

**THE INVITATIONAL ATTITUDE OF TEACHERS AND THE CULTURE
OF TEACHING AND LEARNING**

by

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**Submitted in fulfilment of the requirements for
the degree of**

DOCTOR OF EDUCATION

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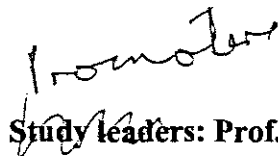
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DECLARATION

I declare that THE INVITATIONAL ATTITUDE OF TEACHERS AND THE CULTURE OF TEACHING AND LEARNING is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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Durban

January 2002

DEDICATION

This work is dedicated to my late dad Mr. Deepnarian Singh

And

My mum Mrs. Gumthee Singh

For their unwavering support and belief in me.

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I wish to express my most sincere gratitude to the following people for their resolute support, indispensable help and contribution in the completion of this study.

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SUMMARY

The aim of this investigation was to establish the effect of the invitational attitude of teachers on the culture of teaching and learning. This entailed a detailed literature study of the factors affecting the culture of teaching and learning at schools, viz. school related factors, factors in the family and living environment, societal factors and personal characteristics. A further literature study on the invitational attitude of teachers and its effect on the culture of teaching and learning at schools were done.

South African education is presently facing major challenges. It is widely recognised that it is essential to transform the apartheid-based system of the past into an egalitarian one. There were imbalances and inequalities amongst separate education departments. The blacks were the most disadvantaged. From the empirical investigation it was concluded that the quality of an education system is more dependent on the attitude of the teachers than any other single factor. The absence of a culture of teaching and learning in schools can be reversed by the inviting attitude of the teachers who by establishing a personal relationship, frees the learner to learn and leads him to adulthood.

For the purpose of the empirical investigation a prepared questionnaire was administered to 300 grade 12 learners of six secondary schools (two predominately black schools, two predominately coloured schools and two predominately Indian schools). The data obtained from the completed questionnaire were processed and analysed by means of descriptive and inferential statistics. Findings confirmed that the invitational attitude of teachers plays a significant role in promoting the culture of teaching and learning.

In conclusion, a summary and findings emanating from the literature study and the descriptive and inferential statistics were presented. Based on these findings the following recommendations were made:

- ❖ All teachers should be governed by a code of conduct that will prohibit unprofessional disinviting behaviour.
- ❖ All learners should be governed by a code of conduct that will enhance positive behaviour and attitude towards learning.
- ❖ Further research must be done regarding the invitational attitude of teachers and its effect on the culture of teaching and learning.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Dewey (1933: 59) states that everything the teacher does, as well as the way in which he does it, induces the learner to respond in some way or another and each response tends to set the learner's attitude in some way or another.

A teacher's words, winks, smiles, nods or touches can have a positive effect on a child struggling with a difficult spelling word, a complex mathematical problem or a threatening oral report. Successful and effective teachers realize that humans are in the process of being created. They use this realization to develop appropriate and caring patterns of communication (Purkey & Novak, 1984:16).

According to Purkey & Novak (1984:10) humans need invitations the way flowers need sunshine. If learners are to succeed in school they must have an environment that sustains their potential. When they are treated with indifference, they are likely to become indifferent themselves and to the school as well.

It has been reported (Purkey & Novak, 1984:16) that many learners feel disinvited in school because they were consistently overlooked in the class and on the playground. This problem is more compounded among lower socio-economic groups, where pupils are more "disinvited" than disadvantaged.

According to Patterson (1973:98), the greatest educator is one who, by establishing a personal relation, frees the learner to learn. Learning can only take place in the

learner, and the educator can only create the conditions for learning. The atmosphere created by a good relationship is the major condition for learning.

1.2 ANALYSIS OF THE PROBLEM

The school situation today is a rigid and highly controlled setting which favours the maintenance of order. In an atmosphere of such custodial schools blighted hope, impersonality and watchful suspicion prevails. Lunenburg and Strouten (1999:1) found a direct relationship between custodial or disinviting teachers' pupil control ideology and children's projection of rejections and hostility onto teachers. It was also found that the invitational attitudes of teachers were related to students' acceptance of the teachers.

A teachers' attitude has a direct influence on the learner's achievement, attitude to work and optimum actualisation of his potential. Education can only be considered effective if it is able to guide and encourage the learner to obtain proper adulthood. The invitational theory assumes that every person is responsible, valuable and capable and should be treated accordingly. In the education situation the teacher invites the learner to become involved in education by ensuring that the learner feels safe, secure and unthreatened (Gravett, 1997: 23).

Gaffney (1991: 12) describes school as places where people work, play, make friends, get hurt or annoyed or places where people are forced to go, love to go, waste their time, and finally, a place where people learn.

Steyn (<http://www.uncg.edu/ced/iaie/journal/v11p11.htm>) states that all students are considered able to learn and every effort should be made to assist them through regular instruction, recourse classes and tutorial programs. Each student's contribution

to learning and the total community is considered valuable. Students should be encouraged to make appropriate choices and responsible decisions.

South African education is presently facing major challenges. It is widely recognized that it is essential to transform the apartheid-based system of the past into an egalitarian one. There were imbalances and inequalities among the separate education departments, with the blacks being most disadvantaged.

Ashley (1993: 32) states that the quality of an education system is more dependent on the quality and attitude of the teachers than any other single factor. The absence of a culture of teaching and learning in schools can be reversed by the attitude of the teacher who, by establishing a personal relationship, frees the learner to learn and leads him to adulthood.

Inviting schools or the invitational attitude of teachers strive to respect every student for his or her individual self-worth, and therefore recognize the individuality of each student. An effective culture of teaching and learning is only possible when the teacher and learner invite each other mutually for assistance. In such an environment mutual trust, understanding and authority between teacher and learner exists at all times (Clark & Starr, 1991:80).

1.3 STATEMENT OF THE PROBLEM

In essence the problem that will be investigated in this study pertains to **"the invitational attitude of teachers and the culture of teaching and learning."**

Some of the questions that require answers are:

- Does the attitude of teachers affect the culture of teaching and learning in class?

- Does the attitude of teachers have an influence on invitational learning?
- Do learners require a positive or invitational attitude of educators in order to reach adulthood?

Research has shown that an education situation where the teacher invites the learner to become involved in education by creating a feeling of safety within the learner, based on mutual trust and co-operation between the teacher and learner, promotes effective invitational learning.

1.4 HYPOTHESIS

The following hypothesis was formulated to fulfil the aims of the study:

NULL HYPOTHESIS (H₀)

- There is no significant difference between the invitational attitude of teachers (as measured by the total ITS mean scores) of the various selected schools in promoting the culture of teaching and learning.

1.5 ELUCIDATION OF CONCEPTS

1.5.1 Teacher.

1.5.2 Theory of invitational learning.

1.5.3 Invitational attitude.

1.5.4 Culture of teaching and learning.

1.5.1 Teacher

According to Van den Aardweg and Van den Aardweg (1993: 234-237) an educator is one who willingly elects to follow a profession which seeks to help youngsters to become equipped for life, to realize their potential and to assist them on their way to self- actualisation and to ultimate adulthood.

For a teacher to be effective in educating the learner a good, healthy mutual relationship of trust, knowledge, authority, acceptance and respect must exist, as without these components education cannot occur.

1.5.2 Theory of invitational learning

The theory of invitational learning defines the teacher as an *inviter*. A good teaching can be seen as the course of inviting learners to see themselves as able, useful and self- directing and of motivating them to act in accordance with these self-perceptions (Purkey & Norvak, 1984: xiii).

As Purkey and Norvak (1984: xiii) state, "Rather than viewing students as physical objects to be moved about like puppets on strings, the teacher's primary role is seeing students in essentially positive ways and inviting them to behave accordingly."

Learners benefit at maximum from teachers who see and communicate to them the positive characteristics and strengths that they may not see in themselves. Hence, invitational learning involves the creation of a learning environment that is free, non-threatening, safe and secure, and which has mutual trust and co-operation between teacher and learners as a basis. Effective invitational learning can only take place if both the teacher and learner invite each other mutually for assistance. Education is

thus seen as a collaborative, co-operative relationship (Clark & Starr, 1991: 80; Purkey & Norvak, 1984: 2).

1.5.3 Invitational attitude

There is hardly any other profession where one's personality and attitude is such an important factor as in teaching, since it contributes to how and what the learner learns and this affects the whole life of the learner. The attitude of a teacher plays an important role in active teacher-pupil interaction and has an intensifying effect over a long period of time, for better or worse (Van den Aardweg & Van den Aardweg, 1993: 236).

If teachers have warmth, compassion, sensitivity, eagerness, tolerance and humour, they are more likely to invite classroom success than if they are aloof, boring, bad tempered, autocratic or stereotyped. If teachers are to help learners have meaningful experiences, discover their aptitudes, face their inner problems and accept themselves as people, they need to know and understand those learners well. This is only possible if the teacher has a positive, inviting attitude that accepts the learners for what they are and not what they would be (Ryan & Cooper, 1980: 200).

1.5.4 Culture of teaching and learning

According to Smith (1996: 4) the culture of teaching and learning refers to the attitude teachers and students have towards teaching and learning and the spirit of dedication and commitment in a school which arises through the collective effect of school management, the contribution of teachers, the personal attributes of pupils, factors in the family life of pupils, other school related factors as well as societal factors.

1.6 AIMS OF THE PROPOSED STUDY

The researcher seeks to find answers or solutions to the following specific objectives:

- To undertake a study of the relevant literature in order to establish the effect the teacher's attitude has on the culture of teaching and learning as a whole.
- To pursue an empirical investigation with regard to the inviting/disinviting attitude of a teacher and the culture of teaching and learning.
- To make recommendations to educators so that they could develop a positive attitude towards the learners in order to promote a conducive culture of teaching and learning at schools.

1.7 METHOD OF RESEARCH

Research with regard to the study will be conducted as follows:

- A literature study of available relevant literature.
- An empirical survey comprising a structured questionnaire to be completed by the learners of selected secondary schools in KwaZulu-Natal.
- Informal interviews with professionals in the field of educational authority.

1.8 PROGRAMME OF STUDY

This research consists of the following chapters:

- CHAPTER ONE:** This chapter is aimed at an introduction and formulation of the problem. It also includes the hypothesis, aims and clarification of concepts and a brief description of the research technique.
- CHAPTER TWO:** This chapter focuses on the factors affecting the culture of teaching and learning.
- CHAPTER THREE:** This chapter deals with the invitational attitude of teachers.
- CHAPTER FOUR:** In this chapter the planning of the research is discussed. This includes preparation for and design of the research, the research instrument, pilot study; administration of the questionnaire, the processing of the data and the limitations of the investigation.
- CHAPTER FIVE:** This chapter focuses on the presentation and analysis of the research data. This consists of the empirical research conducted on groups of teachers from selected secondary schools in KwaZulu-Natal.

CHAPTER SIX:

This chapter contains the findings, summary and recommendations based on the literature survey and the empirical research.

CHAPTER TWO

FACTORS AFFECTING THE CULTURE OF TEACHING AND LEARNING

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CHAPTER TWO

FACTORS AFFECTING THE CULTURE OF TEACHING AND LEARNING

2.1 INTRODUCTION

A culture of teaching and learning is described by Smith (1996:4) as the attitude teachers and learners have towards learning and teaching and the sense of dedication and commitment in a school which arises through the joint effort of school management, the input of teachers, the personal characteristics of learners, school-related factors as well as societal factors.

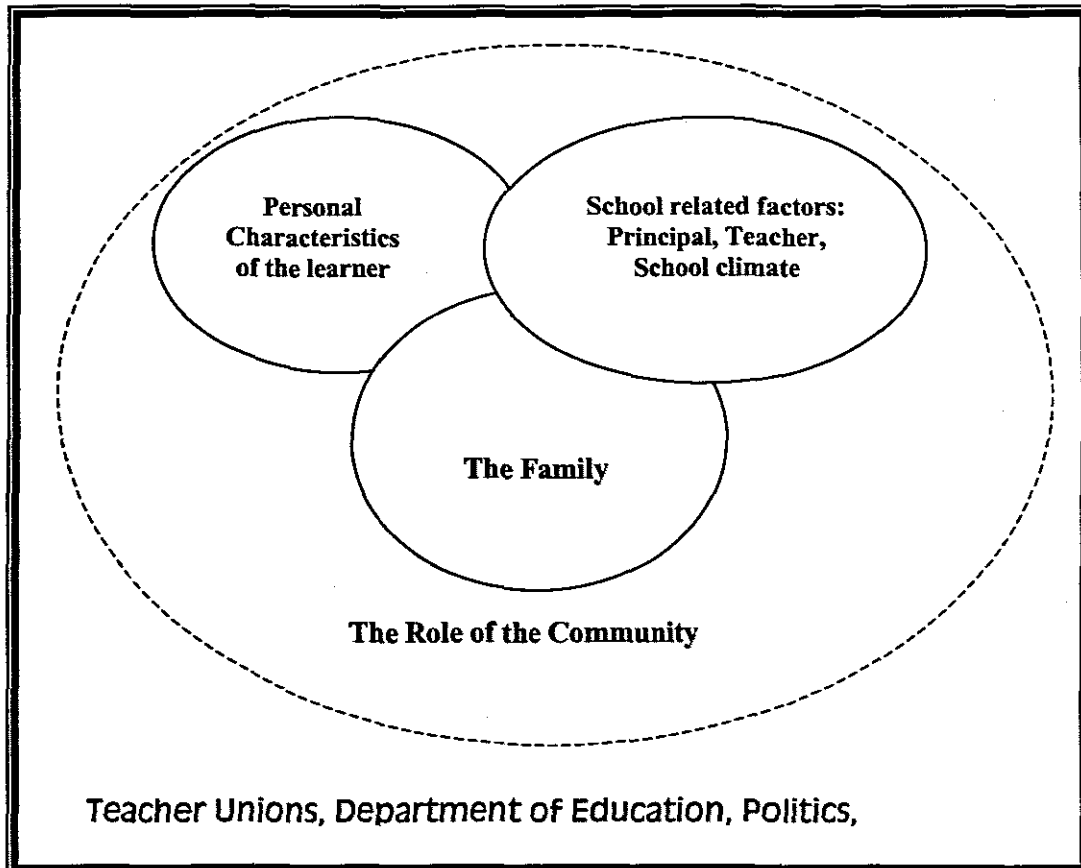
These essential elements of a culture of learning, normally the learners, their personal attributes, family factors and home environment, school related factors and societal factors, together create a certain attitude towards learning and the learning climate in a school. Mona (1997a:3) agrees with Smith when he adds that a culture of learning can be obtained through the dedication of teachers and through the joint effort of all stakeholders. Quality in education is the main objective of a culture of learning campaign. The constituents of a culture of teaching and learning can be illustrated as in figure 1.

Figure 1 : Constituents of a culture of teaching and learning

(Source : Smith , 1995 : 5)

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The culture of teaching and learning programs must be considered in a broad social context. Individuals are severely affected by the social matrix in which they are placed. An integrated systems framework can widen our understanding and help to examine the influence of educational settings. It shows how experiences in school can change and be changed by other settings in which learners engage (such as the family), also by those that they do not encounter directly (such as the parents and their working environment). It shows that the outcome of an educational program must be seen in the broader social context.

Figure 2 : A conceptual model of the links between environmental and personal factors and school and non-school outcomes
(Source : Fraser & Walberg , 1991 : 30)

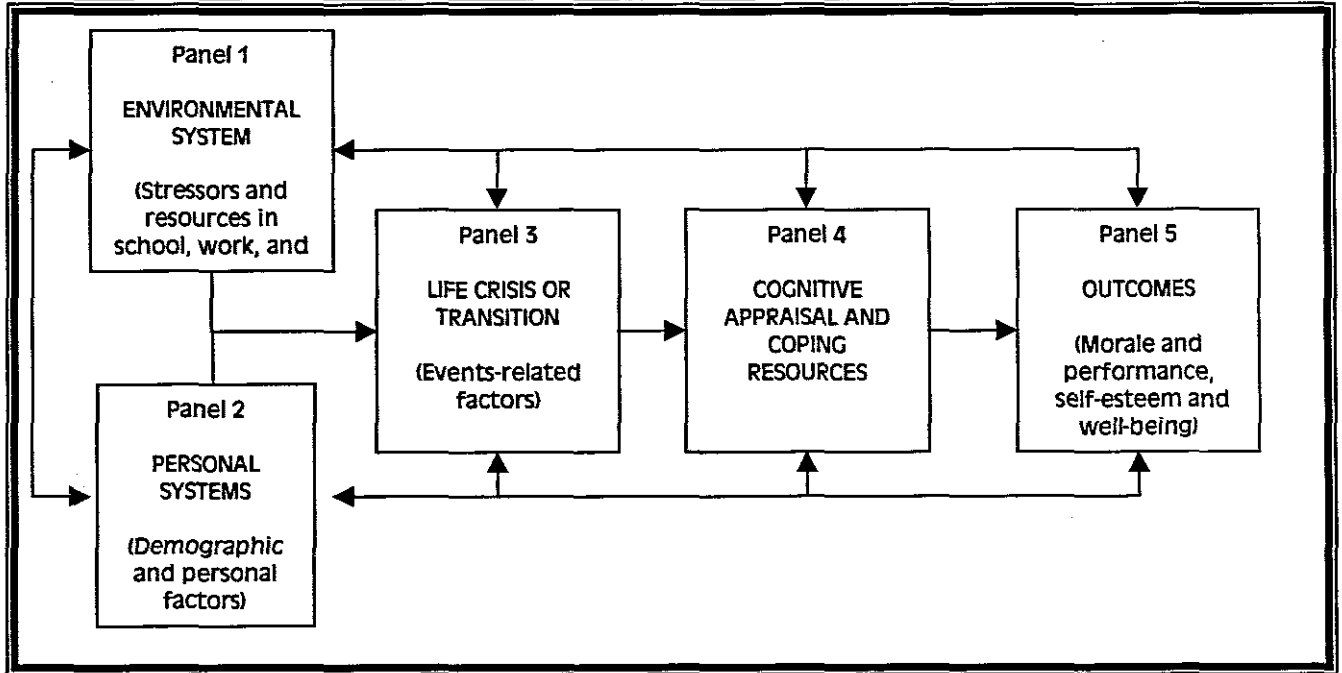


Figure 2 shows the environmental system (panel 1) of the learner, which is made up of life stressors and social resources in different life areas, including those in the school and classroom as well as other aspects of his life, such as the family and peer group. The personal system (panel 2) includes an individual's demographic characteristics and personal influences such as self-esteem, cognitive and intellectual abilities, general problem-solving skills and needs and value orientation (panel 3). The model shows that life crises and transitions (panel 3) and the environmental and personal factors that foreshadows them (panel 1 and 2), would mould cognitive appraisal and coping responses (panel 4) and their effectiveness (panel 5) (Fraser & Walberg, 1991: 31).

School, work and family settings can therefore be seen in terms of a set of conceptually related dimensions that appear to have a direct influence on the culture of teaching and learning. This chapter deals with the impact of these factors on the culture of teaching and learning.

2.2 FACTORS HAVING AN IMPACT ON THE CULTURE OF TEACHING AND LEARNING

2.2.1 School related factors

School related factors play a vital role in influencing the culture of learning and teaching in a class. These factors include, *inter alia*, the professional conduct of a teacher, classroom climate, discipline, school management team, the leadership of the principal and availability of resources at school.

(1) The teacher

The learner cannot become an adult by his own efforts. He needs the support of an adult who will take responsibility for his development to adulthood. The teacher plays this vital role. Vrey (1979: 202) states that the teacher in his professional capacity is always an educator. In himself, however, he is always a person, and it is by being a person that he accomplishes his task as an educator. The educator's self-concept lies at the core of his personality.

The professional capacity to invite or disinvite, to determine who will be invited or disinvited and to establish the rules under which inviting or disinviting messages are extended, rests with each educator. Recognizing, accepting and using the ability to behave in a personally and professionally inviting manner can be a tremendous asset for educators (Purkey & Norvak, 1984: 7). The subtle, but pervasive presence of inviting and disinviting messages in and around the schools has an influence on the culture of teaching and learning in a class. X

A successful culture of teaching and learning depends largely on the learner's perceptions of their teachers. Positive perceptions of their teachers promote successful learning while negative perceptions have an adverse effect. Ashley (1993:32) states that the quality of an education system is more dependent on the quality of its educators than any other single factor.

Everything that a teacher does, as well as the manner in which he does it, invites the learner in a class to respond in some way or another. Each response tends to set the child's attitude in some way or another (Dewey, 1933: 59). Patterson (1973: 98) concurs and adds that the best teacher is one who, through establishing a personal relationship, frees the learner to learn. See Table

Houlihan (1988: 57) states that the teacher is one who works with the pupils everyday hence has the power to influence and shape the pupils "like a potter moulding a piece of clay." There is no question, therefore, that the role and attitude of the teacher must always be kept in perspective as a major determinant of the culture of teaching and learning. X

The teacher is the most important 'cog' in the 'education machine.' Everything should be focussed on helping him to 'function' efficiently so that he, in turn, can enable the other 'cogs' to function so that the whole 'machine' (the education system) can attain its goal effectively (Van Schalkwyk, 1990: 195).

(2) Physical environment of school

The school environment is where the learner's positive or negative attitudes towards learning evolve. Learners receive constant signals from the physical setting of the school, signals that tell them how much the people who design, build, operate and maintain schools care about their learning.

Preparing an inviting environment involves creating a clean, comfortable and safe setting in which people who work in schools feel welcome and at ease. Everything in the school counts. An optimal physical environment need to be created by staff members by working together to ensure that classrooms, hallways and frequently used areas are adequately lighted and heated, well ventilated, with comfortable furniture, potted plants and well displayed bulletin boards, as well as neatly painted buildings and the availability of adequate essential supplies (Purkey & Novak, 1984:57).

Educators who understand and practice an inviting approach find ways to improve the physical environment even when faced with the comment "There is nothing that can be done about the problem" (Purkey & Novak, 1984:57). Since people both create and

are created by their environments it is important to have an inviting school environment in order to enhance the culture of teaching and learning.

Purkey and Novak (Smith, 1995: 25) stress the importance of an inviting atmosphere in a school. Based on this premise, they describe a model of the “family school” based on five characteristics:

- Respect for individual uniqueness.
- Spirit of cooperation.
- Sense of belonging.
- Pleasing habitat.
- Positive expectations.

The inviting family school values community warmth and togetherness. Learners and educators think in terms of **our** school, **our** work, and all of **us** together. Every effort is made to encourage feelings of school pride and of being a member of a learning and caring community. A pleasant environment for living and learning is emphasised in the inviting family school. Effective invitational learning is fundamentally influenced by the availability of physical provisions in a school (Lazarus, 1998:12), and the landscaping, upkeep and overall appearance of the school should be given careful thought and attention. Educators and learners take equal responsibility as custodians to create and maintain an aesthetically pleasing physical environment.

(3) School management


According to Mona (1997c: 3) ineffective school management is one of the contributing factors to the breakdown of a culture of teaching and learning in most schools. Inefficient school management can be further attributed to the way provincial education departments are managed. De Witt (1993: 9) maintains that the role of the school management team, especially the principal, is presently undergoing significant change. The principal has an important role in the collaborative process. The principal acts as “facilitator and booster” and is responsible for setting the “climate in the school.” Hence, the principal fulfils an indispensable role in creating an inviting atmosphere at school so as to promote the culture of teaching and learning.

Inviting schools place high emphasis on the visibility and availability of their school principals (Steyn, <http://www.uncg.edu/ced/iaie/journal/vl21p11.htm>). Swymer (1986:91) states that it is time for principals to leave their offices and address the major stumbling blocks to the success of school tone and atmosphere. Principals and their deputy principals, for instance, should stand outside the school gates welcoming the learners, educators and parents on their arrival at the school in the mornings. This approach has a dual purpose of ensuring the safety of others and also establishing a strong personal relationship with the individuals concerned. During an interview (Steyn, <http://www.uncg.edu/ced/iaie/journal/vl21p11.htm>) one principal stated that the bus driver is the first person to meet a child on the way to school and that “I want to be the next.” By establishing this type of attitude, principals and other administrators are able to feel the “pulse of the school” and prevent difficult situations from inhibiting the educational mission of the school.

In an inviting school, principals are regular visitors to classrooms. One principal emphasised this visibility by remarking that, "classroom visits were made daily." Principals' regular visits to classes keep them informed about educational activities. During her visit to certain schools in America Steyn (<http://www.uncg.edu/ced/iaie/journal/vl21p11.htm>), a South African researcher, observed that certain principals knew exactly which teachers were responsible for what type of lesson, for which grade level and during what period of the day. Some of them were also able to mention these details from memory without having to consult a school schedule. Most certainly this is the hallmark of administrators who collaborate and cooperate with the school staff, and who foster an attitude that would promote the culture of teaching and learning in a positive manner.

2.2.2 Factors in the family and living environment

According to Pacheco (1996: 8) the family forms the foundation on which the culture of learning in the school must be built. Watson (1930:104), an American psychologist, believes that the home environment is all that counts in the development of the child. ^{1992 ~ libl} Le Roux (1993: 86) states that the type and quality of the environment in which a child grows up is of great importance for his development. To be more specific, the home, as a facet of the environment, plays a prominent role in preparing a child for adult life. Since the parent is a child's primary educator, the child's development is greatly affected by the quality of education offered at home. The quality of family life, expressed in a particular physical setting (home) thus determines to some extent, the course and net result of the child's development to proper adulthood.



As a result of various problems, the families of a large number of learners are not able to adequately support them in preparing for the demands of a formal schooling situation. Some of the problems concerning the homes and living environments of learners that contribute to the breakdown of the culture and learning will be discussed below.

(1) Socio-economic status

Socio-economic status or social class is determined by the income, educational achievement and occupational level of the family, all of which are associated with each other. Socio-economic status includes all facets of life, such as the environmental condition of living, child-care interactions, values, attitudes and expectations (Wicks-Nelson & Israel, 1984: 29).

According to Singh (1999: 93) the type of employment of parents determines the socio-economic status of the family. If a parent is well educated and has a good job, he is better able to provide for his children the educational requirements needed to achieve proper adulthood. There is a strong link between school performance and the socio-economic status (SES) of the family. The lower the SES of the family the greater the chance that the children will not realise their true potential owing to the influence of a negative family environment.

The basic needs of poor families for things such as food, housing water and health care are not always met. In many instances poor children continue to suffer from inadequate diets, no or little health care, improper housing conditions and other

adverse environmental circumstances. This affects the children's progress and achievement at school.

The poor do not perform well at school and, upon reaching adulthood, they acquire the less desirable jobs and have higher rates of unemployment. According to Birch and Gussow (Wicks-Nelson & Israel, 1984: 30) this tragic pattern is a vicious cycle that tends to repeat itself over generations.

The poor child is prone to problems in many other areas as well. In some instances overcrowded houses provide insufficient living space. There is seldom space for school-going children to study in peace and silence. Poverty and other factors work against family stability. It is found that children from families of lower socio-economic status (SES) marry at younger ages. They marry more often as a result of pregnancy and more offspring are born to such families at a faster rate. King (1997:11) states that poverty reduces the quality of lives of all children, regardless of race or ethnicity.

Parent-child interaction differs according to the SES of the family. Lower class parents are more restrictive. This makes the child impulsive rather than reflective, to deal with immediate happenings rather than plan for the future, and to be compliant rather than consider alternatives. This behaviour, in turn, may prevent the child from succeeding in systems dominated by less restrictive middle class pupils and made up of social interactions such as the school (Wicks-Nelson & Israel, 1984: 31).

Low SES learners of low ability tend to respond positively to praise because of their frequent encounters with failure and their low self-concept. However, high SES learners of high academic ability are less responsive to praise that is designed essentially to make them feel good. They already feel good (Hamachek, 1990: 271).

Lower SES school age children more often perform badly in school than middle-class children, feel less self-confident about their abilities and in general, feel less in control over their own destiny. This leads to a negative self-concept, which has a negative effect on their studies and their lives as a whole (Singh, 1999: 72-75).

(2) Family violence

Family violence can be in the form of parent-parent conflict or parent-child conflict. Many families lead disrupted lives due to conflicts, tension and violence, involving wife or both wife and children. These families lack a sense of security and happiness. Studies focusing on family conflict show that high level of conflict affect family cohesion and have an adverse effect on child development (Singh, 1999: 72-75).

Children who are exposed to high levels of conflict at home reflect more introverted anti-social behaviour and lower self-esteem than those children in families that have little or no conflict. The minds of these children are preoccupied with problems at home, so that they are unable to concentrate at school and as a result lag behind in their school-work or even in some cases become school drop-outs (Singh, 1999:72).

(3) Family composition

Homes that are influenced by western cultures show greater emphasis on nuclear the family, which are dominated by parents and children. However, the extended family system is still prevalent in a large number of homes. In these cases the family is made up of not only the immediate members but also other relatives such as aunts, uncles, cousins, grandparents, etc (Nye & Berardo, 1973: 40-41).

The extended family system has its advantages and disadvantages. The child may spend more time on other activities or chores and have little time for himself. In some cases the child has no time to do his school-work and hence, the child may lag behind in class. The advantage is that the extended family is a more effective structure for maintaining family tradition and for transmitting resources intact from one generation to the next (Mzulwini, 1996:19-24). In the nuclear family the children are better able to get their parents' attention and grow in a well adjusted, balanced environment conducive for promoting the culture of learning.

In some cases children may come from absent parent families. This may be due to either one of their parents being unmarried, widowed or divorced. ^{1988 in bibl} Gerdes (1989: 232) states that the single parent is becoming a prominent phenomenon and that it will soon be regarded as a particular type of family. Franklin and Scheirer (Rice, 1992:34) add that female-headed households are prevalent and persistent among the poor. The absence of a father is detrimental to the emotional and social development of some children. This would result in the over-dependence on the mother and a lack of role models in the development of masculine and feminine roles. The child may therefore

experience a greater feeling of inferiority and insecurity. Rice (1992: 34) states that most young adults that were raised by single mothers tend to have lower educational qualifications, and lower occupational and economic attainment.

However, if the mother is absent in a family, this would deprive the young children of a stable source of care and love and is equally damaging to the development of the child. The child would return after school to a very cold atmosphere. This affects the development and education of the child. The child may revert to attention seeking behaviour in class. He may show greater affinity for a female teacher.

2.2.3 Societal factors

Societal factors refer to the micro factors namely economic, demographic, socio-cultural, technological and political factors, which have a direct or indirect influence on the school, teacher, family and learners. Also incorporated are the roles of the Department of Education and teacher unions (Smith, 1996: 5).

(1) Teacher unions

The culture of teaching and learning in schools will be efficiently enhanced if teachers are guaranteed safety and security in the work environment. The government's policy of redeployment of teachers has caused fears and uncertainty among educators with respect to their jobs. This resulted in educators developing a negative attitude towards education, with some having resigned from the profession or opting to take voluntary severance packages (Fox, 1999:15). According to Mona (1997b:3) teacher

organisations have committed themselves to restore the teaching and learning culture at schools, but warn that many critical issues still need to be addressed. These include:

- Improving the working conditions at schools.
- Ensuring energetic and effective management structures.
- Thorough preparation of educators for the new curriculum.
- Improving the teachers' conditions of service.
- Reassessing redeployment and retrenchment.
- Reconsidering the mooted decision to cut the education budget.
- Government's insistence that teachers have a complete change in their classrooms.
- Implementation of management development and teacher development programmes by education departments to put an end to poor management, which threatens effective teaching and learning.
- Clearing the insecurity that has been brought about by the right-sizing process.

- Providing the schools with the required manpower, logistical support and funding.

The National Professional Teachers' Organization of South Africa (NAPTOSA) and the South African ^{Democratic} Teachers' Union (SADTU) emphatically state that factors, which affect teacher morale, motivation and competency, have a direct implication on the culture of learning. Improving the conditions of service for teachers helps build the teacher morale and motivation, and this in turn impacts positively on the culture of teaching and learning. The unions maintain that insecurity and anxiety surrounding teacher redeployment needs to be sorted out as it affects the morale of teachers and impact negatively on the teaching and learning culture (Mona, 1997b: 3).

(2) Economic factors

McGregor (1992:82) states that the crises in South African economy have underpinned the massive political upheaval of the last two decades, culminating in the present negotiation process. There is a massive unemployment and serious poverty situation prevailing. Employment in South Africa is at its lowest point in sixteen years with certain official measures indicating an unemployment rate of over 30%. The Job Summit (<http://www.cosatu.org.za>) has had the positive effect of bringing the social partners closer on a range of important policy questions. Most people agree that jobs will be created if there is an increase in the level of investment in the South African economy.

Ashley (1993:14) states that the economic factors of a country have a negative impact on the culture of teaching and learning. COSATU believes that economic growth is essential for addressing the inequalities of apartheid and satisfying the needs of the people (McGregor, 1992: 82). This growth could be initiated through the rapid provision of basic necessities such as housing, water and electricity. One of the key pillars for a job creation strategy outlined at the Job Summit is that the economy needs skills- a factor that would have great implications for education. Adequate resourcing of the education system is therefore a priority ^{Cosatu} (<http://www.cosatu.org.za>). K

The development of an effective education infrastructure is essential. Sunter (1987:85) states that South Africa is an average country with an average economy. Before the Union of 1910, the distribution of natural resources was in favour of the whites, and this has culminated in South Africa becoming one of the most unequal societies in the world where the distribution of resources is concerned (Wilson, 1990:234).

Pillay (McGregor, 1992:34) states that a higher economic growth rate is to some level dependent on a higher quality of education. South Africa is in the classic 'chicken and egg' syndrome. The economy requires skilled labour with higher education levels, but the schools are producing excess learners with an education level between grade 10 and below.

(3) Demographic factors

Demographic factors fuel the education crises and constitute a major part in the promoting of the culture of teaching and learning. Changing social conditions in South Africa have created some of the most forceful internal objective pressures on government policies. These have led to demographic factors that include a high population growth rate, the accelerating urbanisation of blacks in particular, and the growing proportion of young blacks in the population (McGregor, 1992: 40).

The future population growth will be from the black population because the growth rate in White, Indian and Coloured communities is static or declining. A too high fertility rate amongst blacks has caused a drastic increase in the number of young people in the population: 43 % of black are under the age of 15 (Manning, 1988: 52). The very high dependency ratio, which results from this trend, has serious implications for the education system.

According to the Urban Foundation (1990: 68) the number of urban blacks will increase from 13 million in 1985 to 33 million in 2010. In the near future the major population shift will be from the rural areas to metropolitan areas. These demographic changes will put greater demands on the education system in the urban areas, especially the major metropolitan complexes of KwaZulu-Natal and Gauteng (McGregor, 1992: 40).

Another demographic projection that needs urgent attention is AIDS. With the high mortality rate among children under five years, the disease could impact heavily on

the provision of junior primary school places, the secondary school enrolment and the number of teachers. Consequently AIDS would affect both the quantity and quality of South African educational provision (McGregor, 1992: 40-41).

(4) Political factors

The disparity of educational provision in South Africa has resulted in blacks receiving inferior education, more especially in the rural areas. Due to socio-political changes taking place in South Africa since 2 February 1990, the state has been pressurised into bringing about necessary educational reform strategies, especially to black education.

The political transformation of 1994 has and will continue to have a drastic impact on education. Previously the disparity that was brought about by a racially differentiated system, which affected the entire education system, was coordinated along racial lines (Dekker & Van Schalkwyk, 1995: 461).

The political illegitimacy of the pre-democratic regime was perhaps the major momentum behind the liberation struggle of black people. Resistance against political exclusion led to a break-down in the culture of teaching and learning. The regular school routine in the majority of black schools was continuously interrupted by political actions such as strikes, protests marches, security force actions and the destruction of school property (Naidoo, 1999:38).

2.2.3 Personal characteristics

According to Smith (1996:4) 'personal characteristics' refer to the intrinsic characteristics of the learner such as his attitude and motivation to study, his values that influence learning, his intellectual ability as well as emotional make-up including aspects such as self-discipline and will-power to study regularly. The learner's personal characteristics i.e. his attitude, his interest, motivation to learn, self-concept and values will therefore play an important role in promoting the culture of teaching and learning.

The learner's attitude, whether it is favourable or unfavourable, stems predominantly from the generalisation of his own experiences with regard to school (Vos, 1997: 2).

(1) Attitude of learners

According to Purkey & Norvak (1984: 6) many researchers have focussed on teacher attitudes and actions. It is clear, however, that learner attitudes also elicit certain expectancies and behaviour in teacher - learners invite or disinvite teachers just as teachers invite or disinvite learners. We therefore find that learner attitude has a direct impact on the culture of teaching and learning.

(2) Motivation

'You can lead a horse to the water, but you can't make him drink.' Teachers daily face this problem summed up in the well-known saying. Appropriate curricula and

good teaching is important but not sufficient for ensuring that learners accomplish instructional goals. If learners reduce their investment of attention and effort, the culture of learning would be negatively affected. The degree to which the learners invest attention and effort in classroom activities depends on their motivation, i.e. their willingness to engage in the activities and their reasons for doing so (Good & Brophy, 1994: 209).

According to Van den Aardweg and Van den Aardweg (1993: 140) motivation is the thrust, powerhouse and momentum of the personality, which is put into effect by an act of will in accordance with what the learners want to do. Motivation is a form of energizer, which can be an intrinsic or extrinsic force. Inspiring learners to use their potentialities for optimum self-actualisation is obviously the most important task facing the teacher, for he is the key to motivation in the classroom (Mouly, 1973: 344).

Van den Aardweg and Van den Aardweg (1993: 141) illustrate this statement, when stating that the teacher should motivate the learners from the moment he enters the classroom by:

- His very appearance and facial expressions and gestures.
- His passion for teaching and the topic to be taught.
- His approachability and cordiality.

The authors further state that in order for the learner to be motivated, he should:

- Feel safe and secure in the class.
- Feel accepted and wanted and knows that he belongs and would be missed if absent.
- Contribute to the welfare and harmony of the class and the meaningfulness of the lesson.
- Be satisfied with the disciplinary climate of the class.
- Feels that he is working towards a goal and is making progress.

2.3 CONCLUSION

The elements of a culture of teaching and learning, namely the learner and his personal characteristics, factors within the family and living environment, school related factors and societal factors work together to create a certain attitude towards the teaching and learning climate in a school. The reasons for the lack of a culture of teaching and learning can be classified into four important contributing aspects, namely:

- Factors concerning the learners.
- Factors concerning the family and the home environment.

➤ Societal factors.

➤ Factors concerning the school environment, which include the role of the teacher.

The next chapter will focus on the invitational attitude of the teacher in promoting the culture of teaching and learning.

CHAPTER THREE

INVITATIONAL ATTITUDE OF TEACHERS

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CHAPTER THREE

INVITATIONAL ATTITUDE OF THE TEACHER

3.1 INTRODUCTION

“I now believe there is no biological, geographical, social, economic, or psychological determiner of man’s condition that he cannot transcend if he is suitably invited on challenge to do so” Sidney Jourard (1968: 58).

What can teachers do to create schools that promote the realisation of human potential? Indicators are that everybody and everything involved in the education process should invite school success. This involves the people (teachers, secretaries, librarians, and administrators); the places (classrooms, offices, hallways, and playing fields); the policies (rules, codes, and procedures), and the programs (curricular and extra-curricular. Everybody and everything in the school can and should invite learners to develop intellectually, socially, psychologically and physically (Purkey & Novak, 1984: 2).

Inviting and disinviting messages appear in various forms and deal with all human interactions. Learners are surrounded by messages from formal requests to informal urgings, from verbal comments to non-verbal behaviours, from official policies and programs to unwritten traditions and agendas. Individually and collectively, these messages play a vital roll in promoting the culture of teaching and learning at school (Purkey & Novak, 1984: 4).

The professional capacity to invite or disinvite, to determine who will be invited and disinvited and how, and to establish the rules under which inviting or disinviting messages are extended rests with each educator. No matter how difficult the situation, a teacher should never lose the ability to behave in a professionally inviting manner. This is an ability that educators can control and for which they can be responsible. Recognising, accepting and using the ability to behave in a personally and professionally inviting manner can be a great asset for educators (Purkey & Novak, 1984:7).

3.2 THE CONCEPTS “INVITING” AND “DISINVITING”

To get a better understanding of the invitational attitudes of the teacher it is necessary to explain the terms “inviting” and “disinviting”.

3.2.1 Inviting

The English word “invite” is probably a derivative of the latin word *invitare*, which can mean” to offer something beneficial for consideration.” Translated literally, *invitare* means to “summon cordially, not to shun”. Implicit in the definition is that inviting is an ethical process involving continuous interactions among and between humans (Purkey & Novak, 1984 2).

According to Purkey and Novak (1984: 2-3) in an inviting environment, educators and learners show trust, respect, optimism and intentionality. They create an environment where teaching and learning can take place positively and harmoniously (Brinson,

1995: 4-5). Invitational attitudes of educators try to motivate learners to enrich and orchestrate their lives and to seek balance and harmony (Purkey & Novak, 1984: 11). One of the key components of the invitational attitude is that individuals who are intentionally respectful, trusting and optimistic towards both themselves and others are most likely to move towards optimal human development and well-being. Such actions show that these qualities are known as an “inviting” attitude (Purkey & Wiemer: <http://www.invitationaleducation.net>).

3.2.2 Disinviting

Actions that devalue, dehumanise, or disrespect the self or others are known as a “disinviting” behaviour or attitude. Beyond the formal school policies of suspending, expelling, labelling, tracking, and grouping, many students feel disinvited by the reactions of educators who, either consciously or unconsciously behave in ways that results in learner embarrassment, frustration and failure (Purkey & Novak, 1984: 13; Purkey & Wiemer: <http://www.invitationaleducation.net>).

Canfield and Wells (Purkey & Novak, 1984: 13) use the term “killer statements” to describe the means by which a learner’s feelings, thoughts and creativity are “killed off” by the teacher’s disinviting attitude, which could be negative comments, physical gestures, or other similar behaviour.

3.3 LEVELS OF FUNCTIONING

According to Purkey and Novak (1984:16) the “Invitational Model” has four levels at which messages and signals can be categorised.

3.3.1 Level one: consciously disinventing

There are messages that are often used in classes by teachers that are intended to be disinventing (Purkey & Novak, 1984: 17), for example: “Why don’t you use your head?” and “You are so untidy!”. Educators functioning at the intellectually disinventing level are totally aware of the disabling, demeaning and devaluing potential of their attitude. Teachers communicate these consciously disinventing messages when they feel angry or frustrated. However, from an invitational point, there is no justification for this type of comment or behaviour. The main problem with behaviour at level one is that many educators feel their actions as being “good for students”(Purkey & Novak, 1984: 17). There is no circumstance in which an educator can justify intentionally disinventing behaviour, or else schools may move away from their primary role, namely to invite human potential.

According to Purkey and Strahan (1995:8) being consciously disinventing is a most deadly and fatal level of personal and professional functioning. This level of operation can take place in one or more of the five “P’s dimensions” in any school setting: people, places, policies, programs and processes.

Instances of level one functioning can be seen in people (deliberate racial, sexual or ethnic remarks), places (intentionally left untidy), policies (rather harassing), programs (intentionally biased and discriminatory) and processes (deliberately disrespectful). These negative influences in the five areas are intentionally disinviting (Purkey & Strahan, 1995: 8).

3.3.2 Level two: unconsciously disinviting

One of the greater problems in school stems from people, places, policies and programs that are unconsciously disinviting. Teachers who function at this level generally have good intentions although others see their behaviour or attitude as chauvinistic, condescending or simply inconsiderate (Purkey & Novak, 1984:18). Comments such as: “What Thembi is trying to say?” and “That’s straightforward, even a child can do it,” can be regarded as disinviting by learners. Teachers who divide classroom tasks into “male” and “female” categories can also be unintentionally disinviting. An unconsciously uninviting teacher also has a tendency to “talk down” to pupils by using vocabulary that is very watered down.

A teacher may also repeatedly use statements such as: “Do you understand?” or “Do you get what I mean?” Teacher behaviour seen by learners as sexist, inconsiderate, or patronizing is likely to be interpreted as disinviting, although the educators have good intentions.

3.3.3 Level three: unconsciously inviting

Many so-called natural-born teachers, who do not give much attention or thought to their classroom activities are very successful teachers because they are functioning at level three. These teachers typically behave in such a manner that learners feel invited, although they themselves are not aware of the underlying dynamics (Purkey & Schmidt, 1990: 26).

The major problem with this level is that educators can become confused and hence unable to identify the reasons for their success or failure. If that specific “thing” that they utilize is no longer working, they are unable to determine the cause of the problem situation. In other words, the educator lacks a steady stance or a reliable position from which to function (Purkey & Novak, 1984: 19).

3.3.4 Level four: consciously inviting

From the invitational education perspective, all educators should aspire to be consciously inviting, which is the highest level of invitational behaviour (Wilson, 1986: 2; Purkey & Novak, 1984: 19). Such behaviour requires an understanding of the reasons for and the results of the behaviour of the individual concerned.

However, there are educators with varying degrees of success within the broad category of this level. There may be educators who are making a conscious effort to be inviting but are uncertain about the real process, hence they go through a transition period. In difficult times they revert to more familiar levels of operation. Learners

tend to like these educators but they get the feeling that these educators cannot be depended upon in times of difficulty (Purkey & Schmidt, 1990: 27).

According to Gerber (Purkey & Novak, 1984: 20) there are “artfully inviting” educators who act with consistency, sensitivity and dependency. They can cope in the most difficult situations in a professionally inviting manner. The ability to be consciously inviting and the artful use of this ability is a great asset to a teacher.

3.4 TEACHER STANCE/QUALITIES

Purkey and Novak (1984: 44) refer to these qualities collectively as the educator’s stance. This stance is a set of consistent behavioural characteristics exemplifying the general position from which one functions or his typical behavioural patterns: in brief, a theoretical position on the basis of which a person acts (Swart, 1988: 351).

This stance determines the teacher’s level of personal and professional functioning.

Purkey (<http://www.invitationaleducation.net>) says that an inviting stance has at least four basic qualities, viz.

- trust;
- intentionality;
- respect; and
- optimism.

These qualities are shortened to TIRO. When applied to classroom discipline, the TIRO stance offers the teacher an attitudinal structure and direction that can be

dependably employed to create and maintain a healthy classroom environment (Purkey & Strahan, 1995: 2).

3.4.1 Intentionality

Invitational education is intentionally created by teachers who want to develop such an approach to learning and who commit themselves to doing so. People who are inviting with themselves and others personally and professionally intentionally structure places, policies, processes and programs to invite development.

Intentionality enables educators to create and maintain a total environment that consistently and dependably invite the realisation of human potential (Purkey, <http://www.uncg.edu/ced/iaie/journal/v12p111.htm>). These teachers have a good fixed position from where they make decisions. Their plans are also goal directed which are flexible to accommodate contingencies (Steyn, 1995: 33).

The more intentional a teacher is, the more accurate his judgement and the more dependable his attitude and behaviour. Intentional teacher attitudes lead to purpose, direction and control of his personal and professional life (Purkey & Strahan, 1995:4).

With a dependable stance his actions become more trustworthy and reliable in the eyes of others. Intentionality, therefore, is a very important quality of the inviting stance.

3.4.2 Optimism

Optimism is the ability to remain positive even during the most difficult times. According to Swart (1988: 36) optimism is based on people's specific knowledge that they have a right to fulfil their potential and await any opportune moment to do so no matter how strong their present need may be. Learners and educators should not be judged for what they are at present, but for what they can still achieve in the future. Development of the individual would only take place if the atmosphere is that of support and collaboration. The optimistic educator therefore is able to create a positive atmosphere in his classroom (Steyn, 1995: 34).

Frankl, as quoted by Purkey and Strahan (1995: 5), says " If we take people as they are, we make them worse. If we treat them as if they were what they ought to be, we help them to become what they are capable of becoming." It is important for teachers to be romantic: to see things not just as they are but what it could be, to look at non-readers and see readers, look at disobedient learners and see their potential to be obedient.

Humans possess untapped potential in all spheres of human endeavours and no clear limits to the potential have been founded. It is not sufficient to be just inviting; it is important to be optimistic about the process. If a direction in life is chosen there should be hope for change for the better (Purkey, <http://www.uncg.edu/ced/iaie/journal/v12p111.htm>).

3.4.3 Trust

The basis of the invitational theory is the interdependence of human beings, which is based predominantly on mutual trust. Trust is established through a series of sincere inviting patterns of action on the part of the teacher as opposed to single acts. This creates a trusting learning environment in which each learner will find his own best way of being and becoming (Swart, 1988: 36).

Not in list

According to Johnston (1985:7) "the very best schools are trusting places." In a trusting school climate "emblems of trust" prevail everywhere. Doors are unlocked, learners use expensive equipment independently and feel free to monitor and analyse their own behaviour.

Invitations are most effectively given and accepted in an atmosphere where mutual trust prevails. Teachers that are personally and professionally inviting develop this trusting atmosphere by behaving in a positive and dependable manner (Purkey & Novak, 1984:59).

3.4.4 Respect

Maslow (1970: 254) states that people should realize clearly that every time they threaten someone or humiliate or hurt unnecessarily or dominate or reject another human being, they become forces for the creation of psychopathology, even if these be small forces. On the other hand every man who is kind, helpful, decent,

psychologically democratic, affectionate, and warm, is a psychotherapeutic force, even though a small one.

An assumption of the invitational theory is that people are able, valuable and responsible and should therefore be treated accordingly. This principle means that the school should not be a place for humiliating, insulting or embarrassing anyone. If the present school policy, programs or practices cannot be implemented in accordance to these requirements then it should be abolished or removed from the school (Purkey & Norvak, 1984: 45).

Respect should be spontaneously shown irrespective of whether it is earned or not. In the invitational model respect is an undeniable birthright. The four qualities of the invitational model, trust, respect, optimism and intentionality, offer a consistent, dependable “stance” through which educators can create and maintain optimally inviting environments, even in the most difficult situations.

3.5 TEACHER BEHAVIOUR

According to Purkey and Norvak (1984: 47), once a stance is established, inviting behaviours can be shown in numerous ways. Invitational education involves specific choices, which involves certain risks in accordance to their nature.

The choices and concomitant risks involved in behaving in an inviting manner are discussed below.

3.5.1 To send or not to send

An invitation is a risk that someone takes in making a choice. According to Purkey (<http://www.invitationaleducation.net>) these risks include the risk of rejection, of misunderstanding or of things that do not work out as anticipated. Risks are taken when a person is invited; however, there may be even greater risks in not inviting him or her. The teacher who does not invite may be free from feelings of rejection, misunderstanding or involvement, but that is not how teachers should behave. When teachers portray an invitational attitude learners feel that they are able, valuable and responsible. In this way learners learn to be confident, competent, responsible and worthwhile.

When one chooses to behave in an inviting manner, it is not necessary to constantly send out affirming messages. Many times, the most inviting way is not to send out a message, for example, inviting a friend for fresh cream and strawberries when he is on a weight loss program. This would be uninviting and thoughtless. An unsuitable, thoughtless and inopportune invitation is often regarded as disinviting or non-invitational (Purkey, <http://www.uncg.edu>).

According to Purkey and Norvak (1984:49) two important guidelines should be considered in sending or not sending messages or in inviting or not inviting. Firstly, listen with sensitivity to what may be regarded as caring and suitable behaviour. Secondly, when the evidence is distributed equally between sending and not sending, rather send the message. If the teacher invite, others can accept; if the teacher do not invite, it is not possible for others to react.

3.5.2 To accept or not to accept

The inviting process is an interdependent activity between sending and accepting. Just as there are risks involved in sending an invitation or not so too there are risks in accepting or not accepting. Accepting a person's invitation entails that: "I trust you." However, the learners have no control over other peoples' trustworthiness, but by merely accepting their invitation they are placing themselves in the teachers' care. When chances of success are good, learners need to take a chance. In order to take up opportunities that are available to them in life they need to take risks. A great rule is that learners should accept those invitations that seem to be worthwhile, and decline the others with dignity graciously. Even the declining of an invitation can be done in an inviting manner (Purkey & Novak, 1984: 50).

There are many reasons why invitations are not accepted, which do not necessarily stem from rejecting the inviter, as pointed out by Purkey (<http://www.uncg.edu>). By learners not accepting, they are actually trying to see how sincere or truthful the teacher is, or even giving themselves more time to think it over. This doubt is usually the result of previous failure. However, teachers need to extend invitations to such learners and they should not regard non-acceptance as rejection or refusal. They should make an effort to understand the feelings of the learner (Purkey & Novak, 1984: 50).

According to these authors, in simple terms the above means the following:

- ☐ If I do not invite, you cannot accept.
- ☐ If you cannot accept, you would not invite.
- ☐ If you do not invite, I cannot receive.

- ❑ If there are no invitations, there is no development.

3.6. DEVELOPMENT OF AN INVITATIONAL ATTITUDE

In order for educators to fulfil the role in the invitational process, a certain perceptual orientation is required, which implies a particular stance and a consistent behaviour or attitude. As Purkey and Novak (1984:72) puts it, the desire and vitality to operate at a consciously inviting level need to be maintained, hence developing the power and confidence of a “long term” inviter.

Maintaining a good culture of teaching and learning in the classroom requires a special way of being with oneself and others both personally and professionally. According to Purkey & Strahan (1995: 35) a teacher needs to be an exciting, enthusiastic and energising person who relishes the day-to-day life of classrooms and who enjoys the company of young people. Hence, the teacher’s self is the most crucial factor in any classroom.

Being inviting with others only in a school or classroom situation is not good for an educator. According to Purkey and Schmidt (1990: 41-49) it is important for an inviting teacher to develop and systematize the following four aspects:

- Being personally inviting to oneself.
- Being personally inviting to others.

- Being professionally inviting to oneself.
- Being professionally inviting to others.

3.6.1 **Being personally inviting to oneself**

A good culture of teaching and learning starts when one is personally inviting to oneself. Many people go through life with an attitude, which can be likened to attempting suicide, by destroying their talent, and their vitality and creative abilities. Being good to oneself is seemingly more difficult to obtain than being good to others, as indicated by Purkey and Schmidt (1990: 41-49).

Sometimes educators reach a burn-out state by a loss of optimism, vitality and direction. This in most cases is self-inflicted. On the other hand, professionals may sacrifice their own desire to meet the demands of others. This leads to hatred. This kind of behaviour is a result of personal misbehaviour and self-abuse. Teachers therefore need to be, as Purkey and Novak (1984:45) put it, “a long distance inviter.” It is important for a teacher to see himself in a more positive light and in this way invite himself to realise his potential. It is important to be personally inviting to oneself. It is impossible to invite learners if educators do not invite themselves.

According to Purkey (<http://www.invitationaleducation.net>) teachers need to realise that an invitational attitude is very important. They therefore need to apply this insight to themselves in the sense that they must be well attired, be upright, eat less, exercise regularly, apply themselves and find ways of being fully *present* in their world.

Having self-respect and respect for their own feelings results in an increase in self-invitations, hence increasing their chances of success in life.

Purkey (<http://www.invitationaleducation.net>) asserts that teachers need to lead exciting lives because they tend to project how they feel onto others. If they are bored with life they would become boring to others. The following, according to Purkey and Norvak (1984: 73-74), are ways in which they can maintain their own personal energy levels:

- Practise positive self-talk to monitor internal dialogue and remove any negative thoughts.
- Practise meditation and relaxation techniques.
- Maintain good physical health by exercising and having a correct diet, and relaxing.
- Plan a long life by having good eating and drinking habits and eliminating bad smoking habits.
- Take a break and celebrate by doing something special for oneself.
- Recharge one's energies by talking things over with friends.
- Be dynamic and engage in activities unrelated to one's professional life.

- Stay alive intellectually by reading extensively, and by visiting museums, cultural centre, zoos, parks, galleries and exhibits.

3.6.2. Being personally inviting to others

In order to become a long distance inviter Purkey & Novak (1984: 73) state that a teacher must become personally inviting to others. Invitational education places a great priority on interpersonal relationships. An important perspective of inviting others personally is to be “real” or “genuine.” Share personal feelings at the same time accept that one may get out of the bed the wrong side and forget important meetings. Be able to invite others to know one as one really is.

In order to invite others personally it is important to have regard and respect for one’s fellow human beings. Others may regard certain behaviour and comments as insulting or demeaning and this can be rather disinviting. Adding the words “I was just joking with you” does not remove the hurt of an insulting remark. Therefore jokes regarding a person’s physical appearance, attitude or failures should be avoided regardless of one’s intentions.

Purkey and Novak (1984:75-76) regard the following as some practical ways in which a teacher can avoid making hurtful statements and can be personally inviting to others:

- Promote courtesy – general courtesy is the most important tool for the inviting teacher. Greet the learners and others by name, use the words “please” and “thank you” and show overall care and appreciation for others.
- Send a “birthday card,” congratulations card or get-well card to learners, friends and colleagues to show that they are thought of in a special way.
- “Warm up” at commencement of a lesson: the teacher should begin with a warm greeting, light humour or comment on things in everyday occurrence. This sets the tone for invitational learning.
- Break bread with others. An old tradition in society is to enjoy food and drinks with friends. This helps to build good friendships and feelings of closeness.
- Keep things simple: when a learner comes with a complaint, avoid second-level problems, such as angry exchange of words.
- Keep abreast of current issues: make special efforts to keep abreast of fashion, TV programs, actors or actresses, sports and other learner interests. By using examples from real life situations lessons can be inviting personally and professionally.
- Celebrate life and appreciate the richness of life.
- Develop friendship – friends are a teacher’s best support system.

3.6.3 Being professionally inviting to oneself

A teacher, according to Purkey (<http://www.uncg.edu>), who does not invite himself to develop professionally runs a risk of becoming obsolete and living an intellectual half-life. It is therefore very important for educators to upgrade their knowledge and find ways of maintaining their professional spirit. Educators should not get into a rut even if it brings success.

According to Purkey & Novak (1984:76-77) a teacher can be professionally inviting by:

- Participating in programs. Attending academic courses, conferences and workshops can provide ways of improving one's skills, knowledge and techniques.
- Reading widely. Reading books, journals, magazines and newspapers will help educators keep abreast of learners and develop professionally. This should be done every day.
- Joining professional groups will help in maintaining high levels of professionalism.
- Conducting projects. Do not leave projects for science teachers.
- Writing professionally for local newsletters or journals.

- Making appointments. There are bound to be experts who are admired in his field.
- Evaluating lessons. At the end of a term get suggestions from learners on the term's lessons. This helps to show respect for learners' opinions and at the same time builds oneself professionally.

3.6.4 Being professionally inviting to others

Being professionally inviting to others is building up opportunities that the other three pillars (being personally inviting to oneself, being personally inviting to others and being professionally inviting to oneself) provide (Purkey & Novak, 1984:30). By using clear communication and fair evaluation one can be professionally inviting to others. Teachers should communicate in a positive manner, for example "all of you finish this important example during this period" is more positive than "if you don't finish this work in time, you must stay in during your lunch break and complete it!" Fair evaluation is also very important. This means treating every one as an equal. Teachers should be consistent in carrying our classroom school policy.

A successful teacher, as described by Purkey and Novak (1984: 30) is someone who can effectively combine the four basic areas of functioning into an integrated functional pattern. Concentrating too much on one or two areas would create an imbalance.

3.7 CONCLUSION

In this chapter the inviting approach was described as requiring the tactful blending of teacher perception, stance and behaviour. Teacher perception includes viewing learners as able, valuable and responsible, and seeing oneself and one's profession in an essentially positive way.

The discussion also highlighted the importance of the person in the invitational process. Four basic areas of functioning were presented:

- Being personally inviting to oneself.
- Being personally inviting to others.
- Being professionally inviting to oneself.
- Being professionally inviting to others.

Each of these areas were shown to be as equally important. The successful teacher is one who cleverly blends the four areas and is thus able to sustain the energy and passion of the long-distance inviter in promoting the culture of teaching and learning in class.

CHAPTER FOUR

PLANNING THE RESEARCH

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CHAPTER FOUR

PLANNING THE RESEARCH

4.1 INTRODUCTION

In the preceding chapters a literature study was presented of the factors affecting the culture of teaching and learning at school, the invitational attitude of teachers and its implication on the learners and their culture of learning. From the literature study it was clear that the educators would have to promote an invitational attitude and trusting atmosphere in order to ensure a positive culture of teaching and learning in a class. It was also noted that the learners' background, name, classroom, socio-economic status and traditional values affect the culture of teaching and learning in a class, but that the teacher in his own capacity has the power to control the learning and teaching situation to a greater extent than any other factor.

In order to investigate and verify the findings in the literature study, it was necessary to undertake an empirical survey. The data was collected through administering a questionnaire in the format described by Amos, Purkey and Tobias in 1984, called the Invitational Teaching Survey (ITS).

In this chapter the research methodology used in the empirical investigation of the invitational attitude of teachers will be described.

4.2 PREPARATION FOR AND THE DESIGN OF THE RESEARCH

4.2.1 Permission

In order to administer the questionnaire to the grade 12 learners from the KwaZulu-Natal North and South region, it was required first to request permission from the secretary of the KwaZulu-Natal Department of Education and Culture. A letter was written and posted to the secretary for Education and Culture in KwaZulu-Natal.

The researcher contacted the principals of the selected schools telephonically and made arrangements for administering the questionnaire to the grade 12 learners doing Biology as a subject. The permission was granted on condition that all information gathered would be used for research objectives only.

4.2.2 Selection of respondents

The research sample was drawn from two randomly selected predominantly black schools, two Indian schools and two Coloured schools from the KwaZulu-Natal region. The predominantly white formerly model-C schools were very uncooperative despite numerous attempts made by the researcher and her supervisor to obtain their cooperation.

After the selection of schools, fifty grade 12 learners, doing Biology as a subject, were randomly selected from each school. A total of 300 respondents were identified to whom the questionnaire would be administered .

4.3 THE RESEARCH INSTRUMENT

According to literature written by Cohen and Manion (1987) and Tuckman (1978) research is a formal, systematic method of obtaining answers to questions in order to critically evaluate any observations made from literature studies, to analyse the validity of information and thereafter make the necessary attempts in obtaining answers to questions and identified problems, to critically evaluate the observations made from literature studies and to analyse the validity of information before any recommendations can be made.

4.3.1 The questionnaire as a research instrument

Once the concepts and hypothesis have been clearly formulated and relevant samples have been obtained, the next link in the research chain is the data collection instrument. Within the operational phase of the research process the measuring instrument is very important.

In this section the questionnaire as a research instrument will be explained by exploring the construction of a good questionnaire, the characteristics of a good questionnaire, the advantages and disadvantages of a questionnaire and the reliability and validity of questionnaires.

4.3.2 Construction of the questionnaire

Questionnaire design is an activity that should not take place in isolation. Since no instrument could be traced that surveyed inviting teacher practises as described in the invitational model, the researcher consulted and sought advice from specialists in the field, namely Professor Purkey and Dr. Amos Lundee of the University of North Carolina, during the construction of the questionnaire.

Sudman and Bradburn (1982:4) state that questionnaire construction is one of the few activities in which plagiarism is not only tolerated, but actually encouraged. The Invitational Teaching Survey (ITS) (a prepared questionnaire), which is an assessment instrument designed by Prof. Purkey, Dr. Amos Lundee and Dr. Tobias (1984) was used in this investigation.

An important aim in the construction of the questionnaire for this investigation was to adapt the ITS to suit the needs of the sample population. During the investigation, the researcher dealt with a target population from different language backgrounds, many of whom were not proficient in English. Questions were therefore formulated in English followed by translations in Zulu, so that respondents (grade 12 learners) could choose the language they understood best.

The aim of the questionnaire was to obtain information regarding “the invitational attitude of teachers and the culture of teaching/learning.”

(1) What is the ITS (Invitational Teaching Survey) questionnaire?

The developmental work that led to the creation of the ITS began with an interest in creating an instrument to measure teacher practices that relate to inviting teachers as described in the invitational model. Human interactions that promote positive relationships and develop human potential are the underlying themes. According to Purkey and Lundee (1987: 2) the Invitational Teaching Survey (ITS) is an assessment instrument designed to measure the frequency of occurrence of various teacher practices as perceived by students in secondary schools, colleges and universities.

The ITS consists of 43 items. Students respond on a Likert-type scale ranging from “very seldom or never” to “very often or always”. The ITS is based on a basic assumption of invitational education that learning begins with the learner’s frame of reference. Effective teachers are thought to have the ability to put themselves in the student’s shoes and perceive the world from the student’s point of view. The ITS helps teachers to identify strengths and areas that need improvement from the student’s perspective. Educational interventions are identified which provide guidance in helping teachers improve their culture of teaching in a class.

The ITS consists of 43 well-selected items. Since no instrument existed that surveyed inviting teacher practices as described by the invitational model, the ITS was developed by experts in the field, as explained in 4.3.2.

(2) How can the ITS be used?

The ITS is meant to be used as:

- A measure to help teachers identify practices that are their strengths and practices that need improvement.
- A basis for planning an individual program for teacher improvement.
- An evaluation tool to assess how often students perceive certain behaviours in teachers.
- A pre-post measure for teachers who are implementing a plan to improve their teaching practices.

(3) ITS dimensions, subscales and clusters

Figure 3 Diagram showing 43 items classified into dimensions, subscales and clusters

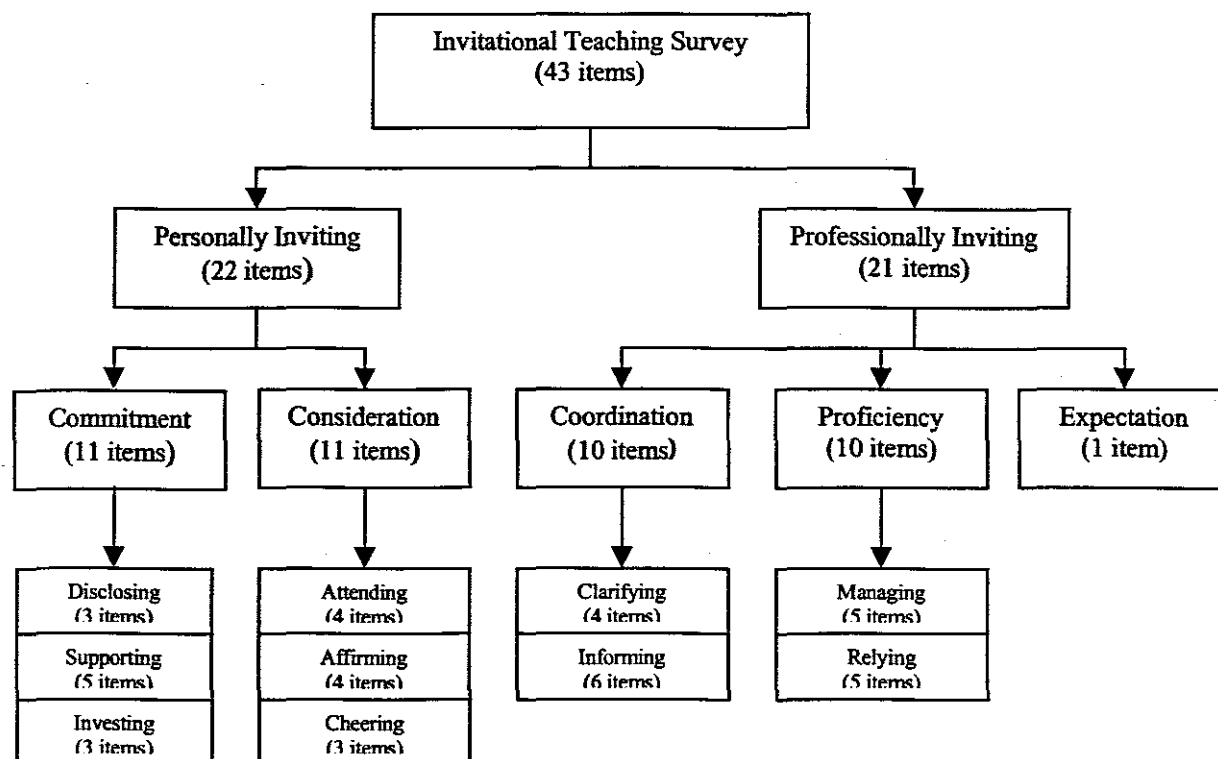


Table 1 Table showing 43 items of the ITS listed according to negative, positive, subscales and clusters

GROUPS	43 ITEMS																																											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	
Negative Items																																												
Positive Items																																												
Commitment Items																																												
Consideration Items																																												
Coordination Items																																												
Proficiency Items																																												
Expectation Item																																												
Disclosing Items																																												
Supporting Items																																												
Investing Items																																												
Attending Items																																												
Affirming Items																																												
Cheering Items																																												
Clarifying Items																																												
Informing Items																																												
Managing Items																																												
Relying Items																																												

The 43 items that comprise the ITS are classified as follows:

- The questionnaire comprises two dimensions: Personal and Professional..

The personal dimension measures the teacher's ability to encourage students to feel good about themselves and their abilities in general. The professional dimension measures the teacher's ability to encourage students to learn and appreciate course content.

- The ITS has five subscales:

- consideration,
- commitment,
- coordination,
- proficiency, and
- expectation.

Consideration and commitment comprise the personally inviting dimension, and coordination, proficiency and expectation comprise the professionally inviting dimension.

- The subscales are further divided into clusters:

- Commitment: Cluster A- Disclosing
Cluster B- Supporting
Cluster C- Investing
- Consideration: Cluster A- Attending
Cluster B- Affirming

- | | |
|-----------------|-----------------------|
| | Cluster C- Cheering |
| ▪ Coordination: | Cluster A- Clarifying |
| | Cluster B- Informing |
| ▪ Proficiency: | Cluster A- Managing |
| | Cluster B- Relying |
| ▪ Expectation | |

(4) Instructions for scoring

Scoring of the instrument is objective, and may be performed by machine-scoring equipment or by hand. To eliminate a pattern response bias, half the items on the ITS are stated positively and half negatively. To correctly weigh the responses and arrive at a total score, one must know which items are negative and which items are positive (see table 1).

Each ITS item is given a weighted score of 1 to 5. A rating of 5 indicates the presence of high levels of invitational teaching practice. The positively stated items are scored A = 1; B = 2; C = 3; D = 4; E = 5. The scoring weights for the negatively stated items are reversed; i.e. responses marked A, B, C, D or E are scored 5, 4, 3, 2, and 1 respectively. Possible scores range from 43 to 215.

The ITS yields five individual subscores, one for each of the five subscales and a total combined score, on the personal and professional dimension. These scores can be compared numerically to the norms provided or to local norms developed by an institution. In this research the researcher developed her own norms in order to make

comparisons. Based on a teacher's subscores, either in relation to the norms included with the instrument or local norms, plans for improvement can be made.

Table 2 Table of formulae

<input type="checkbox"/> Total raw score for positive items + Total raw score for negative items = Total ITS raw score
<input type="checkbox"/> Total ITS raw score / Number of students = Total ITS score
<input type="checkbox"/> Total raw commitment score / Number of students = Commitment score
<input type="checkbox"/> Total raw consideration score / Number of students = Consideration score
<input type="checkbox"/> Commitment score + Consideration score = Personally inviting scores
<input type="checkbox"/> Total raw coordination score / Number of students = Coordination score
<input type="checkbox"/> Total raw proficiency score / Number of students = Proficiency score
<input type="checkbox"/> Total raw expectation score / Number of students = Expectation score
<input type="checkbox"/> Coordination score + Proficiency score + Expectation score = Professionally inviting score
<input type="checkbox"/> Personally inviting scores + Professionally inviting score = Total ITS score

4.3.3 Characteristics of a good questionnaire

In evaluating the literature studies on questionnaire design in the educational field by authors such as Van den Aardweg and Van den Aardweg (1993;198); Schnetler (1989: 81-80); Mahlangu (1987; 84-85), the characteristics of a good questionnaire can be summarised as follows :

- It should be well organised and mindfully compiled, so that analysis and interpretation is easy.

- The topic should be of relevance to ensure that the respondent realises the importance thereof and will be prepared to devote his time to completing the questionnaire.
- It must obtain only that information which cannot be obtained from other sources.
- It should be compiled to measure what it is supposed to measure in order to be valid.
- It must be as short as possible and contain only essential data.
- The questionnaire should give the impression of professionalism by being neatly presented, and respondent-friendly.
- Directions for a good questionnaire must be clear and complete and important terms clearly defined.
- Items should be unambiguous and understandable and should avoid items that might mislead because of unstated assumptions or 'double-barrelled' questions.
- Each question has to deal with a single concept and should be worded as simply and straightforwardly as possible.

- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Questions should be arranged in psychological order following the funnel method for example, general questions first, followed by more specific questions.
- Normal type faces can be used as long as they are legible - use large bold lettering for instructions to the respondent. The paper used should be strong enough to stand up to a considerable amount of handling.
- Data obtained from the questionnaire must be easily tabulated and interpreted. If a computer program is used, it is advisable that the responses should be pre-coded to ensure that the responses are transferred correctly.
- It is advisable to pre-design a tabulation or sorting form to assist with the anticipated interpretation of data before planning the final questionnaire format. This will ensure that ambiguity is avoided in the questionnaire.

4.3.4 Advantages and disadvantages of the questionnaire

The researcher administered a written/standardised (prepared) questionnaire as a research instrument to groups of learners as the target population, taking into consideration the following advantages and disadvantages (Van den Aardweg & Van den Aardweg, 1993: 198; Bailey, 1987: 145; Dixon, 1989: 26-27; Mahlangu, 1987: 95-95).

1982 in bibl.

(1) Advantages of the questionnaire

The following advantages of using a questionnaire as an instrument to obtain information were identified from various literatures:

- It is an economical way of obtaining data, both financially and time-wise.
- Written questionnaires preclude possible interviewer bias. Using the written questionnaire the possibility of respondents being influenced by factors such as the interviewer's appearance, and interaction with the respondents by asking leading or probing questions, are eliminated completely resulting in honest responses from the respondents.
- The written questionnaire permits anonymity. Since the questionnaire is completed in a group context rather than on individual basis, the respondent is more sincere and it lends greater anonymity to respondents than any other method.
- With the written questionnaire, a large sample of the population can be reached.
- Standardised wording of questionnaires provide greater uniformity and consistency across measurement situations than do interviews.
- Generally the data obtained by questionnaires can be more easily analysed and interpreted than data obtained from verbal responses.

- Through written questionnaires any possibility of interviewer's errors are avoided.
- A respondent may answer questions of a personal or embarrassing nature more willingly on a questionnaire than in a face-to-face situation with an interviewer.
- The administering, coding, analysis and interpretation of data can be done without much training or experience if the basic guidelines are followed.
- Questionnaires can elicit information which cannot be obtained from other sources.

(2) Disadvantages of the questionnaire

The following are some of the disadvantages of a written questionnaire:

- Questionnaires do not provide the flexibility of interviews, since they do not allow the researcher to correct any misunderstanding or probe for any specific answer.
- Verbal expression of views are easier with a personal interview than with a written questionnaire.

- There is no interviewer present to observe non-verbal gestures or to make personal appraisals concerning the respondent's ethnicity, social class and other related characteristics.
- Questions can be answered only when they are easy and straightforward to be understood with the given instructions.
- There is no control over question order. Sometimes the respondent may read a less desired question first and this may affect his later responses.
- Complex questions cannot be used in a questionnaire, as they may be too confusing for the average respondent.

4.3.5 Validity and reliability of the questionnaire

Validity and reliability are two concepts that are of critical importance in understanding issues of measurement in social science research. An educational researcher must have a thorough knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability (Huysamen; 1989: 1-3).

Questionnaires have a limited purpose. In fact, they are often one-time data gathering devices with a short life, administered to a limited population. There are ways to improve both the validity and the reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose of the

investigation? Cohen and Manion (1989: 11) mention that terms must be clearly defined so that they have the same meaning to all respondents.

(1) Validity of the questionnaire

Van den Aardweg and Van den Aardweg (1993: 247) define validity as the extent to which a test measures what it purports to measure or what one thinks it is measuring. This implies that validity is a situation-specific concept. It depends on the purpose, population and environmental characteristics in which measurement takes place. For confirmation that the procedures have validity in relation to research problems, it is incumbent on the researcher to describe the validity of the instrument used to collect data. The researcher should show that for the specific inferences and conclusions made in the study, there is evidence that validity exists.

Van den Aardweg and Van den Aardweg (1993:247) distinguish between three types of validity:

- Content validity where contents and cognitive processes can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterion validity, which refers to the relationship between the scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.

- Construct validity pertaining to the extent to which the test measures a specific trait or construct, for example intelligence, reasoning ability, attitudes.

The validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximately the truth. According to Schnetler (1993: 71) a valid research instrument is one that has demonstrated that it detects some "real" ability, attitude or prevailing situation that the researcher can identify and characterise. If the ability or attitude is stable, and if a respondent's answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990: 158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. The researcher employed the questionnaire as an indirect method to measure whether the teachers' attitudes were inviting or disinviting. Since the respondents' attitudes towards the questions are not predictable, one is never certain that the questionnaire will actually measure what it intends to measure. The researcher, however, is confident that the questionnaire to a large extent did measure what it was supposed to measure, judging from the interpretation of the results obtained and the accuracy with which conclusions could be drawn.

(2) Factors that influence the validity of questions

A valid measuring instrument is one which produces precise results on the subject under investigation. The validity of an instrument cannot be taken for granted.

According to Schnetler (1989:89-90) the principal reasons for this are as follows:

- The respondents may misunderstand the questions as intended.
- The wording of the questions could be fully explained, directive or implicative.
- The order of the choice of response sections could produce certain response effects.
- The respondent could give a wrong answer because it could be an inappropriate time for him or he is simply not interested in the subject.
- The respondents may be reluctant to make certain confessions (particularly in the case of sensitive subjects).
- The respondents may be unable to understand the questions.

The above examples illustrate how the nature and structure of the instrument may lead to a number of effects that could compromise its accuracy and the validity of the results.

(3) Reliability of the questionnaire

According to Van den Aardweg and Van den Aardweg (1993:201) reliability is a statistical concept that relates to consistency and dependability of a measure. A

reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result.

Leedy (1993:43) states that reliability deals with precision or accuracy. It asks such questions as: how precise is the instrument that is used in the making of the measurement?

Van den Aardweg and Van den Aardweg (1993:302) and Kidder and Judd (1986; 47-48) distinguish between three types of reliability, namely:

- Coefficient of stability (test-retest reliability). This gives an indication of the stability or constancy of a score on one event and on another event.
- Internal consistency reliability. This verifies how well the test items measure the same thing.
- Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, the split-half reliability can be calculated.

Some factors, according to Tuckman (1994: 180), that contribute to the unreliability of a test are:

- ❑ Emotional pressure.
- ❑ Exhaustion.
- ❑ Physical setting of room in which the test is administered.
- ❑ Inconsistency of human memory.
- ❑ Health condition of respondent.

- The level of experience and knowledge of respondents in the specific skills being measured.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is not proof that the answer given reflects the respondent's true feelings (Dane, 1990: 256).

The researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to questions was made possible by the prospect of anonymity promised to the respondent. In the coding of the questions, it was evident that the questionnaires were completed with the necessary dedication and sincerity.

4.4 LITERATURE STUDY

A literature study is the basis and fundamental aspect of any research. Knowledge and information obtained through literature studies lead to a properly designed research project and meaningful results and recommendations.

Invitational education is a new concept in South Africa. As a result, much of the literature was obtained through the internet. However, researchers working under the supervision of Professor Purkey from the University of North Carolina have published numerous articles and books that were made available via e-mail, postage mail and the libraries locally.

4.5 PILOT STUDY

Piloting the questionnaire is an important and critical stage in the process of data collection. The investigator will often conduct a pilot study in order to refine the concepts and see any hidden problems in the instruments and procedure (Sanders & Pinhey, 1983: 379).

A pilot test uses a group of respondents who are part of the purposed test population but who will not be part of the sample. The pilot study endeavours to determine whether the questionnaire items possess the preferred qualities of measurement and discriminability. For the purpose of this study, the researcher conducted a pilot run from her grade 12 classes.

According to Plug, Meyer, Louw, and Gouws (1991: 49-66), the following purposes of a pilot study were also the aim of the researcher in this study.

- It allowed an introductory testing of the hypothesis that led to testing more accurate hypotheses in the main or final study.
- It gave the researcher new ideas, methods, evidence and hints not foreseen prior to the pilot study.
- It permitted a complete check of the proposed statistical and analytical procedures, thus allowing an appraisal of their efficiency in handling the data.

- It greatly reduced the number of unanticipated problems, which were reflected in the pilot study and this resulted in restructuring the main study.
- It saved the researcher major expenditure of time and money on certain aspects of the research, which would have been pointless or unwarranted.
- Contributions from other persons involved were made possible and led to important amendments to the main study.
- The approximate duration required for the completion of the questionnaire was established in the pilot study.
- Questions and instructions that were misconstrued were rephrased.

By the use of the “pre-test”, the researcher was able to evaluate the questionnaire. Hence, the researcher was satisfied that the questions asked complied adequately to the requirements of study.

4.6 ADMINISTRATION OF THE QUESTIONNAIRE

The researcher called personally at selected schools in KwaZulu-Natal to administer the questionnaire. A proctor was used for this purpose. Teachers had to leave the room while the questionnaires were being completed. The researcher collected these from the proctor after the completion. This method of administration facilitated the

process and the response rate. A 100% return was obtained with 300 questionnaires completed and collected successfully.

4.7 THE PROCESSING OF THE DATA

The main aim at collecting data is to be able to analyse and interpret the data that has been collected by means of the questionnaire. This involved the accurate coding of 300 questionnaires completed by grade 12 learners of predominantly coloured, black and Indian secondary schools by means of a computer spreadsheet using EXCEL.

The data, with instructions as to the outcomes needed from the data, was given to the Stetkon Department at Rand Afrikaans University. The computer analysis was done using the SAS program in order to interpret the results by means of descriptive and inferential statistics.

4.7.1 Editing

Editing of each questionnaire had to be done before the data could be computerised.

Editing is crucial because of the following reasons:

- **Completion:** Each questionnaire was checked to ensure that all the questions were answered or responded to.

- **Accuracy:** Within reason, each questionnaire was checked to ensure that the information given was accurate as incorrect information could lead to a distortion of data and reduce the validity of the data.

Once editing was completed, all the data was captured and statistical analysis was done.

4.7.2 Statistical interpretation

Statistical information could be used in three possible ways: to describe data, to measure its significance and to indicate relationships between sets of data. For the purpose of this research, it was decided to describe the statistical data obtained and thereafter discuss the statistical procedures used.

(1) Descriptive statistics

Descriptive statistics, according to Van Rensburg, Landman and Bodenstein (1994:355) serve to describe and summarize observations. The aim of using descriptive statistics is to give the researcher an impression of the location of the data and the spread thereof. The information can be given in the form of frequency, percentage and average:

- ❑ Frequency tables indicate how many times a particular response appears on the completed questionnaires.
- ❑ Histograms or bar graphs are used to indicate the frequency.
- ❑ Percentages reflect the number of responses to a certain question in relation to the total number of responses.

- ❑ The arithmetic means is the most commonly used method to represent the average of data.
- ❑ The average is calculated by adding all the scores and dividing it by the number of scores.

(2) Inferential statistics

Thereafter the SAS programme was used to analyse data as follows:

- ❑ For construct validity, principal axis factoring was used for each dimension, subscale, cluster as well as the 43 items to determine the factor structure of the test.
- ❑ Reliability coefficient (Cronbach alpha coefficients) of the dimensions, subscales and total ITS scores were calculated.
- ❑ The relationship between the different dimensions, subscales and total ITS scores was determined by multiple analysis of variance (MANOVA) followed by analysis of variance (ANOVA), and these analyses were followed by various post-hoc tests namely Scheffe and Dunnett T3.
- ❑ Correlations between the dimensions and subscales of the schools.

4.7.3 Application of data

The questionnaire (Appendix A) was designed to determine the invitational attitude of teachers and the culture of teaching and learning. In order to obtain the information needed for the purpose of this study, the questionnaire was compiled as follows:

- The ITS consists of 43 items (see table 1 for more information).
- To eliminate pattern response bias, half of the items on the ITS are stated positively and half negatively (see table 1).
- The questionnaire comprises two dimensions: personal and professional.
- The ITS has five subscales:
 - Consideration;
 - Commitment;
 - Coordination;
 - Proficiency; and
 - Expectation.

Consideration and commitment comprise the personally inviting dimension, and coordination, proficiency and expectation comprise the professionally inviting dimension.

- The subscales are further divided into clusters (as shown in table1).

4.8 LIMITATIONS OF THE INVESTIGATION

A research study is subject to possible limitations and problems, which could have a negative effect on the validity and reliability of the data collected. The following are likely factors that might have influenced the validity and reliability of the questionnaire.

- The research population for this study was drawn from KwaZulu-Natal areas only, which represent the coloured, Indian and black population. A comparison of the results obtained with those of white samples may have varying effect, while different responses could have also been obtained from learners in other provinces.
- The idea of being tested by a stranger on confidential issues in the questionnaire could also lead the child to reflect incorrect answers. These may lead to false judgements.
- The sensitive nature of items in the questionnaire may have elicited false or misleading responses and influenced the reliability of the responses.
- There could be the presence of nuisance variables such as the learners' attitude towards schoolwork, low enthusiasm and motivation. The researcher cannot measure these variables.

- Respondents could have felt loyalty towards the educators and therefore gave *biased, false or misleading responses that could have influenced the reliability of the results.*
- The researcher felt that there may have been some uncontrolled variables, which could have affected or influenced the data obtained. The variables could be:
 - ❑ The learner-educator ratio.
 - ❑ The enthusiasm and dedication of the proctor in administering the questionnaire.
 - ❑ The learner's frame of mind during answering of the questionnaire.

4.9 CONCLUSION

In this chapter the planning and design of the empirical research was discussed and a description of the questionnaire as research instrument was given. In the following chapter the data obtained from the completed questionnaire will be analysed.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

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PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

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CHAPTER FIVE

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

5.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data, which was collected by means of a prepared Invitational Teaching Survey (ITS) questionnaire (Lundee, Purkey & Tobias: 1984) completed by learners from grade 12, of six different secondary schools in KwaZulu-Natal. The research results will be reported in the form of tables and graphs showing distribution of frequencies and other descriptive statistics of the test scores. Various inferential analytical procedures will be presented, e.g. The multiple analyses of variance (MANOVA) and the analyses of variance (ANOVA) as well as cross tabulations and comparisons and correlation of different schools. The reliability and validity of the questionnaire will also be investigated. The findings will be interpreted and some comments offered.

5.2 THE DESCRIPTION OF THE RESEARCH SAMPLE

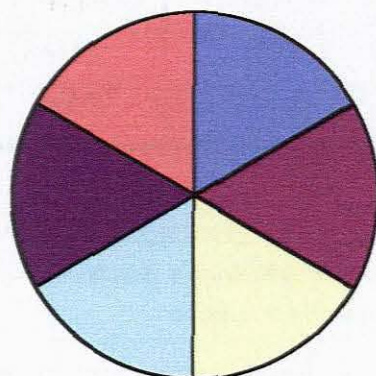
From all the secondary schools in the KwaZulu-Natal area, six schools were randomly selected. Two predominantly black, coloured and Indian schools were used. From each of these schools 50 (fifty) respondents were randomly selected.

Table 3 Details of schools and sample size

NAME OF SCHOOL		FREQUENCY	PERCENT
Secondary School 1	Black	50	16.7
Secondary School 2	Black	50	16.7
Secondary School 3	Coloured	50	16.7
Secondary School 4	Coloured	50	16.7
Secondary School 5	Indian	50	16.7
Secondary School 6	Indian	50	16.7
Total		300	100.0

Figure 4

Pie graph showing the distribution of respondents of each school

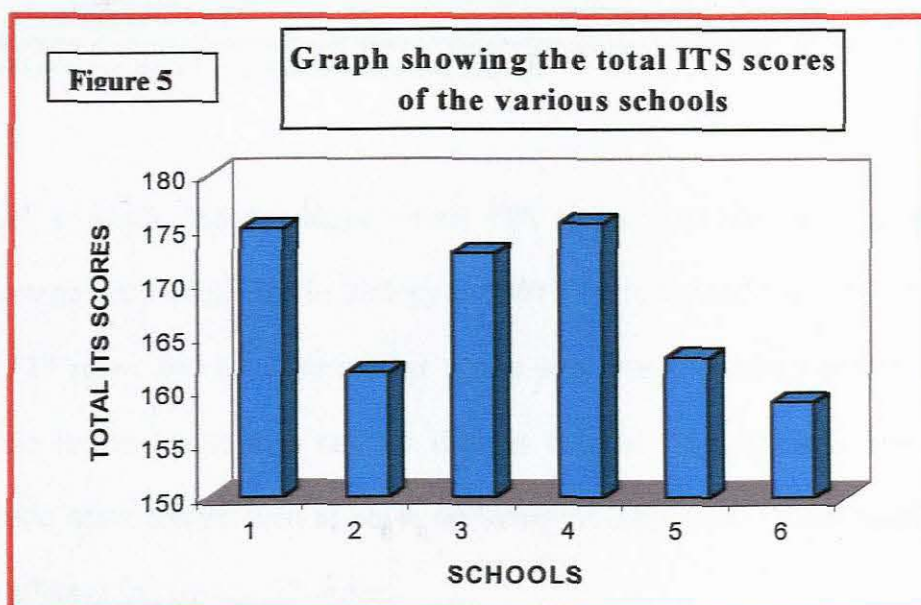


5.3 DESCRIPTIVE STATISTICS

5.3.1 Total ITS scores

Table 4 below shows the total ITS scores of the six schools.

Table 4 Total ITS score					
	Total Positive Tally	Total Negative Tally	Total ITS Raw Score	No. of Respondents	Total ITS Score
School 1 (Black)	4689	4064	8753	50	175.06
School 2 (Black)	4445	3637	8082	50	161.64
School 3 (Coloured)	4649	3989	8638	50	172.76
School 4 (Coloured)	4607	4170	8777	50	175.54
School 5 (Indian)	4295	3856	8151	50	163.02
School 6 (Indian)	4131	3816	7947	50	158.94
Total	26816	23532	50348	300	167.83



School 4 (Coloured school) had the highest total ITS score of 175.54, therefore the teacher attitude at this school is most inviting. School 1 (Black school) also has a high ITS score of 175.06 reflecting an inviting atmosphere at this school. At the lower end

school 2 (Black) and school 6 (Indian) have total ITS scores of 161.64 and 158.94 respectively. From this it can be deduced that, irrespective of the other factors affecting the culture of teaching and learning of a learner, the teacher attitude takes precedence.

The table 5 below shows the Biology results for year 2001 of the schools selected in the research.

Table 5 Table showing year 2001 Biology results of the various schools		
School	Percentage pass rate	Total ITS Score
1	95	175
2	75	161
3	97	173
4	99	176
5	88	163
6	84	157

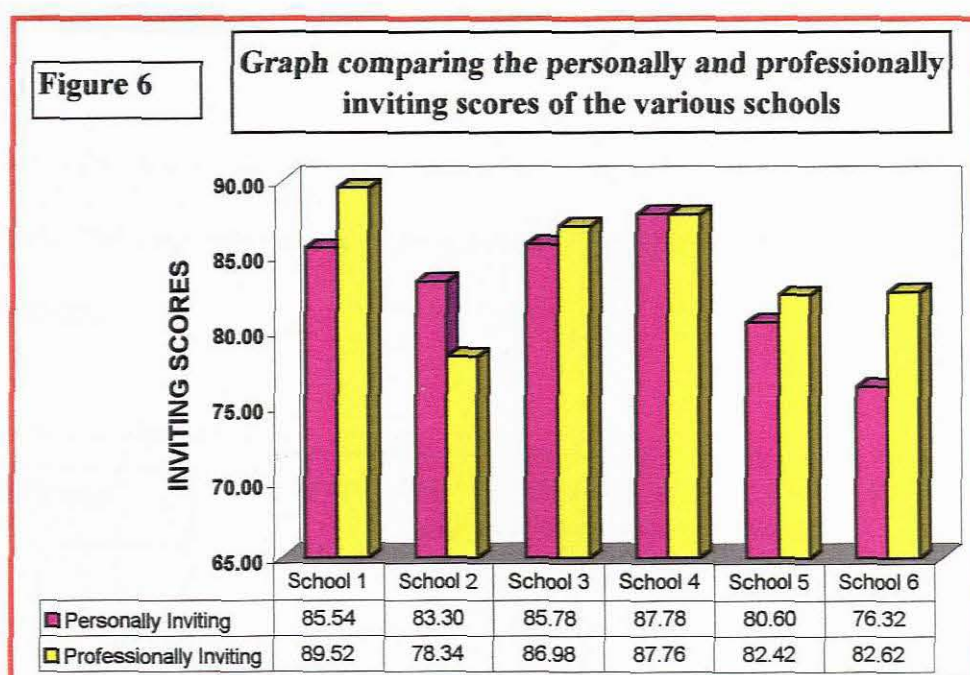
Correlation = 0.8636 at 0.01 level (two tailed)

School 4 which had the highest total ITS score (175.54) also had the highest percentage matric pass rate in Biology in 2001 (99%). School 6 which has the lowest total ITS score, had a low percentage matric pass rate for Biology in 2001. School 2 had the lowest matric pass rate for Biology in 2001. In addition to the attitude of teachers, other factors such as home environment and school related factors seem to have affected the results of learners.

It is evident from these results that there is a strong positive correlation (0.8636) between the total ITS score and matric Biology pass rate in the year 2001. It can thus

be deduced that the more invitational the attitude of the Biology teachers, the better the culture of teaching and learning (as indicated by matric pass rates).

5.3.2 Personally and professionally inviting dimensions

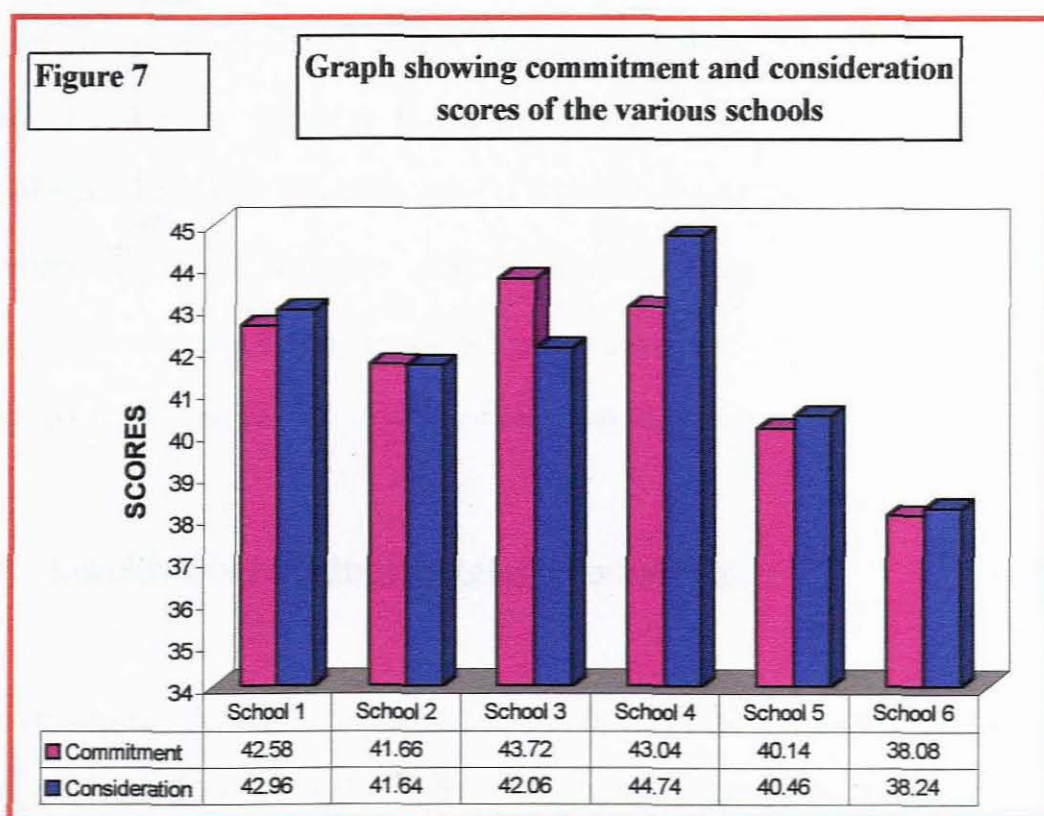


School 4 (Coloured school) which showed the highest ITS score and was therefore the most inviting school, reflects a balance with regard to its personally inviting scores (87.78) and professionally inviting scores (87.76). There is a consistency with regard to the teacher's ability to encourage the learners to feel good about themselves and their abilities in general, i.e. personal dimension; and the teacher's ability to encourage learners to learn and appreciate subject content, i.e. professional dimension. Despite the inequalities of the past with regards to educational provisions school 1 (Black school) showed the highest professionally inviting score of 89.52. This indicates moderate to proper class management, utilisation of class time efficiently, fair and thorough evaluation of learner's work and expectation of successful academic performance from learners. School 6 (Indian School), which

reflected the lowest ITS score, indicated a higher professionally inviting atmosphere than personally inviting behaviour. Further comparison will be made of the above results with that of the normative data obtained by Amos and Smith (Purkey & Lundee, 1987: 14) and to norms developed by this research.

5.3.3. Consideration and commitment subscales

The 43 ITS items fall into two dimensions: personal and professional teacher practices. The two subscales on the personal dimension include consideration and commitment.



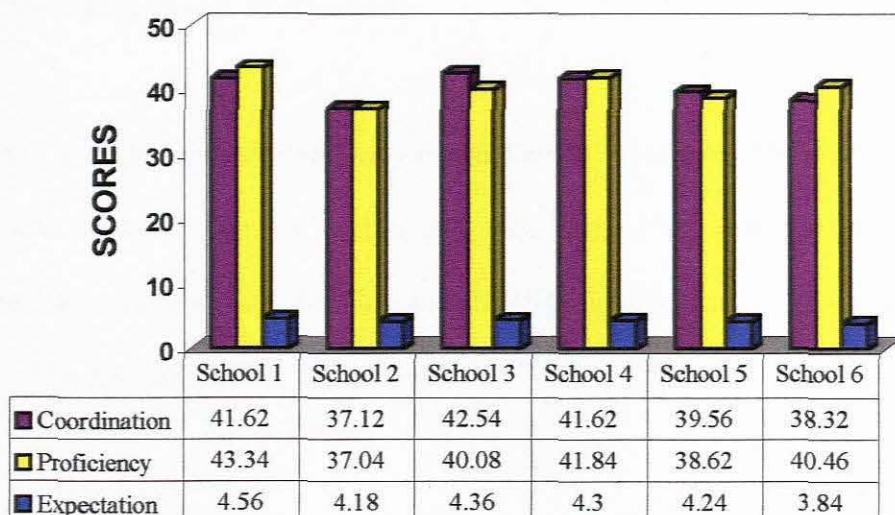
Commitment, the first scale, contains items that indicate the teacher's resolve to promote learner social and emotional health. These include items where the teacher works to encourage students' self-confidence and the teacher is willing to help learners who are having special problems. School 3 (Coloured school) shows the

highest score for commitment (43.72) as compared to the other schools. This indicates that the educators promote a trusting atmosphere and treat the learners in a respectful and responsible manner. This is followed closely by school 4 (Coloured school) with a score of 43.04. The least score for commitment was obtained by school 6 (38.08), which was the least inviting school of all. Teachers that were rated at school 6 need to be advised to concentrate at least part of their efforts on showing the learners that he is sensitive about their feelings, exhibit a sense of humour in class and share out of class experiences with them.

Consideration, the next subscale, contains items that measure the teacher's ability to communicate caring for the learner as a unique individual. These include items where the teacher treats learners as though they are responsible and the teacher shows respect for learners. School 4 (Coloured school) showed the highest score for consideration in keeping with the highest ITS score. School 6 has the lowest score for consideration (38.24). Teachers rated at this school that has a low score on consideration subscale, he may be advised to concentrate at least part of his efforts on showing students that he truly cares about each individual learner as a unique person.

5.3.4 Coordination, proficiency and expectation subscales

The professional dimension measures the teacher's ability to encourage learners to learn and appreciate the subject matter. The three subscales on the professional dimension include coordination, proficiency and expectation.

Figure 8**Graph showing coordination, proficiency and expectation scores of the various schools**

Coordination measures preparation-planning through a combination of instructional strategies that create and maintain a superior academic climate. These include items such as: the teacher evaluates the learners' work fairly and the teacher uses a variety of methods to help pupils learn. School 3 has the highest score on coordination (42.54). There is also a tie with regard to the coordination score (41.62) of school 4 and school 1. These two schools and school 3 have high ITS scores relative to the other schools. At these schools the educators rated have well planned lessons, presenting a smooth transition from one topic to another and provide an overview of each lesson at the beginning of class. School 2 has the lowest score for coordination.

Proficiency items measure the ability to demonstrate competency in speciality areas and exhibit efficient management of the learning environment. Items include: The teacher explains grading procedures adequately and the teacher uses class time efficiently. School 1 (Black school) has the highest proficiency score relative to the

other schools. At this school the teacher comes prepared for the class lesson and presents the lesson in an organised manner compared to the other schools rated. School 2 (Black school) has the lowest score (37.04) - this indicates poorer class management compared to the other schools.

Expectation is a single subscale that measures the ability to project high expectations for a learner's academic success. It has only one item: The teacher expects high academic performance from learners. School 1 has the highest score of 4.56 indicating that teacher expectation is great at this school.

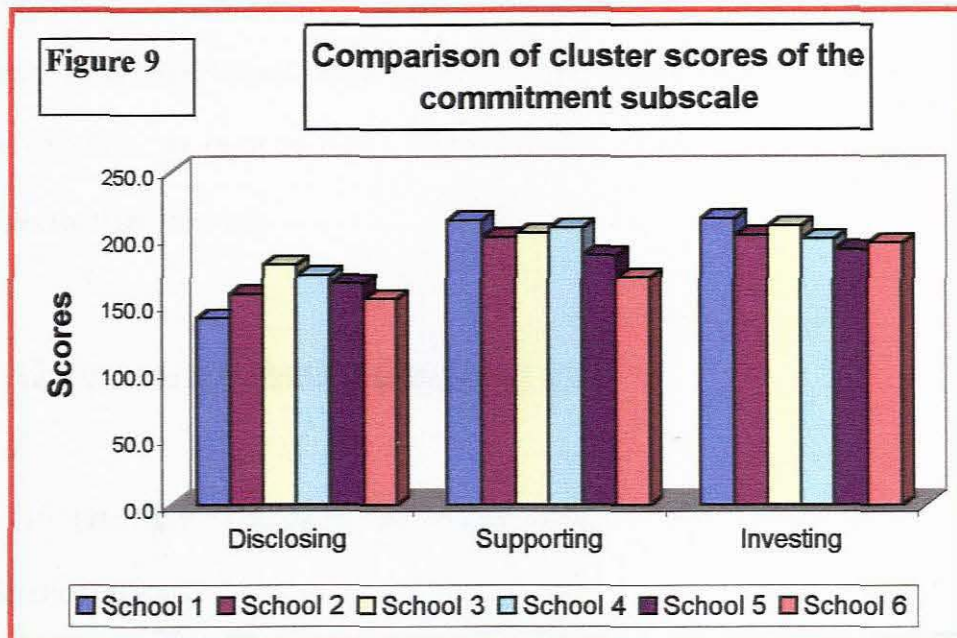
5.3.5 Clusters of each subscale

Table 6 below shows the cluster scores of each subscale for the various schools.

Table 6 : Cluster scores of the various schools										
SCHOOL	COMMITMENT			CONSIDERATION			COORDINATION		PROFICIENCY	
	Cluster A Disclosing	Cluster B Supporting	Cluster C Investing	Cluster A Attending	Cluster B Affirming	Cluster C Cheering	Cluster A Clarifying	Cluster B Informing	Cluster A Managing	Cluster B Relying
1	139.7	213.2	214.7	191.3	194.3	202.0	206.8	209.0	218.0	215.4
2	158.0	200.6	202.0	186.8	196.0	183.7	190.8	182.2	189.4	181.0
3	180.0	203.8	209.0	192.3	182.3	201.7	209.5	214.8	205.2	195.6
4	172.0	207.6	199.3	205.3	205.5	198.0	211.0	206.2	214.2	204.2
5	166.0	187.0	191.3	182.0	186.3	183.3	193.8	200.5	191.6	194.6
6	154.3	170.4	196.3	176.8	172.5	171.7	192.5	191.0	196.6	208.0

(1) **Cluster scores of the commitment subscale**

Figure 9 graphically compares the cluster scores of the various schools in the commitment subscale.



Considering the subscale commitment, the following conclusion can be made:

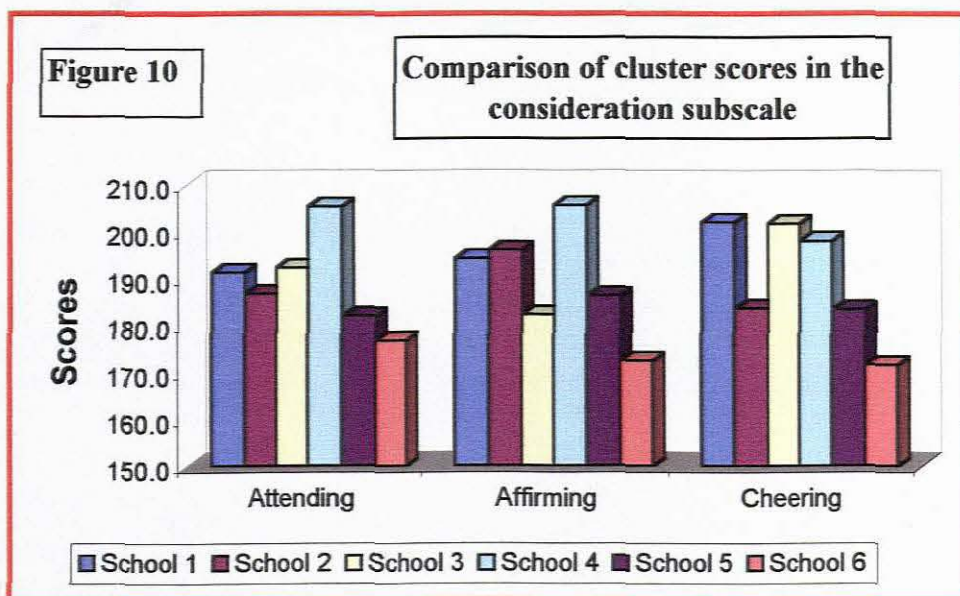
- ❑ School 3 had the highest score of 180 for the disclosing cluster and school 1 had the lowest score of 139.7. This implies that although school 1 had one of the highest total ITS scores, there is room for improvement with regard to their disclosing attitude. The teachers at school 1 need to exhibit a sense of humour and share out of class experiences with the learners.
- ❑ School 1 had the highest score of 213.2 for the supporting cluster and school 6 had the lowest score of 170.4. This implies that although school 1 had the lowest score for disclosing, the educators at school 1 show sensitivity to the needs of the

learners. The attitude of the educators at school 6 is lowly inviting relative to the other schools and they express no appreciation for the presence of the learners in the class.

- School 1 once again had the highest score of 214.7 for the investing cluster and school 5 had the lowest score of 191.3. This implies that the teachers make a special effort to learn students' names and ask them stimulating questions to stimulate their thinking.

(2) Cluster scores of the consideration subscale

Figure 10 graphically compares the cluster scores of the various schools in the consideration subscale

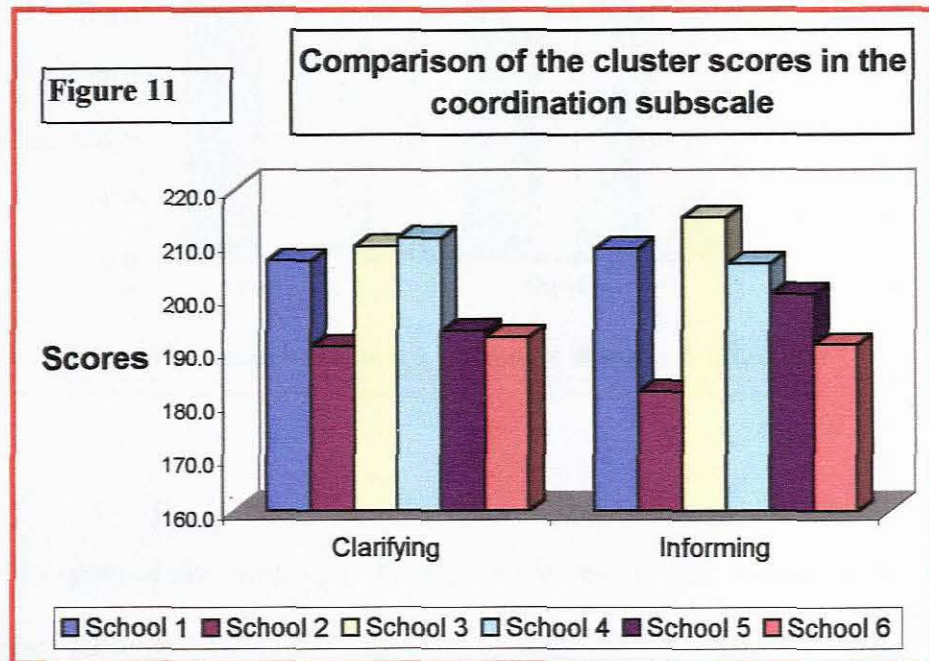


Considering the subscale consideration, the following conclusion can be made:

- School 4 had the highest score of 205.3 for the cluster of attending and school 6 had the lowest score of 176.8. This implies that teachers at school 4 are polite and easy to talk to.
- School 4 had the highest score of 205.3 for the affirming cluster and school 6 had the lowest score of 176.8. This shows that teachers at school 4 are polite and easy to talk to.
- For the cheering cluster school 1 had the highest score of 202 and school 6, once again had the lowest score of 171.7. The means that the teachers of school 6 enjoy life and act friendly towards the learners.

(3) Cluster scores of the coordination subscale

Figure 11 graphically compares the cluster scores of the various schools in the coordination subscale.



Considering the subscale coordination, the following conclusions can be made:

- ❑ School 4 had the highest score of 209.5 for the cluster of clarifying and school 2 had the lowest score of 190.8. This implies that teachers at school 4 guide the learners well in the class discussions and provide a smooth transition from one lesson to the next.
- ❑ For the cluster of informing school 1 had the highest score of 209 whereas school 2 had the lowest score of 182.2. Teachers at school 1 keep their learners well informed by using a variety of methods to help learners learn, evaluate fairly and answer questions clearly.

(4) Cluster scores of the proficiency subscale

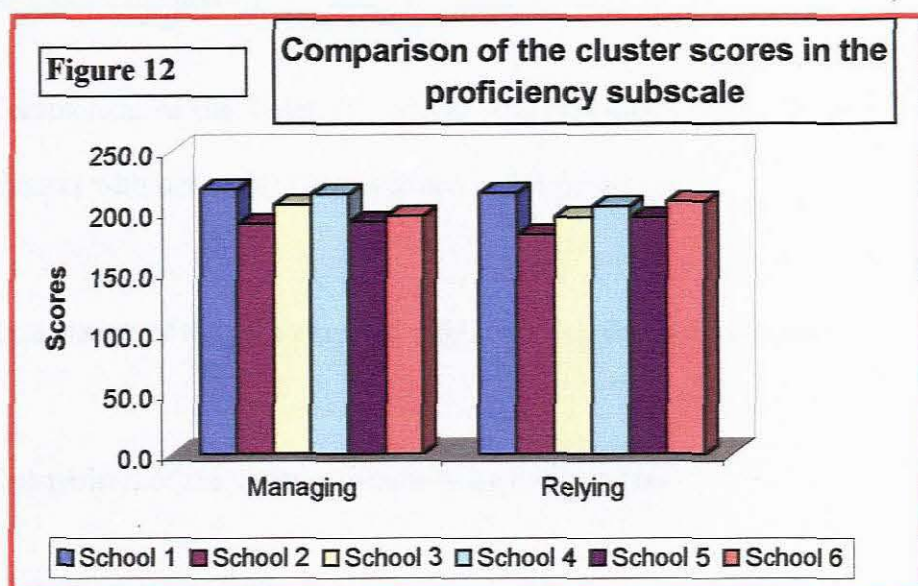


Figure 12 graphically compares the cluster scores of the various schools in the proficiency subscale.

Considering the subscale proficiency, the following conclusion can be made:

- ❑ School 1 had the highest score of 218 for the cluster managing and school 2 had the lowest score of 189.4. This implies that teachers at school 1 present class objectives and course content in an organised manner.
- ❑ For the cluster of relying school 1 has the highest score of 215.4 whereas school 2 had the lowest score of 181. Teachers at school 1 come on time to class and are prepared for the lesson.

5.4 INFERENCE STATISTICS

In this section the following will be done: -

- ❑ Comparison of the Total ITS scores, the two dimensions, the subscales and the clusters with normative data obtained in this research.
- ❑ Explanation of the reliability and validity of the research instrument.
- ❑ Comparison of the various schools using mean scores.
- ❑ Correlation of the various subscales using Pearson's moment correlation.

5.4.1 Comparison of actual data with normative data

Table 7 below, indicates the 25 percentile, 75 percentile, mean scores and the standard deviation of the total ITS scores, the two dimensions and the subscales.

Table 7 : Summary statistics of the research.										
	Count	Minimum	Maximum	Mean	Mode	Median	25 Percentile	75 Percentile	Range	Std Deviation
Subscale I - Commitment	300	11	55	41.54	46	43	37	47	44	7.24
Subscale II - Consideration	300	13	55	41.68	43	43	37	47	42	7.71
Subscale III - Coordination	300	13	50	40.13	43	41	36	45	37	6.28
Subscale IV - Proficiency	300	10	50	40.23	42	41	37	45	40	5.98
Subscale V - Expectation	300	1	5	4.25	5	5	4	5	4	1.11
Personal Dimension	300	26	109	83.22	93	86	75	93	83	14.05
Professional Dimension	300	28	105	84.61	90	87	78	93	77	11.51
Total score for ITS	300	54	213	167.8	178	173	154	185	159	23.83

(1) Comparison of normative data

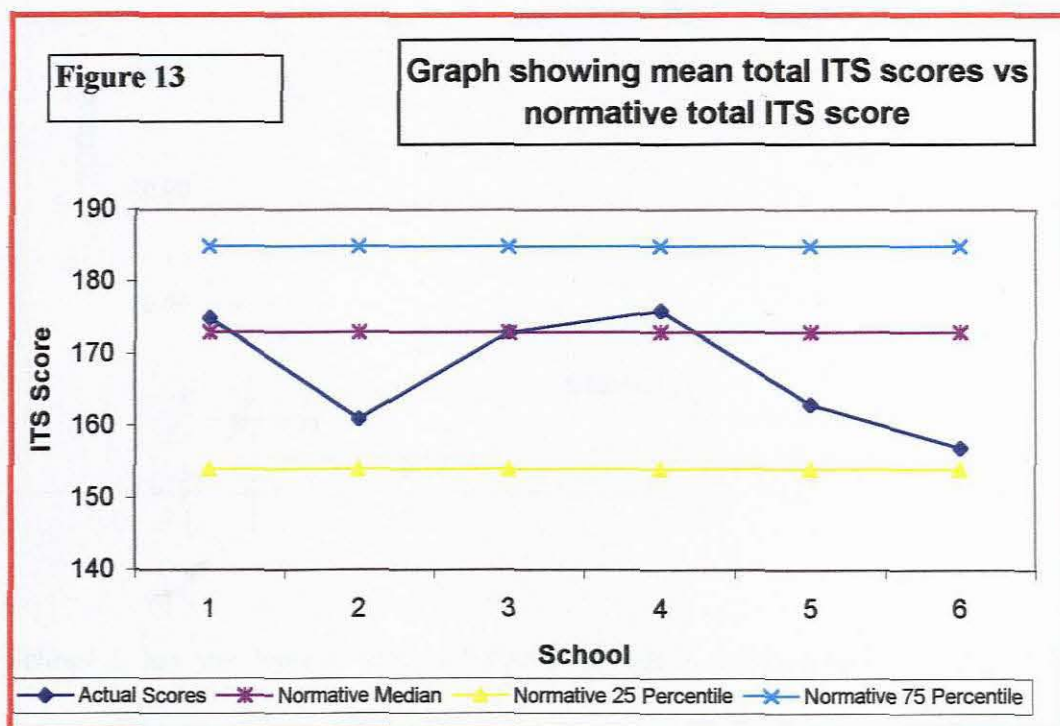
The table 8 below compares the normative data obtained by the researcher with that of Amos Lundee (founder of the ITS manual) and Smith (Purkey & Lundee, 1987: 14).

Table 8 : Comparison of normative data obtained by researcher with that of Amos and Smit					
GROUP	HIGH	MODERATE	LOW	MEAN	STD. DEV.
TOTAL SCORE FOR THE ITS (43 ITEMS)					
Researcher	185-213	155-184	54-154	167.83	23.83
Amos	187-210	162-186	43-161	173.563	8.654
Smith	189-202	173-188	43-172	178.195	15.956
PROFESSIONALLY INVITING (21 ITEMS)					
Researcher	93-105	79-92	28-78	84.61	11.51
Amos	97-105	83-104	21-82	86.238	9.349
Smith	91-96	82-90	21-81	85.773	7.225
PERSONALLY INVITING (22 ITEMS)					
Researcher	93-109	76-92	26-75	83.22	14.05
Amos	96-105	82-95	22-81	87.173	11.195
Smith	99-107	88-98	22-87	92.422	9.305
COMMITMENT (11 ITEMS)					
Researcher	47-55	38-46	11-37	41.54	7.24
Amos	47-55	40-46	11-39	42.761	5.383
Smith	48-54	43-47	11-42	45.529	4.666
CONSIDERATION (11 ITEMS)					
Researcher	47-55	38-46	13-37	41.68	7.71
Amos	49-55	42-48	11-41	44.412	5.812
Smith	50-54	44-49	11-43	46.893	4.862
COORDINATION (10 ITEMS)					
Researcher	45-50	37-44	13-36	40.13	6.28
Amos	43-50	37-42	10-36	39.375	4.317
Smith	41-47	36-40	10-35	38.827	3.892
PROFICIENCY (10 ITEMS)					
Researcher	45-50	38-44	10-37	40.23	5.98
Amos	45-50	39-44	10-38	42.127	4.12
Smith	45-48	40-44	10-39	42.568	3.475
EXPECTATION (1 ITEM)					
Researcher	5	4	1-3	4.25	1.11
Amos	5	4	1-3	4.228	0.912
Smith	5	4	1-3	4.378	0.334

Note : High = greater than 75 percentile. Low = less than 25 percentile. Moderate = between 25 percentile and 75 percentile.

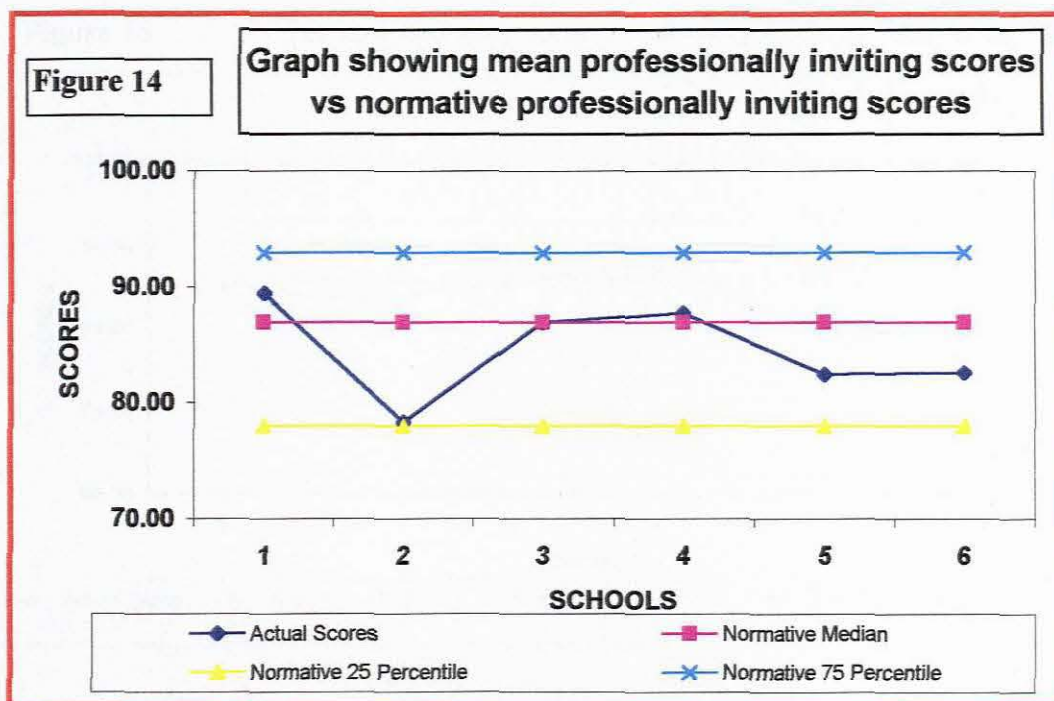
The researcher's overall result compares favourably with that obtained by Amos and Smith. Amos used 74 dental hygiene teachers and Smit used 51 graduate nursing school teachers.

(2) **Comparison of total ITS score with normative total ITS score**



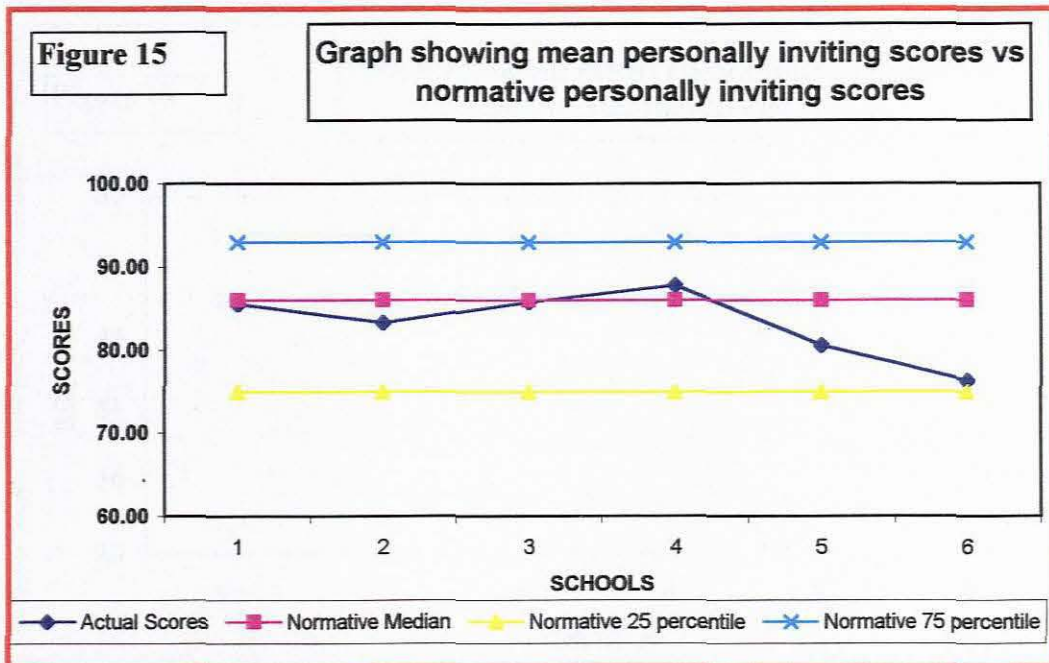
The graph above illustrates the inviting attitude of the Biology teachers of the various schools. The lower (25) percentile (154) indicates low inviting teacher attitudes, the median (173) indicates moderately inviting teacher attitudes and the upper (75) percentile (185) indicates highly inviting teacher attitudes. Schools 1 (175.06) and 4 (175.54) are moderately inviting, while schools 2 (161.64), 5 (163.02) and 6 (158.94) are moderately inviting but on a slightly lower scale. School 3 (172.76) is moderately inviting and compares well to the median score of 173.

(3) Comparison of professionally inviting score with normative
professionally inviting score



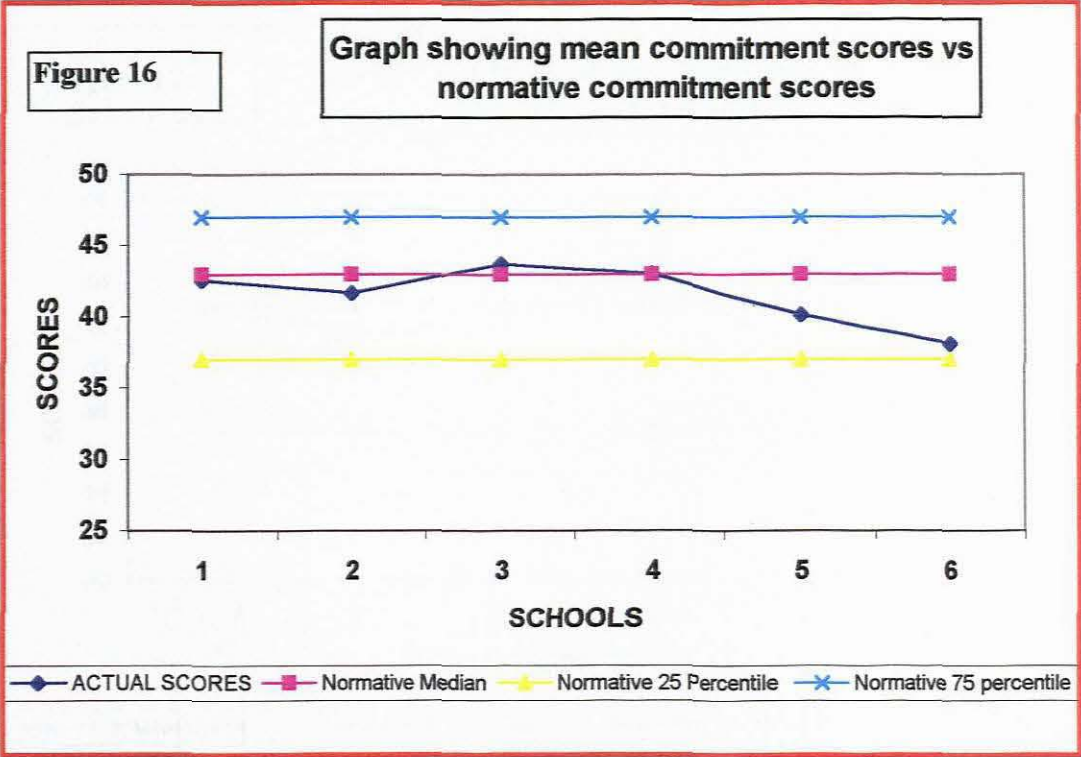
School 1 has the highest score of 89.52 for being professionally inviting. Schools 3,4,5 and 6 have scores of 86.98,87.76,82.42 and 82.62 respectively. According to the normative data obtained, school 1,3,4,5 and 6 can be classified as a moderately professionally inviting school. School 2 has a score of 78.34 and this implies that it is a lowly professionally inviting school.

(4) Comparison of mean personally inviting score with normative personally inviting score



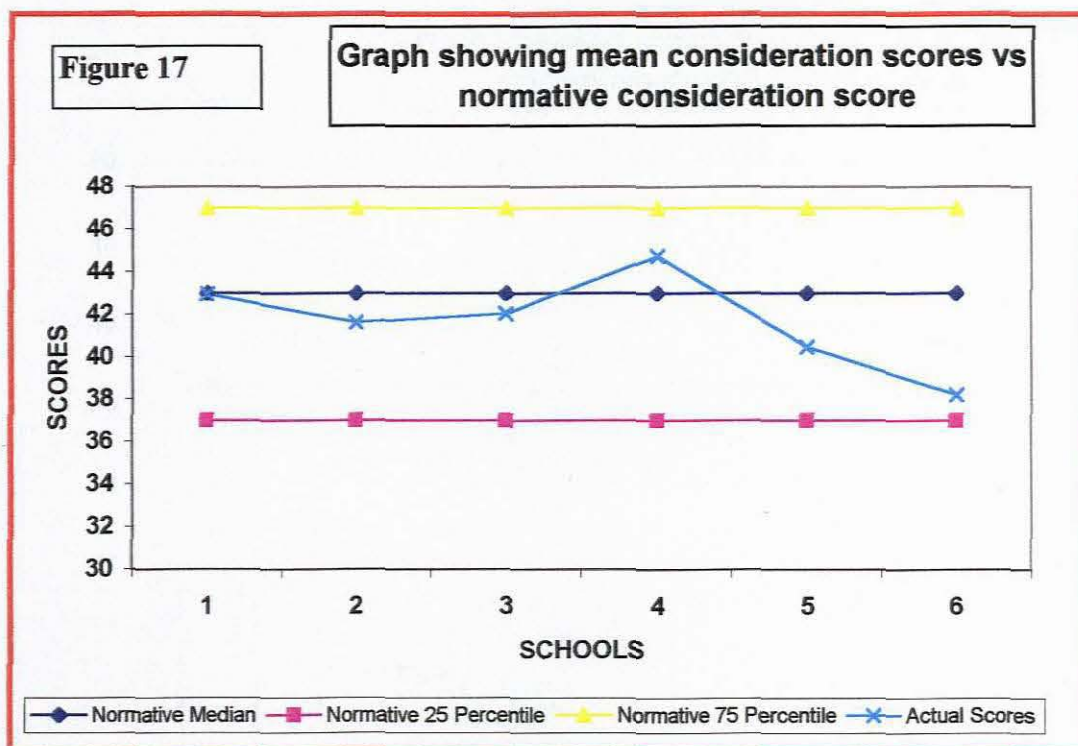
Schools 4, 3, 1, 2 and 5 have the following personally inviting scores of 87.78, 85.78, 85.54, 83.30 and 80.60 respectively (schools ranked from highest to lowest score). Comparing these schools' scores to the normative data, it can be concluded that all five schools have Biology teachers who are moderately personally inviting. School 6 had the lowest score of 76.32 - this indicates that it has a moderate to low personally inviting teacher attitude.

(5) Comparison of mean commitment score with normative commitment score



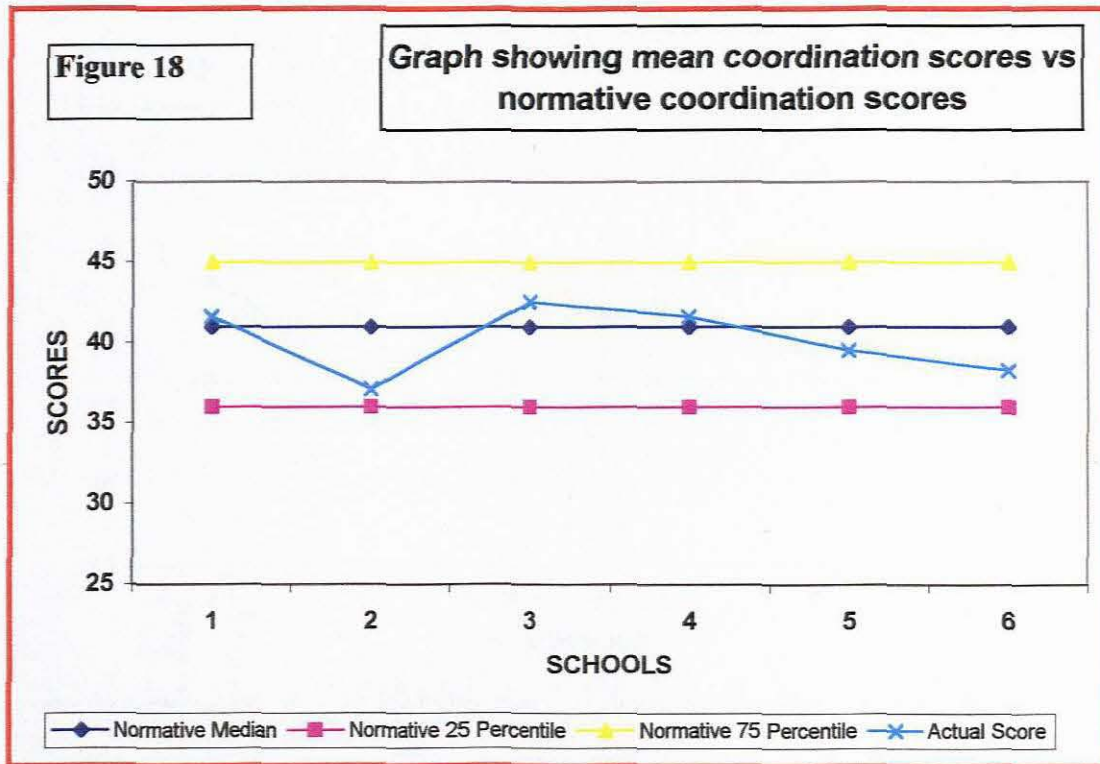
Schools 1,2,3,4 and 5 have mean scores of 42.58; 41.66; 43.72; 43.04 and 40.14 respectively for commitment. Comparing these schools to the normative data, we see that all five schools can be considered to be moderately inviting with regard to commitment. School 6, which had a mean score of 38.08, can be considered as moderate to lowly inviting with regard to commitment.

(6) Comparison of mean consideration score with normative consideration score



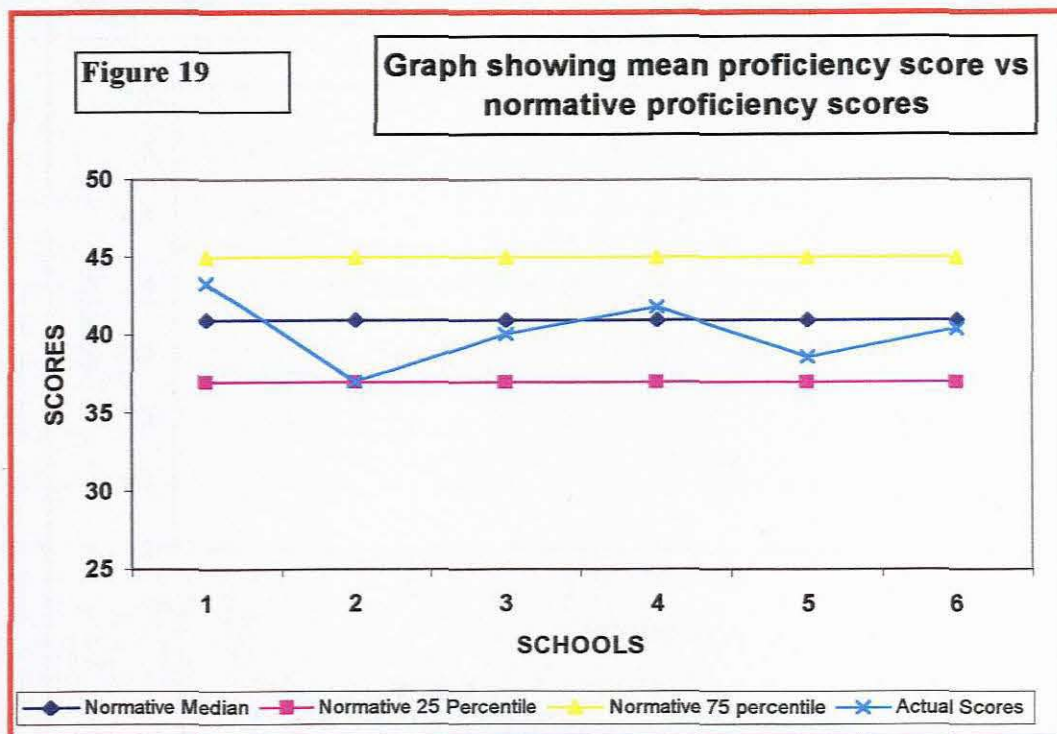
Schools 4,1,3,2 and 5 have the following scores for consideration (ranked from highest to lowest) 44.74, 42.96, 42.06, 41.64 and 40.46 respectively. Comparing these to the normative data, all of these schools have a moderately inviting teacher attitude with regard to consideration. School 6, which had the lowest score on the first subscale, commitment, once again obtained the lowest score of 38.24 for consideration. Comparing this to the normative data the teacher attitude at school 6 falls into moderate to low category.

(7) Comparison of mean coordination score with normative coordination score



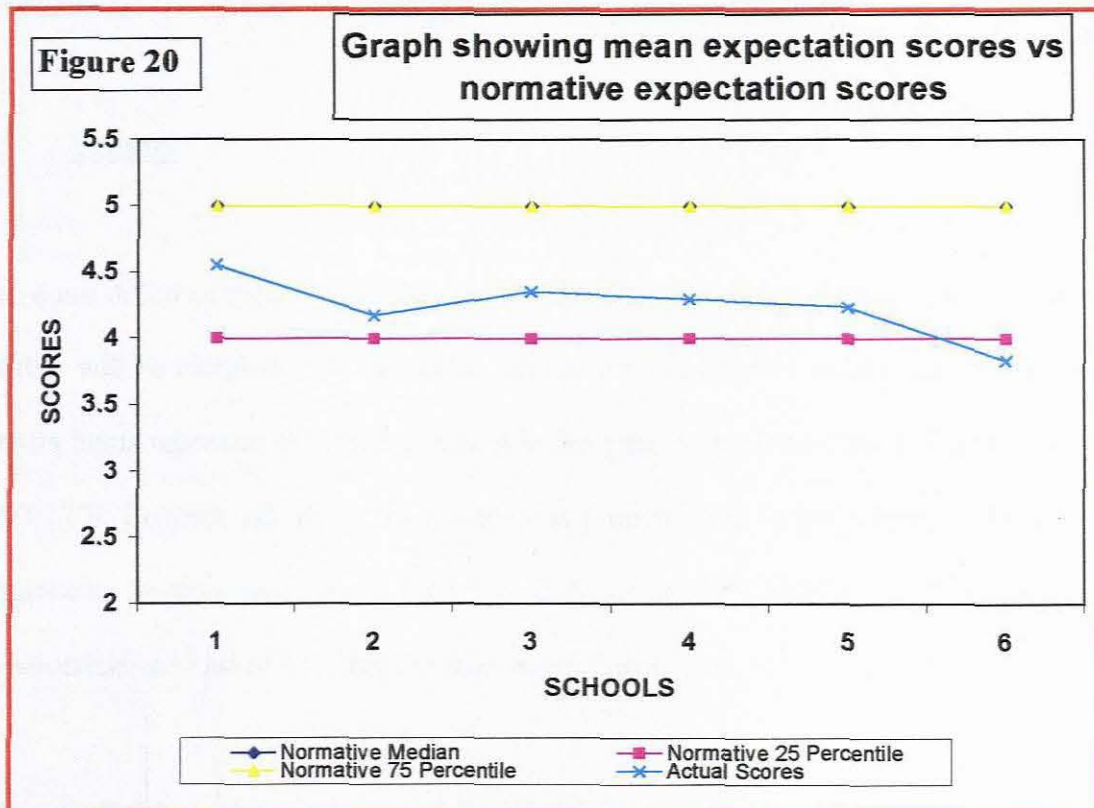
Schools 3,1,4 and 5 have the following scores of 42.54, 41.62, 41.62 and 39.56 respectively (ranked from highest to the lowest scores). Comparing these to the normative data obtained, these schools can be classified as having a moderately inviting teacher attitude with regard to coordination. Schools 6 and 2 had scores of 38.2 and 37.12 respectively and can be classified as having a moderate to low teacher attitude pertaining to coordination.

(8) Comparison of mean proficiency score with normative proficiency score



Schools 1,4,6 and 3 have the following scores for proficiency 43.34, 41.84, 40.46 and 40.46 respectively. Comparing this to the normative data the Biology teachers at these schools can be classified to have moderately inviting teacher attitudes. Schools 2 and 5 have a value of 37.04 and 38.62 respectively. These schools have moderate to low inviting teacher attitudes.

(9) Comparison of mean expectation score with normative expectation score



All five schools, except school 6, have a moderate to high teacher expectation score. School 6 which also had the lowest ITS score has a score of 3.84 for expectation. This, compared to the normative data, indicates that the teachers at this school have a low expectation of their learners.

5.4.2 Reliability and validity

Reliability and validity has been explained at length in chapter 4.

(1) Validity

There are different types of validity, but for the purpose of this research only content validity will be clarified. A measuring instrument has content validity to the extent that its items represent the content that it is designed to measure (Borg, Gall & Gall, 1993:120). Content validity is not a statistical property, but rather a matter of expert judgement. Several researchers from the Department of Education were given the questionnaire and asked to judge the relevancy of each item.

(2) Reliability

Reliability refers to the consistency and dependability of measures (Mulder, 1989: 209). When repeated measurements of the same thing give identical or very similar results, the measurement instrument is said to be reliable. This section will present data on reliability of the ITS.

The space saver method will be used for this analysis.

Table 9: Reliability analysis : Coefficient alpha of the total ITS scores as well as the dimensions and subscales			
	No. of cases	No. of Items	Cronbach Alpha Coefficient
Total ITS Score	300	43	0.9001
Personal Dimension	300	22	0.8550
□ Commitment	300	11	0.7150
□ Consideration	300	11	0.7673
Professional Dimension	300	21	0.7938
□ Coordination	300	10	0.6687
□ Proficiency	300	10	0.6326
□ Expectation	300	1	

The above table indicates that:

- The Cronbach alpha reliability coefficient is 0.9001. From this value it can concluded that the measuring instrument, the ITS, is very reliable.
- The personal dimension has an alpha coefficient of 0.8550 which indicates that this questionnaire is very reliable.
- The subscales in the personal dimension have the following alpha coefficient :
 - Commitment: 0.715
 - Consideration: 0.763

These values also indicate good reliability and consistency of results.

- The professional dimension has an alpha coefficient of 0.7938 which indicates

moderate to highly reliable.

- The subscales in the professional dimension have the following alpha coefficients:
 - Coordination: 0.6687
 - Proficiency: 0.6326

These are low values which indicate that the professional dimension items of the ITS are not dependable and are not measuring what it intends to measure. This could have been more adapted for the American education system. The subscale could, however, be restructured to suit the South African education system.

5.4.3. Comparisons

(1) Comparisons of the various schools using the total ITS scores

Table 10: Mean total ITS scores of the six schools								
School	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
SCHOOL 1 (Black school)	50	175.06	17.484	2.4726	170.0911	180.0289	130	201
SCHOOL 2 (Black school)	50	161.64	22.2992	3.1536	155.3026	167.9774	120	203
SCHOOL 3 (Coloured School)	50	172.76	17.0982	2.4181	167.9007	177.6193	108	203
SCHOOL 4 (Coloured School)	50	175.54	17.309	2.4479	170.6208	180.4592	128	202
SCHOOL 5 (Indian School)	50	163.02	29.7318	4.2047	154.5703	171.4697	54	202
SCHOOL 6 (Indian School)	50	158.94	30.0913	4.2556	150.3881	167.4919	101	213
Total	300	167.8267	23.8346	1.3761	165.1186	170.5347	54	213

One way analysis of variance

H_0 : There is no significant difference between the total ITS mean scores of the six schools.

H_x : There is a significant difference between the total ITS mean scores of the six schools.

The mean of school 1 and 4 is higher than the rest of the schools. School 6 has the lowest mean. This was established by using the test of variances in the Levine Test to find out if there is a statistically significant difference between the six schools.

Table 11: Test of Homogeneity of Variances			
Total score for ITS			
Levene Statistic	df1	df2	Sig.
8.721	5	294	0.000

Table 12 : ANOVA					
Total score for ITS					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13825.307	5	2765.061	5.21	0.000
Within Groups	156033.68	294	530.727		
Total	169858.987	299			

Since the p value < 0.05 , in the Levine Test, we reject the H_0 and say that H_x is possibly true. ie. There is statistically a significant difference in the mean scores of the six schools. Since the p value in homogeneity of variance of the Levene's Test and ANOVA is less than 0.05 (f -Value=5.22), the Dunnett T3 Test is used to investigate differences between the various schools.

Multiple comparisons

Post Hoc Test: The Dunnett T3 Test is used to investigate whether there is statistically a significant difference between schools.

Table 13 : Post Hoc Tests used to investigate the differences between the various schools						
Multiple Comparisons Dependent Variable: Total score for ITS Dunnett T3						
(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
SCHOOL 1 (Black school)	SCHOOL 2 (Black school)	13.4200(*)	4.6075	0.017	1.3957	25.4443
	SCHOOL 6 (Indian School)	16.1200(*)	4.6075	0.023	1.2872	30.9528
SCHOOL 2 (Black school)	SCHOOL 1 (Black school)	-13.4200(*)	4.6075	0.017	-25.444	-1.3957
	SCHOOL 4 (Coloured School)	-13.9000(*)	4.6075	0.011	-25.882	-1.9181
SCHOOL 4 (Coloured School)	SCHOOL 2 (Black school)	13.9000(*)	4.6075	0.011	1.9181	25.8819
	SCHOOL 6 (Black school)	16.6000(*)	4.6075	0.017	1.7991	31.4009
SCHOOL 6 (Indian School)	SCHOOL 1 (Black school)	-16.1200(*)	4.6075	0.023	-30.953	-1.2872
	SCHOOL 4 (Coloured School)	-16.6000(*)	4.6075	0.017	-31.401	-1.7991

- Comparing school 1 with school 2 and 6: the p-values are 0.017 and 0.023 respectively. Since the p-value is < 0.05 there is a statistically significant difference between school 1 and school 2 and 6. School 1 has a total ITS score of 175.06, which indicates highly inviting teacher attitude at this school. On the other hand school 2 and school 6 have a total ITS score of 161.64 and 158.94 respectively. This indicates school 2 and school 6 to have a moderate to lowly inviting teacher attitude.

- Comparing school 2 with school 1 and 4: the p-values are 0.17 and 0.011 respectively. Since the p-value is < 0.05 there is a statistically significant difference between school 2 and school 1 and 4. School 2 has a total ITS score of 161.64, which means a moderate to low inviting teacher attitude at this school. On the other hand school 1 and school 4 have a total ITS score of 175.06 and 175.54 respectively. This makes school 1 and school 4 to have a high inviting teacher attitude.

- Comparing school 4 with school 2 and 6: the p-values are 0.011 and 0.017 respectively. Since the p-value is < 0.05 there is a statistically significant difference between school 4 and school 2 and 6. School 4 has the highest total ITS score of 175.54, which refers to a highly inviting teacher attitude. On the other hand school 2 and school 6 have a total ITS score of 161.64 and 158.94 respectively. This makes school 2 and school 6 to have a moderate to low inviting teacher attitude.

- Comparing school 2 with school 1 and 4: the p-values are 0.017 and 0.011 respectively. Since the p-value is < 0.05 there is a statistically significant difference between school 2 and school 1 and 4. School 2 has a total ITS score of 161.64, which makes it a school with a moderate to low inviting teacher attitude. On the other hand school 1 and school 4 have a total ITS score of 175.06 and 175.54 respectively. This makes school 1 and school 4 to have a high inviting teacher attitude.

- Comparing school 6 with school 1 and 4: the p-values are 0.023 and 0.017 respectively. Since the p-value is < 0.05 there is a statistically significant

difference between school 6 and school 1 and 4. School 6 has the lowest total ITS score of 158.94, which means a moderate to low inviting teacher attitude at this school. On the other hand school 1 and school 4 have a total ITS score of 175.06 and 175.54 respectively. This makes school 1 and school 4 to have a high inviting teacher attitude.

(2) **Comparisons of the various schools with regards to personal and professional dimensions**

Multivariate Analysis of Variance (MANOVA)

Multivariate differences are investigated by means of MANOVA in respect of factors considered. The six schools are investigated further in order to find out whether there is a significant difference among these schools with regards to the personal and professional dimensions. The mean scores are compared and should a difference be revealed at this level then the ANOVA is used to investigate which factors are responsible for the statistical significant difference. Schools are analysed further by means of the Dunnett T3 Test or Scheffe, depending on the homogeneity of variance in the Levene Test.

Table14: Mean personal and professional scores of the six schools				
	School	Mean	Std. Deviation	N
Personal Dimension	SCHOOL 1 (Black school)	85.54	9.3355	50
	SCHOOL 2 (Black school)	83.3	12.3408	50
	SCHOOL 3(Coloured school)	85.78	10.4614	50
	SCHOOL 4 (Coloured school)	87.78	9.0493	50
	SCHOOL 5 (Indian school)	80.6	17.9557	50
	SCHOOL 6 (Indian school)	76.32	19.0578	50
	Total	83.22	14.0548	300
Professional Dimension	SCHOOL 1 (Black school)	89.52	9.179	50
	SCHOOL 2 (Black school)	78.34	11.584	50
	SCHOOL 3(Coloured school)	86.98	7.9783	50
	SCHOOL 4 (Coloured school)	87.76	9.578	50
	SCHOOL 5 (Indian school)	82.42	13.3617	50
	SCHOOL 6 (Indian school)	82.62	12.9092	50
	Total	84.6067	11.5109	300

The table 14 shows the mean scores of the six schools with regard to their professional and personal dimension. In order to determine whether there are significant differences among the different schools with regard to the two dimensions, the multiple analysis of variance (MANOVA) is used. The Wilk's Lambda was used for the purpose of analysis and Pillai's Trace, and Hotelling's Traces as well as Roy's Largest Root were used in a supportive way to corroborate the Lambda's findings.

Table 15 : Multivariate tests(c)						
	Effect	Value	F	Hypothesis df	Error df	Sig.
SCHOOL	Pillai's Trace	0.234	7.787	10	588	0.000
	Wilks' Lambda	0.778	7.840(a)	10	586	0.000
	Hotelling's Trace	0.27	7.892	10	584	0.000
	Roy's Largest Root	0.191	11.211(b)	5	294	0.000
a Exact statistic						
b The statistic is an upper bound on F that yields a lower bound on the significance level.						

Decision significance level = 0.05

The Wilk's Lambda shows that the professional and personal dimensions caused significant differences on the mean values of the different schools, as the significance value (observed) was statistically significant on a level less than the 0.05 level.

Table 16 shows the effect of the schools on the dimension scores.

Table 16 : School effects on the professional and personal dimensions (ANOVA)						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
SCHOOL	Personal Dimension	4360.52	5	872.1	4.687	0.000
	Professional Dimension	4385.827	5	877.2	7.32	0.000

The Levene's Test of equality of error variance is used to determine whether Scheffe or Dunnett T3 should be used in the Post Hoc study.

Table 17: Levene's Test of Equality of Error Variances(a)				
	F	df1	df2	Sig.
Personal Dimension	12.296	5	294	0.000
Professional Dimension	4.241	5	294	0.001
<i>Tests the null hypothesis that the error variance of the dependent variable is equal across groups.</i>				
<i>A Design: Intercept+SCHOOL</i>				

The significance value on the Levine's Test is < 0.05 therefore the Dunnett T3 Test would be used for the dimensions in the Post Hoc study.

Table 18: Post Hoc study for systematic comparisons of the different schools with regards to the two dimensions.							
Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Personal Dimension	SCHOOL 6 (Indian School)	SCHOOL 1 (Black school)	-9.2200(*)	2.728	0.044	-18.29	-0.1461
		SCHOOL 3 (Coloured School)	-9.4600(*)	2.728	0.042	-18.74	-0.1837
		SCHOOL 4 (Coloured School)	-11.4600(*)	2.728	0.004	-20.49	-2.4349
Professional Dimension	SCHOOL 1 (Black school)	SCHOOL 2 Black school)	11.1800(*)	2.189	0	4.9083	17.4517
		SCHOOL 5 (Indian School)	7.1000(*)	2.189	0.038	0.2093	13.9907
		SCHOOL 6 (Indian School)	6.9000(*)	2.189	0.04	0.169	13.631
	SCHOOL 2 (Black school)	SCHOOL 1 (Black school)	-11.1800(*)	2.189	0	-17.45	-4.9083
		SCHOOL 3 Coloured School)	-8.6400(*)	2.189	0.001	-14.62	-2.6612
		SCHOOL 4 (Coloured School)	-9.4200(*)	2.189	0	-15.79	-3.0451

Based on observed means.

* The mean difference is significant at the .05 level.

From the above table 18 we conclude that :

- School 6, which has the lowest mean score for the personal dimension i.e.76.32, has a statistically significant difference in teacher attitude with regard to the personal aspect, compared to schools 1, 3 and 4 which has scores of 85.54, 85.78 and 87.78 respectively. School 6, which has the lowest inviting attitude of teachers, also fared poorly with regard to the personal dimension. The teachers at this school need to help the learners feel good and confident about themselves, so that the culture of teaching and learning can be promoted more positively.
- School 1, which has the highest mean score for the personal dimension i.e. 89.52, has a statistically significant difference in teacher attitude with regards to the professional aspect compared to schools 2, 5 and 6 which has scores of 78.34, 82.42 and 82.62 respectively. School 1, which has one of the highest inviting attitudes of teachers compared to the other five schools, also fared very well with regard to the personal dimension. The teachers at this school encourage the learners to learn so that they are able to appreciate the subject matter well.
- School 2, which has the lowest mean score for the personal dimension i.e.78.34, has a statistically significant difference in teacher attitude with regard to the professional dimension, compared to schools 1, 3 and 4 which has scores of 89.52, 86.98 and 87.76 respectively. School 2, which has one of the lowest inviting attitudes of teachers, also fared poorly with regard to the professional dimension. The teachers at this school need to develop their professionalism by motivating the learners to learn and appreciate their school-work.

(3) Comparison of the various schools with regard to their subscale scores

Table 19 tabulates the mean scores of the five subscales of the different schools.

Table 19 : Mean scores of the different subscales				
	School	Mean	Std. Deviation	N
Subscale I - Commitment	SCHOOL 1 (Black school)	42.58	4.5	50
	SCHOOL 2 (Black school)	41.66	7.3	50
	SCHOOL 3 (Coloured School)	43.72	5.1	50
	SCHOOL 4 (Coloured School)	43.04	5.2	50
	SCHOOL 5 (Indian School)	40.14	9	50
	SCHOOL 6 (Indian School)	38.08	9.4	50
	Total	41.5367	7.2	300
Subscale II - Consideration	SCHOOL 1 (Black school)	42.96	5.8	50
	SCHOOL 2 (Black school)	41.64	6.1	50
	SCHOOL 3 (Coloured School)	42.06	5.9	50
	SCHOOL 4 (Coloured School)	44.74	5	50
	SCHOOL 5 (Indian School)	40.46	9.7	50
	SCHOOL 6 (Indian School)	38.24	11	50
	Total	41.6833	7.7	300
Subscale III - Coordination	SCHOOL 1 (Black school)	41.62	5	50
	SCHOOL 2 (Black school)	37.12	6	50
	SCHOOL 3 (Coloured School)	42.54	4.6	50
	SCHOOL 4 (Coloured School)	41.62	5.5	50
	SCHOOL 5 (Indian School)	39.56	7.2	50
	SCHOOL 6 (Indian School)	38.32	7.3	50
	Total	40.13	6.3	300
Subscale IV - Proficiency	SCHOOL 1 (Black school)	43.34	4.7	50
	SCHOOL 2 (Black school)	37.04	6.2	50
	SCHOOL 3 (Coloured School)	40.08	4.2	50
	SCHOOL 4 (Coloured School)	41.84	4.7	50
	SCHOOL 5 (Indian School)	38.62	7.4	50
	SCHOOL 6 (Indian School)	40.46	6.2	50
	Total	40.23	6	300
Subscale V - Expectation	SCHOOL 1 (Black school)	4.56	0.8	50
	SCHOOL 2 (Black school)	4.18	1.2	50
	SCHOOL 3 (Coloured School)	4.36	1	50
	SCHOOL 4 (Coloured School)	4.3	1.1	50
	SCHOOL 5 (Indian School)	4.24	1.1	50
	SCHOOL 6 (Indian School)	3.84	1.3	50
	Total	4.2467	1.1	300

From table 19, the following conclusions can be drawn:

- ❑ Subscale I – Commitment: School 3 has the highest mean score of 43.72 for this subscale. This indicates that the educators at this school help to promote learners' social and emotional health. The educators encourage building learners' self-confidence and assist learners with special problems. School 6 has the lowest mean score.
- ❑ Subscale II – Consideration: School 4, which has the highest mean total ITS score, also has the highest mean score in this subscale. School 6 once again scored the lowest (38.24) in this subscale as well.
- ❑ Subscale III – Coordination : School 3 scored the mean value of 42.54 for this subscale. School 2 had the lowest mean score of 37.12.
- ❑ Subscale IV – Proficiency: School 1 has the highest mean score for this subscale i.e. 43.34, whereas school 2 scored the lowest value of 37.04.
- ❑ Subscale V - Expectation: School 1 had the highest score of 4.56. School 6 had the lowest score of 3.84.

Table 20 shows a multiple analysis of variance (MANOVA) used to determine whether there is a significant difference among the six schools with regard to the subscales. The Wilks' Lambda is used for purposes of analysis and Pillai's Trace, Hotelling's Trace as well as Roy's Largest Root, are used in a supportive way to corroborate the Lambda's findings.

Table 20 : The effect of the subscales on the six schools (MANOVA)						
Effect		Value	F	Hypothesis df	Error df	Sig.
SCHOOL	Pillai's Trace	0.389	4.957	25	1470	0.000
	Wilks' Lambda	0.658	5.152	25	1078.80	0.000
	Hotelling's Trace	0.453	5.229	25	1442	0.000
	Roy's Largest Root	0.245	14.414(b)	5	294	0.000

Decision significance level = 0.05

The Wilks' Lambda shows that there is a significant difference among the six schools with regard to the subscale mean scores, as the observed significant value was statistically significant on a level lower than the 0.05 level, which is the statistical decision level.

Table 21 shows the Levenes Test of the Equality of Error of Variances, which is used to determine whether Scheffe or Dunnett T3 should be used in the Post- Hoc study.

Table 21 : Levene's Test of Equality of Error Variances(a)				
	F	df1	df2	Sig.
Subscale I - Commitment	11.351	5	294	0.000
Subscale II - Consideration	10.538	5	294	0.000
Subscale III - Coordination	4.535	5	294	0.001
Subscale IV - Proficiency	3.738	5	294	0.003
Subscale V - Expectation	2.037	5	294	0.074
<i>Tests the null hypothesis that the error variance of the dependent variable is equal across groups.</i>				
<i>A Design: Intercept+SCHOOL</i>				

The null hypothesis in this test is that the error variance of the dependent variable (subscales scores) should be equal across all six schools. If the significance value is equal to or larger than 0.05, then the Scheffe test will be used. In the other cases where the significance value is smaller than 0.05, the Dunnett T 3 test will be applied. The

significance value on the Levene's test was smaller than 0.05 on all the subscales except subscale V – Expectation. The Dunnett T3 test was therefore used in the Post – Hoc study.

Table 22 : Post-Hoc test for systematic comparison of the subscales according to the different schools					
Dependent Variable	School (I)	School (J)	Mean Difference (I-J)	Std. Error	Significance Level
Subscale 1 Commitment	School 6	School 1	-4.5000	1.4086	0.047
		School 3	-5.6400	1.4086	0.006
		School 4	-4.9600	1.4086	0.025
Subscale 11 Consideration	School 6	School 4	-6.5000	1.5002	0.003
Subscale 111 Coordination	School 2	School 1	-4.5000	1.2043	0.002
		School 3	-5.4200	1.2043	0.000
		School 4	-4.5000	1.2043	0.003
	School 3	School 2	-5.4200	1.2043	0.000
		School 6	-4.2200	1.2043	0.012
Subscale 1V Proficiency	School 1	School 2	6.3000	1.1326	0.000
		School 3	3.2600	1.1326	0.006
		School 5	4.7200	1.1326	0.004
	School 2	School 1	-6.3000	1.1326	0.000
		School 4	-4.8000	1.1326	0.001

From table 22 the following conclusions can be drawn:

- There is statistically a significant difference between school 6 and schools 1, 3 and 4 with regard to the subscale 1, commitment. School 6 has the lowest means score for this subscale compared to the other schools. Teachers at school 6 need to show greater commitment to their profession by helping to build the learners' positive self-concept.

- There is a statistically significant difference between school 6 and school 4 with regard to the subscale 11, consideration. School 6 has the lowest mean score of 38.24 for this subscale, whereas school 4 has the highest mean score of 44.74. The teachers at school 4 are caring towards their learners. Teachers at school 6 need to have a more caring attitude towards the learners and show them respect.

- There is a statistically significant difference between school 2 and schools 1,3 and 4 with regard to the subscale 111, coordination. School 2 has the lowest mean score of 37.12 for this subscale compared to the other schools. Teachers at school 6 need to maintain a superior academic climate. Teachers at schools 1,3 and 4 use a variety of methods to evaluate the learners and at the same time they also use different instruction strategies.

- There is a statistically significant difference between school 3 and schools 2 and 6 with regard to the subscale 111, coordination. Schools 2 and 6 had mean scores for this subscale of 37.12 and 38.32 respectively. This score is low relative to schools 2 and 6.

- There is a statistically significant difference between school 1 and schools 2, 3 and 5 with regard to the subscale 1V, proficiency. School 1 has the highest mean score of 43.34 for this subscale compared to the other schools. Teachers at school 1 exhibit efficient management of the learning environment compared to schools 2, 3 and 5.

5.5 CORRELATION STUDIES

Table 23: Correlation matrix of invitational teaching survey

	Commitment	Consideration	Coordination	Proficiency	Expectation*
Commitment	1.0	0.767	0.667	0.628	0.311
Consideration		1.0	0.629	0.573	0.250
Coordination			1.0	0.653	0.232
Proficiency				1.0	0.287
Expectation *					1.0

*Note, : i) N for each correlation is 300.
ii) * only one item considered
iii) p-value for all = 0.00
iv) correlation is significant at 0.01 level (two tailed)*

The overall result from this study indicates a significant positive correlation between the subscales.

5.6 CONCLUSION

In this chapter the researcher's aim was to give some order to the range of information provided by the grade 12 Biology learners in their answers to questions in the questionnaire. Data collected regarding the attitude of teachers in promoting the culture of teaching and learning were organised in frequency tables to simplify statistical analysis. The responses were interpreted and the findings discussed.

The last chapter of this study will consist of a summary of the literature study and the empirical investigation and certain recommendations.

CHAPTER SIX

SUMMARY AND RECOMMENDATIONS

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CHAPTER 6

SUMMARY AND RECOMMENDATIONS

6.1 INTRODUCTION

In the final chapter a summary of the previous chapters will be given. This will be followed by recommendations, criticism that emanates from the study and a final remark.

6.2 SUMMARY

6.2.1 Statement of the problem

In essence this study investigated the invitational attitude of teachers and the culture of teaching and learning. In the literature study and the empirical research, it was found that there are significant differences in the invitational attitude of teachers at the six schools selected for this purpose, and that this impacted on the culture of teaching and learning at the schools. It was found that the invitational attitude of teachers has a positive effect on the culture of teaching and learning at a school. Despite the various factors concerning the learners, educators and the school environment, the invitational attitude of the teacher takes precedence.

6.2.2 Factors affecting the culture of teaching and learning

This chapter dealt with a literature review on the factors affecting the culture of teaching and learning. Factors that play an important role in promoting a culture of teaching and learning were identified.

These factors included:

- School-related factors.
- Personal characteristics.
- Family and living environment.

School climate and the professional conduct of the teacher were identified as school-related factors having an impact on the culture of teaching and learning. The learner cannot become an adult by his own efforts. He needs the guidance and support of an adult who would take the responsibility for his development to adulthood. To become responsible promoters of a culture of teaching and learning, teachers have to create and maintain a learning environment that is conducive and supportive to effective teaching and learning. The quality of an education system is more dependent on the quality of his educators than any other single factor.

6.2.3 The invitational attitude of teachers

When teachers believe that learners are able, valuable and responsible and when they view teaching as a process of inviting learners to see themselves in essentially positive ways, they are well on their way to becoming invitational professionals with beliefs and behaviours of the type advocated in chapter three.

The invitational module comprises five components of “fours”:

- Four levels.
- Four qualities.
- Four choices.
- Four areas.

(1) Four Levels

❑ Level one: consciously disinviting

Consciously disinviting messages are usually communicated when the educator feels angry or frustrated. Many educators feel that their actions under these circumstances as being good for the learners. However, there are no circumstances in which this kind of behaviour on the part of the educator is justified.

❑ Level two: unconsciously disinviting

Many problems in schools stem from people, places, policies and programmes that are unintentionally disinviting. Educators who operate at this level are well intentioned, but others often see their behaviour as chauvinistic, condescending or simply inconsiderate.

□ Level three: unconsciously inviting

The so-called natural-bond teachers, those who may never have thought much about what they are doing but who are very effective in the classroom, are successful because they are functioning at level three. They typically behave in ways that result in learners have feelings of being invited, although they themselves are not aware of the dynamics involved.

□ Level four: consciously inviting

From the perspective of invitational education, all educators should aspire to be consciously inviting, which in any event is the highest level of invitational behaviour.

(2) Four qualities

Purkey and Novak (1984: 44) regard these qualities collectively as the teacher's stance.

An inviting stance has at least four basic qualities, viz.

- Trust.
- Intentionality.
- Respect.
- Optimism.

□ Trust

A constant inviting behaviour on the part of the teacher creates a trusting atmosphere and learning environment. Teachers and learners both should encounter “symbols of trust” everywhere in order to promote a conducive atmosphere for the culture of teaching and learning.

□ Intentionality

Invitational education does not happen by accident. It is intentionally created by teachers who want to develop such an approach to learning and who commit themselves to doing so. Intentionally inviting teachers are well directed but have a flexible plan. By having a dependable stance, his actions become more trustworthy in the eyes of the learners.

□ Respect

In invitational education respect is an undeniable birthright. The classroom should not be a place for humiliating, embarrassing or insulting learners or inflicting corporal punishment. These should be eliminated if the school is to consider itself as personally or professionally inviting.

□ Optimism

Optimism is the ability to remain positive even in the most difficult situation. If people are accepted as they are, they may become worse. If

they are treated as though they are already what they should be, they can be helped to become what they are able to become.

(3) **Four choices**

Invitational education includes specific choices, which involve certain risks in accordance to their nature. The choices and the concomitant risks involved in behaving in an inviting manner are:

- To send or not send.
- To accept or not accept.

□ **To send or not to send**

An invitation is the result of the choice a person makes and the risks that he or she takes. Extending an invitation to others entails risks, including the risk of rejection, of misunderstanding or of things not working out as anticipated. If there are risks involved in inviting a person, there are even greater risks in not inviting him or her. Learners only learn to be competent, responsible and worthwhile when teachers actually take the chance of inviting them to feel this way.

On the other hand an unsuitable, thoughtless and inopportune invitation is regarded as non-invitational. Two guidelines should be followed in sending or not sending messages. The first is to listen and to be sensitive to what is regarded as suitable and caring behaviour. Secondly, when the

evidence is distributed equally between sending and not sending, rather send the message. If invited, others can accept, if not invited, it is impossible for others to react.

□ To accept or not to accept

There are also risks involved in accepting or not accepting. One should accept invitations that seem to be worthwhile, and decline others with dignity. It is possible to decline invitations in an inviting way. Sometimes, due to previous failures in life, a learner may not accept an invitation.

If I do not invite, you cannot accept.

If you do not accept, you would not invite.

If you do not invite, I cannot receive.

If there are no invitations, there is no development.

(4) Four areas

An inviting educator has to develop a systemise the following four aspects:

- Being personally inviting to oneself.
- Being personally inviting to others.
- Being professionally inviting to oneself.
- Being professionally inviting to others.

□ Being personally inviting to oneself

Invitational education starts when an individual is personally inviting to himself or herself. Being personally inviting to oneself is a very important aspect for teachers. It is impossible to invite others if one neglects to invite oneself. Teachers should dress well, eat less, stand tall, exercise regularly and find ways to be fully present in the world.

□ Being personally inviting to others

Invitational education places great emphasis on interpersonal relationships. An important aspect of being inviting to others is to be “genuine” and develop, and maintain unconditional regard and respect for others.

□ Being professionally inviting to oneself

An educator who does not invite himself to develop professionally runs the risk of becoming outmoded. A teacher can be professionally inviting to himself by participating in programmes such as workshops, conferences and special courses. Teachers also need to read professional books, periodicals and journals widely.

□ Being professionally inviting to others

Being professionally inviting to others means building up opportunities that the other three pillars (being personally inviting to oneself, being

personally inviting to others, being professionally inviting to oneself), provide. Two methods of being professionally inviting to others are clear communication and fair evaluation. Clear communication means emphasizing positive behaviour. Fair evaluation means treating everyone as an equal, and to be consistent in executing classroom policies.

6.2.4 Planning of the research

This study utilised a questionnaire, constructed by Amos and Tobias, as a data base. This questionnaire was adapted to suit the needs of South African learners. A translation into Zulu was done. The questionnaire was aimed at grade 12 Biology learners in selected secondary schools in KwaZulu-Natal. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents. When this type of situation prevails, the most appropriate source of data is the questionnaire, as it can easily be adapted to a variety of situations.

With the aim of administering the questionnaire to the learners, it was required to first request permission from the various education departments. Once permission had been granted, the researcher visited the schools and made the necessary arrangements to administer the questionnaire to the learners.

The aim of the questionnaire was to obtain information regarding the invitational attitude of teachers and the culture of teaching and learning. The questionnaire was formulated to establish the teacher's attitude with regard to the following:

A personal dimension that had the following subscales:

- ❑ commitment,
- ❑ consideration.

A professional dimension which has the following subscales:

- ❑ coordination,
- ❑ proficiency, and
- ❑ expectation.

6.2.5 Presentation and analysis of research data

The purpose of this chapter was to discuss the data collected from the questionnaire completed by 300 grade 12 Biology learners and to offer comments and interpretation of the findings. At the outset, an explanation and description was provided as to the methods employed in the categorisation of responses and the analysis of data. This was followed by the presentation and discussion of the responses to the questions in the questionnaire.

6.2.6 Aims of the study

The researcher formulated specific aims (cf. 1.6) to determine the course of the study. These aims were realised through a literature study, together with an empirical survey consisting of a structured questionnaire. On the basis of the aims and findings of this study, certain recommendations are now formulated.

6.3 RECOMMENDATIONS

6.3.1 Teacher's code of conduct and attitude

(1) Motivation

The quality of an education system is dependent on the quality and attitude of its teachers more than any other single factor. Poor teacher attitude contributes to the erosion of culture and teaching at school. Many learners reported that they feel disinvited in school because they are consistently overlooked. They were seldom encouraged to participate in school activities, play in a team, attend school functions or even participate in class discussions. These learners felt left out and as a result did not achieve well at school. If the learners are to flourish at school they must have invitations that nurture their potential. When the teachers treat them indifferently, they are likely to become indifferent to themselves and to their schoolwork (cf. 3.1).

When teachers believe that learners are able, valuable and responsible and when they see teaching as a process of inviting learners themselves in essentially positive ways, they are on their way to becoming invitational professionals with the beliefs and behaviours advocated in chapter three. Everything that a teacher does, as well as the manner in which he does it, invites learners in class to respond in some way or another. Each response tends to set the child's attitude in some way or another (cf. 2.2.1).

There are teachers at school who do not meet the required standards of conduct and capacity. These teachers lack discipline, dedication, commitment and consideration to

their profession (cf. 2.2.1). Many educators have shown apathy and lack the necessary motivation to perform their educational task effectively for the actualisation of invitational learning (cf. 2.2.1). A lack of professional ethic is evident in a large number of teachers and this has resulted in a negative concept and apathy towards the profession.

A large number of teachers do not have the necessary skills to cope in multicultural classes and therefore show little commitment to enhance invitational learning. Undisciplined teachers cannot be brought to book as some unions that have site committees at school would defend them to the hilt (cf. 2.2.2). In these cases teaching is no longer viewed as a calling and a profession in which teachers commit themselves to the teaching of their learners.

Teachers play a vital role in the realisation of a meaningful culture of teaching and learning. It is therefore believed that the teaching profession will be enhanced and earn greater acceptability and respect from all relevant stakeholders once teachers are governed by a set of rules that prohibit unprofessional behaviour and a negative work ethos.

(2) Recommendations

The recommendations are:

- ❑ All educators should be governed by a code of conduct.
- ❑ The code of conduct should include *inter alia* the following:

- Loyalty to the profession and all teaching responsibilities.
- Respect for all stakeholders in education.
- Respect for the job and in particular to be punctual and regular, of sober mind and body, and well prepared to deliver lessons.
- The protection and respect of educational resources in their care.
- The elimination of unprofessional behaviour such as drunkenness, the use of drugs and assault.
- Respect for the dignity, beliefs and constitutional rights of learners that includes the right to privacy and confidentiality.
- Acknowledgements of the uniqueness, individuality and the specific needs of each learner.
- Exercising authority with compassion.
- Avoidance of any form of humiliation and child abuse.
- Use of appropriate language and behaviour when interacting with learners.

- Use of proper procedures to address issues of professional incompetence or misbehaviour.

The following recommendations can be made with regard to teacher attitude.

Considering the personal teacher practices, the teacher should have the ability to encourage learners to feel good about himself or herself and in general.

On the personal dimension the teacher needs to show commitment and consideration.

- Commitment – the teacher needs to promote learners’ social and emotional health by:
 - Disclosing
 - Share out of class experiences with learners.
 - Exhibit a sense of humour.
 - Supporting
 - Show sensitivity to the needs of the learners.
 - Express appreciation for the learner’s presence in the class.
 - Work to encourage the learner’s self-confidence.
 - Help learners with special problems.
 - Investing
 - Make a special effort to learn the learners’ names.
 - Ask questions to stimulate thinking.
 - Show enthusiasm for the course.

- Consideration – the teacher should have the ability to communicate caringly for the learners as a unique individual by:

- Attending - Be polite to learners.
 - Look learners in the eyes when talking to them.
 - Be easy to talk with.
 - Pause for several seconds after asking a question.

- Affirming - Show respect for learners.
 - Involve learners in decision-making processes.
 - Promote a trusting atmosphere.
 - Treat learners as though they are responsible.

- Cheering - Express pleasure in class.
 - Act friendly towards learners.
 - Enjoy life.

Considering the professional teacher practices the teacher should encourage learners to learn and appreciate the course content.

On the professional dimension the teacher needs to show coordination, proficiency and expectation.

➤ Coordination – the teacher should prepare and plan through combinations of instructional strategies that create and maintain a superior academic climate by:

- Clarifying - Show no problem in guiding class discussions.

- Provide an overview of each lesson at the beginning of the lesson.
- Provide a smooth transition from one topic to another.
- Summarise major points of each lesson at the end of the session.

□ **Informing**

- Choose appropriate readings for the course.
- Use a variety of methods to help learners learn.
- Answer questions clearly.
- Use tests to evaluate what learners should have learnt.
- Willing to express a lack of knowledge on a topic.

➤ **Proficiency** – shows the ability of the teacher to demonstrate competency in speciality and exhibit efficient management of the learning environment by:

□ **Managing**

- Explain grading procedures adequately.
- Demonstrate an up to date knowledge of course content.
- Present understandable class objectives.
- Speak clearly.
- Present course content in an organised manner.

□ **Relying**

- Come early to class.

- Prepared for the lesson.
- Evaluate learner's work on time.
- End each class period on time.
- Use class time efficiently.

➤ Expectation – shows the ability of a teacher to project high expectations for the learner's academic success.

6.3.2 Code of conduct for learners

(1) Motivation

Learner attitude also elicits certain expectancies and behaviour in teachers – learners invite or disinvite teachers just as teachers invite or disinvite learners. It is therefore found that learner attitude has a direct impact on the culture of teaching and learning. “You can lead a horse to the water, but you can't make it drink.” Teachers daily face this problem summed up in the well-known saying (cf. 2.2.3).

A new school system based on democratic principles and fundamental rights seen as non-discrimination, non-violence, equity and participation at all levels, came into effect from January 1997 (Department of Education, 1997: 8). However, since the introduction of the new Schools Act a large number of schools in South Africa are characterised by an apparent absence of a learning culture.

X not in list

A schooling situation that is marked by an observable lack of interest and commitment to learning emerged, as the learning environment in these schools have

crumbled and disintegrated. This gives rise to *inter alia* a high failure rate, early school drop out, a lack of discipline, low morale and an anti-academic attitude amongst learners (cf. 2.2.3). They challenge the authority of teachers, show no respect and refuse to follow instructions.

The single most important element that can reverse the present situation is constructive discipline that will lead to a culture of teaching and learning. As soon as there is a return to self-discipline, the practice and acceptance of discipline and good behaviour, education will come to into its own as a foundation for the future of the country.

The purpose and importance of the code of conduct is to equip learners with the expertise, knowledge and skills that they would be expected to evince as worthy adults.

(2) Recommendations

The recommendations are:

- The principal and his management team must ensure the adoption of a code of conduct for learners by the governing body of the school.
- A school's code of conduct should reflect the views of parents, educators and learners on how learners should conduct themselves and to what end.

- A code of conduct should express the collective will of the school community and give legal force to the development of the standards of conduct conducive to the betterment of all learners.
- The code of conduct for learners should include, *inter alia*, the following:
- Due respect must be shown to all persons in positions of authority.
 - Respect the inherent dignity of others.
 - Show respect for one another's convictions and cultural traditions at all times.
 - Always behave with courtesy, tolerance and consideration towards others.
 - Refrain from aggressive and abusive behaviour.
 - Any form of intimidation, bullying, victimisation, physical or verbal abuse is unacceptable.
 - Regular and punctual attendance of school and classes.
 - Adherence to the school rules and departmental regulations.
 - Not absenting themselves from the school classroom or school without the permission of authorities.

- Attired in accordance with the school rules.
 - Conscientious and diligent undertaking of all work assigned by educators.
 - Well mannered and respectful.
 - Actively support an effective learning process.
 - Avoidance of anti-social behaviour which disrupts the learning process, such as drunkenness, the use of drugs, assault, the carrying of dangerous weapons, vandalism of school property and the non-return of books.
 - At no time endanger the lives of others.
 - Avoid doing anything that will bring themselves or their school into disrepute.
 - All school rules must always be observed, respected and upheld.
 - Wherever possible be involved in as many school activities as possible.
- A learner must understand that disciplinary action may be taken against him if he contravenes the code of conduct. Disciplinary action which forms part of the code of conduct should:
- Prescribe discipline with dignity in a fair and consistent manner.

- Lay down due process to safeguard the interest of learners and other parties involved in disciplinary proceedings.
- Establish whether there is a need for further counselling in the case of certain learners.
- Recommend the suspension of a learner to the governing body once due process has been followed.
- Recommend the expulsion of learners to the Secretary of Education for the Province once due process has been followed.

6.3.3 Further research

During the course of the investigation the researcher became aware of the many areas of concern regarding the attitude of teachers in promoting the culture of teaching and learning. Many of these areas of concern were highlighted in the study, but require in-depth investigation as they are regarded as being influential as far as the teacher's responsibility in promoting a culture of teaching and learning is concerned.

This study should help motivate proponents of invitational theory and practice to answer questions posed. Further research is needed in this vital area that holds much potential for teaching and learning in this decade. More precise methods of defining, describing and validating inviting teacher behaviours in South African schools are

needed to affirm the findings of this study and support the belief that humanistic, inviting teachers are effective classroom leaders.

6.4 CRITICISM

Criticism that emanates from the study includes the following:

- It can be presumed that many of the learners who completed the questionnaire drew their perceptions regarding the attitude of teachers from the media. The probability therefore exists that the majority of learners indicated what is theoretical to the teacher attitude and not what is practical.
- The research sample comprised only grade 12 Biology learners of the former Indian, black and coloured departments of education. Dissimilar responses might have been elicited from grade 12 Biology learners from the former white education institutions.
- The research sample comprised only learners in selected secondary schools. Dissimilar responses might have been elicited from learners in primary schools.

6.5 FINAL REMARK

The aim of the study was to have a better understanding of how the attitude of teachers could affect the culture of teaching and learning of schools. It is trusted that this study will be of value to all educational authorities and interested stakeholders in education, but more especially the teachers. It is also hoped that the recommendations from this study will be implemented and thereby enhance effective and a meaningful culture of teaching and learning in schools in South Africa.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

STRICTLY CONFIDENTIAL

INVITATIONAL ATTITUDE OF TEACHERS AND THE CULTURE OF TEACHING AND LEARNING

MRS. I. NAIDOO

INVITATIONAL THEORY SURVEY (ITS)

(Amos, Purkey, Tobias, 1984: Revised 1990)

INSTRUCTIONS/ IMITHETHO

Rate the Teacher for this class according to your own experience with him/her. Place

ONE ANSWER for each item ON THE FOLLOWING SCALE

Beka umfundisi walekikilasi ngendlela yesipiliyoni onaso nayo. Beka impendulo eyodwa kumbuzo ngamunye kwisikalo esilandelayo.

The Teacher
Umfundisi

FOR OFFICIAL USE

		Very seldom (or never) <i>Akujwayelele/nomahlabo</i>	Seldom <i>Akujwayelele</i>	Occasionally <i>Kuhlekanye</i>	Often <i>Kujwayelele</i>	Very Often (or Always) <i>Kujwayelele kakhulu(Njalo)</i>	
1.	Expresses pleasure with class. <i>Utshengisa ukujabula nekilasi.</i>	A	B	C	D	E	
2.	Shows a lack of respect for students. <i>Ukhombisa ukungabi nanhlonipho kubafundi.</i>	A	B	C	D	E	
3.	Chooses inappropriate readings for the course. <i>Ukhetha izihloko ezingaqondene nesifundo.</i>	A	B	C	D	E	
4.	Makes a special effort to learn students' names. <i>Wenza imizano ebalulekile ukufunda amagama abafundi.</i>	A	B	C	D	E	
5.	Is unprepared for class. <i>Akalungiseleli ukufundisa.</i>	A	B	C	D	E	

	The Teacher <i>Umfundisi</i>	Very seldom (or never) <i>Akujwayelekele/monahobo</i>	Seldom <i>Akujwayelekele</i>	Occasionally <i>Kuthikekanye</i>	Often <i>Kujwayelekele</i>	Very Often (or Always) <i>Kujwayelekele kakulu/Njalo</i>	FOR OFFICIAL USE
6.	Demonstrates a lack of enthusiasm for the course. <i>Utshengisa ukungabi nogqozi ngesifundo.</i>	A	B	C	D	E	
7.	Explains grading procedures. <i>Uyachaza ngezindlela zokuphasa.</i>	A	B	C	D	E	
8.	Shares out-of class experience. <i>Uzibandakanya nabafundi kwizipiliyonizangaphandle kwekilasi.</i>	A	B	C	D	E	
9.	Comes to class late. <i>Ufika ekilasini ngemuva kwesikhathi.</i>	A	B	C	D	E	
10.	Uses a variety of methods to help students learn. <i>Usebenzisa izindlela ezihlukene ukusiza abafundi ukuthi bafunde.</i>	A	B	C	D	E	
11.	Answers questions clearly. <i>Uphendula imibuzo kucace.</i>	A	B	C	D	E	
12.	Is slow evaluating students' work. <i>Wenza kancane ukuhlola umsebenzi wabafundi.</i>	A	B	C	D	E	
13.	Has difficulty in guiding class discussion. <i>Kulukhuni ukugada izingxoxo zekilasi.</i>	A	B	C	D	E	

	The Teacher <i>Umfundisi</i>	Very seldom (or never) <i>Akujwayelekele/nomahlolo</i>	Seldom <i>Akujwayelekele</i>	Occasionally <i>Kuthukanyele</i>	Often <i>Kujwayelekele</i>	Very Often (or Always) <i>Kujwayelekele</i>	FOR OFFICIAL USE
14.	Uses tests to evaluate what students should have learned (course objectives). <i>Usenzisa izivivinyo ukuhlola ulwazi lwabafundi.</i>	A	B	C	D	E	
15.	Involves students in decision-making processes. <i>Ufaka abafundi ekubambeni iqhaza ekuthathweni kwezinqumo zekilasi.</i>	A	B	C	D	E	
16.	Demonstrates an up-to-date knowledge of course content. <i>Utshengisa ulwazi olunzulu ngesifundo.</i>	A	B	C	D	E	
17.	Is impolite to students. <i>Akabathobeli abafundi.</i>	A	B	C	D	E	
18.	Promotes a trusting atmosphere. <i>Ukhuthaza indawo enokwe thembana.</i>	A	B	C	D	E	
19.	Is difficult to talk with. <i>Kulukhuni ukukhuluma naye.</i>	A	B	C	D	E	
20.	Fails to summarise major points of each lesson at the end of class. <i>Uyahluleka ukuqoqa amaphoyinti aqavileyo kusifundo kuze kuphele ukufunda.</i>	A	B	C	D	E	

	The Teacher <i>Umfundisi</i>	Very seldom (or never) <i>Akuywyelekle (nomahlolo)</i>	Seldom <i>Akuywyelekle</i>	Occasionally <i>Kulikekanje</i>	Often <i>Kuywyelekle</i>	Very Often (or Always) <i>Kuywyelekle kakuhle (Njalo)</i>	FOR OFFICIAL USE
21.	Treats students as though they are irresponsible. <i>Uphatha abafundi engathi abakwazi ukuzinakekela.</i>	A	B	C	D	E	
22.	Expresses appreciation for students' presence in the class. <i>Utshengisa ukukujabulela ukubakhona kwabafundi ekilasini.</i>	A	B	C	D	E	
23.	Acts unfriendly towards students. <i>Utshengisa ukungabi nobungani kubafundi.</i>	A	B	C	D	E	
24.	Ends each class period on time. <i>Uphelisa sonke isifundo ngesikhathi esibekiweyo.</i>	A	B	C	D	E	
25.	Provides an overview of each lesson. <i>Utshengisa yonke into ayifundisileyo uma eseqedile ukufundisa.</i>	A	B	C	D	E	
26.	Appears to enjoy life. <i>Utshengisa ukuyijabulela impilo.</i>	A	B	C	D	E	
27.	Shows sensitivity to the needs of students. <i>Utshengisa uzwelo ezidingweni zabafundi.</i>	A	B	C	D	E	
28.	Works to encourage students' self-confidence. <i>Yyasebenza ukukhuthaza ukuzethemba komfundi.</i>	A	B	C	D	E	

	The Teacher <i>Umfundisi</i>	Very seldom (or never) <i>Akuywyelekile (nomahlolo)</i>	Seldom <i>Akuywyelekile</i>	Occasionally <i>Kutlukekanye</i>	Often <i>Kuywyelekile</i>	Very Often (or Always) <i>Kuywyelekile kakhulu (Nyalo)</i>	FOR OFFICIAL USE
29.	Presents understandable class objectives. <i>Uletha izinhloso zekilasi ezizwakalayo.</i>	A	B	C	D	E	
30.	Looks students in the eye when talking with them, <i>Ubabuka emehlweni abafundi uma ekhuluma nabo.</i>	A	B	C	D	E	
31.	Shows insensitivity to the feelings of students. <i>Utshengisa ukungabi nozwelo ezidingweni zabafundi.</i>	A	B	C	D	E	
32.	Takes little or no time to talk with students about their out-of-class activities. <i>Uthatha isikhathi esincane noma akanasikhathi sokukhuluma nabafundingemisebenzi yabo yangaphandle kwesikole.</i>	A	B	C	D	E	
33.	Exhibits a sense of humour. <i>Ufaka amahlaya.</i>	A	B	C	D	E	
34.	Pauses for several seconds after asking a question. <i>Uyathula imizuzwana emibalwa emuva kokubuza umbuzo.</i>	A	B	C	D	E	
35.	Speaks unclearly. <i>Ukhuluma angacaci.</i>	A	B	C	D	E	

The Teacher
Umfundisi

		Very seldom (or never) Akujwayelekile (nomanhlobo)	Seldom Akujwayelekile	Occasionally Kuthihekanye	Often Kujwayelekile	Very Often (or Always) Kujwayelekile kakhulu (Njalo)	FOR OFFICIAL USE
36.	Presents course content in a disorganised manner. <i>Ufundisa isifundo ngendlela engahlelekileyo.</i>	A	B	C	D	E	
37.	Asks questions to stimulate thinking. <i>Ubuza imibuzo ukukhuthaza ukucabanga.</i>	A	B	C	D	E	
38.	Is unwilling to help students having special problems. <i>Akazimisele ukusiza izinkinga ezibalulekile.</i>	A	B	C	D	E	
39.	Expects successful academic performance from students. <i>Ulindele imiphumela emihle kubafundi.</i>	A	B	C	D	E	
40.	Is unwilling to express a lack of knowledge on a subject. <i>Akazimisele ukutshengisa ukungazi ngesifundo</i>	A	B	C	D	E	
41.	Presents a smooth transition from one topic to another. <i>Ushintsha kahle kwisihloko eya kwesinye isihloko.</i>	A	B	C	D	E	
42.	Uses class time efficiently. <i>Usebenzisa isikhathi sekilasi ngokwanelekile.</i>	A	B	C	D	E	
43.	Evaluates students' work unfairly. <i>Uhlola umsebenzi wabafundi ngokungenaqiniso.</i>	A	B	C	D	E	

APPENDIX B

P.O. Box 46
Tongaat
4400
19 April 2001

The Minister of Education- KZN
Department of Education
Private Bag X04
Ulundi
3838

Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Since the dawning of our new democracy in South Africa, I am extremely fortunate to be teaching at Shakaskraal Secondary School where I am exposed to a fully multicultural environment. I have interacted with learners from diverse backgrounds and have developed a record of understanding. It is against this background that I had conducted a research project aimed at examining "The academic performance of grade 8 Zulu pupils coming from different language medium primary schools." This research was towards my M.Ed. degree, which I successfully completed through the University of South Africa in 1999.

The research I am currently conducting is "The invitational attitude of teachers and the culture of teaching and learning." This research is towards my D.Ed. degree and is being conducted through the University of Zululand under the supervision of Dr.M.S. Vos.

A questionnaire has been developed which I need to administer to grade 12 learners who are attending schools located to the North Coast of Kwa-Zulu Natal. The learners will be selected by random sampling and participation by pupils is totally on a voluntary basis.

A copy of the questionnaire is enclosed herein for your approval and inspection. The questionnaire is also being translated into Zulu, however, this is not available at the moment. The questionnaire would be administered during non-teaching time and its completion will not exceed 15 minutes. The information received will be dealt with in the strictest confidence because anonymity is requested. This information will only be used for academic purposes.

I will inform the circuit Inspector of the area from which I obtain my sample of study. The principals of the schools will be contacted to make prior arrangements. I request your permission to distribute the questionnaire to the school pupils during the course of this 2001 academic year.

Information obtained from this research will offer inputs to the macro-education policy and National Ministry of Education in South Africa.

In keeping with my commitment to service education for excellence, I hope that you consider my request most favourably.

I thank you.

Yours Faithfully

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