor analysis was to construct a small number of variables called factors containing the same information that is available in a larger number of variables thus summarising the original variables (Foxcroft & Roodt, 2009:163-164).

### **3.9 CONCLUSION**

In this chapter the research methodology applied, namely the sampling procedure and the empirical research design, was discussed. The target population was identified, the sampling frame, method and size was explained. It also provided a brief explanation of the pre-testing, pilot test, data preparation and ethical issues of the study.

The statistical methods used to analyse the data of the study were also discussed. These methods were descriptive statistics factor analysis and correlation analysis. The various methods applied to determine the reliability and validity namely, content, construct and convergent validity of the research questionnaire were briefly described. The analysis and results of the data are discussed in detail in the next chapter.

# **CHAPTER FOUR**

## **DATA ANALYSIS AND DISCUSSION**

### **4.1 INTRODUCTION**

In Chapter three an overview of the research methodology used in the study was provided. The procedure used to collect, process and analyse the data was presented. Statistical techniques applied to determine the reliability and validity of the research instrument and final results of the study were also highlighted.

This chapter focuses on the findings of the empirical study through an analysis and interpretation of the results. The Statistical Packages for Social Sciences (SPSS version 19.0 for Windows) was used to analyse the data. The results of the pilot study are briefly discussed followed by an explanation of the main survey findings.

### **4.2 THE PILOT STUDY**

In establishing the reliability of the pilot questionnaire, the Cronbach alpha coefficient for the scale was computed. This was necessary in order to ensure that the questionnaire used in the main survey was appropriately constructed and captured the essential variables for the study. Cronbach alpha is a test-reliability technique that requires a test administration to provide a unique estimate of the reliability of the scale items. It is the average value of the reliability coefficients one would obtain for all possible combinations of items when split into two half-tests (Gliem & Gliem, 2003:84). The results of the pilot test yielded an acceptable Cronbach alpha of 0.905. A reliability value of 0.70 is an acceptable reliability coefficient but lower thresholds are often reported in the literature, the closer the coefficient is to 1.0 the greater the internal consistency of the items on the scale (Santos 1999:2; Gliem & Gliem, 2003:87). The pilot test was conducted with data collected from 68 respondents. The questionnaire consisted of 3 sections. Section A consisted of questions requesting demographic information of the

respondents, Section B consisted of questions regarding the educational competencies and Section C consisted of questions about overall teaching satisfaction. Sections B and C were subjected to reliability analysis. On examination of the inter-item correlation and alpha of the deleted columns, 7 variables from the initial questionnaire were deleted from Section B because they showed low inter-item total correlations. The resultant deletion of the items on the scale improved the reliability value, leaving section B with 38 variables. The items deleted from the scale are reported in Table 4.1.

**Table 4.1: Items deleted from the scale**

ITEM	ITEM DESCRIPTION
<b>B13</b>	Able to set compulsory tests and record marks
<b>B15</b>	Able to actively align learners performance to reach key goals
<b>B16</b>	The skill to choose one alternative or activity where more than one exists
<b>B17</b>	Effectiveness in bringing a group together to accomplish a task
<b>B18</b>	Ability to empower others with a vision for the future
<b>B19</b>	Display a passion of influencing by reaching out to others
<b>B25</b>	Actively participate in departmental workshops and ideas.

After the deletion of these items the Cronbach alpha reliability for Section B increased from 0.905 to 0.952. Section C which measured overall teaching satisfaction consisted of six items. The Cronbach alpha value for this Section was 0.936. All six items in this scale showed satisfactory inter-item correlations. The analysis of the main survey results are provided in the next section.

### **4.3 ANALYSIS OF THE MAIN SURVEY**

Of the 280 questionnaires that were administered, 49 questionnaires were not returned. The questionnaires of 20 respondents were incomplete and could not be used because important sections were only partially completed, resulting in 211 usable questionnaires. A discussion of the analysis of the data is presented in the following manner:

- firstly, the demographic information of the respondents is presented.

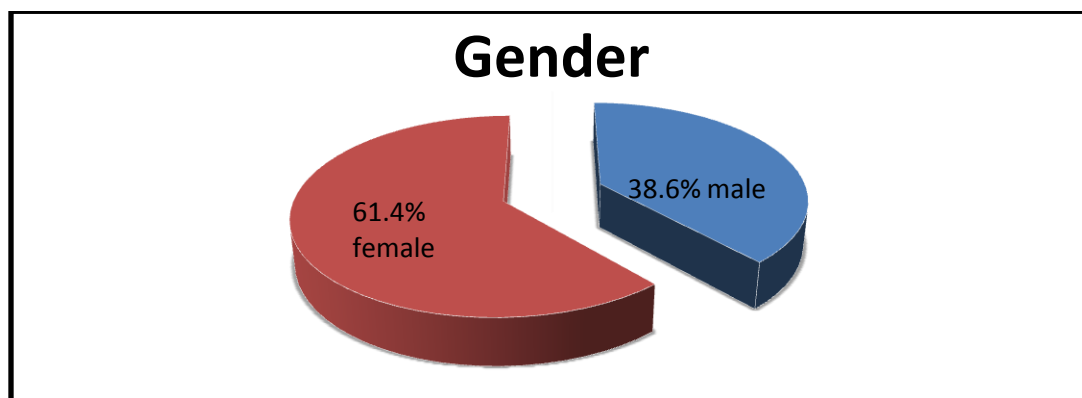
- secondly, exploratory factor analysis of the data is discussed. In this section the factors are named and the overall means are provided.
- thirdly, the correlation between the factors and overall teaching satisfaction is provided.
- fourthly, the regression analysis of the relationship between the factors and overall teaching satisfaction is provided.
- fifthly, a discussion of the reliability of the survey instrument is provided.
- sixthly, a discussion of the validity of the instrument is provided.

### 4.3.1 Demographic information of the respondents

In this section the demographic information of the respondents is provided. Respondents were required to provide information relating to their gender, educational level, years of service in secondary education, main learning fields and class average obtained in teaching.

#### 4.3.1.1 Gender

Figure 4.1 provides an illustration of the gender composition of the sample. As illustrated in the figure the sample comprised eighty one male (38.6%), and hundred and thirty female (61.4%) respondents, a ratio of 1.6 females to every male. The population ration is 2.1 females to every male. The difference in the ratio could be attributed to the fact that this study sampled educators only from secondary schools.



**Figure 4.1: Gender**

#### 4.3.1.2 Education level

Figure 4.2 provides an illustration of the education and qualification level of respondents. According to Figure 4.2 one-hundred-and-nineteen (56.4%) respondents had a Diploma or Degree, forty-nine (23.2%) had a Post Graduate Certificate in Education, thirty-seven (17.5%) had an Honours or B Tech qualification and only six (2.9%) had a Masters degree.

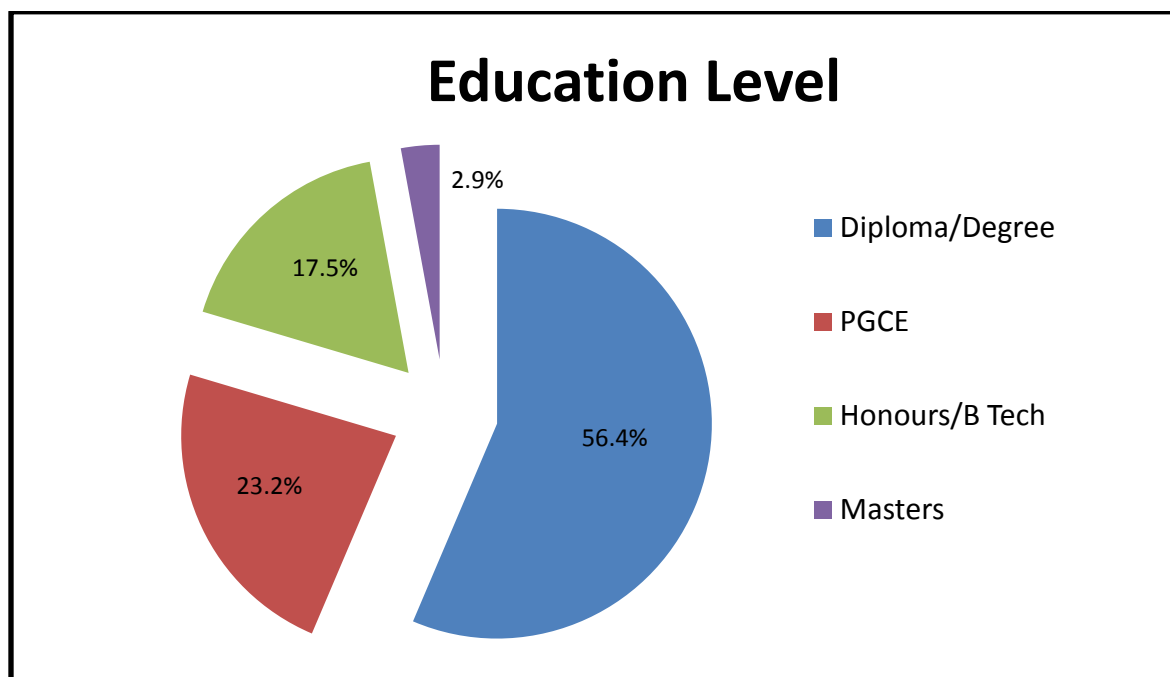
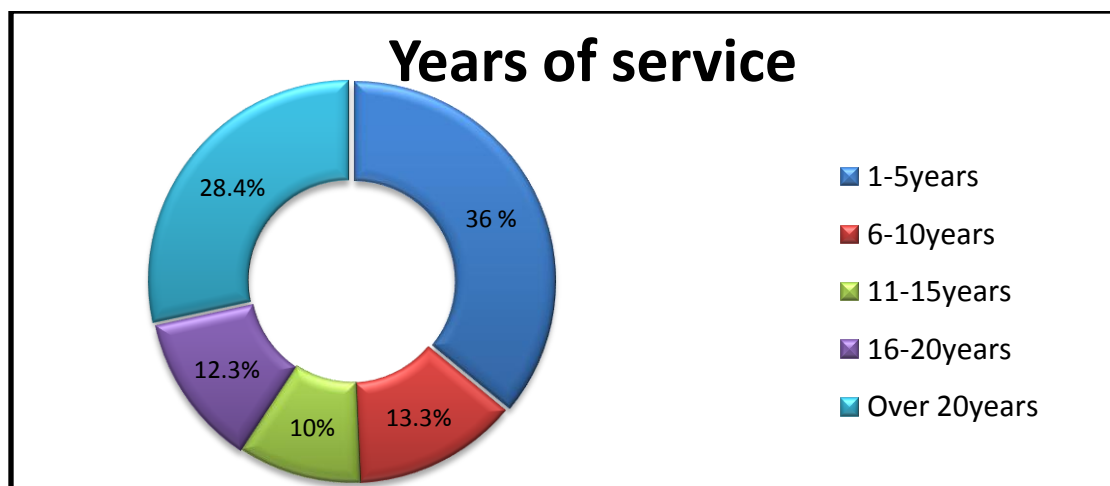


Figure 4.2: Education Level of respondents

#### 4.3.1.3 Years of service in secondary education

Figure 4.3 illustrates the years of service of the respondents. Seventy-six (36%) respondents had between 1-5 years of service, twenty-eight (13.2%) had between 6-10 years, twenty-one (9.9%) had between 11-15 years, twenty-six (12.3%) had between 16-20 years and sixty (28.6%) had over 20 years of service.



**Figure 4.3: Years of service in secondary education**

#### 4.3.1.4 Main learning fields

Table 4.2 exemplifies an overview of the main learning fields of the respondents. The majority of respondents' main learning fields were languages, economic and management sciences and mathematical sciences. The least number of respondents' learning fields fell in the agricultural sciences and consumer and hospitality studies.

**Table 4.2: Main learning fields**

LEARNING FIELD	NO.	PERCENTAGE
Economic and management sciences	28	13.3
Agricultural sciences	1	0.5
Arts and culture	14	6.6
Life Sciences	18	8.5
Physical Sciences	18	8.5
Computer Sciences	8	3.8
Mathematical Sciences	25	11.8
Consumer and Hospitality Studies	2	0.9
Languages	59	28.0
Technology/Technical subjects	20	9.5
Human and Social Studies	8	3.8
Life Orientation	7	3.3
Other (e.g. History and religious studies)	3	1.4
Total	211	100.0



#### 4.3.1.5 Class average obtained in teaching

Figure 4.4 provides an overview of the class average obtained in teaching by the respondents in their main learning field. Eighty-three (39.3%) of the respondents obtained a class average of between 51% and 60%, only four respondents indicated that their class average was very low (less than 40%), thirty-four respondents obtained a class average of between 41% and 50%, sixty-one obtained a class average of between 61% and 70%, and twenty respondents obtained a class average of between 71% and 80%. Only nine respondents obtained a high class average of above 80%.

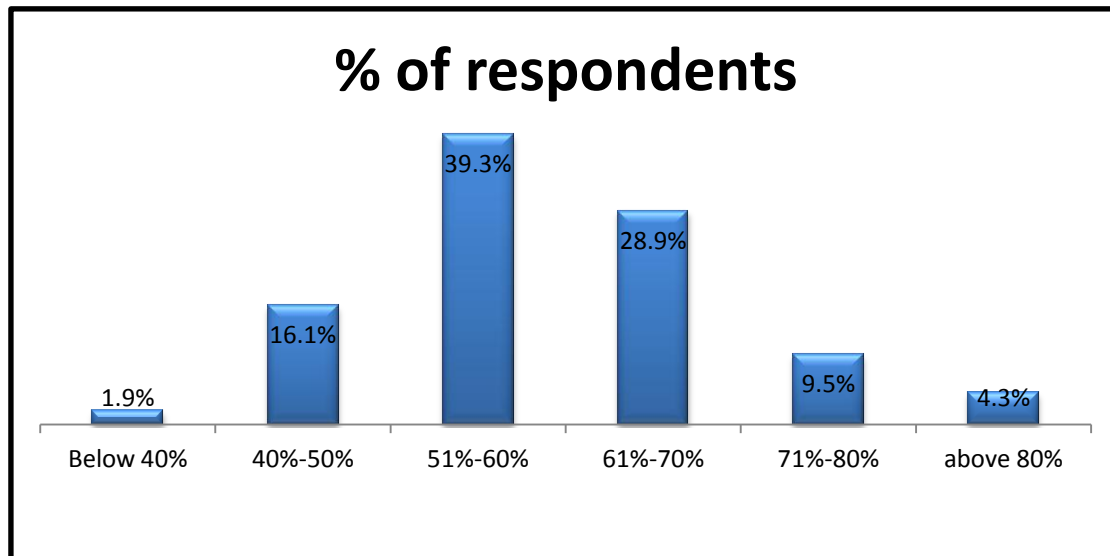


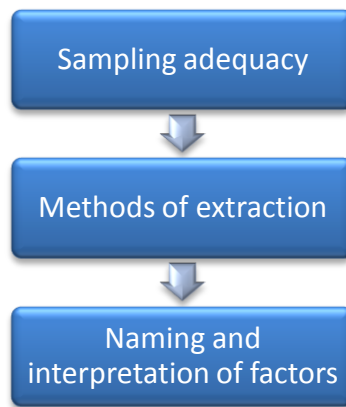
Figure 4.4: Class average obtained in teaching

#### 4.4 EXPLORATORY FACTOR ANALYSIS (EFA)

Factor analysis is a statistical technique used to identify groups that represent relationships amongst a set of related variables, called factors. The goal of factor analysis is to categorise the observable variables from the not-so-observable variables into factors (Merkle, Layne, Bloomberg & Zhang, 1998:207). These factors can then be labelled based upon the variables that load on each factor. Exploratory factor analysis (EFA) is a widely utilised and broadly applied statistical technique in the social sciences

(Costello & Osborne, 2005:1) and by organisational researchers (Conway & Huffcutt, 2003:147). Researchers use EFA for refining measures, evaluating construct validity, and in some cases testing hypotheses, not just for preliminary evaluation of variables but for use in the development and validation of an instrument, and for developing and refining the instrument's scales of a study (Conway & Huffcutt, 2003:147-149).

EFA was conducted on the data obtained in Section B of the questionnaire. In the foregoing section, as illustrated in Figure 4.5, a discussion of factor analysis procedure, the Kaiser-Meyer Olkin (KMO) test of sampling adequacy and Bartlett's test of sphericity, methods of extraction, naming and interpretation of factors is provided.



**Figure 4.5: Exploratory Factor Analysis**

#### **4.4.1 The Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity**

For factor analysis to be an appropriate procedure for use in data reduction, the variables must be correlated. The KMO Measure of Sampling Adequacy and Bartlett's test of sphericity were used to assess the suitability of the respondent data for factor analysis prior to the extraction of the factors. A description of these tests follows. The KMO index ranges from 0 to 1, with 0.70 considered suitable for factor analysis (Williams, Onsman & Brown, 2010:5), however the higher the indicator the better (Merkle *et al.*, 1998:210). The KMO levels of factorial simplicity are illustrated in Table 4.3.

**Table: 4.3: KMO levels of factorial simplicity**

<b>in the .90s</b>	<b>marvellous</b>
<b>in the .80s</b>	meritorious
<b>in the .70s</b>	middling
<b>in the .60s</b>	mediocre
<b>in the .50s</b>	miserable
<b>below .50</b>	unacceptable.

**Source: Kaiser (1974:35).**

The measure of sampling adequacy in this study was 0.93, a value deemed marvellous by Kaiser (1974:35).

**Table 4.4: KMO and the Bartlett's tests of sphericity**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.928
Bartlett's Test of Sphericity	Approx. Chi-Square	4314.802
	df	406
	Sig.	.000

#### **4.4.2 Factors extraction method**

The aim of factor analysis is to reveal any concealed variables that cause the manifest variables to disagree with the rest of the variables within factors. During factor extraction, the shared variance of a variable (item) is separated from its unique variance and error variance reveals an underlying factor structure. In other words, if the data contains many variables, factor analysis could be used to reduce the number of variables into an interpretable dimension. There are several factor analysis extraction methods to choose from (Costello & Osborne, 2005:3). In this study the percentage of variance explained, scree plot and the eigenvalue criterion were used to determine the number of factors to extract. Each of the afore-mentioned methods used, is explained in the sections which follow, in the factor extraction process.

#### 4.4.2.1 Percentage of variance and eigenvalues

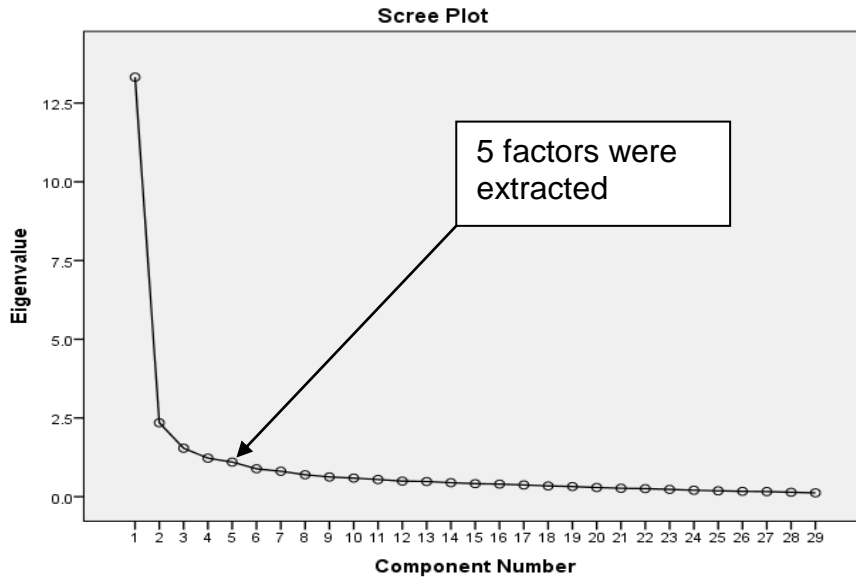
Table 4.5 provides an overview of the percentage of the variance explained and the eigenvalues of the factors. Eigenvalues indicate the amount of variance explained by each principal component or each eigenvector which are the weights that could be used to calculate factor scores (Suhr, 2005:2). Only components with eigenvalues > 1.00 are retained (Floyd & Widaman, 1995:291). According to this criterion five factors were extracted.

**Table 4.5: Percentage of variance explained and eigenvalues**

Components	Eigenvalues	% of Variance	Cumulative %
1	13.323	45.940	45.940
2	2.348	8.095	54.035
3	1.539	5.307	59.342
4	1.224	4.222	63.564
5	1.099	3.791	67.354

#### 4.4.2.2 Scree Plot

A scree plot is defined as a plot of the eigenvalues against the number of factors in order of extraction (Tai, 2005:194). It plots the eigenvalues of the rotated factors on a coordinate plane and examines the slope of the line connecting the values (Floyd & Widaman, 1995:292). The shape of the plot is used to determine the number of factors. Typically the plot has a distinct break between the steep slope of factors, with large eigenvalues and a gradual trailing off to smaller eigenvalues (Tai, 2005:194). This gradual trailing off is referred to as the scree. The point at which the scree begins to level off denotes the true number of factors. According to Figure 4.6 the scree levels off at approximately five factors.



**Figure 4.6: Scree plot**

#### 4.4.3 Factor loading matrix

PCA using varimax rotation reduced the 38 variables to five factors with eigenvalues greater than 1.0. Each factor consisted of loadings of values of 0.5 or higher, which are values regarded as acceptable by Kaiser (1974:36). The following items were deleted from the scale during extraction of factors, these items were removed because of factor loadings lower than 0.5, cross loadings or low levels of communalities during factor rotation.

- B 1: The ability to develop objectives and assess the way these objectives can best be achieved.
- B 2: Effectiveness in thinking through and forecasting activities.
- B 7: The ability to co-ordinate tasks effectively
- B 8: The ability to organise one's own activities.
- B 13: The ability to formulate clear end results for each task.
- B 14: Effectiveness in bringing a group to accomplish a task.
- B 24: Not to allow negative emotions to influence the classroom climate.
- B 28: Act as a mentor in assisting fellow educators.
- B 30: Act as a mentor to students.

Table 4.6 lists the factors in the order in which they were extracted. The final factor structure comprised five dimensions (typologies) with 29 variables. These five factors are labelled and described in Table 4.7.

**Table 4.6: Rotated factor loading matrix**

Factor and variable descriptions	Factors				
	1	2	3	4	5
<b>Communication and behaviour management (Factor 1)</b>					
Takes charge and uses resources effectively	0.587	0.233	0.24	0.383	0.104
The ability to maintain self-confidence under adverse circumstances	0.674	0.224	0.205	0.326	0.104
The ability to influence and to generate enthusiasm through example and negotiation	0.717	0.097	0.177	0.249	0.174
Being persuasive in the classroom	0.664	0.094	0.255	0.355	0.123
Shows the skill at negotiating commitment	0.687	0.296	0.191	0.094	0.222
Promote a clear sense of purpose	0.737	0.339	0.243	0.079	0.161
Ensuring that the message received is the same as the message transmitted	0.707	0.271	0.208	0.202	0.031
The effectiveness of expression in a group	0.686	0.28	0.243	-0.008	0.115
The ability to confront conflict constructively	0.686	0.201	0.087	0.227	0.151
The ability to confront disruptive behaviour in a classroom	0.651	0.219	0.072	0.362	0.128
Develops areas in need as part of self-development	0.693	0.403	0.108	0.109	0.168
<b>Interpersonal relationships (Factor 2)</b>					
Show respect for the learners needs and feelings	0.252	0.678	0.149	0.296	0.171
Provide guidance to learners	0.319	0.738	0.185	0.201	0.177
Establishing a relationships of trust with learners	0.372	0.651	0.097	0.409	0.164
Establishing a relationship of openness	0.386	0.763	0.104	0.052	0.16
Willing to put in a great deal of effort beyond that normally expected	0.221	0.736	0.16	-0.01	0.314
<b>Planning and assessment (Factor 3)</b>					
Effective planning of lessons	0.441	-0.01	0.584	0.344	0.133
The ability to assess what needs to be part of a lesson	0.449	0.052	0.642	0.225	0.115
The ability to plan so that the curriculum will be completed in a year	0.398	0.134	0.715	0.098	0.019
The ability to determine aims/objectives for learners	0.16	0.301	0.78	0.07	0.025
The ability to assess learners work on a daily basis	-0.043	0.152	0.564	0.384	0.31
<b>Leadership skills and perseverance (Factor 4)</b>					
The ability to be on time to meet deadlines	0.338	0.054	0.396	0.614	-0.02
The ability to display a high level of perseverance	0.428	0.187	0.264	0.604	-0.074
Establishing a relationships of trust with other educators	0.302	0.234	0.108	0.602	0.244
Leads by example	0.458	0.224	0.274	0.553	0.126
<b>Organisational commitment (Factor 5)</b>					
Talk about the school to friends as a great institution to work for	0.082	0.247	0.054	0.245	0.764
Show loyalty towards the school	0.135	0.355	0.024	0.392	0.566
Accept almost any type of job assignment in order to keep working for the school	0.142	0.096	0.125	-0.139	0.831
Shares the values and the school with personal values	0.322	0.186	0.073	0.056	0.739
Eigenvalue	13.323	2.348	1.539	1.224	1.099
% of variance explained	45.950	8.095	5.307	4.222	3.791
Cumulative %	45.950	54.035	59.342	63.564	67.354
Reliability (Cronbach alpha)	.940	.898	.827	.814	.803
Means	4.209	4.346	4.206	4.349	3.970
Extraction method: Principal Component Analysis Rotation method: Varimax with Kaiser Normalisation					

After the extraction of factors, they were labelled. The factor label and operational definitions are provided in Table 4.7.

**Table 4.7: Factor and operational definitions**

Factor	Label	Operational definitions
1	Communication and behaviour management	Communication is the flow of information between individuals in an attempt to create understanding, influence behaviour and achieve certain objectives. Behaviour management is shaping behaviour by attempting to mould individuals by guiding their learning. The primary objective of communication is to shape behaviour.
2	Interpersonal relationships	Interpersonal relationships can be described as the skill that a person has to understand feelings and attitudes of others, knowing how to work with people as an individual and establish cooperative work relationships.
3	Planning and assessment	Planning is careful preparation, designing and interpretation of learning material. Assessment is identifying, gathering and interpreting information about a learner's achievement as measured against nationally agreed outcomes.
4	Leadership skills and perseverance	Leadership skills and perseverance is the ability to influence people in such a way that they will willingly work and strive toward achieving the goals of the group.
5	Organisational commitment	Organisational commitment is the degree to which an employee identifies with a particular organisation and its goals.

The interpretation of each of the labelled factors follows.

#### **4.4.4 Interpretation of factors**

Factor 1: Communication and behaviour management

Factor 1, *communication and behaviour management*, comprised 11 variables and accounted for 45.6% of the variance explained. Educators appear to deem communication and the management of behaviour in the classroom to be one of the most important operational competencies in education. To promote a clear sense of purpose, ensuring that the message received is the same as the message transmitted

and to have the ability to influence and to generate enthusiasm through example and negotiation seems to be the most important attributes of this factor. This finding confirms the findings of previous studies regarding the importance of communication and behaviour management.

Hoogervorst, Van der Flier and Koopman (2004:288) state that communication is more than just transmitting information. The primary objective of communication is to affect behaviour and to focus on behavioural change. This is possibly why the two different constructs of behaviour management and communication formed one construct in the factor analysis. Labuschagne (2006:267) adds that communication is the flow of information between individuals in an attempt to influence behaviour and achieve certain objectives within the classroom. If the behaviour of learners is managed it will create an environment where the communication process can be effective and successful, ensuring information that has been transmitted is also understood (Robbins 1998:310). Van Niekerk (1997:287) states that teaching behaviour is about relating the desired response to particular stimuli, by creating experiences that will require particular responses. The ability of educators to manage behaviour through communication is critical when striving to achieve positive educational outcomes (Oliver & Reschly, 2007:1).

#### Factor 2: Interpersonal relationships

Factor 2, *interpersonal relationships*, comprised 5 variables and accounted for 8% of the variance explained. The highest items loading in this factor were: “provide guidance to learners” and “establishing a relationship of openness.” This implies that educators agreed that guiding learners and establishing a good relationship is of utmost importance for effective learning to take place. Interpersonal relationships was also found to be an important factor in teaching in previous studies. De Wet (2004:157) found that successful educators are honest, neat and reliable people who always have time for their learners. They know their learners and listen to them; they are friendly, considerate and accessible, continuously building a relationship with their learners. Educators that are real, entering into a relationship with the learners without presenting



a front or façade are more likely to be effective. Educators should communicate their feelings enabling a direct personal encounter with the learners, meeting them on a person-to-person basis. Educators that are genuine in their relationships with learners, with convictions and feelings can promote better interpersonal relationships (Rogers, 1967:59).

### Factor 3: Planning and assessment

Factor 3, *planning and assessment*, consisted of 5 variables which accounted for 5% of the variance. “The ability to plan so that the curriculum will be completed in a year” and “the ability to determine aims/objectives for learners” were the two items with the highest loading within this factor. This finding confirms Wood’s (2008:112) finding that one of the key competencies of being a good educator lies in careful preparation, designing and interpretation of learning material and lesson planning.

Planning is a future-orientated activity that aims at drawing a blueprint about what needs to be done in an organisation (Mentz & Pienaar, 2001:5). Before proceeding with any activity, it is necessary to determine in advance what needs to be achieved, this helps to visualise the end results and set objectives accordingly (Bates *et al.*, 2005: 23-24). Smith and Cronje (2000:11-12) add that planning is the management function that determines an organisation’s mission and goals. It involves identifying ways of attaining the goals and the resources needed to accomplish the tasks.

Assessment assists in the planning process. It is the final step within a planning process (Van Niekerk, 1997:304). Item B 11 within this factor was “the ability to assess learners work on a daily basis.” For an educator it is important to assess learners daily, determining if a sufficient amount of work was done, if the work was on the correct level and if learners have the right skills to be formally assessed (Bates *et al.*, 2005:338), the outcome will influence future planning.

Assessment is one of the main functions of a secondary school educator. It is to grade, sort and make judgements about what has been learned and identify where there are

still weaknesses in the learners' understanding; marking tasks and tests, recording an accurate account of each learner's progress and reporting the progress of each learner (Lawson, 2008:155). Assessment is the process of "identifying, gathering and interpreting information about a learner's achievement as measured against nationally agreed outcomes for a particular phase of learning" (Du Plessis *et al.*, 2007:67).

#### Factor 4: Leadership skills and perseverance

Factor 4, *leadership and perseverance*, comprised 4 variables which accounted for 4.2% of the variance explained. Educators agreed that it is of utmost importance that deadlines within the education system are adhered to so that effective learning takes place. Perseverance was also one of the items with high loading within this factor. This supports the notion that meeting deadlines is important. As set out in the National Education Policy (RSA, 2000: 47-48) one of the seven roles of the educator is being a leader. In this role educators make decisions appropriate to the level of their qualification and manage learning in their classrooms. This competency is expected to be performed in ways which are democratic and support learners and colleagues. Potenza (2002:1) is of the opinion that implicit in this role is the need to develop key characteristics which include perseverance, originality, strong self-esteem and the ability to manage one's own frustration.

#### Factor 5: Organisational commitment

Factor 5, *organisational commitment*, comprised 4 variables which accounted for 3.7% of the variance explained. The two items with the highest loading within this factor are: B 37: "accept almost any type of job assignment in order to keep working for the school" and B 35: "talk about the school to friends as a great institute to work for". A clear indication that educators' are of the opinion that dedication to the school that they work for is a key factor to support quality education. Robbins (1998:142) describes organisational commitment as "the degree to which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation." The goal of a secondary school is mainly to ensure good education for the learners (DoE, 2010:ii), thus every educator who shares this goal, is committed to

the school that they works for and will accept almost any type of job assignment to keep working for the school.

## 4.5 MEANS

The means of the five factors derived from Section B of the questionnaire are discussed in Section 4.5.1. The means of Section C of the questionnaire, overall teaching satisfaction is discussed in Section 4.5.2.

### 4.5.1 Overall means of the five factors in terms of agreement

Table 4.8 provides an overview of the summated mean scores of each of the dimensions.

**Table 4.8: Overall means of five factors in terms of agreement**

Descriptive	n	Minimum	Maximum	Mean
Factor 4: Leadership skills and perseverance	211	1	5	4.349
Factor 2: Interpersonal relationships	211	1	5	4.346
Factor 1: Communication and behaviour management	211	1	5	4.209
Factor 3: Planning and assessment	211	1	5	4.206
Factor 5: Organisational commitment	211	1	5	3.970
Valid n (listwise)	211			

The means of all factors with the exception of factor 5 were above 4 on the Likert scale (5= strongly agree, 4= agree, 3=moderately agree, 2=disagree, 1=strongly disagree) indicating that educators were in agreement that these competencies are important within the domain of public secondary schools. Factor 4: *Leadership skills and perseverance* (mean= 4.349) and Factor 2: *Interpersonal relationships* (mean=4.346), ranked the highest in the terms of mean. This indicates that educators agreed that *leadership and perseverance* and *interpersonal relationships* are likely to be important competencies in education, assuming that the level of agreement indicates importance. Harris and Lambert (2003:43-44) emphasise that although educators are, in the first

place, assumed to be expert teachers who spend the majority of their time in the classroom, they take on leadership roles at times when development and innovation is needed to focus on improving learning and growth of a learner. Van Deventer (2003:70) adds that an educator as a leader is a social and organisational architect who keeps morals and values of the school and individuals in mind when leading. De Wet (2004:157) states that successful educators are those who have good relationships with their learners and colleagues.

Factor 5: *Organisational commitment* had the lowest mean (3.970), but it was still high. The literature suggests that organisational commitment is of utmost importance in education (Van Niekerk, 1997:294). Organisational commitment is sometimes confused with job satisfaction, even though these are related (refer to Section 2.6) (Lesabe & Nkosi, 1997:35), this could be a plausible reason for the lower mean scores. Educators possibly confused teaching satisfaction with organisational commitment.

#### 4.5.2 Means for overall teaching satisfaction

Section C of the research instrument requested information on the overall teaching satisfaction among secondary school educators in the sample. Table 4.9 provides an overview of the six items of Section C and their respective means.

**Table 4.9: Means for teaching satisfaction**

<b>Descriptive</b>	<b>n</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
C1 Overall, I am satisfied to be an educator at a secondary school	211	1	5	4.05
C 2 Overall, I am satisfied with my results that I have achieved as an educator	211	1	5	3.99
C 3 Overall, I am satisfied with my competencies that I have developed as an educator	211	1	5	4.20
C 4 Overall, my educational competencies that I have gained has equipped me to find satisfaction in my job	211	1	5	4.01
C 5 Overall, I am satisfied that my competencies are applicable in the teaching scenario	211	1	5	4.14

C 6 Overall, I am satisfied that the use of my competencies in the teaching situation has resulted in more satisfied students	211	1	5	4.15
Valid n (listwise) Average	211			4.09

The means of all six items with the exception of item 2 were above 4 on the Likert scale (5= strongly agree, 4= agree, 3=moderately agree, 2=disagree, 1=strongly disagree). The overall mean of this Section was 4.09. The assumption is made that that educators experience high teaching satisfaction. Item 3: “Overall, I am satisfied with my competencies that I have developed as an educator” ranked the highest in terms of mean. The second highest item was item 6: “Overall, I am satisfied that the use of my competencies in the teaching situation has resulted in more satisfied students”. This indicates that educators agree that they are satisfied overall with the competencies that they have developed thus far in their teaching careers and the application of these competencies. These positive results do not necessarily indicate or predicate that educators’ competency levels and efficiency are indeed high. Grammatikopoulos *et al.* (2007:638) opines that a variety factors such as perceptions of their professional image, self-esteem, their willingness to communicate certain beliefs and feelings or even social desirability may influence their perceptions of their competence as educators.

Item 2, “Overall, I am satisfied with my results that I have achieved as an educator” had the lowest mean 3.99. This indicates that educators feel that their teaching satisfaction could be influenced by the results of learners. Bishay (1996:147) found no relationship between learners’ results and teacher satisfaction, but indicated that further research should be done on the relationship between teacher morale and learner achievement.

#### 4.6 CORRELATION ANALYSIS

The Pearson correlation coefficient was used to measure the degree of linear association. The 5 dimensions; *communication and behaviour management, interpersonal relationships, planning and assessment, leadership skills and perseverance* and *organisational commitment* were correlated with overall teaching satisfaction. Table 4.10 reflects that the marked correlations are significant at  $p < 0.01$ .

**Table 4.10: Correlation analysis**

	Communication and behaviour management	Interpersonal relationships	Planning and assessment	Leadership skills and perseverance	Organisational commitment	Overall teaching satisfaction
Communication and behaviour management	1.000	.706**	.668**	.768**	.470**	.469**
Interpersonal relationships	.706**	1.000	.563**	.598**	.545**	.524**
Planning and assessment	.668**	.563**	1.000	.707**	.399**	.382**
Leadership skills and perseverance	.768**	.598**	.707**	1.000	.377**	.316**
Organisational commitment	.470**	.545**	.399**	.377**	1.000	.463**
Overall teaching satisfaction	.469**	.524**	.382**	.316**	.463**	1.000

**Correlation significant at  $p < 0.01$  \*\***

Table 4.11 illustrates the strength of the relationship between the variables. The relationships with the different factors follow.

**Table 4.11: Strength of relationship between variables**

Size of $r$	Interpretation
$\pm (0.5 \text{ to } 1.0)$	Strong relationship
$\pm (0.3 \text{ to } 0.5)$	Moderate relationship
$\pm (0.1 \text{ to } 0.3)$	Weak relationship
$\pm (0.0 \text{ to } 0.1)$	Very weak or no relationship

**Source: Choudhury (2009:1).**

Table 4.10 reflects that *communication and behaviour management* showed a strong relationship with *interpersonal relationships* ( $r=0.706$ ,  $p < 0.01$ ), *planning and assessment* ( $r=0.688$ ,  $p < 0.01$ ) and *leadership skills and perseverance* ( $r=0.768$ ,  $p < 0.01$ ). Patterson (1991:3) is of the opinion that a competent communicator is equally

comfortable leading as well as responding and getting messages across to learners. Hoy and Miskel (2005:377) sum leadership up as a social process, both rational and emotional, in which individuals of an organisation influence the interpretation of internal and external events, the choice of the desired outcomes, power relations, motivation and orientation.

*Planning and assessment* shows a strong relationship with *leadership skills and perseverance* ( $r=0.768$ ,  $p<0.01$ ). Smith and Cronje (2000:11-12) state that planning is the management function that determines an organisation's mission and goals. It involves identifying ways of attaining the goals and the resources needed to accomplish the tasks. Hoy and Miskel (2005:380-381) confirm that planning, through setting goals and objectives and then assessing the tasks is one of the main characteristics of an educator as a leader.

*Interpersonal relationships* showed a strong relationship with *planning and assessment* ( $r=0.563$ ,  $p<0.01$ ), *leadership skills and perseverance* ( $r=0.598$ ,  $p<0.01$ ) and *organisational commitment* ( $r=0.545$ ,  $p<0.01$ ). Kruger and Van Schalkwyk (1997:33-35) and Van Deventer (2003:115-117) identified a number of steps of organising the classroom that substantiates the relationship that *leadership skills and perseverance*, *organisational commitment* and *planning and assessment* have with *interpersonal relationships*. These steps are:

- determining aims and objectives,
- identifying the teaching and learning activities,
- horizontal divisions of work,
- assignment of authority,
- coordination,
- control,
- communication channels should be determined and
- establishment of good relationship.

Kruger and Van Schalkwyk (1997:33-35) are of the view that without a good relationship between educators and learners, a task is carried out less successfully.

The factor *interpersonal relationships* also shows a strong relationship with teaching satisfaction ( $r=0.524$ ,  $p<0.01$ ). Job satisfaction is concerned with one's overall satisfaction within the organisation. However, job satisfaction can be influenced by only one aspect of the job, like interpersonal relationships. According to Hodson (1997:426), co-worker solidarity and social relations constitute an important part of the "social climate" within the workplace and generates a high level of job satisfaction. It signifies the amount of agreement between one's expectations of the job and the rewards the job provides. Marshall (2004:1) opines that in education, *interpersonal relationships* between learners and educators have an influence on all aspects of the school climate. Castillo *et al.* (1999:29) found that secondary school agricultural educators strongly agreed that *interpersonal relationships* have a significant effect on teaching satisfaction. Bull (2005:88) also found a positive relationship between these two factors amongst secondary schools educators in the Western Cape, South Africa.

According to Table 4.10 the factor *communication and behaviour management* has a moderate relationship with *organisational commitment* ( $r=0.470$ ,  $p<0.01$ ) and teaching satisfaction ( $r=0.469$ ,  $p<0.01$ ). The correlation between *organisational commitment* and teaching satisfaction ( $r=0.463$ ,  $p<0.01$ ) was also moderate. Job satisfaction and *organisational commitment* have consistently been reported to have a positive correlation (Morrison, 1997:42). In general job satisfaction is viewed as antecedent to *organisational commitment* in many theoretical models (Testa, 2001:226; Rose, Kumar & Pak, 2009:57). Rose *et al.* (2009:57) indicated in business studies that job satisfaction and *organisational commitment* had a positive correlation and also has an influence on work performance. This finding is supported by Bull (2005:90) who found that there was a moderate correlation between *organisational commitment* and teaching satisfaction in secondary schools.



*Planning and assessment* ( $r=0.382$ ,  $p<0.01$ ) had a moderate correlation with teaching satisfaction. Kim (2002:236) states that employees who are part of the planning process have a higher job satisfaction and organisational effectiveness. Educators show an interest in learners' achievements and performance done through assessment (Bates *et al.*, 2005:338). According to Caprara, Barbaranelli, Steca and Malone (2006:486) learners' achievements do not have an influence on teaching satisfaction of educators. Bishay (1996:152) states that paperwork, marking of tests and examinations, have a negative influence on teaching satisfaction because of the high volume of work that needs to be done.

Table 4.10 illustrated that a factor correlation value of  $r = \pm$  (0.1 to 0.3) is a weak correlation. According to Table 4.10 Factor 4: *leadership and perseverance* ( $r=0.316$ ,  $p<0.01$ ) has the lowest value and the lowest correlation with teaching satisfaction. This could be because educators do not see themselves as leaders and expect guidance to come from the principal (Manning, 2004:55).

In addition to correlation analysis, regression analysis was conducted. This will be discussed in the next section.

## **4.7 REGRESSION**

Regression analysis is a statistical technique used to investigate relationships between variables. In the study the researcher sought to establish the fundamental effect of one variable upon another (Sykes, 1993:1). Table 4.12 presents the multiple regression analysis of the five factors against overall teaching satisfaction.

**Table 4.12: Regression analysis**

Overall teaching satisfaction Dependant variable			
Variable to enter Independent variable	Beta	t	sig
Factor 1: Communication and behaviour management	.191	1.841	.067
Factor 2: Interpersonal relationships	.203	2.331	.021
Factor 3: Planning and assessment	.066	.794	.428
Factor 4: Leadership skills and perseverance	-.094	-.977	.330
Factor 5: Organisational commitment	.302	4.332	.000
<b>R= 0.570 R<sup>2</sup>= 0.325 R<sup>2</sup>=0.308 (adjusted)</b>			

The results indicate that the multiple R value is 0.570, adjusted R<sup>2</sup> expressed as a percentage indicates that approximately 31% of the variance in overall teaching satisfaction can be accounted for by the five factors. Factor 5, *organisational commitment* had the highest contribution to teaching satisfaction. Researchers (Testa, 2001:226; Harrison & Hubbard, 1998:609; Morrison, 1997:39; Ting, 1997:313) found in a number of studies that a strong positive relationship exists between job satisfaction and *organisational commitment*. Thus educators who are committed to teaching have a propensity to show a high level of teaching satisfaction. Factor 2, *interpersonal relationships* made the second highest contribution to overall teaching satisfaction. Researchers (Marshall, 2004:1; Mc Evoy 2000:130; Castillo *et al.*, 1999:29;) agree that *interpersonal relationships* have an influence on teaching satisfaction which has a significant influence on achievement levels and even the behaviour of learners.

The negative Beta coefficients associated with factor 4, *Leadership skills and perseverance*, with a Beta coefficient of –0.094, suggest that *leadership skills and perseverance* negatively influence teaching satisfaction of educators at secondary schools. A plausible reason for such an outcome could be attributed to the notion that school principals have been elevated to the role of managing director, similar to that of a company, whose sole responsibility is to govern and lead. This is also viewed as their

domain and locus of control with very little leadership roles and flexibility given to educators who are innovative and creative (Loock, 2003:41). Stanford (2001:84) did, however, find a positive association between teaching satisfaction and perseverance.

The remaining factors, *communication and behaviour management*, *planning and assessment* made significant contributions to teaching satisfaction. Loock (2003:32) states that communication has a significant influence on school climate and human relations, having an influence on overall teaching satisfaction and behaviour of learners. In addition, when employees are included in the planning process higher levels of job satisfaction and organisational effectiveness are evident (Kim, 2002:236). In the following section reliability will be discussed.

#### 4.8 RELIABILITY

Reliability can be defined as the extent to which a questionnaire reflects the true scores of a dimension that is to be measured, relative to the error (Statsoft, 2011:1). Welman *et al.* (2005:145) state that reliability is concerned with the findings of research and relates to the credibility of the findings through repeated measures. Section B contained 29 Items and had a Cronbach alpha reliability of 0.952. The reliability of the individual factors is shown in Table 4.13. Section C contained 6 items and the Cronbach alpha reliability for this section was 0.905.

**Table 4.13: Reliability analysis**

Section B	Cronbach alpha	Number of items
Factor 1: Communication and behaviour management	.940	11
Factor 2: Interpersonal relationships	.898	5
Factor 3: Planning and assessment	.827	5
Factor 4: Leadership skills and perseverance	.814	4
Factor 5: Organisational commitment	.803	4
Section C		
Overall teaching satisfaction	.905	6

Validity is discussed in the following section.

## **4.9 VALIDITY**

Validity is the quality of research results that leads us to accepting the results as valid. Fraenkel and Wallen (2008:147) define validity as “the appropriateness, meaningfulness, correctness, and usefulness of the inference a researcher makes.” In the following section the methods used to validate the questionnaire are discussed.

### **4.9.1 Content validity**

Content validity refers to how appropriate and comprehensive the content and format of the research instrument is (Fraenkel & Wallen, 2008:148). The content validity of the questionnaire was ensured by pre-testing the questionnaire with ten respondents (refer to Section 3.4). The purpose of the study was explained to educators and educators were requested to complete the questionnaire in the presence of the researcher. After completion of the questionnaires they were requested to share any difficulties, ambiguity or limitations of the measuring instrument. Based on their recommendations the necessary amendments were made to the questionnaire.

### **4.9.2 Construct validity**

Construct validity defines how well a test or experiment measures up to its claims (Shuttleworth, 2008:2). The construct validity of the scale was ascertained through the computation of Cronbach alpha values and exploratory factor analysis (EFA) (refer to Section 4.2 and Section 4.4). Researchers use EFA for refining measures and evaluating construct validity. Thirty-eight variables which were reduced to 5 factors that showed high communalities, and accounting for 67.3 % of the variance provided evidence of construct validity.

### **4.9.3 Convergent validity**

Convergent validity “tests whether those constructs that are expected to be related are, in fact, related” (Shuttleworth, 2008:2). It reflects the degree of correlation among different measures that purport to measure the same construct. For the purpose of this study, Pearson’s correlation coefficient was used to assess convergent validity for statistical significance and to measure the degree of linear association of two variables. Correlation analysis was done between the five factors and overall teaching satisfaction. Correlations were significant at  $p < 0.01$  (refer to Section 4.6). Significant and positive correlations ranging from 0.316 to 0.706 at  $p < 0.01$  were found thus providing evidence of convergent validity.

### **4.10 CONCLUSION**

The results of the empirical study used was reported and interpreted in this chapter. The study employed a pilot test to test the reliability of the instrument. Out of the 45 items on the initial questionnaire, 7 items were deleted, leaving 38 items. A descriptive analysis of the demographic variables namely; gender, education level, years of service, main learning fields and the class average obtained was provided. The KMO Measure of Sampling Adequacy and Bartlett’s test of sphericity were performed to determine the appropriateness of factor analysis. The scree plot, percentage of variance, and the eigenvalue criterion guided the number of factors to be extracted. Through a factor analysis approach five factors emerged. Cronbach alpha coefficient was used to assess the internal consistency and reliability of the instrument. Correlation and regression analyses were also performed. Content, construct and convergent validity were applied to measure the degree of validity of the instrument.

In the following and final chapter a general overview of the study is provided. The theoretical and empirical objectives are revisited. Conclusions, limitations, recommendations and implications for future research emanating from the study are provided.

# **CHAPTER FIVE**

## **CONCLUSION AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The previous chapter reported on the results and interpretation of empirical findings. This chapter provides an overview of the study and evaluates the major findings from which conclusions are drawn. This chapter concludes by providing recommendations to improve the competency levels required of educators in public secondary schools. Limitations, value of the study and implications for future research are also discussed.

### **5.2 GENERAL OVERVIEW**

The main purpose for this study was to investigate the level of agreement with the identified operational competencies required to function in a teaching environment. In chapter 1, the problem statement was stated in order to emphasise the importance of the study and to discuss the theoretical and empirical objectives of the study. The theoretical and empirical objectives are revisited in the next section in order to evaluate the attainment of the objectives within the framework of the study.

#### **5.2.1 Theoretical objectives**

The theoretical objectives for this study were achieved through analysis of relevant literature. The following objectives were formulated at the beginning of the study:

- conduct a literature review of the operational competencies required by educators.
- conduct a literature study on the norms and standards required of educators.
- conduct a literature review of the operational competencies generally required of secondary school educators.

**The first theoretical objective** was achieved in chapter 2 (Section 2.6) of this study where a comprehensive description of the operational competencies required of educators in public secondary schools was provided. The educational applications or relevance of each competency for educators was also examined. From the literature it was evident that public secondary school educators are required to have an array of competencies that will enable them to function effectively and effectively in their chosen profession.

The **second theoretical objective** was achieved in chapter 2 (Section 2.4) of this study. The different Norms and Standards for Educators as set out in the National Education Act (Act No. 27 of 1996) were consolidated and the educational applications and relevance of each for educators in public secondary schools were also explored.

**The third theoretical objective** was achieved in chapter 2 (Section 2.6) of this study. In this section the competencies generally required by public secondary school educators were explored.

### **5.2.2 Empirical objectives**

The following empirical objectives were formulated at the beginning of the study (refer to section 1.3.3 of the study):

- identify the operational competencies required by educators to function in a teaching environment.
- assess the level of agreement that educators attach to operational competencies.
- establish the relationship of the identified factors with overall teaching satisfaction.

With reference to **empirical objective 1**, conclusions were drawn based on the factor analysis (refer to Section 4.4.3 and Section 4.4.4 respectively). The following operational competencies were identified as important to function in a teaching environment:

- Communication and behaviour management,
- Interpersonal relationships,
- Planning and assessment,
- Leadership skills and perseverance,
- Organisational commitment.

With reference to **empirical objective 2**, conclusions were drawn based on statistical findings under Sections 4.5.1 of this study. Means were used to establish the importance that educators attached to the identified operational competencies. An examination of the means of the identified factors revealed that the factor that respondents agreed was mostly needed was *leadership skills and perseverance* ( $\bar{x} = 4.349$ ). This was followed by *interpersonal relationships* ( $\bar{x} = 4.346$ ), *communication and behaviour management* ( $\bar{x} = 4.209$ ), *planning and assessment* ( $\bar{x} = 4.206$ ) and *organisational commitment* ( $\bar{x} = 3.970$ ).

**Empirical objective 3** was achieved through correlation analysis which was discussed in Section 4.6. The five dimensions which were identified through the factor analysis procedure were correlated with overall teaching satisfaction (refer to Table 4.10). It was found that there was a strong relationship between *interpersonal relations* and overall teaching satisfaction ( $r=0.524$ ,  $p<0.01$ ) while there was a moderate relationship between *communication and behaviour management* and overall teaching satisfaction ( $r=0.470$ ,  $p<0.01$ ), between *planning and assessment* and overall teaching satisfaction ( $r=0.382$ ,  $p<0.01$ ) and between *organisational commitment* and overall teaching satisfaction ( $r=0.463$ ,  $p<0.01$ ). There was a weak relationship between *leadership skills and perseverance* and overall teaching satisfaction ( $r=0.316$ ,  $p<0.01$ ).

### 5.3 RECOMMENDATIONS

Based on the results of this study, the following recommendations are made:



The findings of the research indicate that educators perceived that *communication and behaviour management, interpersonal relationships, planning and assessment, leadership skills and perseverance* and *organisational commitment* are important to function in a teaching environment. It is recommended that these operational competencies be further explored and developed.

*Communication and behaviour management:* An educator could be further developed through refresher courses that not only equip them to communicate better but to use communication as an effective instrument to encourage positive behaviour from colleagues and learners. Resources for these courses specifically for the teaching environment are essential.

*Interpersonal relationships:* It is important that healthy interpersonal relationships are developed between educators, learners and the principal. This would help in them understanding each other better. Interpersonal relationships could be developed by involving educators in decision-making as well as getting them to work together on different school-related projects.

*Planning and assessment:* Ongoing workshops both at school level as well as at district level to help develop the planning and assessment skills of educators should be held. In addition, it should be made compulsory for educators to attend in-service training every three years to upgrade their skills. Incentives linked to both attendance as well as achievement should be introduced to motivate educators to embark on professional development. In this respect the DoE could play a pivotal role.

*Leadership skills:* Lesabe (2007:41) found that there was a great detachment between educators and leaders in education. The current study found that educators felt removed from leadership and often lack leadership skills when put in a situation that necessitates leading. It is recommended that educators be trained and encouraged to be leaders in the classroom and in other circumstances. This can be achieved through

proper succession planning by the DoE. Where possible, job rotation and mentoring could be introduced in schools

*Organisational commitment:* In order to develop organisational commitment, it is important that a sense of belonging to the organisation is developed in educators. Principals of schools could play an instrumental role in developing organisational commitment. This would entail creating a conducive working environment with the opportunity for staff to develop and enjoy their profession.

The remaining operational competencies- professional development and curriculum knowledge, motivation and organising – did not emerge as competencies that educators agreed were required. The researcher however found that these are indeed important operational competencies, needed by educators to function in the teaching environment. As a result, it is recommended that educators are made aware of the importance of the remaining operational competencies and the development of each.

The main objective of IQMS, from a leadership perspective is to ensure quality public education for all and to constantly improve the quality of learning and teaching of all learners through monitoring and support by the DoE (Mathula, 2004:14). Even though some of the operational competencies are assessed, it is recommended they IQMS are used to assess the operational competencies consistently. Educators are assessed individually, creating the opportunity to identify the operational competencies in which the specific educator needs assistance. The operational competencies that need attention can then be further improved on.

Concerning overall teaching satisfaction it is recommended that the results are made known to educators and principals that certain operational competencies have shown a strong correlation with teaching satisfaction. Improving these operational competencies that were identified as important in the study could have a positive influence on teaching satisfaction and in turn a significant influence on educators' performance.

## **5.4 LIMITATIONS OF THE STUDY**

The findings of this research should be viewed in the light of its limitations. An important limitation of this study was that the sample consisted of respondents from only one geographical location. This was largely due to the scope of the study. Logistical problems and cost-related issues made it difficult to include all districts in Free State and Gauteng in the sample. Another limitation was the reliance data collected from self-reported questionnaires. A serious shortcoming of using self-reported questionnaires is that it is almost impossible to control respondent behaviour and responses. It provides little opportunity to clarify uncertainties which may result in the validity of the data being compromised (Odendaal, 2010:76).

Although the study was subject to its limitations, it provided interesting and relevant findings in terms of the operational competencies required of educators in public secondary schools.

## **5.5 IMPLICATIONS FOR FUTURE RESEARCH**

The study made use of a quantitative research design. Future research may consider adopting a mixed method approach utilising both a qualitative and quantitative research design. A larger sample size could be used in future research. This would provide an opportunity to test the robustness of the scale and the findings of the study can be generalised.

The study could also be conducted in another geographical location in South Africa and comparisons could be made among the different geographical locations, race and culture. This would assist in identifying areas which need attention to develop the operational competencies of educators from different races and cultures.

## 5.6 CONCLUDING REMARKS

The traditional emphasis on the acquisition and dissemination of factual knowledge is no longer appropriate to a changing society. The application of such knowledge by both educators and learners in a productive way will go a long way in preparing learners for a complex world outside the school environment. The nature of an educator's job is dynamic and requires constant updating to cope in a diverse and complex learning environment.

Public secondary school educators require, in addition to their basic knowledge of educational theories and best practices, operational competencies that are necessary in establishing and promoting their instructional roles. The current study identified the following operational competencies: *communication and behaviour management, interpersonal relationships, planning and assessment, leadership skills and perseverance* and *organisational commitment* which were assumed to be important by public secondary school educators. These competencies, if well developed, may contribute not only to greater levels of productivity and overall teaching satisfaction experienced by public secondary school educators but may also result in a better learner.

It is hoped that this research will make a valuable contribution in assisting other researchers to develop an intervention strategy in order to assist educators to cope better in the teaching environment and develop the operational competencies needed to function in the teaching environment.

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# ANNEXURE A

## VAAL UNIVERSITY OF TECHNOLOGY



### FACULTY OF MANAGEMENT SCIENCES

#### PERMISSION TO CONDUCT RESEARCH

Permission is hereby requested to conduct research at your organisation. Details of the researcher, supervisor and research project are as follows:

**Researcher/Student:** J Chalmers  
**Supervisor/Promoter:** Prof. Dhurup and Prof. Surujlal  
**Purpose of** The objective of this study is to investigate the level of importance educators attach to  
**Research:** the identified operational competencies required to function in a teaching environment.  
**Duration of Research:** 15 minutes  
**Procedures to** Respondents/participants at your organisation will be requested to complete a questionnaire independently and honestly within the allocated timeframe.  
**Be followed:** By completing the questionnaire it is assumed that the respondent/participant is aware of the purpose of the study and has given consent to participate in the study.  
**Risk Involved:** The risk involved in participating in this research is minimal. If any of the questions are found embarrassing, offensive or of a sensitive nature, the respondent may choose not to answer them. However, the answers to the questionnaires are confidential (see confidential section).  
**Benefits Involved:** The information that is obtained from the study will be used for academic purposes only. It is expected to contribute to the body of knowledge and create opportunities for further research.  
**Confidentiality:** Questionnaires are completed anonymously, and the researcher and his/her statistician are the only persons who will see the results of the questionnaires. The researcher will not have knowledge of which scores belongs to which person as aggregate scores will be analysed. The data from this study will be presented in the dissertation/thesis. However, at no time will the name of the organisation, respondent or any identifying information be reported in the presentation of this research unless permission is obtained in writing to do so.  
**Participants Withdrawal:** Participation in this study is completely voluntary and participants are free to withdraw or terminate at any time.  
**Contact Person:** J. Chalmers 084 504 5827  
**Signature and** My signature below indicates that I have read the above information and have had the opportunity  
**Acknowledgement:** to ask questions about my participation. I understand that the information gathered from these questionnaires will be used for the purpose of research only. I acknowledge having received a copy of this agreement.  
Name of principal: \_\_\_\_\_

Signature of principal : \_\_\_\_\_

Date: \_\_\_\_\_

Company Stamp if available:

# ANNEXURE B

## QUESTIONNAIRE

### EDUCATIONAL COMPETENCIES REQUIRED BY SECONDARY SCHOOL EDUCATORS

Thank you for participating in this important research endeavour. We are interested in finding out various aspects of educational competencies required by secondary school educators teaching in public schools. There are various sections to this questionnaire. Please complete all sections of the questionnaire and answer the questions honestly.

#### SECTION A – DEMOGRAPHIC PROFILE & GENERAL INFORMATION

In this section we would like to know a little about the characteristics of respondents and general aspects of the teaching. Please place a cross (x) in the appropriate block.

A1	Gender	Male	1	Female	2
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A2	Education level you have attained	Diploma/degree	1
		Post Graduate Certificate of Education	2
		Honours/Bachelor of Tech (B.Tech)	3
		Masters	4
		Doctorate	5

A3	Years of service	1 - 5 years	1
		6-10 years	2
		11-15 years	3
		16-20 years	4
		Over 20 years	5

A4	Main learning fields	Economics & Management Sciences	1
		Argicultural Sciences	2
		Arts and Culture	3
		Life Sciences	4
		Physical Sciences	5
		Computer Sciences	6
		Mathematical Sciences	7
		Consumer & Hospitality Studies	8
		Languages	9
		Technology/Technical Subjects	10
		Human and Social Studies	11
		Life orientation	12
		Other (specify).....	13

A5	Class average obtained in teaching your subjects	Below 40%	1
		40 % - 50 %	2
		51%- 60%	3
		61% -70%	4
		71% - 80%	5
		Above 80%	6

A6	I am aware of the different operational competencies required of by a secondary school educator	Yes	1
		No	2

A7	I have attended workshop(s) on operational competencies needed by a secondary school educator	Yes	1
		No	2

A8	I know where to obtain knowledge regarding operational competencies needed as an secondary school educator	Yes	1
		No	2

A9	At times I find the job as an educator to be complex	Yes	1
		No	2

A10	At times I feel uncertain of what is expected of me as a secondary school educator	Yes	1
		No	2

## SECTION B: EDUCATIONAL COMPETENCIES

This section examines the the operational competencies used by Educators to function as an educator. Please indicate your level of agreement with each statement. Please be as honest as possible in your responses. Strongly disagree = 1; Disagree = 2; Neither agree nor disagree = 3; Agree = 4 and Strongly agree =5.

B1	The ability to develop objectives and assess the way these objective can best be achieved	Strongly disagree	1	2	3	4	5	Strongly agree
B2	Effectiveness in thinking through and forecasting activities	Strongly disagree	1	2	3	4	5	Strongly agree
B3	Effective planning of lessons	Strongly disagree	1	2	3	4	5	Strongly agree
B4	The ability to assess what needs to be part of a lesson	Strongly disagree	1	2	3	4	5	Strongly agree
B5	The ability to plan so that the curriculum will be completed in a year	Strongly disagree	1	2	3	4	5	Strongly agree
B6	The ability to determine aims/objectives for learners	Strongly disagree	1	2	3	4	5	Strongly agree
B7	The ability to co-ordinate tasks effectively	Strongly disagree	1	2	3	4	5	Strongly agree
B8	The ability to organise one's own activities	Strongly disagree	1	2	3	4	5	Strongly agree
B9	The ability to be on time to meet deadlines	Strongly disagree	1	2	3	4	5	Strongly agree

B10	The ability to display a high level of perseverance	Strongly disagree	1	2	3	4	5	Strongly agree
B11	The ability to assess learners work on a daily basis	Strongly disagree	1	2	3	4	5	Strongly agree
B12	Establishing a relationships of trust with other educators	Strongly disagree	1	2	3	4	5	Strongly agree
B13	The ability to formulate clear end results for each task	Strongly disagree	1	2	3	4	5	Strongly agree
B14	Effectiveness in bringing a group to accomplish a task	Strongly disagree	1	2	3	4	5	Strongly agree
B15	Takes charge and uses resources effectively	Strongly disagree	1	2	3	4	5	Strongly agree
B16	Leads by example	Strongly disagree	1	2	3	4	5	Strongly agree
B17	The ability to maintain self-confidence under adverse circumstances	Strongly disagree	1	2	3	4	5	Strongly agree
B18	The ability to influence and to generate enthusiasm through example and negotiation	Strongly disagree	1	2	3	4	5	Strongly agree
B19	Being persuasive in the classroom	Strongly disagree	1	2	3	4	5	Strongly agree
B20	Shows the skill at negotiating commitment	Strongly disagree	1	2	3	4	5	Strongly agree
B21	Promote a clear sense of purpose	Strongly disagree	1	2	3	4	5	Strongly agree
B22	Ensuring that the message received is the same as the message transmitted	Strongly disagree	1	2	3	4	5	Strongly agree
B23	The effectiveness of expression in a group	Strongly disagree	1	2	3	4	5	Strongly agree
B24	Not to allow negative emotions to influence the classroom climate	Strongly disagree	1	2	3	4	5	Strongly agree
B25	The ability to confront conflict constructively	Strongly disagree	1	2	3	4	5	Strongly agree
B26	The ability to confront disruptive behaviour in a classroom	Strongly disagree	1	2	3	4	5	Strongly agree
B27	Develops areas in need as part of self-development	Strongly disagree	1	2	3	4	5	Strongly agree
B28	Act as a mentor in assisting fellow educators	Strongly disagree	1	2	3	4	5	Strongly agree
B29	Show respect for the learners needs and feelings	Strongly disagree	1	2	3	4	5	Strongly agree
B30	Act as a mentor to students	Strongly disagree	1	2	3	4	5	Strongly agree
B31	Provide guidance to learners	Strongly disagree	1	2	3	4	5	Strongly agree
B32	Establishing a relationships of trust with learners	Strongly disagree	1	2	3	4	5	Strongly agree
B33	Establishing a relationship of openness	Strongly disagree	1	2	3	4	5	Strongly agree
B34	Willing to put in a great deal of effort beyond that normally expected	Strongly disagree	1	2	3	4	5	Strongly agree
B35	Talk about the school to friends as a great institution to work for	Strongly disagree	1	2	3	4	5	Strongly agree

B36	Show loyalty towards the school	Strongly disagree	1	2	3	4	5	Strongly agree
B37	Accept almost any type of job assignment in order to keep working for the school	Strongly disagree	1	2	3	4	5	Strongly agree
B38	Shares the values and the school with personal values	Strongly disagree	1	2	3	4	5	Strongly agree

### SECTION C: OVERALL TEACHING SATISFACTION

C1	Overall, I am satisfied to be an educator at a secondary school	Strongly disagree	1	2	3	4	5	Strongly agree
C2	Overall, I am satisfied with my results that I have achieved as an educator	Strongly disagree	1	2	3	4	5	Strongly agree
C3	Overall, I am satisfied with my competencies that I have developed as an educator	Strongly disagree	1	2	3	4	5	Strongly agree
C4	Overall, my educational competencies that I have gained has equipped me to find satisfaction in my job	Strongly disagree	1	2	3	4	5	Strongly agree
C5	Overall, I am satisfied that my competencies are applicable in the teaching scenario	Strongly disagree	1	2	3	4	5	Strongly agree
C6	Overall, I am satisfied that the use of my competencies in the teaching situation has resulted in more satisfied students	Strongly disagree	1	2	3	4	5	Strongly agree

*Thank you for your cooperation. Your views are much appreciated.*

## **ANNEXURE C**

### **BRENT'S ART AND LANGUAGE SERVICE CC**

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e –fax: 086 675 4144 \* e-mail: brentboy@lantic.net

#### **CERTIFIED STATEMENT OF EDITING AND TRANSLATION**

It is hereby certified that the Master's dissertation:

#### **EDUCATORS' PERCEPTIONS OF OPERATIONAL COMPETENCIES REQUIRED IN PUBLIC SCHOOLS**

**By JANET CHALMERS**

has been edited by me.

Date: 2012.06.21

**B.Record BA (HONS), UED, NHDip, M.Tech.**

**Member of the South African Translators' Institute**

**Member No. 1002094**

**BRENT'S ART & LANGUAGE SERVICE CC Registration No. 2000/005438/23**