

***AN EXPLORATION OF THE EFFECTIVE  
EDUCATOR IN THE KWAZULU-NATAL CONTEXT***

**DENBIGH KAREN MAURER**

**15 March 2001**

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**Denbigh Karen Maurer**

**B.A., B.Ed. (Ed. Psych.), H.D.E.**

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University of Natal, Pietermaritzburg**

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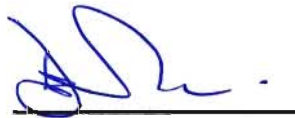
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## PREFACE

Unless specifically stated to the contrary in the text, this dissertation is the original work of the undersigned

A handwritten signature in blue ink, consisting of stylized initials and a surname, positioned above a horizontal line.

Denbigh Karen Maurer

## ABSTRACT

Educators are currently faced with numerous challenges, among them the prospect of working with OBE as well as dealing with growing class sizes and diminishing resources. Educators can no longer survive by using the text book, but are having to rely on a far greater range of resources both within themselves and in the world outside.

In dealing with the injustices of the past, and in an attempt to move forward, it was recognised that a study exploring the impact of educators on the learners that they teach, was warranted - with particular emphasis on the facilitation of learning (as recommended within the new OBE system).

This particular study set out to discover whether there was a KwaZulu-Natal profile of the 'effective educator' as commonly agreed upon by learners and educators from different learning environments.

In a partial replication of a study by Burns (1987), 237 participants (comprising educators and learners from a former 'DEC' and a former 'Model C' school) completed the 30-item *Effective Educator Questionnaire* which was then analysed in order to explore the patterns which might emerge. Responses were grouped into 11 areas of educator effectiveness and responses were compared between (i) former 'DEC' and former 'Model C' participants and (ii) educators and learners for each of the 30 questions which were grouped into the 11 areas as used by Burns in his original study.

The study revealed similar findings to Burns' original study, and also found that there is a broad concept of the effective educator in the KwaZulu-Natal context - with the effective educator possessing both skills and qualities which facilitate learning. As a result of the findings, future research was recommended in the field in order to assist in educator selection programmes as well as action-research conducted by educators themselves in order to facilitate educational development within the country.

## TABLE OF CONTENTS

	Page
Acknowledgements.....	i
Preface.....	ii
Abstract.....	iii
Contents.....	iv
Appendices.....	viii
List of Tables.....	viii
List of Figures.....	ix

## CHAPTER ONE - INTRODUCTION

1.1 INTRODUCTION.....	1
1.2 FOCUS OF THIS STUDY.....	1
1.3 THE HISTORICAL CONTEXT OF EDUCATION IN SOUTH AFRICA.....	2
1.3.1 The historical context of education in South Africa prior to 1948.....	3
1.3.2 The historical context of education in South Africa 1948 - 1994.....	6
1.3.3 The historical context of education in South Africa since 1994.....	8
1.3.3.1 Assimilationist, Multicultural and Anti-racist approaches.....	9
1.3.4 'Philosophies of education' in South Africa.....	11
1.3.5 Education and curriculum - OBE in South Africa.....	12
1.3.5.1 The National Curriculum Statement.....	14
1.4 CONTEXT OF THE STUDY.....	15
1.5 CLARIFICATION OF TERMS.....	16
1.6 STRUCTURE OF CHAPTERS.....	16

## CHAPTER TWO - LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

2.1	INTRODUCTION.....	18
2.2	REVIEW OF LITERATURE RELATING TO EDUCATOR EFFECTIVENESS	18
2.2.1	School Effectiveness Research.....	19
2.2.2	The historical development of the 'effective educator'.....	20
2.3	THE EFFECTIVE EDUCATOR IN THE SOUTH AFRICAN CONTEXT.....	23
2.3.1	The Effective Educator Questionnaire.....	24
2.3.2	Burns' discussion of his 1987 study.....	26
2.4	THEORETICAL FRAMEWORK.....	28
2.4.2	Hamachek (1973).....	29
2.4.3	Rogers and Freiberg (1994).....	31
2.4.4	Other theories of facilitative teaching.....	35

## CHAPTER THREE - METHODOLOGY

3.1	INTRODUCTION.....	37
3.2	AIM OF STUDY.....	37
3.2.1	Research questions.....	37
3.3	EDUCATIONAL RESEARCH.....	37
3.4	MOTIVATIONS FOR RESEARCH TOPIC.....	39
3.5	QUESTIONNAIRE/SURVEY METHODOLOGY AS A MEANS OF RESEARCH..	41
3.5.1	Advantages of questionnaire/survey methodology.....	41
3.5.2	Disadvantages of questionnaire/survey methodology.....	42
3.5.3	Motivation for the use of questionnaires in this study.....	42
3.5.4	The Likert Scale.....	43

3.6	THE RESEARCH DESIGN.....	44
3.6.1	The nature of the study.....	44
3.6.2	The Effective Educator Questionnaire as used in this study.....	44
3.6.3	The research sample.....	45
3.6.4	Gaining access to a suitable sample.....	45
3.6.5	Administration of the questionnaire.....	46
3.6.6	Difficulties encountered during the process.....	46
3.6.7	Analysis of the questionnaire.....	47
3.7	CONCLUSION.....	48

## CHAPTER FOUR - FINDINGS

4.1	INTRODUCTION.....	49
4.1.1	Research questions.....	49
4.2	DEMOGRAPHIC DATA OF PARTICIPANTS.....	49
4.2.1	Type of school.....	50
4.2.2	Gender of respondents.....	51
4.2.3	Home language of respondents.....	51
4.3	DESCRIPTION OF RESPONSES TO THE EFFECTIVE EDUCATOR QUESTIONNAIRE.....	52
4.3.1	Educator personal qualities and relationships.....	54
4.3.2	Discipline issues.....	57
4.3.3	Attitude to curriculum, syllabus and subject.....	59
4.3.4	Attitude towards evaluation and examinations.....	61
4.3.5	Classroom administration.....	62
4.3.6	Attitude to extra mural activities.....	63
4.3.7	Does the effective educator exist?.....	65
4.3.8	Promotion of critical thinking.....	66
4.3.9	Promotion of learner-centred learning.....	68
4.3.10	Promotion of educator-centred learning.....	69
4.3.11	promotion of issues outside the school.....	71

4.4	BURNS' DISCUSSION OF HIS ORIGINAL (1987) STUDY.....	72
4.5	OVERVIEW OF RESULTS.....	73

## CHAPTER FIVE - DISCUSSION

5.1	INTRODUCTION.....	74
5.2	DISCUSSION OF FINDINGS IN THE LIGHT OF THE LITERATURE.....	74
5.2.1	Educator personal qualities and relationships.....	74
5.2.2	Discipline issues.....	75
5.2.3	Attitude to curriculum, syllabus and subject.....	76
5.2.4	Attitude towards evaluation and examinations.....	77
5.2.5	Classroom administration.....	77
5.2.6	Attitude to extra mural activities.....	78
5.2.7	Does the effective educator exist?.....	78
5.2.8	Promotion of critical thinking.....	79
5.2.9	Promotion of learner-centred learning.....	79
5.2.10	Promotion of educator-centred learning.....	79
5.2.11	Promotion of issues outside the school.....	80
5.3	TOWARDS A MODEL OF THE EFFECTIVE EDUCATOR IN THE KWAZULU-NATAL CONTEXT.....	81
5.4	REFLECTION - EXPERIENCES OF THE RESEARCH PROCESS.....	82
5.4.1	Introduction.....	82
5.4.2	Personal development during the research process.....	82
5.4.3	The limitations of this study.....	83
5.5	CONCLUSION.....	83

## CHAPTER SIX - CONCLUSION

6.1	INTRODUCTION.....	85
6.2	THE PATH AHEAD - IMPLICATIONS FOR FUTURE RESEARCH.....	85
6.3	CONCLUSION.....	88

## REFERENCES

REFERENCES.....	89
-----------------	----

## APPENDICES

APPENDIX 1 - THE EFFECTIVE EDUCATOR QUESTIONNAIRE.....	97
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## LIST OF TABLES

Table 4.1	Breakdown of educators and learners by school.....	50
Table 4.2	Breakdown of respondents' gender by school.....	51
Table 4.3	Breakdown of educators and learners by school and home language	52
Table 4.4	Educator personal qualities and relationships - type of school.....	55
Table 4.5	Educator personal qualities and relationships - educators vs learners	56
Table 4.6	Discipline issues - type of school.....	58
Table 4.7	Discipline issues - educators vs learners.....	59
Table 4.8	Attitude to curriculum, syllabus and subject - type of school.....	60
Table 4.9	Attitude to curriculum, syllabus and subject - educators vs learners...	60
Table 4.10	Attitude towards evaluation and examinations - type of school.....	61
Table 4.11	Attitude towards evaluation and examinations - educators vs learners	62
Table 4.12	Classroom administration - type of school.....	63
Table 4.13	Classroom administration - educators vs learners.....	63
Table 4.14	Attitude to extra-mural activities - type of school.....	64
Table 4.15	Attitude to extra-mural activities - educators vs learners.....	65
Table 4.16	Does the effective educator exist? - type of school.....	65

<b>Table 4.17</b>	<b>Does the effective educator exist? - educators vs learners.....</b>	<b>66</b>
<b>Table 4.18</b>	<b>Promotes critical thinking - type of school.....</b>	<b>66</b>
<b>Table 4.19</b>	<b>Promotes critical thinking - educators vs learners.....</b>	<b>67</b>
<b>Table 4.20</b>	<b>Promotion of learner-centred learning - type of school.....</b>	<b>68</b>
<b>Table 4.21</b>	<b>Promotion of learner-centred learning - educators vs learners.....</b>	<b>69</b>
<b>Table 4.22</b>	<b>Promotion of educator-centred learning - type of school.....</b>	<b>70</b>
<b>Table 4.23</b>	<b>Promotion of educator-centred learning - educators vs learners.....</b>	<b>70</b>
<b>Table 4.24</b>	<b>Promotion of issues outside the school - type of school.....</b>	<b>71</b>
<b>Table 4.25</b>	<b>Promotion of issues outside the school - educators vs learners.....</b>	<b>71</b>

<b>LIST OF FIGURES</b>
------------------------

<b>Figure 4.1</b>	<b>Graphical representation of educators and learners by school.....</b>	<b>50</b>
<b>Figure 4.2</b>	<b>Graphical representation of respondents' gender.....</b>	<b>51</b>
<b>Figure 4.3</b>	<b>Graphical representation of participants' home language.....</b>	<b>52</b>

## INTRODUCTION

### 1.1 INTRODUCTION

The aim of this chapter is to describe the scope and context of this research project. Firstly, I begin with a motivation for the research and a description of the research topic, followed by a historical contextualisation of the South African education system. This chapter includes a clarification of terms and concepts used, as well as an exploration of the choice of methodology. The chapter is concluded with an overview of the six chapters contained within this dissertation.

In the following chapters, when reference is made to people who could be masculine or feminine, use of the pronouns he or she will be interchanged in those areas where they refer to both men and women. This is done in order to avoid the clumsiness of he/she, as well as to avoid the implied sexism when using a single pronoun.

Education will be referred to with a small initial letter when referring to the process and with a capital 'E' when referring to a discipline.

### 1.2 FOCUS OF THIS STUDY

At a graduation ceremony at The University of the Witwatersrand in December 1994, Mary Metcalfe (then MEC for Education, Gauteng Province) said the following to the graduands in the Faculty of Education:

Your graduation class is special. You have spent your learning lives in an apartheid education system and you will go out and serve in a single non-racial system. For everyone graduating tonight you will be returning to an education system that will be profoundly changed, that is on the road to transformation which prioritises access for all, equity, democracy and redress. The new department and the education systems will for the first time be founded on the principle of non-racism and equity. Every policy and every action will be based on and judged by these principles (1994, p.2)

While these words and ideals were motivating at the time, despite large-scale attempts and talk about educational reform, very little change appears to have taken place at a grass-roots level.

There are still schools that are under resourced and under staffed and there are still a number of schools that draw their pupils from a single race group (ostensibly due to 'language'). Changing educational and political systems in the new South Africa and the associated problems, both nationally, and in the researcher's province (KwaZulu-Natal), have emphasized the need for current and relevant educational research. Several years prior to Metcalfe's speech, Burns (1987) conducted a pioneering study under the auspices of the School of Education at the University of Cape Town exploring the effective teacher in the South African context.

Hartshorne (1992, cited in Chundra, 1997) states that "Whatever the educational problem that has to be faced, the key to the situation is the teacher" (p. 7). I thus decided to perform a partial replication of Burns' original study in order to explore the current concept of an effective educator in the KwaZulu-Natal context in an attempt to contribute to the development of education and educational research in my region.

Gilborn (cited in Chundra, 1997, p. 6) asserts that "to understand the workings of the education system, particularly at a crucial moment of change, one has to examine the problems and solutions which are experienced and created by teachers at the 'chalk face'". In addition to this, it is important to remember that the teacher does not act in isolation, but rather exists within a context, or several contexts. Apart from the context of the school, the historical context of the country and its educational history need to be carefully considered if any research is to be meaningful. It is for these reasons that the historical context of South African education has been explored at length in this chapter.

### **1.3 THE HISTORICAL CONTEXT OF EDUCATION IN SOUTH AFRICA**

The path of Education in South Africa has been far from smooth - with a "bitter history of separate and unequal curricula for different groups" (Morrow and King, 1998, p. 2). There are those who would argue that South Africa's education system currently appears to be showing signs of crisis.

Ndhlovu (2000) states that "many educators are poorly trained, demoralized and under-prepared to work under the conditions prevailing at the schools" (p. 52). In addition, Minister of Education, Kader Asmal (cited in Ndhlovu) comments that "large parts of our system are dysfunctional. It will not be an exaggeration to say that there is a crisis at each level of the system" (p.52).

Many of these difficulties that have been experienced within the South African education system have been portrayed in both the local and international media. Some of these portrayals have been out of context - depending on the ideology of the prevailing Government or that of the international community in relation to the South African political situation at the time. Morrow and King (1998) comment that:

Public education is everywhere a social practice that is the primary site of simultaneous national and personal aspirations that are often in tension with each other, and it stands at the intersection of a broad range of demands and a nexus of theoretical and political problems. This contradictory web of demands, aspirations and problems is nakedly exposed in South Africa during this phase in which a national priority is to establish a society in which justice, equality, human rights, dignity, quality of life and human empowerment are all simultaneously advanced (p. xiv)

Morrow and King thus illustrate the problematic and difficult nature of education and the education system of the country. In this time of change, as mentioned above, it is easy to either 'forget' or 'glorify' the events of the past. The following sections attempt to objectively outline the development of education in South Africa in order to contextualise the research contained within this dissertation. The focus of this overview is particularly relevant to segregation of schools and the resultant influences on schools today.

The following sub-section is divided into three broad areas in order to effectively explain the historical context of Education in the country: (i) education prior to 1948, (ii) education between 1948 and 1994, and (iii) education since 1994.

### **1.3.1 The historical context of education in South Africa prior to 1948**

Historically speaking, 'formal education' was only introduced to South Africa approximately 350 years ago - after the arrival of the first settlers at the Cape Colony in 1652. Prior to this time, the Sotho, Nguni, Xhosa, Khoi and San groups living in what is now South Africa had not experienced the 'formal education' with which we are familiar today.

After the arrival of the first settlers, European settlers from different countries began to settle at the Cape with many of the settlers belonging to the Dutch East India Company (DEIC). Behr and Macmillan (1966) described the (white/DEIC) education system as follows:

During the whole period of the Dutch regime at the Cape, formal elementary education meant instruction in the doctrines of the Dutch Reformed Church. The pupils learned

passages from the Bible, and the catechism. These they would recite to the teacher. There would also be singing lessons in preparation for church services. Some of the abler pupils would also acquire the basics of reading, writing, and arithmetic (p. 89)

At the time, not all white children went to school, and those who did were required to pay school fees. The children of the trekboers (people who farmed inland) did not have the benefit of schooling; however their parents often paid travelling teachers to give instruction at the farms so that the children could read the Bible. It was at around this time that the first schools for black people were opened. In 1658, a school was opened for adult slaves, and in 1663, a second school was opened - attended by twelve white children, four black slaves and one Khoi (Christie, 1991, pp. 32-33). Christie also comments that "the first schools were not segregated along the lines of colour. Segregation was introduced quite soon, but at this time, lower class whites, slaves and Khoi often attended the same schools" (p. 33).

In 1815, the British took over control of the Cape from the Dutch - setting up a system of government similar to that of other British colonies - with the Cape gradually taking over its own government and becoming a self governing British colony in 1872. Christian missionaries began to visit South Africa in great numbers during this period - many setting up schools as part of their missionary activity (Behr and Macmillan, 1966, p. 96).

In 1839, the British formally instituted the first Department of Education in South Africa - with both private and state schools being in existence at that time in addition to the mission schools. Although Primary schooling was free, secondary schooling was not, and so those children who attended the non-compulsory schooling were split scholastically along the lines of social class. In addition to this socio - economic splitting, there were also inequalities between rural and urban areas. At this time, most African and so-called 'coloured' people still did not attend formal education, and the majority of those who did, attended mission schools, which generally provided elementary education only (Christie, 1991, pp. 34-38). Mda and Mothata (2000) comment that during this period of missionary education (until 1947) there was some limited mixing of races, although children of different races tended to sleep and play separately. Mda and Mothata go on to state that "although schools were racially segregated from the time of missionary schools, it cannot be said that there was an official segregation policy before 1948" (p. 44).

Behr and Macmillan (1966) outline the period after the start of the Great Trek in 1836, when groups of trekboer farmers attempted to separate themselves from the British government by

leaving the Cape for South Africa's interior. At this stage the picture of Education in the country became an even more complicated one. In addition to the Cape, the Orange Free State (OFS), Natal and the Transvaal regions which were established as separate entities, gold and diamonds were discovered on the Witwatersrand and in Kimberley respectively. Education differed markedly between the 'provinces' with the educational systems being tailored to suit the needs of the 'ruling' groups that were resident there. In addition, the mining activities previously mentioned created a vast working class requiring both skilled and unskilled workers - the former generally being brought in from overseas and demanding extremely high wages. The unskilled workers, on the other hand, were generally drawn from the African population - ultimately creating the infamous migrant labour system.

Christie (1991) goes on to outline further educational developments in the country, first explaining the accompanying political changes. The Anglo Boer War ended with Britain taking over the Boer states (Transvaal and OFS) and in 1910, the Union of South Africa (a British colony) was formed - with the British administration taking over the task of education. Unfortunately the war had taken its toll, and many people moved to the towns to compete for labour. By this stage, division of labour was taking place, with most whites working as 'skilled' labour and most blacks working as 'unskilled' - a division that became official in a legal sense as early as the 1920's. Christie notes that this post-war period saw the foundations of South Africa's racially differentiated system of education - with compulsory education being introduced for white children. According to Christie:

Education was seen as a way of bringing about social order, particularly in the time of social upheaval after the war. It was also a way of teaching working class children about work skills and work discipline. Compulsory education came to be seen as an important way of 'rescuing' the children, so as to solve social problems (1991, p. 49).

This system of education was developed into a free system 'for people whose parents were of European descent' which was instituted in all four provinces, requiring white children between the ages of 7 and 14 to attend school (the upper limit later being increased to 16 years of age).

Despite these developments in education for the white community, education for black people was largely the responsibility of the Church and not the State. Financial aid was given to mission schools and sometimes special curricula were even planned for black schools (Christie, 1991, p. 49).

At this time, the now infamous Christian National Education (CNE) was first introduced as a response by many of the disgruntled Afrikaner people who did not approve of the British system, which they perceived as destroying their language and culture. Behr (1984) outlines the underlying premises of CNE when he writes:

The exponents of CNE believed that God ordained that there should be an Afrikaner nation with a land and language of its own and a religion based on orthodox Protestant-Calvinist principles. Furthermore, education must ensure that every individual is moulded in the image of God, so that he can become 'fully equipped for every good work'. Hence the need for a Christian education. 'National' was seen as a love for one's own culture and heritage. The school was thus the heart of national life (p. 28).

These 'CNE' schools were neither free nor compulsory as with the State schools, and after more language and cultural recognition were given to the Afrikaners, the CNE movement weakened, although it was later reintroduced in the late 1940's.

### **1.3.2 The historical context of education in South Africa 1948 - 1994**

When the Nationalist Party came to power in 1948, there was the first formal and legal segregation of schools on the grounds of race and/or ethnicity. Zafar (2000) states that:

When it came to power in 1948, the National Party government deliberately dismantled the colonial missionary schools because they were not pedagogically structured to emphasise and promote separation along racial lines. Schools were vehicles for the social assimilation of the apartheid ideal, thus racially separated schools were established subsequently for all South African children (p. 2).

Education was also adversely affected by legislation such as the *Group Areas Act* (1950), *The Reservation of Separate Amenities Act* and the *Homelands Act* among others. At this time, a multiple education departments were established in order to cater for the four 'major' population groups along with governmental legislation which laid down the guiding principles for 'apartheid education' which, according to Chundra (1997), was characterised by "segregation and unequal provision along racial lines" ( p. 3). The legislation passed is outlined below:

**1953** - *Bantu Education Act*

**1963** - *Coloured Persons Education Act*

**1965** - *Indian Education Act*

## 1967 - National Education Act

With White schools being influenced by Christian National Education (outlined in 1.3.4.1 below) and Black schools affected by the Bantu Education Act, the disparities between the different education systems soon became apparent. Ultimately, prior to 1994, there were as many as 17 departments of education (Leach, Akhurst and Basson, 2001, p. 1) which were necessitated by the racial and geographic divisions in the education system. Under this system:

schools were resourced according to the race group they served, resulting in whites having well-resourced facilities and teaching staff (with low educator-learner ratios), and blacks being allocated minimal resources. Coloured and Asian people received resources somewhere between the other two groups (*ibid*, p. 1).

Mda and Mothata (2000) outline further disparities in the education systems of the time when they write that schools:

could be an urban/township, rural or farm school under one department; be a community, state/government, or private school; be a one-roomed mud structure school, or a face brick, double- or triple-storied modern school building, or a school with no owned buildings, housed in a church or any available building (p. 45).

The legacy of these imbalances is still in evidence today and despite some attempts at redress, it is likely that a great deal of thought, time and financial input will be required if any large-scale changes are to occur.

During the years prior to 1976, there was resistance to the educational systems and policies of the time. Ultimately, in June of that year, 20 000 black students marched through Soweto, protesting the use of Afrikaans as a medium of instruction in their schools. The police opened fire on the protesters, leading to widespread international condemnation. This protest signalled the beginning of large scale resistance by the Black youth to the educational status quo (Christie, 1991).

According to Mda and Mothata (2000), racial mixing (integration) in South African schools began in private schools during this post-1976 era. The 'Clase Models' A to C for schools were introduced in white state schools in 1990, and were ultimately implemented in 1991. The schools (through their management committees) were given the choice of choosing an admission model A, B, or C, or carrying on as before. These models were outlined by Metcalfe

in 1991 (Cited in Mda and Mothata, 2000. p. 45) as follows:

In model A, the school was legally owned by a management committee after the latter had paid a nominal or full fee. The school would then become a private school and receive the state subsidy for private schools. Model B was 'a fully funded and desegregated state school'... The management committee had the right to determine and control admission policies while the school remained the property of the state. Model C was a state-aided school owned by the management committee, with some members of staff appointed by the state (p.45)

The Clase models created a great deal of controversy at the time, and Zafar (2000) comments that, in her opinion, "this shift by the then National Party government was the result of economic considerations and pressure from the mass democratic movement rather than a desire on the part of the government to address issues of equity" (p. 2).

Chundra (1997) comments that this historic announcement of the desegregation of schools "signalled the beginnings of the crumbling of the apartheid edifice, which had been upheld in no small way by the Verwoerdian pillar of 'separate but unequal' education" (p.1), thus moving towards the South African education system as it stands today

### **1.3.3 The historical context of education in South Africa since 1994**

1994 brought with it the end of the Apartheid Regime as well as the end of Nationalist Party Rule. Mda and Mothata (2000) outline the subsequent developments, commenting that the publication and adoption of the Interim Constitution (1993) and the final Constitution (1996) of the Republic of South Africa came many changes. Among these were the move to nine provinces as well as restructuring of national, provincial and local government, which were not based on race.

With the new government came several developments in the field of Education, amongst them *The White Paper on Education and Training* (1995), and *The South African Schools Act* (1996). These, along with the prevailing ideology of the new political dispensation, attempted to eradicate Apartheid and racial segregation in South African Schools (Mda and Mothata, 2000).

The difficulties were not over, however, as schools are still battling the legacy of apartheid's 'Separate but unequal' education systems. Urban schools are still wrestling with the desegregation process and related issues. Despite having been desegregated for almost 10

years, schools are still tackling difficult issues on a daily basis.

### 1.3.3.1 Assimilationist, Multicultural and Anti-racist approaches

With regard to the difficulties outlined above, there are several options open to those who are trying to cope with issues of integration in educational settings. The three main approaches that will be discussed are the Assimilationist, Multicultural and Anti-Racist approaches respectively.

Outlining **Assimilationist** strategies, Akhurst (1997), comments that:

A common strategy adopted is for the pupils entering a school to be assimilated into the model which previously fitted the dominant group, because it is perceived to have been successful in the past. This strategy does not acknowledge the divisions in society, and leads to the continued oppression of many (pp. 9-10)

Assimilationist strategies consequently result in undesirable labelling and splitting between the very groups that are trying to work alongside each other as there is usually no effort to address the problematic issues of prejudice and discrimination or espouse a culture of tolerance for others. This strategy was often used in the days following the desegregation of schools in the early 1990's. Chundra (1997) writes that:

Whether structurally induced or not, most open schools in South Africa operate within the assimilationist mould and send out the message "If you can become like us, you're fine". Black students in multiracial multi-ethnic schools often walk a tightrope, balancing between the hopes and resentments of their communities, and the expectations of their school peers and teachers (p. 20).

In this vein, Black students at former 'Model C' schools are often referred to in their communities as 'coconuts', 'Oreos' or 'Top Decks' (all derogatory names meaning Brown on the outside and White on the inside).

Having failed in the United Kingdom (Akhurst, 1997; Chundra, 1997), the Assimilationist approach remains controversial in South Africa. Even if it is not an 'official' school policy, it often remains part of the so-called 'hidden curriculum'.

The **Multicultural** approach to Education (MCE) arose in Britain in the late 1960's as a response to the 'deficit' model of assimilationist approaches (Chundra, 1997, p. 22). Outlining the approach, Seethal (1993, cited in Akhurst, 1997, p. 10) writes that "In MCE, teachers are

encouraged to teach about other cultures, and the celebration of various cultural festivals, talks about food and dress, dances and customs are included in the school programme.

The difficulty with this approach lies in the fact that it deals mainly with the superficial aspects of culture (which is, itself, considered to be 'static' and unchanging). In a 1993 paper, Crozier (cited in Akhurst, 1997, p.11) considers the 'unintended consequences' of MCE including:

- teachers' reluctance to acknowledge racism within the school
- teachers' adopting of different approaches because of their perceptions of Black pupils as 'inadequate', and
- the fact that superficially teaching about other cultures fuels misunderstanding by emphasising difference and perpetuating racism

Chundra (1997) considers the **Anti-Racist** approach to education to have evolved out of the dual failures of multiculturalism and assimilationist approaches to bring about effective change.

Cole (1989, cited in Akhurst, 1997) writes that:

An Anti-racist approach starts from the premise that society is institutionally racist - that there exists a complex "race"/sex/class hierarchy located within an exploitative white male power structure and that part of the role of education in all educational institutions is to attempt to dismantle that structure both through the hidden curriculum and the actual curriculum (p. 12).

Cole further suggests ways to implement such an anti-racist approach, including affirmative recruitment of staff *and* pupils, wide teaching experience during teacher training, appropriate disciplinary action for intentional racist practices and careful consideration of the language used in both textbooks and school documents (*ibid*, p. 13).

While some of these anti-racist techniques may already be in practice in some schools, there are still many educational settings where they have not been considered at all - where racism is still evident and difference is still feared.

### 1.3.4 'Philosophies of education' in South Africa

Morrow (1984a, 1984b) considered the question of why there is a tendency, in this and other countries, to feel that each cultural group should have its own 'Philosophy of education'. Morrow expresses doubts in relation to the belief that each 'cultural' group should have its own type of education. Morrow further feels that education serves to deepen a person's understanding of life and the world and that this cannot be achieved by 'locking' a person into a particular culture (by virtue of their schooling).

During the apartheid era, Fundamental Pedagogics and Christian National Education were both tools specifically geared towards the white sector of the country's population. Taking Morrow's opinions into account, they will both be briefly explored.

The theory of Fundamental Pedagogics was developed as a South African adaptation of the phenomenological philosophy of education of the Dutch Philosopher Langeveld. It can be argued that the principles of Fundamental Pedagogics provided an amenable philosophical framework for interpreting education on CNE principles. The system of Christian National Education for white learners dominated the South African Education System prior to the desegregation of schools in the 1990's and is also considered to have favoured the Afrikaans speaking sector of the population (Leach *et al.*, 2001, p. 2). In addition, Leach *et al.* go on to comment that through Christian Nationalist Education:

the policy of the Nationalist Government was to ensure that there was a specific national identity for whites in the country. This helped structure the essence of nationalism as an individualistic attitude that expressed itself in allegiance to the state and its Calvinistic religious philosophies and practice (*ibid.*, p. 2).

In other words, the theories of CNE and Fundamental Pedagogics *were not neutral*, but carried with them implicit goals and underpinning beliefs and principles, enabling education to be a tool of manipulation rather than one of emancipation. In 1948, an official pamphlet was published outlining CNE policy. This pamphlet outlined the goals of CNE as requiring no mixing of languages, cultures, races or religions.

The underlying principles of CNE were inextricably linked with the political motives of the government of the time, namely the policy of Nationalism as understood by the Afrikaner political party (Christie, 1991, p. 178). Flag raising, 'Youth Preparedness' and other military-type activities were involved in the curriculum which stressed the importance of 'Christian' and 'National'

values. The teacher's position was often authoritarian and the pupils were tightly controlled in contrast to the facilitative role which is favoured under the present education system. Since 1994, despite large scale attempts to undo the damage created by a philosophy such as this, the legacy of CNE still appears to remain.

### **1.3.5 Education and curriculum - OBE in South Africa**

Prior to 1994, there were several different curricula in use in South Africa. These various curricula were flawed for a variety of reasons and the introduction of Outcomes Based Education was one of the first attempts to remedy the situation.

According to van Wyk and Mothata (cited in Akhurst and Fordyce, 2001), the first official post-apartheid policy document, *The White Paper on Education and Training*, published in 1995, links education and training in contrast to the divided system of the past which drew clear lines between theory and practice (p. 13). Akhurst and Fordyce continue and comment that:

The move was thus towards a more integrated approach towards the system, and the need for articulation between all elements thereof. The National Qualifications Framework (NQF) was one of the logical expressions of these initiatives, and the South African Qualifications Authority (SAQA) was established in order to implement and monitor this structure (p. 13)

The OBE approach arose in recognition of the fact that large scale reform was needed in the South African education system - in line with educational reform that has been occurring elsewhere in the world over the past decade. Recognising the faults of CNE and the other educational approaches used in South Africa, the new approach aimed to focus more on the needs of learners as individuals as well as developing their skills for acquiring knowledge rather than relying on the 'rote' learning of facts alone.

Initially an international development, OBE has been altered to suit the specific needs of the South African population between grades R and 9 and is currently in the process of implementation through a programme referred to as Curriculum 2005 which was first implemented in 1997/8. Akhurst and Fordyce (2001) define the philosophy underpinning OBE as "focussing an education system around what is essential for all students to be able to accomplish at the end of their learning experiences (p. 2)" and go on to say that "this means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, teaching and assessment to make sure that this learning ultimately happens (p. 2)."

Akhurst and Fordyce (2001) further consider the key assumptions of OBE to be that:

- All learners can learn and succeed, but not in the same time or in the same way
- Successful learning promotes even more successful learning and
- Schools control the conditions that directly affect successful school learning (p. 12)

In Curriculum 2005 the traditional subjects have been replaced with eight 'learning areas' in order to meet the needs of the developing South African population. These learning areas are found within the General Education and Training (GET) phase of education (grades R to 9) after which learners can either exit school or continue in the Further Education and Training (FET) phase in grades 10 to 12.

Lubisi, Parker and Wedekind (1998) refer to three important conceptual shifts that have taken place in the new system, stating that there is now:

- a more **integrated** system which will recognize learning achieved in informal settings and allow learners to move between different parts of the education system.
- a system geared to **lifelong learning** in order to keep pace with the rapid changes in contemporary society - schooling is only the beginning of an ongoing cycle of learning
- a system in which academic study and study for careers are **more equally weighted** - there will be a great deal more emphasis on education gearing people for work (p. 70)

OBE is designed to allow for differences in both learners and educators and is far more flexible than the rigid systems of the past. Through the teaching of skills and attitudes as well as content, this approach aims to prepare learners for life both in the real world and beyond the microcosm of the school.

The topic of this dissertation is aimed at making a contribution in the light of the introduction of OBE. The South African education system has always been complex, but is even more so in the light of OBE, which emphasises the role of educator as facilitator. This is a move away from the more traditional 'teacher' role - encouraging active learner participation in the learning experience.

### 1.3.5.1 The National Curriculum Statement

Modifications to Curriculum 2005 and OBE are currently under way, although their underlying principles are to remain in place. The National Curriculum Statement (NCS) began development in January 2001 and was released for public comment and posted on the South African Government's website several months later at the end of July. The statement includes learning outcomes and assessment standards for all 11 official languages. Potenza (2001 d) comments that "the new languages learning area follows an additive approach to multilingualism. It assumes that all learners will learn their home language and at least one other official language" (p.2).

There are several major differences between OBE as originally implemented and the system outlined in the National Curriculum Statement. One of the most obvious is the number of learning outcomes in each discipline. Apart from the 6 outcomes in the languages, each other discipline has 3 outcomes and associated assessment standards.

On releasing the National Curriculum Statement, Minister of Education, Kader Asmal (2001) stated that:

Curriculum 2005 represents the most liberating element of our education system, which will indeed enable all children, regardless of their background, to realise fully their potential. With the publication of this draft national Curriculum Statement, we are releasing a consolidated and strengthened version of the curriculum. It ensures that we address more decisively both the legacy of apartheid in curriculum as well as the demands of the present and future (p. 1).

Despite the 'simplification' of the education system, there are several difficulties looming. In addition to the two different curricula currently in use (namely the Interim syllabus and C2005) the NCS training will begin in 2002 for implementation in 2003 in the Foundation Phase. Nevertheless, the principles underlying OBE will remain in place while the *framework* (of C2005 / NCS) changes.

Whilst the preliminary work is in the process of completion, the translation of these documents into practice remains the task of the educators of South Africa. It is this task which will separate the 'effective educators' from the rest as it requires a great deal of flexibility, diplomacy and an understanding of the underlying concepts.

## 1.4 CONTEXT OF THE STUDY

On the release of the Revised Draft National Curriculum Statement on 30 July 2001, Minister Kader Asmal said the following:

The significance of education to our society cannot be underestimated. It is the foundation for social justice, equality, growth and development. It is, indeed, requisite for a democratic society. The curriculum is the place where a society expresses its goals, visions and expectations as to how it will create and develop the kind of citizens who will embody its ideals (p. 1).

For these reasons, it was felt that a study examining the impact of educators on the learners that they teach, was warranted - particularly, with specific reference to the impact of teachers and the pivotal role that they play in the facilitation of learning. The concept of facilitative teaching will be further explored in chapter two.

Attempting to explore the concept of 'the KwaZulu-Natal Educator, I chose to work in two different environments in order to allow for a possible variety of opinions and ideas - namely an urban former 'Model C' school and a peri-urban former 'DEC' school (defined in 1.5 below).

As the study is a partial replication of a previous study (outlined in chapter 2), and was conducted only in KwaZulu-Natal, it should be regarded as an exploratory study rather than an extensive exploration of the situation in a National context. If meaningful conclusions result from this study, they could possibly encourage and stimulate similar research in the other provinces of the country.

The research process comprised three parts. The first was background research regarding the *Effective Educator Questionnaire*, as well as the development of the 'demographic' questions and cover sheet of the questionnaire itself. The second phase included the administration and collection of the questionnaires, while the third phase included reflection on the process as well as statistical analysis and a consideration of the results in the light of the related research.

## 1.5 CLARIFICATION OF TERMS

The following definitions serve to clarify some of the terms as used within this dissertation.

- Former DEC:** Refers to those schools formerly falling under the control of the KwaZulu (homeland) Department of Education and Culture. These schools were often more poorly resourced than the other 'black' schools falling under the Department of Education and Training (DET).
- Former Model C:** Refers to those schools which previously adopted the third of the so-called 'Clase models' - becoming a state-aided school owned by the management committee and having some state paid members of staff.
- Urban:** Refers to those areas/schools falling within the limits of a city or a town and having easy access to the local facilities.
- Peri-urban:** Refers to those areas/schools falling on the outskirts of a city/town but within easy commuting distance of a town on a daily basis. For the educators and learners, the access to city/town resources is generally more difficult.

## 1.6 STRUCTURE OF CHAPTERS

**Chapter 1: Introduction** - The aim of this chapter is to describe the scope and context of this research project. Firstly, I begin with a motivation for the research and a description of the research topic, followed by a historical contextualisation of the South African education system. An outline of Outcomes Based Education, Curriculum 2005 and the National Curriculum Statement is included, as is a clarification of terms and concepts used, and an exploration of the choice of methodology.

**Chapter 2: Theoretical Foundations** - This chapter explores the concept of effective educators from both a historical perspective and a contemporary one, by reviewing the relevant literature. In addition, the chapter considers the theoretical framework which underpins this study, including the theories of facilitative teaching upon which OBE, Curriculum 2005 and the national Curriculum Statement are based.

**Chapter 3: Methodology** - This chapter presents a description of the methodology used for the research. Included are: a discussion of the questionnaire/survey method of research, a discussion of *The Effective Educator Questionnaire* as used in this study, and a description of the sample and research procedure.

**Chapter 4: Findings** - The aim of this chapter is to outline the major research findings of this study. The first part of the chapter outlines certain aspects of the participants' demographic data while the latter part of the chapter deals with the results of *The Effective Educator Questionnaire* as answered by the participants.

**Chapter 5: Discussion** - This chapter is composed of three main sections, namely a discussion linking the findings to the overview of the literature, a discussion exploring the possibility of a model of the effective educator in the KwaZulu-Natal context followed by reflections on the research process incorporating its shortcomings and successes.

**Chapter 6: Conclusion** - This chapter presents a brief summary of the main research findings and offers some concluding comments, it also points toward potential future research topics which have emerged as a result of this study.

## **LITERATURE REVIEW AND THEORETICAL FOUNDATIONS**

### **2.1 INTRODUCTION**

This chapter explores concepts of effective educators from both a historical perspective and a contemporary one, by reviewing the relevant literature. In addition, the chapter considers the theoretical framework which underpins this study.

The focus of the first part of the chapter is a careful contextualisation of the concept of the effective educator from several viewpoints and as expressed in various countries over the past several decades.

The latter part of the chapter focuses specifically on the theoretical framework underpinning this research, namely the work of Heidegger (1951), Hamachek (1973) and Rogers and Freiberg (1994) as well as the theories of facilitative teaching upon which OBE, Curriculum 2005 and the NCS are based.

Throughout this chapter, the terms 'teacher' and 'educator' as well as 'pupil' and 'learner' will be used interchangeably as much of the research discussed was conducted either outside South Africa or before the advent of OBE (and the accompanying change to the newer terms 'educator' and 'learner').

### **2.2 REVIEW OF LITERATURE RELATING TO EDUCATOR EFFECTIVENESS**

In their 1995 paper entitled *'An effective schools concept: An effective way to help schools make a difference?'* Back and Monroe write that "the need to teach students effectively is a commonly agreed upon goal for schools. Questions immediately arise, however, in any discussion beyond this point. What is "effective"? How can this goal be achieved? Is it even possible to achieve it?" (p. 232). They thus immediately problematise the term and concept and implicitly raise the issues of the judgements to be made and whose perspectives are to be considered.

Check (1986) takes the idea further, considering the educator's perspective when he states that "every person who enters the teaching profession hopes to be one of the best teachers in the school system: in fact, in the nation. A goodly number fulfil this ambition to a degree. But at the other end of the continuum are those who fail miserably" (p. 326). He is thus pointing towards the fact that despite their best intentions, some educators do not possess the traits and skills considered to be essential to the effective educator.

Check (*ibid.*, p. 326) goes on to consider the following questions:

- Why are so many recruits to teaching disappointed?
- Are there particular inherited traits that assure success for one or failure for another?
- Does every candidate for teaching possess innate traits that can be developed to the extent that everyone can become an effective teacher?

These questions highlight both the educator's expectations and experience as well as the broader issues regarding teaching as a set of skills which can be taught versus qualities which are rooted more deeply in personality.

Researchers have indeed long attempted to determine the qualities that constitute effective educators and schools. A great deal of research in this area has been conducted in both the United States of America and the United Kingdom, with research into these particular areas emerging as early as the 1930's.

### **2.2.1 School Effectiveness research**

According to Teddlie and Reynolds (2000), "School Effectiveness Research (SER) has emerged from total obscurity to a now central position in the educational discourse that is taking place within many countries" (p. 3). This research has been prompted by a variety of factors, including increased accountability of schools as well as the desire to promote more effective education.

Teddlie and Reynolds also comment that "there is now a widespread assumption internationally that schools affect children's development" (p. 3). This seemingly obvious statement highlights the importance of researching the places where children spend the majority of their time outside the home, as well as the processes which occur within these locations and the effects that they have on the children themselves.

Teddlie and Reynolds separate SER from the area of Teacher Effectiveness Research (TER), asserting that the two have traditionally been kept separate despite a great deal of overlap. Researchers such as Good (1989, cited in Teddlie and Reynolds, 2000) have proposed models integrating the two, stating that:

Now that researchers have clarified that schools and teachers make a difference, it is important to explain more completely how processes at both levels operate and how they can be combined. Researchers should not only examine school practices ... but should also study how the effects of one teacher can be combined with the effects of other teachers in ways that ... make schooling more coordinated and effective for all concerned (p. 313).

It can thus be seen that in pursuit of the effective educator it is essential to consider not only the traits of both school and educator, but the *interplay* between them - as well as the interplay *between educators themselves*.

For the purposes of this research, emphasis will be placed on TER, however the interactions both between educators and between the educator and the school will be considered wherever relevant.

### **2.2.2 The historical development of the 'effective educator'**

In a 1939 study, Lewin *et al* (cited in Cowie, 1992) conducted a study into the effects of leadership style on the behaviour of young boys. Distinguishing between Authoritarian, Democratic and Laissez-Faire leadership styles, they found that the Democratic style was most effective overall. Although productivity was lower than in the group with an Authoritarian leader, group satisfaction, enthusiasm and quality of work were greater. The Laissez-Faire style was found least satisfactory, with a great deal of apathy among the boys, as well as decreased productivity and quality of work.

Taylor (1962, cited in Cohen, 1976) conducted a study of the 'good' teacher, based on the analysis of children's essays. Five ranking scales were constructed from this analysis, and were used to elicit children's opinions about teacher attributes. Scaife (1973, *ibid*, p. 168) employed similar techniques to Taylor, but using different forms of wording, and obtained essentially the same results. M<sup>c</sup> Farland (1971, cited in Behr, 1988) distinguished between tough-minded and tender-minded teachers, while Morrison and M<sup>c</sup> Intyre (1969, *ibid*) made a distinction between so-called authoritarian and democratic teachers, reminiscent of Lewin's earlier work.

Teddlie and Reynolds (2000) write that

The area of TER was very active from the early 1970's through the mid-1980's, when a substantial body of literature concerning the characteristics of effective teaching was fully developed ... Reviews of effective teaching characteristics, based on this extensive body of research, include the following topics ... quantity and pacing of instruction, opportunity to learn, time allocation, classroom management, active teaching, whole-class versus small group versus individualised instruction, redundancy/sequencing, clarity, proper use of praise, pacing/wait time, questioning skills, socio-psychological climate of the classroom etc. (p. 315).

Check (1986) published a paper entitled '*Positive traits of the effective teacher - negative traits of the ineffective one*', which explored the unique traits possessed by both effective and ineffective teachers. A 25 item questionnaire consisting of 23 closed- and 2 open-ended questions was administered to 747 university students, 104 senior high school learners, and 93 grade eight learners. The following teacher traits were found to be essential for effective teaching to take place:

- proper dress and grooming
- extensive use of examples
- employment of humour
- effective communication in teaching
- valid testing techniques and
- availability for extra help

Thus the traits of the effective educator according to Check focus on outward presentation, interpersonal relatedness and learner-centred skills. As previously mentioned, the effective educator, as viewed in this sense, requires both '**skills**' such as valid testing techniques, effective communication and extensive usage of examples, as well as innate '**qualities**' like a sense of humour. These skills and qualities appear inextricably intertwined in the effective educator.

Despite the 1980's trend toward emphasis on skill-based instructional techniques and subject matter in the classroom, Morrow (1991) made an interesting discovery in a survey of teachers' descriptions of experiences with their own teachers that made a significant impact on their own lives. Morrow found that the significant experience most commonly described "was a relationship with a teacher that was characterised by warmth, concern and caring" (p. 96). Morrow continued,

noting that "sensitive encounters between teacher and pupil ... leave the most lasting impressions on the pupil's self concept. Such subtle encounters could be what Flinders (1989) called the 'artistic dimensions' of effective teaching" (p. 96). These findings thus emphasise the importance of the *interpersonal qualities* that the effective educator possesses.

With regard to specific studies concerning the qualities of 'good' teachers, Brown and M<sup>c</sup> Intyre (1990, p. 10, cited in Stephens and Crawley, 1994) explored the qualities as appraised by 12 and 13 year old students in a city school who reported that good teachers:

- created a relaxed and enjoyable atmosphere in the classroom
- did not lose their 'cool' when exercising control
- presented their subject in an interesting and engaging manner
- made lessons understandable
- gave clear instructions of what to do and what students should try to achieve
- set work that students could reasonably achieve
- helped students with difficulties
- encouraged students to raise their expectations of themselves
- cared about students and treated them as mature individuals, and
- had certain 'star quality' talents (subject related or other)

Once again, this piece of research emphasises the interwoven nature of the **skills** (*communicative proficiency, effective discipline and reasonable goals*) as well as **qualities** (*'star quality' talents, caring nature and ability to encourage*) required in order to be an effective educator.

Behr (1990) comments that "Research has been conducted on how pupils perceive and interpret the behaviour of their teachers (and that) three categories of teachers have been identified by the pupils" (p. 201). These are further described as the unfriendly teacher, the friendly and understanding teacher, and the encouraging pupils' initiative teacher.

Behr goes on to describe the characteristics of each type of teacher, such as the 'friendly and understanding teacher' who makes classwork interesting, has a sense of humour and laughs at pupils' jokes, and is always cheerful and treats all pupils alike - once again emphasising the importance of good interpersonal skills in an effective educator.

Moving towards a focus of research on the educator, Smith and Cowie (1992) comment that "teaching style has been variously categorized, but one major distinction has been made between a 'formal, teacher-centred' or traditional style on the one hand, and an 'informal', 'child-centred' or progressive style on the other" (p. 116).

Varkasalo, Tuomivaara and Lindeman (1996) conducted a study of the values of 15 year old pupils and their teachers, and also their beliefs on the values of an 'ideal pupil'. They used a value questionnaire devised by Schwartz (1992, 1994a, b) which included 57 single values grouped into 11 general value types. Results showed *similarities* between pupils' and teachers' most important value types, but *differences* between their images of the ideal pupil.

Despite the vast quantity of research which has been generated, researchers appear to have had only *limited* success in two areas, namely:

- consensus on which *qualities* make a good educator, and
- determining the opinions of *educators* and *learners* themselves in this regard

In the latter area, research has been largely the observation and opinion of detached researchers rather than those directly involved in the processes of educating and learning. In addition, very little research in this area has been conducted in South Africa - with the majority of the subject being researched in the United States of America and the United Kingdom.

Of the research that has been done in the United Kingdom, Cohen (1976) comments that more has concerned educator expectations, and that "little reciprocal research however has been undertaken by way of exploring the expectations that pupils have for their teachers' behaviour or the subsequent effects of such expectations upon teachers' classroom performance" (p. 168).

Thus, despite the lack of learner input, the effective educator has, historically, been viewed by researchers as an individual who possesses both skills and qualities which interact to the benefit of the learners.

### **2.3 THE EFFECTIVE EDUCATOR IN THE SOUTH AFRICAN CONTEXT**

In the South African context, Steyn (1988) posed the question 'What is teaching?' Steyn's article agrees with theorists from the ontological-contextual paradigm of teaching, and outlines several requirements for teaching to take place. Steyn's paper states in rather a novel manner, that

“effectiveness in the design is not judged by achievement in learning, but on whether the design enables the student/learner to perform the task of learning “ (p. 159). This view is in line with the theory underlying Outcomes based education which emphasises **Skills, Knowledge, Attitudes and Values (SKAV's)** rather than the rote learning of facts alone.

In a rather more practical way, Burns (1987) made the pioneering contribution to the study of effective teaching in South Africa with the research upon which this dissertation is based. In this paper entitled '*The effective teacher in the South African context*', Burns developed a questionnaire in collaboration with South African student teachers in order to assess the characteristics of the effective teacher as experienced in this context.

### **2.3.1 The Effective Educator Questionnaire**

The Effective Teacher Questionnaire (Burns, 1987) arose from an HDE (Higher Diploma in Education) course at the University of Cape Town (UCT), which aimed to enable students to integrate academic material, reflective thinking, and teaching experience in an attempt to move towards an understanding of what an effective teacher is, and should be, in South Africa. Burns refers to a study that he conducted in 1976, which suggested that at all levels of teaching “it was the teacher's personal style of communicating what he knew that affected the response of the learners to the teacher as a person, and the achievement levels reached” (p. 151), once again emphasising the importance of personal qualities as attributes of the effective educator.

It is important to remember that, in 1987, the South African education system was different from the one today, and to some extent, the research was driven by Burns' disgruntlement with the prevailing system of the time. Burns stated that:

The UCT Education Department believes that it is impossible for students to enter the teaching profession without (i) an informed awareness of the socio-political context in which education takes place and, (ii) consideration of the crucial role teachers have in that context in helping to shape the future of all people in the country (p. 152).

With this underlying philosophy, Burns, along with students on the UCT *Effective Teacher Course* set about constructing a questionnaire based on a thorough review of the relevant literature. Their particular focus was on the factors considered to discriminate between 'effective' and 'ineffective' teachers.

In Burns' original 1987 study, 1384 white pupils in the Cape from grades 8 to 12, 227 white teachers in the Cape and 65 KwaZulu Department teachers completed the 30 item questionnaire. No race was specified for the KwaZulu teachers, although it is assumed they were black, according to employment conventions of the time as well as the label of 'cross-cultural' that Burns used in his study. The questionnaire was administered by the student teachers during teaching practice. Answers to each question were recorded on a 5-point Likert-type questionnaire.

Burns outlined the procedure as follows:

Pupils were told about the purpose of the questionnaire and were reassured of its non-threatening, confidential nature. Subjects were allowed 15-20 minutes to complete the questionnaire during which time queries about the questionnaire were answered. After the questionnaire was completed, the subjects were encouraged to discuss questions they felt were contentious or in need of further explanation (152).

The 30 statements in the questionnaire were then grouped into the following eleven areas for the purposes of analysis:

1. Teacher qualities and relationships	(q. 1, 2, 3, 4, 5, 16,17, 28)
2. Discipline issues	(q. 19, 22, 23, 24, 25, 26)
3. Attitude towards subject, syllabus and curriculum	(q. 6, 7, 8, 9, 10, 29)
4. Attitude to evaluation and examinations	(q. 5, 11)
5. Classroom administration	(q. 20, 21, 27)
6. Attitude to extra mural activities	(q. 13, 14, 15)
7. Does the effective teacher exist?	(q. 30)
8. Promotion of critical thinking	(q. 4, 17, 25, 26, 28, 29)
9. Promotion of pupil-centred learning	(q. 4, 5, 7, 16, 17, 28)
10. Promotion of teacher-centred learning	(q. 3, 8, 18)
11. Promotion of awareness of issues outside school	(q. 6, 12, 29)

After preliminary investigation of his results, Burns decided to 'fuse' the Likert-scale categories, using only 'agree' and 'disagree' for the purposes of analysis - calculating the percentages of educators' and learners' agree or disagree responses for each question in each area.

Burns (1987) included 65 KwaZulu teachers in his study in an attempt to add a so-called 'cross-cultural' element to the study. I consider this to be problematic, as the Cape and KwaZulu (now KwaZulu-Natal) differ not only 'culturally', but also in terms of educational history and context.

This study will attempt to explore the situation at present in the KwaZulu-Natal context, exploring the views of educators and learners from this province only. It is possible that the findings of this will differ from those of Burns due to both the time-related historical and educational changes. I feel that exploring the views of educators *and* learners from the same province will yield meaningful and comparable results, since they share more similar contexts and life spaces.

### **2.3.2 Burns' discussion of his 1987 study**

In the thorough discussion of his 1987 study, Burns concluded that it was impossible to generate objective universal criteria pertaining to educator effectiveness, commenting that "The kind of results that an effective teacher is supposed to produce varies from school to school, culture to culture and nation to nation" (p. 157). He rather posited that it is possible to generate a particular 'vision', as Cape educators and learners shared a common profile as to what constituted an effective educator. He accounted for the differences that were evident between Cape and KwaZulu educators by stating that they were related to the different cultures and traditions.

Despite the Cape-KwaZulu differences, Burns concluded that there were two major features that were agreed upon by all of the samples, namely that:

- In line with previous research, ***personality and human relationships*** were regarded as important qualities in the making of an effective educator, as education is a fundamentally social process between educator and learners; and
- The effective educator needs to teach ***beyond the syllabus***, encouraging the development of skills and broadening the horizons of their learners rather than simply encouraging the regurgitation of rote-learned facts. Burns stated that "An effective teacher does not want only to give information ... but tries to facilitate pupils' personal development in the widest sense as thinking, social and emotional beings" (p. 157).

Burns acknowledged the many and varied ideological constraints present in the South African cultures and traditions of the time, considering it surprising that the conclusions reached during his research were in line with previously collected international work. Despite the similarities, he noted that:

- There was clear cultural difference between the Cape and KwaZulu educators; and
- Some of the beliefs expressed were “mainly wished for ideals regarding the promotion of child-centred education and extension of education to outside school issues” (p. 157).

Burns considered the implications of his study to be twofold, commenting that:

- The criteria for effective education fall under a ***child-centred and informal style*** of teaching - which can be perceived as threatening due to its increased intellectual and emotional demands and increased risk of exposing personal inadequacies and insecurities; and
- That “in the South African context, judgement of effectiveness cannot be divorced from the prevailing ideological basis of educational organization, and from the particular political, social and economic changes that will occur” (p. 158). Burns stated that the effective educator should prepare their learners for these changes in the widest sense.

Burns outlined the most significant attributes of effective education as:

- personal relationships
- a child-centred approach
- self-discipline
- promotion of learners' self-actualization; and
- promotion of a classroom ethos encouraging productivity, personal growth, self esteem, confidence and critical awareness - characteristics which he viewed as those to be needed in the 'New South Africa'.

In short, Burns viewed the effective educator as one who brought her humanity into the classroom in order to combat the prevailing inflexible ideologies, cultural stereotyping and racial indoctrination of the time. Burns criticised the ideologies which had become indoctrinated into the legal and educational systems of South Africa in the 1980's - proposing that the role of

educators was to be a critical thinker and agent of change through their learners. This led to drawing the conclusion that “teachers who are effective are also secure people in themselves with positive self concepts, who can also thereby teach in a warm supportive manner” (p. 158).

Reinforcing earlier statements, and accepting the fact that “Schooling systems have been forged out of the complexities and contradictions of society” (p. 158), Burns concluded by emphasising the effective educator’s most important attribute of their humanity and humanitarian attitude towards their learners.

## **2.4 THEORETICAL FRAMEWORK**

The theoretical framework underlying this research draws from the work of Heidegger (1951), Hamachek (1973) and Rogers and Freiberg (1994) who explore the concept of teaching as the facilitation of learning similar to the spirit of Outcomes Based Education.

### **2.4.1 Heidegger’s vision of what it means ‘to teach’**

The German philosopher, Martin Heidegger (cited in Rogers and Freiberg, 1994) defined teaching as follows during a lecture series conducted in 1951:

Teaching is even more difficult than learning ... and why is teaching more difficult than learning? Not because the teacher must have a larger store of information, and have it always ready. Teaching is more difficult than learning because what teaching calls for is this: to let learn. The real teacher, in fact, lets nothing else be learned than - learning. His conduct, therefore often produces the impression that we properly learn nothing from him, if by ‘learning’ we now suddenly understand merely the procurement of useful information. The teacher is ahead of his students in this alone, that he still has far more to learn than they - he has to learn to let them learn. The teacher must be capable of being more teachable than the apprentices. The teacher is far less assured of his ground than those who learn are of theirs. If the relation between the teacher and the taught is genuine, therefore, there is never a place for the authority of the know-it-all or the authoritative sway of the official. It still is an exalted matter, then, to become a teacher - which is something else entirely than becoming a famous professor (p. 34).

This view contains a number of important components which make up Heidegger's view of the effective educator. Such a person is one who:

- should allow learners to discover *for themselves*
- *facilitates* learning rather than consciously attempting 'to teach' content
- is disposed to active learning *herself*
- is *open to learning new things* and being taught by others, and
- has an *open and genuine relationship* with the learners rather than an authoritative one

Despite being written 50 years ago, these characteristics echo those of later theorists in the field of teaching as facilitation of learning as well as the findings of contemporary research into effective teaching in the 1970's.

#### **2.4.2 Hamachek (1973)**

In a collection of papers on '*Human dynamics in Psychology and Education*', Hamachek (1973) considers effective education to be a blend of thinking and feeling, and of a concern for subject matter and learners. He also takes into consideration the effect of teacher variables, such as personality, on students by considering the work of a number of theorists and some of these ideas are summarised in this section.

Hamachek also draws on the influence of Bruner's Constructivist Theory, commenting that: "it matters not what we learn, but rather what we can do with what we learn. In order to do a better job of helping students become more effective learners, teachers must become more skilled in assisting students in leaping the barrier from learning to thinking" (p.12).

Bruner (in Hamachek) therefore asserts that it is not what we have learned that matters, but rather *what we can do with what we have learned*. This view is commensurate with the goals of OBE - placing emphasis on teaching learners how to learn rather than the learning of essentially meaningless facts which will be of little use in later life.

Hamachek also draws from the work of the creativity theorist, Torrance, and observes that as educators "...we sometimes forget that different kinds of students do indeed have different ways of learning" and that "It is the sad truth that teachers sometimes conduct their classrooms in a manner that assumes all students get more or less turned on by the same things and in the same way" (p. 79).

This growing awareness of the differing needs of learners thus informed further research into the way in which learners learn and the differing approaches which educators have to take in order to facilitate this.

Torrance asserts that "we don't just need a 'teaching environment' but rather a 'responsive environment', where the focus is on a student's potential and not just on performance" (p. 79). Torrance (in Hamachek, 1973) goes on to say that a responsive environment "involves absorbed listening, fighting off criticism and ridicule, stirring the unresponsive and deepening the superficial. It requires that each honest effort to learn meet with enough reward to ensure continued effort, The focus is on potential rather than on norms" (p. 89).

Torrance asserts the importance of the activities within the learner's environment which affect her performance. Taking cognisance of this, the 'environment' should thus pervade all areas of learning, not just in 'formal' learning situations, but the *whole* educational experience - allowing for different ways of learning for different kinds of children.

Referring to his vision of moving toward more effective teaching, Hamachek (1973) comments that:

"Effective " teaching means different things to different people. For some, it is primarily concerned with the mastery of a certain amount of material, so the emphasis, they say, should be on content. For others, effective teaching concerns interpersonal dynamics and the development of positive self-other attitudes. For most, however, effective teaching is a blend of thinking and feeling, of a concern for subject matter and students (231).

Hamachek continues to say that teacher personality factors play a role in successful and unsuccessful teaching. Variables that Hamachek considers include:

- *Teacher personality* - several studies which Hamachek examined, revealed that positive educator personality traits such as cheerfulness, a good sense of humour and helpfulness were regarded as reasons for liking or disliking the educator.
- *Teacher interaction styles* - Flanders found that superior educators:
  1. were able to spontaneously provide a range of roles varying from active supervision to reflective support
  2. were able to switch roles at will rather than pursuing a single interaction style

3. were able to bridge the gap between the 'diagnosis' of a given situation and the course of action they should take, and
4. were able to combine sensitivity and critical awareness in order to make reasonable diagnoses of current conditions

- *Nondirective versus Directive teaching* - Hamachek reviewed literature and found that "learner - centred behaviour of accepting the student, being evaluative or critical only by public criteria, and being unusually supportive elicited problem-orientation, decreased personal anxiety, and led to emotionally readjusting and integrative behaviour "(p. 236).

In terms of a 'model' of effective teaching, Hamachek found that superior educators demonstrate the following characteristics:

- willingness to be flexible, to be direct or indirect as the situation demands
- capacity to perceive the world from the student's point of view
- ability to 'personalize' their teaching
- willingness to experiment, to try out new things
- skill in asking questions as opposed to seeing self as an 'answering service')
- knowledge of subject matter and related areas
- skill in establishing definite examination procedures
- willingness to provide definite study helps
- capacity to reflect an appreciative attitude, and
- conversational manner in teaching - informal, easy style

A large number of these criteria are echoed throughout the literature relating to effective teaching and effective educators. This suggests that there are indeed educator characteristics which are globally regarded as helpful, if not essential in the pursuit of effective education.

#### **2.4.3 Rogers and Freiberg (1994)**

Rogers and Freiberg's (1994) work evolved from Rogers' two earlier works *Freedom to Learn* and *Freedom to learn for the 80's*, as well as Rogers' work on person-centred therapy. Rogers and Freiberg promote the concept of educator as *facilitator* - with the facilitation of learning and the aim of education being one and the same process. They also state that there are certain attitudes/qualities possessed by effective educators.

Freiberg (in Rogers and Freiberg, 1994, pp. 5 - 7) conducted extensive research in the early 1990's , interviewing learners and educators about their thoughts on schools and schooling. As a result of this research, he discovered that students:

- want to be trusted and respected
- want to be part of a family
- want teachers to be helpers
- want opportunities to be responsible
- want a place where people care
- want teachers who help them to succeed, not fail, and
- want to have choices

These findings emphasise the importance of learner-centred education as well as the importance of sound interpersonal skills in the effective educator.

In 1991, Freiberg (in Rogers and Freiberg, 1994, pp. 17 - 18) interviewed parent, educator and filmmaker Dorothy Fadiman, who had made a film profiling schools where children flourish. Fadiman found that the schools had several common values, namely respecting their students, supporting faculty in their pursuit of facilitating students and providing students with a sense of well-being and worth. As a consequence, students excelled academically and enjoyed learning. Freiberg deduced that three common themes among the schools were *innovation*, a *non-competitive* environment and *shared responsibility*.

Relating to the ideas of authenticity and genuineness which are central to Rogers' person-centred counselling work, Rogers and Freiberg (*ibid*) pose the question of whether teachers can really 'be themselves' in the classroom. In response to this question, they write that:

many an instructor, during all her professional training and experience, has been conditioned to think of herself as an expert, the information giver, the keeper of order, the evaluator of products, the examination giver, the one who, at the end, formulates the goal of all "education," the grade. She firmly believes that she will be destroyed if she lets herself emerge as a real human being (pp. 41-42).

Rogers and Freiberg thus emphasise the difficulties faced by educators who are unsure as to how much of their 'true selves' to reveal in the classroom setting.

In addition to this, they also question the willingness of learners to fully be themselves, as they comment that:

For thousands upon thousands of students it is far too much of a risk to be a whole human being in the classroom. For the student it would mean letting his feelings show: feelings of indifference, resentment at the discrimination he feels is aimed towards him, occasional feelings of real excitement, feelings of envy toward classmates, feelings about the unpleasant family situation he has just left or the terrible disappointment or real joy he is experiencing with his girlfriend, his desire to learn important things, his sharp curiosity about sex or psychic phenomena or government policies... (pp. 42-43).

This exposes the difficulties and conundrums faced by learners every day in relation to how much emotion to show and whether or not these emotions are acceptable. Rogers and Freiberg assert that for educators and learners alike, finding one's 'true self' is a process rather than a static event - a process that never finds an end point, but is continued through life.

Outcomes Based Education is aimed at fostering the development of the whole child, and, to a large extent, its success is strongly linked with the willingness of educators to change and develop. For some, this may mean letting more of their 'true selves' show, and/or the encouragement of learners to do the same.

Historically speaking, education has, at worst, included the rote learning of inherently meaningless facts - producing learners who 'know' but cannot 'do'. Freiberg (*ibid*) states that, in the ideal world, he considers "the facilitation of learning and the aim of education as one process" (p. 153), illustrating the importance of interaction, not only between educators and learners, but also between the aims of education and the methods used to reach those goals.

In their theory of facilitative learning, Rogers and Freiberg distinguish between 'Qualities that facilitate learning' and 'Facilitative attitudes'. Drawing initially from Rogers' theory and then from their experience in schools, Rogers and Freiberg consider the following to be qualities which facilitate learning:

- *'Realness' in the facilitator of learning* - with the facilitator (or helper) being genuine without presenting a facade.
- *'Prizing, Acceptance and trust'* - all relating to a full acceptance of the learner (comparable to Rogers' therapeutic notion of Unconditional Positive Regard), and

- *'Empathic Understanding'* - where the educator attempts to understand the learner and her world 'from the inside' (pp. 154 - 158).

These 'qualities which facilitate learning' can also be seen under different names and in different contexts within the broader area of research into the nature of the effective educator - illustrating the universally accepted understanding of their importance.

Rogers and Freiberg consider the basis for 'Facilitative attitudes' to be:

- *'A puzzlement'* - being real and acknowledging one's feelings as well as trying to understand them
- *'A trust in the human organism'* - a belief in the positive attributes and inherent goodness of learners by virtue of their humanity, and
- *'Living the uncertainty of discovery'* - taking risks and being willing to learn from experiences (pp. 158 - 161).

As with the 'qualities which facilitate learning', the 'facilitative attitudes' emphasise the importance of the effective educator's inherent traits which affect her performance and success in the classroom setting.

Rogers and Freiberg also felt that facilitators should have an awareness of 'The Research Evidence'. Learners in a study found educators whose goals for their learners included independent thought to have a higher degree of facilitative attitudes than those whose goals focused on discipline and learner 'deficiencies.' A second study showed that "When teachers are empathically understanding, their students tend to like one another better" (Schmuck, in Rogers and Freiberg, 1994, p. 161). These discoveries reinforce the importance of the attitudes, values and beliefs of the educator - who can no longer be seen as entirely objective and devoid of personal characteristics which influence the learners.

Ultimately, Freiberg (in Rogers and Freiberg) feels that:

if we are to have citizens who can live constructively in this kaleidoscopically changing world, we must free our children to become self-starting, self-initiating learners... this kind of learner develops best ... in a growth-promoting, facilitative relationship with a *person* (p.167).

With reference to educators, Rogers (in Hamachek, 1973) states that "It is no longer accurate to call them teachers. They are catalyzers, facilitators, giving freedom and life and the opportunity to learn, to students"(p. 64), emphasising the ever expanding role of the effective educator who wishes to serve her learners to the best of her ability.

It is just such a relationship which educators should strive to forge with the learners in their care, according to the principles underpinning the theory of OBE. The *relationship* underpins the educational endeavour and is just as important, if not more so than the curriculum.

#### **2.4.4 Other theories of facilitative teaching**

Kruger (1998, cited in Ntshangase, 2001) states that traditional teaching methods assume that:

- real knowledge belongs to the educator, as communication is one-way with no participation, feedback or reinforcement from the learners
- there is a knowledge gap between the educator and the learners. It is assumed that the learners are passive recipients of information, and
- educators need to follow a curriculum guide as if it were carved in stone (p.15)

The Outcomes Based approach of OBE emphasises the role of teacher as facilitator - a move away from the traditional role of the teacher as all-knowing sage. Nevertheless, not all theories of facilitative teaching concur on all points.

Silberman (cited in Ntshangase, 2001) defines the facilitative teacher as "the one who guides, instigates and motivates learners to learn" (p. 15) - assisting the learners in the discovery of knowledge rather than acting as the sole source of knowledge.

This view is an important component of the model devised by Wittmer and Myrick (and included in the Methodist Faculty Teacher Education Program, 2001) which summarises the six primary characteristics of the facilitative teacher, who should be - attentive, genuine, understanding, respectful, knowledgeable, and communicative (p. 2). The faculty of the Methodist Teacher Education Program also believe that facilitative teachers:

- will promote the learning and development of their own students
- are mindful of both the cognitive and affective development of their students

- understand that learning is a complex process that requires an interaction between curriculum, instruction, the student and the environment
- implement appropriate instructional strategies to create a positive learning environment in the classroom (p.2)

Once again, this facilitative teaching model illustrates the importance of an integrated approach to teaching, taking both the educator and learner into account, along with their idiosyncrasies for the benefit of both parties.

## 2.5 CONCLUSION

The importance of the facilitation of learning through **both educator qualities and skills** (as well as the interaction between them) can thus be seen with regard to the effective educator. In relation to this, Freiberg (in Rogers and Freiberg, 1994) comments that:

Teaching or the imparting of knowledge makes sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about us, it is that we live in an environment that is continually changing... rapid change is our only constant... We are faced with an entirely new situation in which the goal of education, if we are to survive, is the *facilitation of change and learning*. The only person who is educated is the person who has learned how to adapt and change... Changingness, a reliance on process rather than on static knowledge, is the only thing that makes any sense as a goal for education in the modern world (p.152).

It has become abundantly clear over the past few decades that a move towards facilitation in the education system is inevitable. In line with international trends, the implementation of Outcomes Based Education in South Africa has made one step towards this. Despite being plagued with difficulties, seemingly from the outset, OBE and Curriculum 2005 have had the potential to have positive effects on South African Education. The upcoming implementation of the National Curriculum Statement brings with it more opportunities - a move towards facilitative education being one of the most important.

While this chapter has explored the theoretical considerations relevant to the study, the following chapter will present a description of the methodology used for the research itself.

### METHODOLOGY

#### 3.1 INTRODUCTION

Whilst the theoretical considerations which have been discussed in the previous chapters serve to underpin the research itself, this chapter presents a description of the methodology used for this research. Included are: a discussion of the questionnaire/survey method of research, a discussion of **The Effective Teacher Questionnaire** as used in this study, as well as a description of the sample and the research procedure.

#### 3.2 AIM OF THE STUDY

This study will be a partial replication of a study conducted by Burns (1987) entitled *The effective teacher in the South African context* (outlined in chapter 2). Using samples of both educators and grade 11 learners, the aim of *this* study is to explore the concept of what KwaZulu-Natal educators and learners consider an effective educator to be. It will attempt to ascertain whether there is, in fact, one KwaZulu-Natal concept of an 'effective educator', or if the beliefs of educators and learners in different settings are context specific.

##### 3.2.1 Research questions

The two main questions guiding this piece of research are:

- Do KwaZulu-Natal educators and learners share a common profile as to what constitutes the effective educator?
- Is there a significant amount of agreement between the findings of Burns' 1987 study and this piece of research?

#### 3.3 EDUCATIONAL RESEARCH

Wiersma (1980) ponders the issue of educational research as he writes:

it is well to consider the general role of educational research. The question might be raised by an already overloaded teacher: Why bother with educational research at all?

What type of a role or function does educational research have in the overall enterprise of education and in its specific facets? ... It might be said that the overall function of educational research is to improve the educational process through the refinement and extension of knowledge (p. 21).

Wiersma's comments are indeed thought provoking. Why should one bother to consider 'educational research' in a Psychological dissertation? In order to answer this question, I shall attempt to briefly outline some pertinent issues regarding the paradigm of educational research. Educational research is a broad category, the general goal of which can be said to be critical reflection upon and improvement of the educational endeavour. Hopkins (1985) outlines two general types of educational research when he states that:

Often the phrase classroom research brings to mind images of researchers undertaking research in a sample of schools or classrooms and using as subjects the teachers and students who live out their educational lives within them. Often this image is correct... however (there is) another kind of research in which teachers look critically at their own classrooms primarily for the purpose of improving their teaching and the quality of life in their classrooms (p. 6).

This piece of research would appear to fall into the former category of an 'outsider' doing research in schools; however, it is hoped that the outcomes of this research might encourage other educators to become 'reflective practitioners' and fall into the latter category of educators critically evaluating processes in their own classrooms.

According to Sabelli and Dede (2001), the traditional goal of research in education has generally been "one of a transfer - to the classroom or to policy making - of research results and insights conceptualised by scholars, in parallel or outside everyday practice" (pp. 1-2), with the relationship between researchers and practitioners taking several forms. They feel that a change is needed and comment that "the need to revisit and enhance the impact of research on practice is a reflection of a paradigm shift that focuses on the 'systems thinking' that can achieve deep content learning" (p. 2). Sabelli and Dede feel that new educational research should focus on a number of issues, including "developing generalizable conceptual frameworks that coherently advance knowledge in support of sustainable improvements in teaching, learning, cognition, motivation and problem solving for *all* students" (p. 5). This belief is commensurate with the beliefs and goals underpinning the research in this dissertation, and it is hoped that the research exploring the concept of an 'effective educator' will, at least on a local scale, inform educational practice.

Exploring the concept of an 'effective educator' is of importance for a number of reasons. On a broad level, educational research has a significant role to play in the development of education, and the system of education within a country - especially a country with an educational history as turbulent as that of South Africa (as outlined in Chapter 1). The transitions and transformation within the province of KwaZulu-Natal are ongoing and would be likely to benefit from such research.

On a larger scale, educational reform is informed by educational research and conversely, without educational research, there can be no meaningful educational reform. If enough small-scale educational research is conducted in a responsible and sensitive way, this can only be a positive development. In addition, several specific benefits of educational research and this piece of research in particular, are outlined in section 3.4 below.

Wiersma (1980) eloquently summarises the sentiments of this researcher when he writes:

The demands of contemporary culture on the educational systems of today are many and intense. The problems associated with the development, operation and improvement of educational systems must be met with extensive and systematic applications of knowledge. As the various areas of education are exposed to objective examination, educational research provides the impetus, background and vehicle by which systematic examination, development, and improvement can take place (p. 22).

If these problems are not addressed in South Africa, and in KwaZulu-Natal in particular as Wiersma outlines above, the nation's process of moving forward is likely to be hindered. The South African government has stated that education needs to be a priority in 'The New South Africa' and this belief needs to be carried through into educational practice, as well as educational research if appropriate national developments and improvements are to be made in the near future.

### **3.4 MOTIVATIONS FOR RESEARCH TOPIC**

I chose to conduct Psychological research in the field of Education as these two areas are my areas of professional training, with Educational Psychology being my specialisation. Until now, the bulk of the work in the field of 'the effective educator' has been carried out in the United States of America and the United Kingdom (Taylor, 1962; Corporaal, 1987; Wilson and Cameron, 1996), and research was done in the area of 'effective teaching' as early as the 1930's. Burns (1987) conducted his pioneering study in the South African context, using a

questionnaire developed in the Education Department of the University of Cape Town. His study surveyed the opinions of Cape educators and learners with a group of KwaZulu educators (see chapter 2). Since this study was conducted during the Apartheid era, new exploration, as conducted in this particular piece of research appears warranted.

Specific research exploring the qualities of effective educators, has a bearing on educational research (Marsh and Hocevar, 1991), and has particular contributions to make. Importantly, research on the qualities of effective educators guides the training of the country's student educators - shaping both their professional practice, and their classroom behaviour (Corporaal, 1987). This influences their practice, which, in turn, affects their learners, and ultimately the effectiveness of the educational endeavour. Furthermore, studies have been published linking educator behaviour and learner achievement (Tomic, 1991). In comparing educator and learner opinions of what constitutes effective educators, an attempt should be made to reconcile learner opinions/preferences with educator behaviour, in order to benefit learner performance.

Perhaps most importantly, this topic could make a contribution in the light of Outcomes Based Education (OBE), as outlined in Chapter 1. The South African education system has always been complex, but is even more so in the light of OBE. OBE emphasises the role of educator as facilitator - a move away from the more traditional teacher role, and encourages learner participation in the learning experience. Rogers and Freiberg (1994) consider the facilitation of learning and the aim of education to be *the same* process, commenting that the facilitation of learning depends on certain qualities existing in the relationship between learner and facilitator.

Rogers and Freiberg also state that there is cumulative research evidence that suggests that there are certain attitudes possessed by educators who are effective in the classroom. In the light of the implementation of OBE, research in the area of the qualities of an effective educator seems warranted, and the observations of both educators *and* learners in their developing roles will surely be valuable in both educator training and ongoing educator development. This research will explore discrepancies between educators' and learners' current beliefs and the facilitative approach prescribed in Curriculum 2005.

This research would in many ways be unique in the educational field, as much educational research to date has concentrated **either** on the educator **or** the learner. This piece of research attempts to compare, contrast and perhaps interweave the two in order to explore the concept of what it means to be an 'effective educator' in KwaZulu-Natal.

This research is likely to be of specific importance to education in KwaZulu-Natal, with its different educational environments and the disparities between them - a legacy of the past. Despite large scale attempts at educational reform, many educators feel that there has been little in the way of **visible** change at many of the region's schools. While such changes are generally accompanied by large scale expenditure, in service training for educators seems a far more cost effective option. It is hoped that research such as that to be outlined in this particular project could influence in-service training in areas that have been explored by educators and learners *themselves* and are geared to their actual needs and are not only theoretical constructs.

### **3.5 QUESTIONNAIRE/SURVEY METHODOLOGY AS A MEANS OF RESEARCH**

Robson (1996) comments that surveys have been present for a very long time, citing Marsh who discusses the 17th century Domesday Book as well as attempts to assess the effects of London's plague. Robson includes the questionnaire under the umbrella term 'survey methodology' and he explains as follows:

The term 'survey' is used in a variety of ways, but commonly refers to the collection of standardized information from a specific population, or some sample from one, usually but not necessarily by means of questionnaire or interview. Generally, a very small amount of information is collected from any one individual, contrasting with a case study, where a great deal of information might be obtained from a 'key informant' (p. 49)

Nisbet and Entwistle (1970) consider the questionnaire to be "a form of interview on paper" (p. 44) with the questionnaire's construction closely following that of an interview schedule. In educational settings, questionnaires do not attempt to control conditions or manipulate variables as is the case with experimentation. As a choice of methodology, questionnaires are considered to be well suited to descriptive studies and can also be used to explore aspects of a situation and/or provide data for testing hypotheses as well as seeking explanations (Robson, 1996).

#### **3.5.1 Advantages of questionnaire/survey methodology**

The questionnaire is undoubtedly one of the most popular research tools available for a number of reasons. Hopkins (1985) states that questionnaires are advantageous because they are:

- easy to administer,
- easy to follow up
- provide direct comparison of groups and individuals

- provide quantifiable data, and
- provide feedback on a range of issues, and
- a great deal of data can be collected in a relatively short time

In addition, questionnaires are considered to be fairly quick to score (in comparison with other research tools), are relatively inexpensive and can ensure anonymity.

### **3.5.2 Disadvantages of questionnaire/survey methodology**

Unfortunately, despite their advantages, questionnaires also have several drawbacks. Among these drawbacks cited by Hopkins (1985) are that:

- they can require fairly time consuming analysis
- they require extensive preparation to get clear and relevant questions
- it is difficult to design questions that explore in depth
- their effectiveness is affected by the levels of reading ability of the respondent, and
- respondents often try to produce the 'correct' answer.

Unfortunately, the return rate of questionnaires is often low due to the poor motivation of respondents. Along with the limited answer possibilities, the researcher is also unable to probe responses further.

### **3.5.3 Motivation for the use of questionnaires in this study**

Despite the drawbacks of questionnaires as outlined above, it is clear that the benefits of this method outweigh the difficulties. First and foremost, many people have encountered a questionnaire at some point in their lives. This familiarity is likely to have been to an advantage whilst completing the questionnaire required for this research - lessening the stress levels that would be associated with an entirely unknown research tool.

Under the previous educational regime, there was a history of 'inspection' and 'observation' by Heads of Department and School Inspectors. The legacy of these 'invasions' remains today, and educators are often reluctant to disclose information about their own feelings and experiences for fear of being challenged about them later. In this vein, Akhurst (2001) comments that:

The systems of inspection in schools, and of promotions being given only to those who did not challenge the system, further perpetuated and entrenched the system. Many teachers therefore developed relatively passive styles in terms of their levels of agency in the system, becoming cogs in the system rather than feeling that they could in any way change the *status quo* (p. 5).

Whilst the new Developmental Appraisal System (DAS), currently being implemented in KwaZulu-Natal, is attempting to demystify observation and make it a constructive experience and process, many educators are still wary of 'outsiders' enquiring after their educational practice. In this instance, the questionnaire was an especially valuable tool as it could ensure anonymity whilst still gathering demographic data and other information. It is hoped that this has encouraged educators to answer the questions honestly - without any fear of recrimination.

Learners generally associate any 'paperwork' with assessment, and if it proves not to be 'for marks' learners might consider it not to be worthwhile. In contrast, though, for some learners, a survey of their opinions may be novel and may lead to true motivation. It is hoped that the covering letter explaining the questionnaire and research, as well as the explanation given by the teacher, coupled with the anonymity encouraged the learners to answer freely and truthfully.

#### **3.5.4 The Likert Scale**

The Likert Scale is a particular method of eliciting information that falls within the broader area of questionnaire/survey methodology. Devised by Professor Rensis Likert in 1932, this 'technique for the measurement of attitudes' served to assist Likert with his work in the fields of industrial psychology and public opinion (Street, 1994). Likert Scales generally consist of 3, 5, 7 or 9 points depending on the nature of the research and the phrases utilised. Likert Scales need to be close enough as not to lose potential information, yet far enough apart as to be easily discriminated. The 5 categories used in this piece of research are: (i) strongly agree, (ii) agree, (iii) undecided, (iv) disagree, and (v) strongly disagree.

As with any research tool, there are both advantages and disadvantages to Likert Scaling. Some disadvantages of Likert Scales are that they require extensive preparation in order to get clear and relevant questions. Phrasing questions positively versus negatively can also be a challenging exercise. In addition, these questions are not usually able to explore in depth due to the limited nature of possibilities on the Scale (usually between 3 and 9). In those cases

where 7 and 9 point scales are used, respondents often become confused and are not able to discriminate effectively between the categories.

As with general survey methodology, Likert Scales are advantageous, as they are quick and easy to administer, easy to follow up and provide quantifiable data. Likert Scales are also comparatively easy to code or score, but the level of statistical procedures is limited due to the nominal and ordinal data derived from them.

### **3.6 THE RESEARCH DESIGN**

This section considers the planning of the research itself, from conceptualisation through to the execution of the study.

#### **3.6.1 The nature of the study**

I chose to make this study a partial replication study of Burns' (1987) work (outlined fully in chapter 2), for several reasons. Firstly, owing to the constraints of limited research time, sample sizes were considerably smaller than Burns' 1384 Cape learners, 227 Cape educators, and 65 KwaZulu educators. Secondly, the study used participants from one province only in order to concentrate on a specific sector of the population, and thirdly, this study included the views of peri-urban learners as well as urban learners.

The research was conducted via questionnaire - namely the ***Effective Teacher Questionnaire***, as outlined in Burns (1987) and referred to as the ***Effective Educator Questionnaire*** for the purposes of the study, in line with the national policy documents' preferences for the term 'educator' over 'teacher'.

#### **3.6.2 The Effective Educator Questionnaire as used in this study**

As mentioned, the questionnaire was retyped and renamed ***The Effective Educator Questionnaire*** for the purposes of this study. The word 'educator' was substituted for 'teacher' wherever it was mentioned and 'learner' was similarly substituted for 'pupil'. A 'cover sheet' was also added in order to gather demographic data specifically for the purposes of this piece of research. In all other respects, the questionnaire remained identical to the original (as outlined in chapter 2) and is included for reference as appendix 1.

### **3.6.3 The research sample**

As the study was to be conducted in KwaZulu-Natal, it was felt that the samples should be comparable to those in Burns' original study. Former 'model C' schools (as defined in 1.5) were chosen to mirror the 'White' Cape schools, while former 'DEC' schools (also defined in 1.5) were chosen to mirror those of the KwaZulu educators.

Prospective participants in the study fell into four categories:

- (i) educators at former 'model C' schools
- (ii) learners at former 'model C' schools
- (iii) educators at peri-urban, former Department of Education and Culture ('DEC') schools and
- (iv) learners at peri-urban, former 'DEC' schools.

Before conducting the research, it was considered that ideal sample sizes would be forty educators each from categories (i) and (iii), and at least 100 learners each from categories (ii) and (iv) above. Learners were from a cross-section of abilities in Grade 11. This grade was chosen, as it was felt that they would, by this stage in their education and development, have an adequate understanding of English, as well as the maturity to reflect on their experiences and thus complete the questionnaire in a meaningful manner.

### **3.6.4 Gaining access to a suitable sample**

Access to a suitable sample was sought through the Principals of two target schools. The former 'model C' school is a large co-educational, multi racial facility situated in Pietermaritzburg which is staffed by both Government paid educators and Governing Body paid educators. The learners come from various backgrounds and speak a variety of languages - but the language of instruction is English. The former 'DEC' school is of comparable size, but has a far lower educator-learner ratio as there are no Governing Body paid posts. The pupils are predominantly from a Zulu speaking background as the school is located in a township on the outskirts of Pietermaritzburg. Although instruction is given informally in Zulu, Matriculation examinations are written in English.

The Principals of the schools were initially contacted and telephonic conversations were conducted in order to negotiate access to the schools themselves. In both cases, the principals proved to be very busy individuals and, after agreeing to the research, handed over the liaising

role to another individual at the school. At the former 'model C' school, communication was carried out via the Guidance Counsellor, and at the former 'DEC' school, communication was with the Deputy Principal.

### **3.6.5 Administration of the questionnaire**

After obtaining access to the schools, questionnaires were distributed to both of the schools for both educators and learners. Each school received 50 educator questionnaires and 150 learner questionnaires (with the extra questionnaires to allow for non-respondents and 'spoilt' questionnaires). Owing to time constraints on the part of the schools, both requested that they be allowed to administer the questionnaires themselves during convenient class times. As the questionnaires needed to be administered to approximately 5 classes at each school and require little by way of explanation, this was agreed upon as a practical solution for both the schools and the researcher.

The thirty item questionnaires were in English, and it was estimated that they would take 15-20 minutes to complete, being suitable for completion within the classroom setting (for learners) or independently (for educators). The questionnaire was preceded by a cover sheet for educators or learners explaining the nature of the research and asking several questions for demographic purposes (these are included in appendix 2 for reference purposes). The educators were asked to specify the following: gender, age, home language, years of teaching experience type of training and further education. The learners were asked to specify: age, grade, home language and gender. These demographic details were included in order to assess possible themes and responses within and between groups during the data analysis. Space was allowed at the end of the questionnaire for the educators and learners to record their own comments on 'the effective educator'.

The questionnaires were completed by both schools during the same two week period in the month of June, 1999. They were then collected during the first week of the third term owing to the fact that the researcher had been away and was unable to collect them prior to this time.

### **3.6.6 Difficulties encountered during the process**

As with any journey, the path failed to be smooth throughout! The response rate among educators was particularly disappointing, with only 16 educators responding from the former 'model C' school and only 13 educators responding from the former 'DEC' school.

The response rate among learners was somewhat better, with 86 learners responding from the former 'model C' school and 122 learners responding from the former 'DEC' school. Furthermore, among these, several questionnaires were not fit for use as they had clearly been fabricated by the learners - the reasons for this are not entirely clear to the researcher.

In addition, the former 'DEC' school's Deputy Principal (the liaison person) went on leave and it was difficult to retrieve the completed questionnaires for a period of time. The situation was exacerbated by difficulties with the school.

Most distressing was the fact that the liaison person at the former 'model C' school had confused the educator and learner questionnaires, and so, very little demographic data on the educators was collected beyond age, gender and home language (with some educators seeing the words 'dear learner' and not submitting demographic data at all). The educator and learner questionnaires are one and the same, but the demographic data differed. Unfortunately, the school liaison person did not feel that the educators would be willing to fill in another sheet and so the demographic data of the educators cannot be included.

### **3.6.7 Analysis of the questionnaire**

In Burns' original research, the 5 Likert categories were fused into 3 - namely (i) agree, (ii) undecided and (iii) disagree after no significant differences were found in preliminary analysis. This will not be done in this research unless preliminary investigations find that it is warranted.

Chi squared is a statistical tool which is used to determine the probability of whether the differences between categories are statistically significant or have simply arisen by chance. If the probability is more than 0.05, the result is considered not significant (*ns*) whereas any lower result can be considered significant at a variety of confidence levels.

In this research, chi-squared will be used to evaluate statistical significance of difference between (i) former 'DEC' and former 'Model C' participants and (ii) educators versus learners. Thereafter, responses will be analysed by question and category to determine the degree of agreement between groups as to which qualities constitute effective educators. This should highlight trends in the views of the educators and learners - providing an exploration of the 'effective educator' in the KwaZulu-Natal context.

### 3.7 CONCLUSION

This chapter has outlined the following broad areas: Educational Research, questionnaire methodology, contextualisation and justification of the research, *The Effective Educator Questionnaire* as used in this study, and the research design. Chapter 4 will go on to outline the results of this research.

## FINDINGS

### 4.1 INTRODUCTION

The aim of this chapter is to outline the major research findings of this study. The first part of the chapter outlines certain aspects of the participants' demographic data in both tabular and graphical format. The latter part of the chapter deals with the results of *The Effective Educator Questionnaire* as answered by the participants, making use of summary tables of results in each of the 11 categories of analysis as used in Burns' original study. Each table is preceded by a summary of Burns' 1987 results and is followed by an explanation of the results of this particular piece of research.

#### 4.1.1 Research questions

The two main questions guiding this piece of research are:

- Do KwaZulu-Natal educators and learners share a common profile as to what constitutes the effective educator?
- Is there a significant amount of agreement between the findings of Burns' 1987 study and this piece of research?

These research questions will be referred to in this chapter as well as during the course of chapter 5.

### 4.2 DEMOGRAPHIC DATA OF THE PARTICIPANTS

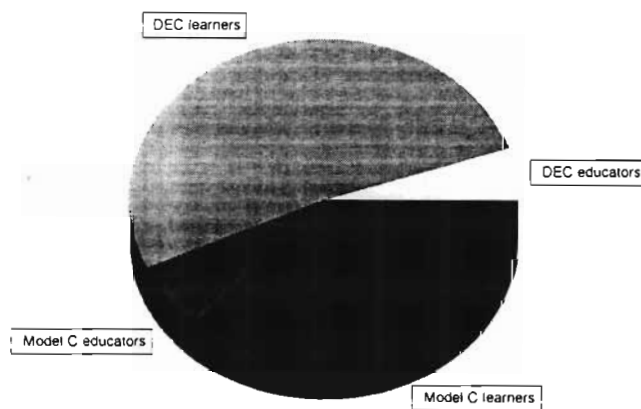
The educators and learners who participated in this research were drawn from two schools which have been referred to as the former 'DEC' school and the former 'Model C' school.

As discussed, the former 'Model C' school is a large co-educational, multi racial facility situated in Pietermaritzburg, staffed by both Government paid educators and Governing Body paid educators. The learners come from various backgrounds speaking a variety of languages, but the language of instruction is English.

The former 'DEC' school is of comparable size, but has a far lower educator-learner ratio as there are no Governing Body paid posts. The pupils are predominantly from a Zulu speaking background as the school is located on the outskirts of Pietermaritzburg. Although instruction is given informally in Zulu, Matriculation examinations are written in English.

#### 4.2.1 Type of school

Although 150 learner questionnaires and 50 educator questionnaires were delivered to each school, the number of responses was significantly lower than this. The responses are illustrated below in both graphical and tabular format.



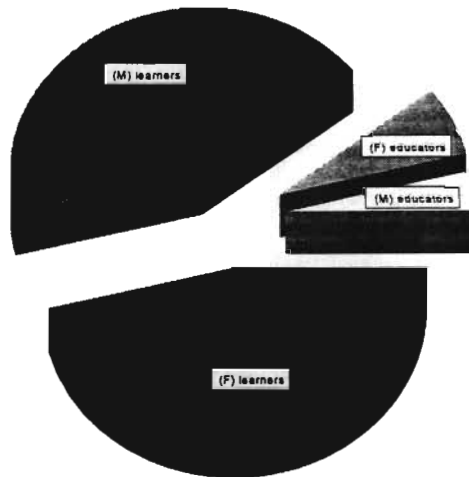
**Figure 4.1 Graphical representation of educators and learners by school**

From figure 4.1 above and table 4.1 below, it can be seen that the majority of the participants in this study were former 'DEC' learners (51.5%), followed by former 'Model C' learners (36%). Significantly smaller numbers of educators from both schools participated in the study (12.5%).

**Table 4.1 Breakdown of educators and learners by school**

	DEC	Model C	Total
<b>Educators</b>	13	16	29
<b>Learners</b>	122	86	208
<b>Total</b>	135	102	237

## 4.2.2 Gender of respondents



**Figure 4.2 Graphical representation of respondents' gender**

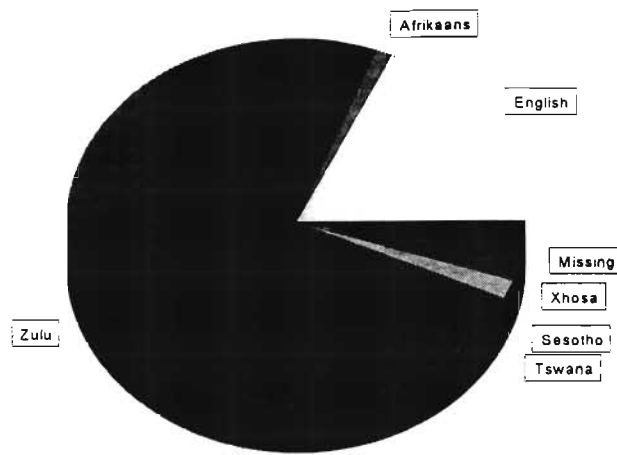
From figure 4.2 above and table 4.2 below, it can be seen that 50% of the respondents were female, 45% were male, and 5% did not specify gender.

**Table 4.2 Breakdown of respondents' gender by school**

	DEC educators	DEC learners	Model C educators	Model C learners	Total
<b>Male</b>	3	46	6	52	107
<b>Female</b>	10	76	5	28	119
<b>Missing</b>	0	0	5	6	11
<b>Total</b>	13	122	16	86	237

## 4.2.3 Home language of participants

The schools have both educators and learners from a variety of cultures and language groups. The 'home' languages of the respondents are illustrated in both graphical and tabular format.



**Figure 4.3 Graphical representation of participants' home language**

From figure 4.3 above and table 4.3 below, it can be seen that the majority of the respondents specified Zulu as their home language (41%), followed by English (18%) and four other South African languages, namely Tswana, Sesotho, Afrikaans and Xhosa. 2.5% of the respondents did not specify their home language.

**Table 4.3 Breakdown of educators and learners by school and home language**

Language	DEC educators	DEC learners	Model C educators	Model C learners	Total
<i>English</i>	9	1	9	24	43
<i>Afrikaans</i>	1	0	2	0	3
<i>Zulu</i>	3	118	0	53	174
<i>Tswana</i>	0	0	0	1	1
<i>Sesotho</i>	0	1	0	3	4
<i>Xhosa</i>	0	2	0	4	6
<i>Missing</i>	0	0	5	1	6
<b>Total</b>	<b>13</b>	<b>121</b>	<b>16</b>	<b>86</b>	<b>237</b>

#### **4.3 DESCRIPTION OF RESPONSES TO THE EFFECTIVE EDUCATOR QUESTIONNAIRE**

The data gathered from this research allows for detailed statistical analysis, however the researcher chose to follow Burns' original patterns of analysis for the purposes of comparison with his 1987 study.

Burns' original study compared the responses of Cape learners and educators as well as Cape educators and KwaZulu educators. The approach used in this study varied slightly from that of Burns. This study compares the **combined** responses of former 'Model C' educators and learners with the **combined** responses of former 'DEC' educators and learners. Comparison is also made between the **combined** responses of former 'Model C' learners and former 'DEC' learners with the **combined** responses of former 'Model C' educators and former 'DEC' educators.

For the purposes of analysis, the eleven 'categories' of question as utilised by Burns in his original 1987 study (and included in chapter 2 of this dissertation) have been used. These categories place the thirty questions into eleven areas which discuss different attributes or items of importance in the profile of the effective educator. The two tables which follow in each category summarise the responses to the questionnaire according to both **type of school** and **educators versus learners**. Responses are expressed in percentages within each category and the abbreviations used below are as follows:

<b>AS</b> - agree strongly	<b>A</b> - agree	<b>U</b> - undecided
<b>D</b> - disagree	<b>DS</b> - disagree strongly	

The first table in each of the eleven categories compares the responses of **all** former 'DEC' respondents with those of **all** former 'Model C' respondents. While Burns' original study compared Cape educators with KwaZulu educators and considered Cape learners, no KwaZulu learners took part. The decision to choose this combined format was made in order to explore the question of whether there is indeed a KwaZulu-Natal profile of what constitutes an effective educator.

In addition to the percentages of responses for both former 'Model C' and former 'DEC' respondents, the probability that the differences between groups arose by chance (as determined by chi squared - outlined in chapter 3) is stated in the last column of the table. All probabilities larger than 0.05 are categorised as '**ns**', or '**not significant**' as statistical significance cannot be attached to them (even though they may be discussed in a broad, thematic sense).

The second table in each category compares the responses of educators and learners. While Cape educators and Cape learners were compared in Burns' original study, no KwaZulu learners

were included. As discussed, the format of this piece of research allows for a comparison of **all** educators with **all** learners in an attempt to explore the existence of a KwaZulu-Natal profile of the effective educator.

In addition to the percentages of responses for both educators and learners, the probability that the differences between groups arose by chance (as determined by chi squared - outlined in chapter 3) is stated in the last column of the table. As in the previous tables, any probabilities larger than 0.05 are categorised as 'ns'.

Each table is preceded by the results of Burns' original study. The numbers in the left hand margin of each table refer to the number of each question used in the 'category' The numbers and questions correlate with those in the *Effective Educator Questionnaire* itself, which has been included for reference as an appendix). Each table is followed by a discussion of the results found during this piece of research.

#### **4.3.1 Educator personal qualities and relationships**

Within this category, Burns' study found that Cape learners and educators were generally in agreement that the effective educator was one who was "able to build positive relationships in the classroom and has agreeable personal qualities" (p. 152). The only difference of significance within this category between educators and learners was their response to question 3 (*The effective educator remains distant from his/her pupils*) where educators were less likely to consider that an educator who remained distant from their learners was not an effective one. Burns accounted for this by proposing that this might have been because some educators held a strong belief in 'professional distance' in order to maintain respect.

**Table 4.4 Educator personal qualities and relationships - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
1	Has a sense of humour	46.1	47.1	3.9	1.0	2.0	55.5	39.3	2.2	1.5	1.5	ns
2	Builds a relationship based on mutual respect in the classroom	55.9	36.3	3.9	3.9	0	75.6	20.7	2.2	0	1.5	< .01
3	Remains distant from his/her learners	3.0	10.2	17.2	35.4	34.3	0	5.2	9.7	29.9	55.2	< .01
4	Is open to criticism and correction from his/her learners	26.5	52.9	10.8	4.9	4.9	43.3	49.3	1.5	5.2	0.7	< .001
5	Is more concerned with stimulating interest than teaching only for exam purposes	35.6	29.7	18.8	10.9	5.0	63.4	28.4	3.0	3.7	1.5	< .01
16.	Can relate to his/her learners on their own level	26.0	57.0	11.0	4.0	2.0	45.5	44.0	3.7	6.7	0	< .01
17.	Is sensitive to the needs of the learners	48.0	37.0	12.0	3.0	0	63.0	34.8	0.7	1.5	0	< .01
28.	Encourages learners' participation and group discussion	57.6	35.4	4.0	1.0	2.0	48.9	45.9	2.2	3.0	0	ns

Careful examination of table 4.4 above reveals a picture similar to Burns' original study, with general agreement between the former 'Model C' and former 'DEC' schools in regard to the agreeable nature and positive character traits of the effective educator.

On the whole, former 'DEC' participants were more likely in this category to respond **strongly** than the former 'Model C' participants. There was a significant difference where participants from the former 'DEC' school were *far* more likely to **agree strongly** (75.6%) than the former 'Model C' participants (55.9%) that *the effective educator builds a relationship based on mutual respect in the classroom* (q. 2). Former 'DEC' participants were also far more likely (55.2%) than former 'Model C' participants (34.3%) to **disagree strongly** that *the effective educator remains distant from his/her learners* (q. 3). The final major difference of statistical significance occurred in response to question 5 where former 'DEC' participants were more likely (63.4%) than former 'Model C' participants (35.6%) to **agree strongly** that *the effective educator is far more interested with stimulating interest rather than teaching only for exam purposes*.

**Table 4.5 Educator personal qualities and relationships - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
1.	Has a sense of humour	86.2	10.3	0	3.4	0	46.6	47.1	3.4	1.0	1.9	< .01
2.	Builds a relationship based on mutual respect in the classroom	82.8	17.2	0	0	0	64.9	28.8	3.4	1.9	1.0	ns
3.	Remains distant from his/her learners	0	6.9	6.9	56.8	27.6	1.5	7.4	13.7	28.4	49.0	< .05
4.	Is open to criticism and correction from his/her learners	13.8	65.5	10.3	10.3	0	39.1	48.8	4.8	4.3	2.9	< .05
5.	Is more concerned with stimulating interest than teaching only for exam purposes	65.5	31.0	0	3.4	0	49.5	28.6	11.2	7.3	3.4	ns
16.	Can relate to his/her learners on their own level	44.8	44.8	6.9	3.4	0	36.1	50.2	6.8	5.9	1.0	ns
17.	Is sensitive to the needs of the learners	51.7	44.8	3.4	0	0	57.3	34.5	5.8	2.4	0	ns
28.	Encourages learners' participation and group discussion	62.1	34.5	3.4	0	0	51.2	42.4	2.9	2.4	1.0	ns

Examination of table 4.5 above, which compares the views of educators and learners at both schools, within this category, also reveals a picture broadly congruent with Burns' original study.

The first statistically significant response occurred in response to question 1 (*the effective educator has a sense of humour*), educators were far more likely to **agree strongly** (86.2%) than learners (46.6%). Responses to question 3 (*the effective educator remains distant from his/her learners*) revealed that the educators were more likely to simply **disagree** (65.5%) than learners (28.4%) who preferred to **disagree strongly** (40.0%). As Burns' original study did not differentiate between disagreement and *strong* disagreement, it is difficult to compare responses to this question. The last major difference (of statistical significance) in response between educators and learners was to question 4 (*the effective educator is open to criticism and correction from his/her learners*) where educators were far more likely to simply **agree** (65.5%) than learners (48.8%).

Despite surface differences, responses to questions in this category supported the findings of Burns' original study. This leads to the conclusion that the effective educator needs to possess and display strong interpersonal skills and sensitivity to the learners in an environment which

supports learner growth - without 'book knowledge' taking precedence at the expense of personal development for both educator and learners.

#### **4.3.2 Discipline issues**

Within this category, Burns found considerable agreement on the qualities of the effective educator, although question 22 (*The effective educator will use corporal punishment when necessary*) revealed conflicts of opinion both within and between categories. The research showed that 70 to 76 percent of all educators and learners advocated the encouragement of self-discipline in schools. Overall, "there was general agreement that effective teachers can control classes but in a way that permits pupils to develop self discipline and have freedom of expression" (p. 153).

The issue of corporal punishment revealed significantly different reactions between the Cape and KwaZulu educators. Burns accounted for this by stating that corporal punishment was prominent in KwaZulu at the time with few if any disciplinary alternatives being considered by the educators. Burns concluded that these differences were 'cultural', writing that in their culture "children have always been beaten for doing wrong and they would not respect authority if they were not " (p. 153). Burns went on to comment that "culture can play an important role in determining what criteria are going to make a teacher effective in the eyes of a wide variety of significant others" (p. 153).

Mixed responses were also evident with regard to the question of the educator giving extra work in their subject as punishment (Question 23). Burns commented that along with giving extra work as punishment came the risk of the pupil losing interest in the subject concerned if the punishment was not constructive.

**Table 4.6 Discipline issues - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					(x <sup>2</sup> ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
19	Should be able to control the class	55.6	40.4	4.0	0	0	57.8	40.0	0.7	0.7	0.7	ns
22	Will use corporal punishment when necessary	10.1	19.2	16.2	15.2	39.4	15.7	32.8	16.4	5.2	29.9	< .05
23	Gives extra work in his/her subject as punishment	15.0	29.0	21.0	23.0	12.0	17.8	18.5	12.6	25.9	25.2	< .05
24	Has no problem with discipline	26.3	40.4	17.2	8.1	8.1	7.4	22.2	18.5	35.6	16.3	< .001
25	Allows freedom of expression in the class while still maintaining discipline	45.5	38.4	11.1	4.0	1.0	50.0	47.8	0.7	1.5	0	< .01
26	Does not impose discipline but rather develops an attitude of self discipline and responsibility in the learners	40.4	38.4	16.2	5.1	0	19.3	37.8	22.2	17.0	3.7	< .001

Table 4.6 above reveals a pattern of responses which, while largely consistent with Burns' findings, does have some differences. As in Burns' study, in response to question 22 (*the effective educator will use corporal punishment where necessary*) there was a great deal of conflict both within and between samples. Although the differences were statistically significant, interpretation was difficult, as the former 'DEC' respondents were closely split between **agree** (32.8%) and **disagree strongly** (29.9%) while the majority of former 'Model C' respondents **disagreed strongly** (39.4%) with a variety of opinions in the other categories as well. This does, however represent a change from Burns' study where 80% of educators from KwaZulu agreed with the use of corporal punishment.

As with corporal punishment, there was a great deal of conflict *within and between* categories with regard to giving extra homework in a subject as punishment. This conflict was also evident in Burns' original study and was explained as a 'risky' practice, as it could cause the learner to lose interest in that subject unless the work was constructive.

Responses to question 24 (*the effective educator has no problem with discipline*) differed between categories, with the majority of former 'Model C' respondents **agreeing** or **agreeing strongly**, whilst former 'DEC' respondents tended to take the 'middle ground', **either agreeing, disagreeing, or remaining undecided**. As Burns' analysis did not differentiate between simple and 'strong' responses, it is difficult to make a comparison in this case, although the difference

could be accounted for by the changing perceptions in relation to the role of the educator in former 'DEC' schools after the advent of OBE and Curriculum 2005.

Overall, there was agreement between categories that the effective educator encourages self discipline and freedom of expression in an orderly and well-controlled fashion.

**Table 4.7 Discipline issues - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
19.	Should be able to control the class	58.6	34.5	6.9	0	0	56.6	41.0	1.5	0.5	0.5	ns
22.	Will use corporal punishment when necessary	7.1	14.3	17.9	21.4	39.3	14.1	28.8	16.1	7.8	33.2	ns
23.	Gives extra work in his/her subject as punishment	0	31.0	17.2	34.5	17.2	18.9	21.8	16.0	23.3	19.9	ns
24.	Has no problem with discipline	13.8	48.3	10.3	27.6	0	15.6	27.3	19.0	23.4	14.6	ns
25.	Allows freedom of expression in the class while still maintaining discipline	60.7	35.7	0	3.6	0	46.3	44.9	5.9	2.4	0.5	ns
26.	Does not impose discipline but rather develops an attitude of self discipline and responsibility in the learners	37.9	34.5	13.8	13.8	0	26.8	38.5	20.5	11.7	2.4	ns

In this comparative grouping, there were no differences of statistical significance between educators and learners. The overall profile of responses revealed the picture of an effective educator who control classes well, whilst encouraging self-discipline and freedom of expression.

### 4.3.3 Attitude to curriculum, syllabus and subject

Burns found that learners and educators in the Cape were totally in agreement that an effective educator “attempts to widen the teaching beyond that specified in the syllabus to serve pupil needs, extend general knowledge and create relevance” (p. 154).

**Table 4.8 Attitude to curriculum, syllabus and subject - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
6	Provides the opportunity for expanding general knowledge as well as subject matter	60.4	34.7	5.0	0	0	68.7	29.1	0	2.2	0	< .05
7	Adapts the syllabus to suit the learners' needs	38.2	44.1	11.8	2.9	2.9	53.8	33.3	6.8	4.5	1.5	ns
8.	Should teach only from the syllabus	4.0	9.9	13.9	54.5	17.8	2.3	5.3	11.3.	49.8	32.3	ns
9.	Must be knowledgeable in his/her subject	68.0	29.0	2.0	0	1.0	74.8	20.7	1.5	2.2	1.0	ns
10.	Must have a genuine interest and enthusiasm in his/her subject	66.7	27.5	2.9	2.9	0	55.6	44.4	0	0	0	< .01
29	Makes lessons relevant to world affairs and issues outside the classroom	39.4	42.4	12.1	2.0	4.0	62.7	32.1	3.0	1.5	0.7	< .01

As with Burns' study, both schools were in agreement that an effective educator needs to 'go beyond the syllabus' in a meaningful manner - expanding the knowledge and horizons of the learners. Statistically significant results showed that in addition to going beyond the syllabus, the effective educator needs to have an interest in and enthusiasm for their subject as well as the ability to make lessons **relevant** to world affairs and issues beyond the classroom.

**Table 4.9 Attitude to curriculum, syllabus and subject - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
6.	Provides the opportunity for expanding general knowledge as well as subject matter	82.8	17.2	0	0	0	62.6	33.5	2.4	1.5	0	ns
7.	Adapts the syllabus to suit the learners' needs	34.5	58.6	0	6.9	0	48.8	35.1	10.2	3.4	2.4	ns
8.	Should teach only from the syllabus	3.4	3.4	3.4	44.8	44.8	2.9	7.8	13.7	52.2	23.4	ns
9.	Must be knowledgeable in his/her subject	69.0	31.0	0	0	0	72.3	23.3	1.9	1.5	1.0	ns
10.	Must have a genuine interest and enthusiasm in his/her subject	72.4	24.1	3.4	0	0	58.7	38.9	1.0	1.4	0	ns
29	Makes lessons relevant to world affairs and issues outside the classroom	62.1	34.5	3.4	0	0	51.5	36.8	7.4	2.0	2.5	ns

As with table 4.8, table 4.9 (above) broadly illustrates agreement between educators and learners that the effective educator needs to extend the syllabus, making relevant links to the outside world through their genuine enthusiasm

#### 4.3.4 Attitude towards evaluation and examinations

In Burns' study, this category revealed noticeable variations in opinion with White (Cape) educators being less likely to see good examination results as a criterion of effective teaching than their pupils. On the other hand, the KwaZulu educators were found to view good examination results as "a vitally more important measure of effectiveness" (p. 154).

Burns commented that "many teachers in KwaZulu felt that examination results were the epitome of a teacher's effectiveness" (p. 154) whilst relatively few Cape educators considered this to be true. Burns attributed these differences to the economic and social differences between the Cape and KwaZulu schools at the time. He noted that many learners in KwaZulu were still responding to the need to 'survive' the Apartheid system through education whilst educators belonged to an 'elite' class in KwaZulu society. Burns also commented that "a comparative study between the Cape and KwaZulu schools reflects the circumstantial, economic and political inequalities that separate development has created" (p. 154), stating that the attitude of the Cape educators could be accounted for by a relatively privileged position.

**Table 4.10 Attitude towards evaluation and examinations - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b) P
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	
5.	Is more interested with stimulating interest rather than teaching for exam purposes	35.6	29.7	18.8	10.9	5.0	63.4	28.4	3.0	3.7	1.5	< .01
11.	Is one whose learners achieve high examination results	23.8	37.6	13.9	21.8	3.0	40.3	26.9	17.9	11.2	3.7	< .05

Table 4.10 above illustrates disagreement within and between categories to some extent as to whether examinations and high examination results are of supreme importance. Whilst most former 'DEC' participants who were divided between **agreeing strongly** (63.4%) or **agreeing** (28.4%) that *the effective educator is more concerned with stimulating interest rather than teaching for exam purposes* (q. 5), the former 'Model C' participants were divided between **agreeing** (35.6%), **agreeing strongly** (29.7%) and **undecided** (18.8%). This discrepancy is

largely congruent with Burns' findings which he attributed to difficulties in the political, economic and organisational strata which shaped processes in former 'black' schools. Whilst more former 'DEC' participants were moving away from the reliance upon examinations expressed in Burns' original study, more former 'Model C' participants were starting to express a variety of opinions.

Similar conflict occurred in response to question 11 (*the effective educator is one whose pupils achieve high examination results*) where responses of both former 'Model C' and former 'DEC' participants were largely spread across the range of responses from 'agree strongly' to 'disagree' although the majority of respondents **agreed to some extent**.

**Table 4.11 Attitude towards evaluation and examinations - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
5.	Is more interested with stimulating interest rather than teaching for exam purposes	65.5	31.0	0	3.4	0	49.5	28.8	11.2	7.3	3.4	ns
11.	Is one whose learners achieve high examination results	13.8	17.2	10.3	51.7	6.9	35.9	33.5	17.0	10.7	2.9	< .01

Whilst both educators and learners agreed that the effective educator's primary responsibility should be with stimulating interest rather than concentrating on examinations, table 4.7.2 above illustrates that the majority of educators (51.7%) **disagreed** that the effective educator is one whose learners achieve high examination results whilst most learners **agreed** (33.5%) or **agreed strongly** (35.9%). These statistically significant differences are congruent with the opinions of the Cape educators and learners of Burns' original study in 1987.

#### 4.3.5 Classroom administration

Burns' original study found that the effective educator was generally perceived as one who was prompt and regular when marking work. Cape learners were more likely to regard administrative efficiency over bureaucratic tasks as a mark of educator effectiveness than Cape educators. KwaZulu educators considered administrative ability to be more important than the Cape educators did. Burns accounted for this result by stating that the tradition of bureaucracy and record keeping had long been a tradition in 'black' education circles. He commented that the KwaZulu emphasis on paperwork reflected "the way in which the bureaucratic ethos had become esteemed as part of professional socialization of the black teachers" (p. 155).

**Table 4.12 Classroom administration - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
20	Is able to return marked notes promptly	40.4	36.4	14.1	8.1	1.0	54.1	40.0	2.2	3.7	0	< .01
21	Is someone who regularly gives and checks homework	30.3	42.4	14.1	11.1	2.0	46.7	41.5	5.2	3.7	3.0	< .01
27	Is someone who always has his or her register and notes up to date	41.4	36.4	10.1	10.1	2.0	46.3	43.3	6.0	4.5	0	ns

The findings expressed in table 4.12 above show that the participants from the former 'DEC' school tend to place more emphasis on the importance of administrative functions than the former 'Model C' participants. This is in line with Burns' 1987 findings.

**Table 4.13 Classroom administration - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
20	Is able to return marked notes promptly	31.0	37.9	13.8	17.2	0	50.7	38.5	6.3	3.9	0.5	< .05
21	Is someone who regularly gives and checks homework	31.0	34.5	20.7	13.8	0	41.0	42.9	7.3	5.9	2.9	ns
27	Is someone who always has his or her register and notes up to date	13.8	34.5	10.3	37.9	3.4	48.5	41.2	7.4	2.5	0.5	< .001

Table 4.13 illustrates that learners tend to place more emphasis on the importance of administrative duties than educators who remain divided in their opinions. Although there was some divergence in Burns' original study, there appears to be more difference between educators and learners in this study owing to the 'spread' of educator opinions.

#### 4.3.6 Attitude to extra mural activities

Teachers involving themselves in extra-mural activities were regarded as effective by all groups. Disagreement occurred however, at a significant level where white (Cape) learners were divided over the emphasis which the effective educator places on her extra-mural activities in relation

to her academic responsibilities, while the Cape educators placed more emphasis on matters academic. KwaZulu educators did not place as much importance on extra-curricular matters as central to effective education as their Cape counterparts - although the KwaZulu educators themselves were divided in their responses.

**Table 4.14 Attitude to extra-mural activities - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
13	Participates eagerly in extra-mural activity (sporting & club activities)	34.0	44.0	14.0	5.0	3.0	34.1	57.0	5.2	3.0	0.7	ns
14	Places more emphasis on his/her academic responsibilities than using his/her time in extra-mural activities	20.0	34.0	26.0	20.0	0	3.0	17.2	21.6	36.6	21.6	< .001
15	Is able to better understand his/her learners better by participating in extra-mural activities	24.0	50.0	14.0	8.0	4.0	17.0	51.1	15.6	11.9	4.4	ns

Table 4.14 above shows that many of both former 'DEC' and former 'Model C' respondents considered educator involvement to be a characteristic of the effective educator although there was some conflict *within* categories. Similarly, the majority of both former 'Model C' and former 'DEC' participants considered extra-mural activity to give the effective educator extra insight into her learners. As in Burns' study, the responses to question 14 (*the effective educator places more emphasis on hi/her academic responsibilities than using his/her time in extra-mural activities*) reveals conflict within categories; however over half of the former 'Model C' respondents **agreed** or **agreed strongly** (54%) while over half of the former 'DEC' respondents **disagreed** or **disagreed strongly** (48.2%). Over 20% of respondents in both groups were undecided. This pattern of agreement/disagreement was also noted in Burns' original study.

**Table 4.15 Attitude to extra-mural activities - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
13	Participates eagerly in extra-mural activity (sporting & club activities)	48.3	34.5	3.4	10.3	3.4	32.0	53.9	9.7	2.9	1.5	ns
14	Places more emphasis on his/her academic responsibilities than using his/her time in extra-mural activities	10.3	51.7	10.3	24.1	2.4	10.2	20.5	25.4	30.2	13.7	< .01
15	Is able to better understand his/her learners better by participating in extra-mural activities	37.9	58.6	0	0	3.4	17.5	49.5	17.0	11.7	4.4	< .01

As in the previous category, both educators and learners agreed that the effective educator should participate eagerly in extra-mural activities in order to better understand her learners. Question 14 proved problematic again, with most educators **agreeing** or **agreeing strongly** that the effective educator should place more emphasis on academics than extra-murals (62%) while the learners took the middle ground, with most simply **agreeing**, **disagreeing** or remaining **undecided**. This echoes Burns' original study with virtually equal numbers of Cape learners agreeing (31%) and disagreeing (34%) with the statement.

#### 4.3.7 Does the effective educator exist?

A significant difference occurred between educators and learners in the Cape, with educators being far more likely to believe that the effective educator is a feasible concept than their charges. The KwaZulu educators were more doubtful than their Cape counterparts that the effective educator does, in fact, exist.

**Table 4.16 Does the effective educator exist? - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
30	Is a myth	15.0	7.5	31.3	11.3	35.0	1.6	0	22.8	11.8	63.8	< .001

Despite considerable conflict *within categories*, the table above suggests that both former 'DEC' and model 'C' participants believe that the effective educator is a feasible concept with most participants from both schools answering in the **undecided**, **disagree** or **disagree strongly** range to question 30 (*the effective educator is a myth*).

**Table 4.17 Does the effective educator exist? - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
30	Is a myth	19.2	0	11.5	26.9	42.3	5.0	3.3	28.2	9.4	54.1	< .01

Despite conflict within categories, answers to question 30 revealed that both educators and learners consider the effective educator to be a feasible idea. Most educators (69.2%) **disagreed** or **disagreed strongly** as well as most learners (63.5%). Learners were, however more likely to remain undecided (22.8%).

#### 4.3.8 Promotion of critical thinking

In this area, Burns' study found that concord existed over the view that the effective educator is one who stimulates and encourages critical thinking in their learners.

**Table 4.18 Promotes critical thinking - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
4.	Is open to criticism and correction from his/her learners	26.5	52.9	10.8	4.9	4.9	43.3	49.3	1.5	5.2	0.7	< .01
17.	Is sensitive to the needs of the learners	48.0	37.0	12.0	3.0	0	63.0	34.8	0.7	1.5	0	< .01
25	Allows freedom of expression in the class while still maintaining discipline	45.5	38.4	11.1	4.0	1.0	50.0	47.8	0.7	1.5	0	< .01
26.	Does not impose discipline but rather develops an attitude of self discipline and responsibility in learners	40.4	38.4	16.2	5.1	0	1.3	37.8	22.2	17.0	3.7	< .001

No.	Statement	AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
28.	Encourages learners' participation and group discussion	57.6	35.4	4.0	1.0	2.0	48.9	45.9	2.2	3.0	0	ns
29	Makes lessons relevant to world affairs and to issues outside the classroom	39.4	42.4	12.1	2.0	4.0	62.7	32.1	3.0	1.5	0.7	< .01

Table 4.18 above illustrates that both former 'Model C' and former 'DEC' participants consider the promotion of critical thinking skills to be an essential attribute of the effective educator. Only question 26 (*the effective educator does not impose discipline but rather develops an attitude of self discipline and responsibility in learners*) produced disagreement within categories with most former 'Model C' respondents **agreeing** or **agreeing strongly** (78.8%) and most former 'DEC' respondents **agreeing** or **remaining undecided** (60%). This is a departure from Burns' study, where most KwaZulu educators **agreed** or **agreed strongly** (73%) (with no distinction between categories after collapse).

**Table 4.19 Promotes critical thinking - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
4.	Is open to criticism and correction from his/her learners	13.8	65.5	10.3	10.3	0	39.1	48.8	4.8	4.3	2.9	< .05
17.	Is sensitive to the needs of the learners	51.7	44.8	3.4	0	0	57.3	34.5	5.8	2.4	0	ns
25.	Allows freedom of expression in the class while still maintaining discipline	60.7	35.7	0	3.6	0	46.3	44.9	5.9	2.4	0.5	ns
26.	Does not impose discipline but rather develops an attitude of self discipline and responsibility in learners	37.9	34.5	13.8	13.8	0	26.8	38.5	20.5	11.7	2.4	ns
28.	Encourages learners' participation and group discussion	62.1	34.5	3.4	0	0	51.2	42.4	2.9	2.4	1.0	ns
29.	Makes lessons relevant to world affairs and to issues outside the classroom	62.1	34.5	3.4	0	0	51.5	36.8	7.4	2.0	2.5	ns

Question 26 once again produced conflict within and between categories although the difference was not statistically significant. Despite this, most learners and educators tended to agree with the promotion of self discipline in line with Burns' original study.

#### 4.3.9 Promotion of learner-centred learning

Burns study found that, in this category, both educators and learners regard the effective educator to be one who promotes learner-centred learning.

**Table 4.20 Promotion of learner-centred learning - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)	P
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%		
4.	Open to criticism and correction from learners	26.5	52.9	10.8	4.9	4.9	43.3	49.3	1.5	5.2	0.7	< .01	
5.	Is more concerned with stimulating interest rather than teaching only for exam purposes	35.6	29.7	18.8	10.9	5.0	63.4	28.4	3.0	3.7	1.5	< .001	
7.	Adapts the syllabus to suit the learners' needs	38.2	44.1	11.8	2.9	2.9	53.8	33.3	6.8	4.5	1.5	ns	
16.	Can relate to his/her learners on their own level	26.0	57.0	11.0	4.0	2.0	45.5	44.0	3.7	6.7	0	< .01	
17.	Is sensitive to the needs of the learners	48.0	37.0	12.0	3.0	0	63.0	34.8	0.7	1.5	0	< .01	
26.	Does not impose discipline but rather develops an attitude of self-discipline and responsibility in learners	40.4	38.4	16.2	5.1	0	19.3	37.8	22.2	17.0	3.7	< .001	
28.	Encourages learners' participation and group discussion	57.6	35.4	4.0	1.0	2.0	48.9	45.9	2.2	3.0	0	ns	

Table 4.20 above clearly indicates that both former 'Model C' and 'DEC' participants consider the promotion of learner-centred learning to be indicative of an effective educator.

**Table 4.21 Promotion of learner-centred learning - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
4	Open to criticism and correction from learners	13.8	65.5	10.3	10.3	0	39.1	48.8	4.8	4.3	2.9	< .05
5	Is more concerned with stimulating interest rather than teaching only for exam purposes	65.5	31.0	0	3.4	0	49.5	28.6	11.2	7.3	3.4	ns
7	Adapts the syllabus to suit the learners' needs	34.5	58.6	0	6.9	0	48.8	35.1	10.2	3.4	2.4	ns
16	Can relate to his/her learners on their own level	44.8	44.8	6.9	3.4	0	36.1	50.2	6.8	5.9	1.0	ns
17	Is sensitive to the needs of the learners	51.7	44.8	3.4	0	0	57.3	34.5	5.8	2.4	0	ns
26	Does not impose discipline but rather develops an attitude of self-discipline and responsibility in learners	37.9	34.5	13.8	13.8	0	26.8	38.5	20.5	11.7	2.4	ns
28	Encourages learners' participation and group discussion	62.1	34.5	3.4	0	0	51.2	42.4	2.9	2.4	1.0	ns

Table 4.21 above indicates that there were few differences of statistical significance in this category. Despite this, the majority of both educators and learners felt that the effective educator was one who promotes learner-centred learning.

#### 4.3.10 Promotion of educator-centred learning

Respondents to Burns' study made it clear that educator-centred learning was not something to be regarded as effective. Despite this, opinions of the KwaZulu educators were divided over the emphasis to be placed on academic development versus children's needs. In an attempt to explain this, Burns commented that "we have to look at the differences in how the role of the teacher is seen in two very different cultures" (p. 157). He goes on to state that "In KwaZulu the role of the teacher is to impart knowledge printed in the text book to those who did not have the text book. Questions ... are not welcomed" (p. 157). In contrast, most Cape children possessed their own text books, affecting change in the educator's role to a more facilitatory one.

**Table 4.22 Promotion of educator-centred learning - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
3.	Remains distant from his/her learners	3.0	10.1	17.2	35.4	34.3	0	5.2	9.7	29.9	55.2	< .01
8.	Should teach only from the syllabus	4.0	9.9	13.9	54.5	17.8	2.3	5.3	11.3	49.8	32.3	ns
18.	Is trained to teach subject matter and learners should be able to take care of their own needs	12.0	27.0	24.0	22.0	15.0	9.6	19.3	8.1	34.1	28.9	< .01

According to table 4.22 above, the majority of both former 'Model C' and former 'DEC' participants consider the effective educator to be one who **does not** remain distant from his learners. Most participants in both categories felt that the effective educator should not only teach from the syllabus. The main statistically significant difference between the groups occurred in response to question 18 (*the effective educator is trained to teach subject matter and learners should be able to take care of their own needs*) where former 'DEC' educators tended to **disagree** or **disagree strongly** ( 82.1% combined) while former 'Model C' educators tended to answer in the 'middle ground' either **agree**, **undecided** or **disagree** (27%, 24% and 22% respectively). This departs from Burns' original findings where KwaZulu educators were divided evenly between agreement and disagreement and the majority of Cape educators disagreed.

**Table 4.23 Promotion of educator-centred learning - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
3.	Remains distant from his/her learners	0	6.9	6.9	56.8	27.8	1.5	7.4	13.7	28.4	49.0	< .05
8.	Should teach only from the syllabus	3.4	3.4	3.4	44.8	44.8	2.9	7.8	13.7	52.2	23.4	ns
18.	Is trained to teach subject matter and learners should be able to take care of their own needs	6.9	6.9	0	41.4	44.8	11.2	24.8	17.0	27.2	19.9	< .01

Table 4.23 above shows that the majority of educators and learners believe that the effective educator should **not** remain distant from his/her learners and **should** teach beyond the syllabus. The area of statistically significant difference occurs where the majority of educators (86.2%) **disagree** or **disagree strongly** in relation to question 18 as to the role of the teacher in an academic or 'pastoral care' role, with learners being split between **agree** (24.8%), **disagree** (27.2%) and **disagree strongly** (19.9%). This conflict provides a different picture than Burns' original study where 62% of learners **disagreed** or **disagreed strongly** that the effective educator should teach subject matter only.

#### 4.3.11 Promotion of issues outside the school

Burns' study suggested very clear agreement that "the effective teacher would promote discussion and understanding of issues from the world outside the narrow confines of the school and its set syllabi" (p. 157) although the KwaZulu educators saw the effective educator as doing less of this 'promotion' than the other groups did. Burns offered a possible reason for this, stating that it is likely that the KwaZulu educators had less opportunity to carry out interests that lay beyond the school.

**Table 4.24 Promotion of issues outside the school - type of school**

No.	Statement	(a) Former 'Model C' n=102					(b) Former 'DEC' n=135					( $\chi^2$ ) (a)+(b)	P
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%		
6.	Provides the opportunity for expanding general knowledge as well as subject matter	60.4	34.7	5.0	0	0	68.7	29.1	0	2.2	0	< .05	
12.	Is one who does not give priority only to exam results but engenders an interest in the subject outside school	29.3	47.5	20.2	2.0	1.0	28.1	27.4	26.7	14.8	3.0	< .01	
29.	Makes lessons relevant to issues outside the classroom	39.4	42.4	12.1	2.0	4.0	62.7	32.1	3.0	1.5	0.7	< .01	

Participants from both the former 'Model C' and former 'DEC' schools agreed that the effective educator is one who promotes issues from the world outside the classroom and syllabus. The answers to question 12, however (*the effective educator is one who does not give priority only to exam results but engenders an interest in the subject outside school*) reveals that the former 'Model C' participants were more likely to **agree** or **agree strongly** (76.8%) than the former

'DEC' participants (55.5%). Over 20% of the participants in both groups were **undecided**. This picture is largely commensurate with Burns' original study.

**Table 4.25 Promotion of issues outside the school - educators vs learners**

No.	Statement	(a) Educators n=29					(b) Learners n=208					( $\chi^2$ ) (a)+(b)
		AS%	A%	U%	D%	DS%	AS%	A%	U%	D%	DS%	P
6	Provides the opportunity for expanding general knowledge as well as subject matter	82.8	17.2	0	0	0	62.6	33.5	2.4	1.5	0	ns
12	Is one who does not give priority only to exam results but engenders an interest in the subject outside school	58.6	41.4	0	0	0	24.4	35.1	27.3	10.7	2.4	< .001
29	Makes lessons relevant to issues outside the classroom	62.1	34.5	3.4	0	0	51.5	36.8	7.4	2.0	2.5	ns

Table 4.25 above shows that both learners and educators support the pursuit of issues outside the narrow confines of the classroom. Question 12 was the only area of statistically significant difference, where **all** educators **agreed** or **agreed strongly** (100%) while only 59.5% of learners did the same, with 27.3% **undecided** and the remainder **disagreeing to some extent**.

#### 4.4 BURNS' DISCUSSION OF HIS ORIGINAL (1987) STUDY

In the thorough discussion of his 1987 study, Burns concluded that it was impossible to generate objective universal criteria pertaining to educator effectiveness. Instead, he posited that it is possible to generate a particular 'vision', accounting for the differences that were evident between Cape and KwaZulu educators by stating that they were related to the different cultures and traditions.

Despite the Cape-KwaZulu differences, Burns concluded that there were two major features that were agreed upon by all of the samples, namely that **personality and human relationships** were regarded as important qualities in the making of an effective educator and that the effective educator needs to teach **beyond the syllabus**. Burns acknowledged the ideological constraints present in the South African cultures and traditions of the time, considering it surprising that the conclusions reached during his research were in line with previously collected international research.

In essence, Burns viewed the effective educator as one who brought her humanity into the classroom in order to combat the prevailing inflexible ideologies, cultural stereotyping and racial indoctrination of the time.

#### **4.5 OVERVIEW OF RESULTS**

As found by Burns' study, KwaZulu-Natal educators and learners consider personal characteristics to play a large role in the make-up of the effective educator - an impressive individual who can discipline classes effectively whilst extending their horizons beyond the syllabus through the promotion of critical thinking skills! Differences between groups of respondents in the study appear to indicate a variety of changes from the participants in Burns' original study. These will be discussed in chapter 5 in detail.

Despite these differences, the message sent by the vast majority of respondents is that the effective educator is not a myth! This message is a positive one for KwaZulu-Natal educators and learners alike.

### DISCUSSION

#### 5.1 INTRODUCTION

This chapter is composed of three main sections, namely a discussion linking the findings to the overview of the literature, a discussion exploring the possibility of a model of the effective educator in the KwaZulu-Natal context, followed by reflections on the research process incorporating its shortcomings and successes.

#### 5.2 DISCUSSION OF FINDINGS IN LIGHT OF THE LITERATURE

This discussion considers certain themes which emerged from Burns' original (1987) research and which were used in the analysis of his findings. It focuses on the patterns, links, commonalities and discrepancies which emerge in an attempt to consider a model of the effective educator in the KwaZulu-Natal context. This discussion will consider findings which support the literature as well as those which indicate discrepancies. The researcher will also compare the results of this study with those found by Burns in 1987 (and which have been summarised in chapter 2 of this dissertation).

##### 5.2.1 Educator personal qualities and relationships

This study shows that both former 'Model C' and former 'DEC' respondents as well as educators and learners consider the personality traits and intrinsic characteristics of the effective educator to be of great importance. This emphasis on the importance of the effective educator's personal characteristics is supported by a large body of research as outlined in chapter two of this dissertation.

Clark (1986) found that **good interpersonal relatedness** (encompassing the employment of humour as well as effective communication) was essential to the effective educator. This is reminiscent of Rogers' person-centred therapy albeit in the learning context. According to past studies as well as this piece of research, the educator's most important skills are her social and emotional resources and interactive ability. This emphasis on personal qualities or 'facilitative attitudes' was noted by Heidegger (1951), Hamachek (1973) and Rogers and Freiberg (1994) -

with Rogers and Freiberg referring specifically to the qualities of 'realness', 'prizing, acceptance and trust' and empathic understanding'.

This overriding importance of the educator's intrinsic characteristics has perhaps been most eloquently put by Burns (1987) himself when he stated that

Despite the prevailing ideology that binds society, education and curriculum together, the effective teacher must in any system have the personal conviction and qualities to engender the humanizing atmosphere in the classroom that is supportive of students' needs (p. 158).

Although the overall picture within this category of the research is consistent with Burns' results it might be considered interesting that former 'DEC' participants should consider traits of the effective educator to be those that were frowned upon (or at least discouraged) under the previous education system where the educator was in a position of 'power' over the learners and mutual respect was not high on the list of priorities for a number of reasons. Previously accounted for by Burns as an 'idealised' picture of the effective educator, these views could be accounted for by the advent of OBE, which emphasises **S**kills, **K**nowledge, **A**ttitudes and **V**alues (SKAV's) rather than rote learned knowledge alone.

Historically, educators have often allowed themselves to get caught up in the 'what' of teaching often overlooking the 'how'. This research illustrates how importantly the interpersonal skills are seen by both learners and educators at both former 'DEC' and 'Model C' schools in the KwaZulu-Natal context.

### **5.2.2 Discipline issues**

Within this contentious category, former 'DEC' and 'Model C' respondents agreed overall that the effective educator encourages self discipline and freedom of expression in an orderly and well-controlled fashion, which is supported by Brown and M<sup>c</sup> Intyre (1990) who found that the effective educator kept calm while exercising control in the classroom.

This area of educator effectiveness was, however, one of the most contentious, with participants from different groups having widely different opinions and beliefs relating to the issue of corporal punishment and the giving of extra work in the educator's learning area as punishment.

Despite the conflict both within and between categories of former 'DEC' and 'Model C' participants as well as educators and learners in response to question 22 (*the effective educator will use corporal punishment when necessary*), this does, however represent a change from Burns' study where 80% of educators from KwaZulu **agreed** with the use of corporal punishment. This change in attitude could be accounted for by the legislation making corporal punishment illegal in schools (which took place after Burns' 1987 study).

In regard to giving extra work in an educator's subject as punishment there was, once more, a great deal of conflict within and between **all** categories. This conflict was also evident in Burns' original study and could indicate that the participants felt that this might cause the learner to lose interest in and develop a negative attitude towards that subject.

Nevertheless, despite these differences, it must remember that different learners learn in different ways (as described by Torrance, 1973) which could account for the differences in opinion within and between the categories of respondents.

### **5.2.3 Attitude towards curriculum, syllabus and subject**

As with Burns' study, both former 'DEC' and former 'Model C' schools were in agreement that an effective educator needs to 'go beyond the syllabus' in a meaningful manner - expanding the knowledge and horizons of the learners in a manner commensurate with the goals and vision of Outcomes Based Education and Curriculum 2005. This is a move away from the emphasis on facts (found in former syllabi) towards meeting the goals of facilitative teaching (as outlined by Hamachek 1973) and Rogers and Freiberg (1994).

This view of the knowledgeable educator assisting her learners to progress beyond the syllabus is supported by the literature. Hamachek (1973) noted that whilst the effective educator had a sound knowledge of her subject matter, she also understood related areas and displayed a willingness to try new things.

In addition to this, Rogers and Freiberg (1994) considered one of the effective educator's 'facilitative attitudes' to be the approach of 'living the uncertainty of discovery' or the desire to take risks and be willing to learn from them. These risks need not be in the dangerous sense, but rather the willingness to try new methods, approaches and ideas in the classroom setting ... and perhaps outside as well!

As mentioned, this move toward facilitating learner development and focusing on **skills** rather than rote knowledge one of the foundational principles underlying OBE and has a solid grounding in theory.

#### **5.2.4 Attitude to evaluation and examinations**

The relative importance of examination results compared with the stimulation of interest within a learning area caused disagreement both within and between categories. Whilst more former 'DEC' participants were moving away from the reliance on examinations expressed by the educators in Burns' original study, former 'Model C' participants were starting to express a variety of opinions. However, when examining differences between educator and learners, most educators disagreed that the effective educator is one whose learners achieve high examination results, whilst most learners agreed or agreed strongly.

This could possibly indicate that the educators are embracing the emphasis on skills development as emphasised within the framework of OBE whilst learners are still seeking the concrete 'mark oriented' view of their performance. The view of the learners is commensurate with Hamachek's 1973 study which found that superior (effective) educators demonstrated skill in establishing definite examination procedures. This apparent conflict of interest is currently dealt with within the OBE framework by examining **the skills learned** rather than the information alone.

#### **5.2.5 Classroom administration**

A finding of the study is that participants from former 'DEC' schools place more emphasis on administrative functions than those from former 'Model C' schools. This in line with Burns' original findings from which he concluded that participants from traditionally black schools place more emphasis on administrative duties than their white counterparts owing to the long standing tradition emphasising the importance of record keeping in 'black' education circles (which have been referred to in chapter 1 of this dissertation).

This study also found that learners tend to place more importance on administrative functions than educators who remained divided in their opinions. This could be accounted for by the learners' desire for structure and organisation as expressed by Wittmer and Myrick (2001) who state that appropriate instructional (and, it could be argued, administrative) strategies assist the learners in creating positive learning environment.

The varying opinions of the educators could be accounted for by personal preference or could be a reflection of their uncertainty in regard to the role of record keeping within the new OBE informed education framework.

### 5.2.6 Attitude to extra mural activities

Although there was disagreement within both the former 'DEC' and 'Model C' categories in relation to the involvement of educators in extra mural programmes, the majority of participants agreed that this was a characteristic of the effective educator - allowing the educator to gain insight into her learners. This appears to illustrate the personal nature of this issue, with some educators emphasising academics, some emphasising extra-mural activity, and some (presumably) attaching equal importance to both, although the questionnaire did not allow for this response.

As in the previous category, from the responses of educators versus learners, it would appear that the degree and emphasis on responsibility (extra-mural vs academic) is a *personal preference* rather than a clearly observable trend. - and that the choice made should be congruent with the beliefs of the particular educator as emphasised by Rogers and Freiberg (1994) who discuss the importance of 'realness' in the effective educator.

### 5.2.7 Does the effective educator exist?

Learners in the study were more critical of their experience of educators with reference to 'the ideal' - which represents a change from Burns' original study where KwaZulu educators were far more sceptical about the effective educator existence. This could be reflective of the changing face of education as well as the accompanying aims and goals of the new South African education system. This statistically significant difference could indicate that learners are more sceptical whilst the underlying aim of most educators is to be effective. However, despite limited scepticism, the **majority** of former 'DEC' and 'Model C' participants as well as educators and learners agree that the effective educator **does** exist.

This belief is commensurate with the beliefs of theorists such as Heidegger (1951), Hamachek (1973), Rogers and Freiberg (1994), Silberman (2001) and Wittmer and Myrick (2001) who would not have spent time researching the effective and facilitative educator if she did not indeed exist!

### 5.2.8 Promotion of critical thinking

The majority of both former 'Model C' and 'DEC' participants reported that the effective educator should advocate the promotion of critical thinking skills, as outlined by Heidegger (1951) and Rogers and Freiberg (1994) through the medium of *facilitative teaching*. However there was disagreement between former 'Model C' and 'DEC' participants as to whether the effective educator encourages self discipline rather than imposing discipline. Despite similar differences between educators and learners, the majority of educators and learners agreed with the promotion of self discipline (in line with Burns' 1987 study).

The statistically significant difference between 'Model C' and 'DEC' participants could be indicative of a dissatisfaction with the 'new' approach to classroom discipline since the advent of OBE being viewed as 'the easy way out' - with several 'old school educators' nostalgically remembering the days when 'children were seen and not heard'! This change in attitude could be accounted for as a response following the perception of the indiscipline resulting from a *laissez-faire* approach.

### 5.2.9 Promotion of learner-centred learning

The findings of this research clearly indicate that former 'Model C' and 'DEC' participants as well as educators and learners feel that the effective educator is one who promotes learner-centred learning (through the method of *facilitative teaching*). In this regard, Silberman (cited in Ntshangase, 2001) defines the *facilitative (effective) educator* as one who "guides, instigates and motivates learners to learn" (p. 15).

The importance of learner-centred learning is also supported by the work of Heidegger (1951) who comments on the facilitation of learning rather than the teaching of educator selected content and Hamachek (1973) who comments that "in order to do a better job of helping students become more effective learners, teachers must become more skilled in assisting students in leaping the barrier from learning to thinking" (p. 12).

### 5.2.10 Promotion of educator-centred learning

The majority of former 'Model C' and 'DEC' participants as well as educators and learners agree that the effective educator should **not** remain distant from her learners. This is supported by the work of Brown and McIntyre (1994) who found that the effective educator created a relaxed and

enjoyable classroom atmosphere.

The responses to question 18 (*the effective educator is trained to teach subject matter and learners should take care of their own needs*) indicate that former 'DEC' educators tended to disagree or disagree strongly whilst former 'Model C' educators took the 'middle ground', answering either disagree, agree or undecided. These findings depart from Burns' original findings where KwaZulu educators were divided evenly between agreement and disagreement and the majority of Cape educators disagreed.

This change appears to indicate a more inclusive attitude among educators in traditionally black schools whilst 'Model C' educators seem to be unsure of their role in the arena of pastoral care. The thread running through these findings is that the majority of participants rejected the idea of educator-centred learning.

The area of statistically significant difference between educators and learners occurred where the majority of educators disagreed or disagreed strongly in relation to question 18 as to the role of the teacher in an academic or 'pastoral care' role, with learners being split between agree disagree and disagree strongly. This conflict provides a different picture than Burns' original study where 62% of learners disagreed or disagreed strongly that the effective educator should teach subject matter only.

#### **5.2.11 Promotion of awareness of issues outside school**

In regard to this aspect of the effective educator's repertoire, the majority of former 'DEC' and Model C' participants as well as educators and learners agreed that that the promotion of issues outside the classroom and syllabus was important. The difference between groups, however, emerged in response to question 12 (*the effective educator is one who does not give priority only to exam results but engenders an interest in the subject outside school*) where former 'Model C' participants were more likely to agree or agree strongly that the former 'DEC' participants (who have traditionally seen 'school' as separate from 'society'). In addition to this, all educators agreed or agreed strongly whilst only 59.5% of learners did the same.

Being statistically significant, this apparently incongruous result would appear to indicate that many learners place more emphasis on exam results than outside interests and extension, or are undecided on this issue.

### 5.3 TOWARDS A MODEL OF THE EFFECTIVE EDUCATOR IN THE KWAZULU-NATAL CONTEXT

Since the publication of Burns' study in 1987, South Africa has undergone many changes. The South African educational system has not escaped the proverbial winds of change - experiencing the racial integration of schools as well as the introduction of Outcomes Based Education and Curriculum 2005. The change process does not end there however, with the recent introduction of the national Curriculum Statement and the reworking of Curriculum 2005 into a more appropriate format. Whilst much of the change has been positive, this time of flux has been both difficult and stressful for educators.

Conducted in 1999, this research shows the opinions of learners and educators from two very different environments. Like Burns' study, there were cultural and traditional differences, however they all came from the same geographical area.

Most importantly, from this study, it has become clear that there does appear to be great deal of agreement between educators and learners as well as former 'Model C' and former 'DEC' participants as to what constitutes an effective educator. Some of the differences that were so clear in Burns' original study have all but disappeared while limited new areas of difference have emerged.

Whilst many of the characteristics of the effective educator are widely applicable, in the KwaZulu-Natal context, the results of this study indicate that the effective educator is one who:

- has personal qualities which enable her to interact comfortably with the learners in the pursuit of positive relationships
- can control her classes in a manner which promotes self discipline
- can 'go beyond the syllabus' in order to expand learners' knowledge and skills
- is involved in extra-mural activities
- promotes critical thinking
- promotes learner-centred learning; and
- promotes discussion of issues beyond the school

The main differences between groups related to:

- the mode of punishment, especially the issue of corporal punishment - despite its classification as an illegal procedure
- the **extent** of the importance of examinations
- the importance of the 'bureaucratic' functions performed by the educator
- the relative importance of academic versus extra-mural involvement
- the **extent** to which educators should become involved in 'pastoral care' type activities
- the **extent** to which issues beyond the school are promoted

These differences indicate the transitional phase where there are more diverse views expressed - with some traditional and others progressive. Despite these differences, the most important message sent by the vast majority of participants is that the effective educator is not a myth. This message is one of hope for KwaZulu-Natal educators and learners alike - enabling a dialogue between diverse populations.

## **5.4 REFLECTION - EXPERIENCES OF THE RESEARCH PROCESS**

### **5.4.1 Introduction**

Robson (1996) chose to entitle his book Real World Research. Does this lead us to believe that some research takes place in a galaxy far from our own? Or is it merely that some researchers fail to 'get' the concept of research (in our very real world) which is accompanied by the unexpected - in both a positive and a negative sense? Throughout the research process, the researcher was constantly surprised at the issues which cropped up when least expected, and these are chronicled below in the spirit of the 'reflective practitioner'.

In retrospect, the difficulties experienced in the research process and outlined in chapter 3 were all part of the process so aptly entitled 'Real World Research'.

### **5.4.2 Personal development during the research process**

Having trained as an educator, without practising as one prior to this research, it was enlightening, to say the least, to write this dissertation whilst experiencing the life of a first year educator. Many of the theoretical concepts made much more sense when compared with life experience. On the other hand, having conducted a substantial amount of literature prior to

embarking on an 'unplanned career' as an educator, I do feel that I have endeavoured to become a more effective educator myself. The wheel of fate combined two processes in an apparently seamless manner which, although accidental, has resulted in a great deal of personal development in both of my professions - namely those of educator and educational psychologist.

I feel that my own experience highlights the importance of practitioners (either in education or psychology) who engage in research **themselves** - which is in turn informed by their own practice. This cycle is extremely important in relation to the shortage of research in the field of educational psychology in South Africa during the current time of transition (as outlined in chapter 3 of this dissertation).

#### **5.4.3 The limitations of this study**

Although this study attempted to make changes from Burns' original 1987 work, there were some unavoidable areas of difficulty which limited this study. Firstly, the sample size was not as large as originally hoped, or as large as Burns' original study. In addition to this, the questionnaire methodology limited the results of the study, as there were no open-ended questions for participants to express their ideas further (although there was space at the end of the questionnaire for comments). Lastly, in order to effectively confirm the profile of the effective educator in KwaZulu-Natal, this study requires further research to be undertaken at more schools as only two schools were sampled in this study.

Despite these apparent limitations, this study should be considered as a starting point for further study in this area, possibilities for which are outlined in chapter 6.

### **5.5 CONCLUSION**

It can thus be said that there is a broad concept of the effective educator in the KwaZulu-Natal context which agrees largely with the picture of the effective educator as found in Burns' 1987 study. The differences that occurred related largely to the extent to which particular characteristics were present and results revealed that educators from traditionally black schools were more likely to embrace the 'new' attitudes underlying OBE whilst some educators from formerly white schools were becoming more conservative in their beliefs.

Some of the seemingly conservative beliefs displayed by learners' could be interpreted as a need for structure and routine within the new open-ended education system favoured by

proponents of OBE. The most important message contained in this research, however, is that the educators and learners of KwaZulu-Natal hold the belief that the effective educator **does exist** - promoting hope for the education system of the province (and country) in the years to come.

## CONCLUSION

### 6.1 INTRODUCTION

The change in curriculum and the new approaches being taken to education in our country have necessitated the promotion of specific research in the areas of Education and Educational Psychology. Recommendations for future research will be outlined further in this chapter of the dissertation.

### 6.2 THE PATH AHEAD - IMPLICATIONS FOR FUTURE RESEARCH

As I write the concluding chapter of this research, educators are currently faced with the prospect of implementing OBE (in its current incarnation) in grade 9 during 2002. For some, this is proving to be an exciting challenge, whilst others are negative and disillusioned after a problematic year of implementing OBE in grade 8 during 2001. No matter to which viewpoint educators ascribe, few appear neutral - and most are willing to share their opinions in a vocal manner!

With reference to the National Curriculum Statement, Minister of Education, Kader Asmal (2001) stated that "Curriculum 2005 represents the most liberating element of our education system, which will indeed enable all children, regardless of their background, to realise fully their potential"(p. 1). While this is an exciting prospect, this 'liberation' does, however need to be supported by educational research if we as a country do not wish to fall into the 'CNE' trap once more, rendering the changes that have taken place, invalid.

Educators and researchers alike have expressed concern about the feasibility of the National Curriculum Statement, with *The Natal Witness* of 31 October 2001 containing an article by Professor Gideon Thom querying some of the statement's problematic areas. Thom writes that: "the NCS does not prescribe content, only the desired outcome of the educational process". This reliance on process will increase the need for educators who are skill- rather than fact-reliant (in other words, **effective** educators).

Whilst the preliminary work relating to the National Curriculum Statement is in the process of completion, the translation of these documents into practice remains the task of the educators of South Africa. It is this task which will separate the 'effective educators' from the rest as it requires a great deal of flexibility, diplomacy and an understanding of the underlying concepts. It can be argued that this 'translation' cannot take place without research - especially that conducted by self-reflective educators within the action-research paradigm.

From this piece of research, several possibilities for future investigation have arisen. Having explored the concept of the effective educator in a particular KwaZulu-Natal context, exploration of this nature appears warranted in the rest of the province as well as in the other provinces of the country in order to explore the notion of a **National picture** of the effective educator within the South African context.

Although cultural differences are sure to arise (and should subsequently be investigated) there appear to be several 'universal' criteria that are common to effective educators, and it is these criteria that need to be the foci of future research. The research should not be left in journals and in the halls of academia, however, but should then be **translated into practice!**

This 'translation' should not only be implemented through inservice training programmes, but also *on the way there*. Future research could not only inform the education of student educators, but could also aid with selection criteria for prospective students interested in the field.

With teacher shortages looming within the next few years, the attraction of new people to the profession is vital. Determining which type of person to attract (and keep) in the profession could aid the development of education as a whole - shaping the development of the 'New South African' educational experience.

In addition, further research is warranted in exploring the differences that emerged between learners and educators within this study. In order to do this, a larger sample of educators would be required and firmer conclusions could be drawn. Further study should also explore the nature of the relationship between the 'qualities that facilitate learning' and the 'facilitative attitudes' of the effective educator in an attempt to understand how the interaction of these qualities and skills can best benefit the learner.

As this research was limited by the nature of information gained from the Likert-scale type questionnaire, future research utilising different methodologies in exploring the same issues would be beneficial. Exploring the narratives of current learners and educators responding to the findings of this study would provide an added aspect to the research.

When considering future educational research, it is important to remember that the educator does not act in isolation, but rather exists within a context, or several contexts. Apart from the context of the school, the historical context of the country and its educational history need to be carefully considered, as in this piece of research, if any research is to be meaningful.

In addition to consideration of historical background, within these educational contexts, Gilborn's assertion that "to understand the workings of the education system, particularly at a crucial moment of change, one has to examine the problems and solutions which are experienced and created by teachers at the 'chalk face'" (in Chundra, 1997, p. 6) rings true.

Educators need to explore the possibilities offered by educational research in order to improve not only their own teaching, but also the quality of life for the learners for whom they are responsible. Not only is such research into the field of the effective educator, and of education in a broader sense, extremely necessary, but it does need the **active involvement** of these currently practising educators, if this much-needed research is to be both relevant and meaningful.

Wiersma's (1980) statement that "it might be said that the overall function of educational research is to improve the educational process through the refinement and extension of knowledge" (p. 21) emphasises the fact that research helps the educators to *link that which they already know* with the plethora of new and exciting learning opportunities that lie at their fingertips.

In attempting to explore the concept of "the KwaZulu-Natal Educator, I chose to work in two particularly different environments in order to allow for a possible variety of opinions and ideas. As the study was a partial replication of a previous study, and was conducted only in KwaZulu-Natal, it should be regarded as an exploratory study rather than an extensive exploration of the situation in a National context.

### **6.3 CONCLUSION**

The conclusions resulting from this study, along with the suggestions for future research will hopefully serve as a point of departure to encourage and stimulate further related research as suggested above in the other provinces of the country.

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# APPENDICES

**APPENDIX 1: QUESTIONNAIRE**

**THE EFFECTIVE EDUCATOR QUESTIONNAIRE**  
(BURNS, 1987)

Dear Educator

This questionnaire forms part of my research for my Master of Educational Psychology degree, exploring the concept of an effective educator in the KwaZulu-Natal context. The 30 item questionnaire takes approximately 15 minutes to complete, and I would appreciate your participation. The questionnaire is anonymous, but it would be of benefit for research purposes if you could provide the following information.

Thank you!

Denbigh Maurer  
B.A., B.Ed(Ed Psych), HDE.

**GENDER:**(Circle where appropriate)

male          female

**HOME LANGUAGE:** (Specify below)

\_\_\_\_\_

**AGE:** (Circle where appropriate)

21-25   26-30   31-35   36-40   41-45

46-50   51-55   56-60   61-65

**YEARS OF TEACHING EXPERIENCE:** (Please specify)

\_\_\_\_\_

**TYPE OF TRAINING:**(Qualification and type of institution)

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**FURTHER/ONGOING EDUCATION:** (Please specify)

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**THE EFFECTIVE EDUCATOR QUESTIONNAIRE  
(BURNS, 1987)**

Dear Learner

As a student at the University of Natal, this questionnaire forms part of my research for my Master of Educational Psychology degree. I am trying to understand the qualities that make good educators, and would like to hear from you. The 30 item questionnaire takes approximately 15 minutes to complete, and I would appreciate your participation. The questionnaire is anonymous, but it would be of benefit for research purposes if you could provide the following information.

Thank you!

\_\_\_\_\_  
Denbigh Maurer  
B.A., B.Ed(Ed Psych), HDE.

**PLEASE WRITE YOUR RESPONSES IN THE SPACES BELOW**

**AGE:**

\_\_\_\_\_

**GRADE:**

\_\_\_\_\_

**HOME LANGUAGE:**

\_\_\_\_\_

**GENDER:**(Circle where appropriate)

male          female

The following is a set of statements about the effective educator. For each statement say whether you agree strongly, agree, are undecided, disagree, or disagree strongly. Tick the appropriate box.

<b>The effective educator...</b>	<b>agree strongly</b>	<b>agree</b>	<b>undecided</b>	<b>disagree</b>	<b>disagree strongly</b>
1. Has a sense of humour.					
2. Builds a relationship based on mutual respect in the classroom.					
3. Remains distant from his/her learners					
4. Is open to criticism and correction from his/her learners.					
5. Is more concerned with stimulating interest rather than teaching only for exam purposes.					
6. Provides the opportunity for expanding general knowledge as well as subject matter.					
7. Adapts the syllabus to suit the learners' needs.					
8. Should teach only from the syllabus.					
9. Must be knowledgeable of his/her subject.					
10. Has a genuine interest and enthusiasm in his/her subject.					
11. Is one whose learners achieve high examination results.					

<b>The effective educator...</b>	<b>agree strongly</b>	<b>agree</b>	<b>undecided</b>	<b>disagree</b>	<b>disagree strongly</b>
12. Is one who does not give priority only to exam results but engenders an interest in the subject outside school.					
13. Participates eagerly in extra-mural activity (sporting and club activities).					
14. Places more emphasis on his/her academic responsibilities than using his/her time in extra-mural activities.					
15. Is able to understand his/her learners better by participating in extra-mural activities.					
16. Can relate to his/her learners on their own level.					
17. Is sensitive to the needs of the learners.					
18. Is trained to teach subject matter and learners should be able to take care of their own needs.					
19. Should be able to control the class.					
20. Is able to return marked notes promptly.					
21. Is someone who regularly gives and checks homework.					
22. Will use corporal punishment where necessary.					

<b>The effective educator...</b>	<b>agree strongly</b>	<b>agree</b>	<b>undecided</b>	<b>disagree</b>	<b>disagree strongly</b>
<b>23. Gives extra work in his/her subject as punishment.</b>					
<b>24. Has no problem with discipline.</b>					
<b>25. Allows freedom of expression in the class while still maintaining discipline.</b>					
<b>26. Does not impose discipline but rather develops an attitude of self discipline and responsibility in the learners.</b>					
<b>27. Is someone who always has his or her register and notes up to date.</b>					
<b>28. Encourages learners' participation and group discussion.</b>					
<b>29. Makes lessons relevant to world affairs and to issues outside the classroom.</b>					
<b>30. Is a myth.</b>					

Any further comments about the effective educator?

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**THANK YOU FOR YOUR TIME AND PARTICIPATION!**