

**DEVELOPMENTAL APPRAISAL IN PRIMARY
SCHOOLS
AT
ESIKHALENISENKOSI WARD**

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DEVELOPMENTAL APPRAISAL IN PRIMARY SCHOOLS

AT ESIKHALENISENKOSI WARD

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DEDICATION

This work is dedicated to my late mother N.D Mazibuko (LaShabangu) and my dad M.G Mazibuko, who provided me with love and support throughout my studies.

It is also dedicated to my husband, Sibusiso, and my children Ntobeko, Samkele and Lindelwe, for their motivation and love they gave me through tough times during the course of the study.

DECLARATION

I, Hellen Phindile Khuzwayo, hereby declare that that this dissertation represents my work in conception and execution , and that all the sources have been acknowledged by means of references.

H.P Khuzwayo

January 2010

SUMMARY

This study focused on developmental appraisal in primary schools at Esikhakenisenkosi ward. The main objective was to determine the perceptions of educators regarding developmental appraisal. In order to achieve this objective the researcher gathered data from educators.

There are theoretical and empirical findings of this study. It became clear from literature review that the developmental appraisal process plays a vital role in professional socialisation of the educator. There is an agreement between the appraisee and his/her developmental support group with regard to goals and means of appraisal. This demands a non-threatening atmosphere and trust between those involved in the process. It requires teamwork and team spirit amongst all educators.

The study revealed that educators understand the aims and significance of developmental appraisal. They feel that it increases the scope for personal achievement and career development. The study further showed that all the schools in the ward have been involved in the training process. But training in different schools has not taken place in exactly the same way.

The recommendations were derived from the empirical findings. Through this study it was found that there is a need for continuing support in schools as some educators have lost confidence in DA and regard it as an annual routine activity. This demands that the

provincial department of education schedule follow-up visits with schools in order to ensure that implementation of DA meets required standards.

The study also revealed that many educators associate DA with salary and grade progression. These elements frustrate effective implementation and essence of developmental appraisal.

A well-organised developmental appraisal has a great benefit for individual members of staff; the school as an organisation, and education in general.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The Integrated Quality Management System (IQMS), which is applicable to all public schools and educators in South Africa, was adopted by the Department of Education. This was done to ensure quality education for all by improving the quality of learning and teaching. It is the responsibility of the Department to provide facilities and resources to support learning and teaching. There are three components of the IQMS, namely,

- Developmental Appraisal;
- Performance Measurement, and
- Whole School Evaluation.

For purposes of this study, the focus was on developmental appraisal (DA).

The education system has been subjected to various transformation exercises, which have affected the appraisal of educators at schools. Appraisal has moved from the way in which it was conducted in the past, when it was implemented by bossy inspectors as a judgemental exercise rather than a developmental process. The assessors focused mainly on fault-finding and judgment instead of including the appraisees in the evaluation process (ELRC 1998).

Many educator unions have felt that inspection was not carried out to improve educators but to destroy them. They have strongly agreed that developmental appraisal has to be conducted in a proper manner. This is also supported by Billington et al (1990: 05), who mention that formative appraisal is concerned with helping teachers develop, as opposed to judging them at a given point time. This chapter examines the statement of the problem, the purpose of the study, definitions of terms, the method of investigation and delimitation of the study.

1.2 STATEMENT OF THE PROBLEM

Developmental appraisal is one of the most important issues in a school as an organisation. It helps all the educators to realise their strengths and weaknesses and to foster good human relations among all the stakeholders at a school. It also encourages good performance in teaching. Riches and Morgan (1989 : 155) state that it is the test of an organisation to make ordinary people perform better than they seem capable of doing and, to bring out whatever strength there is in its members, and to use each person's strength to help all the other members perform. It is, therefore, the task of the school to eliminate individual weaknesses of its staff members.

Appraisal helps the school to co-ordinate performance and behaviour of its educators towards the attainment of its goals. This also helps them to improve their attitudes, knowledge, understanding and skills in the teaching profession.

In South Africa developmental appraisal has been made compulsory for all educators teaching in public schools. The principal, support staff and the administrative staff are also appraised, but with different criteria as they perform different duties. They are appraised with regard to their own competencies in their work.

The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice (Employment of Educators' Act 76 of 1998). Educators with performance difficulties are given guidance and training. Appraisal will help them to improve their confidence, relations and curriculum delivery.

Research has shown that appraisal comes closer to the individual teacher performance, personal qualities and personal beliefs than any other personal activity. It also raises assurance about confidentiality of information and records which are part of the appraisal process (Bradley 1991: 31).

1.3 PURPOSE OF THE STUDY

The following were the objectives of the study, which was conducted in the Esikhalenisenkosi ward:

- To determine the perceptions of educators regarding developmental appraisal;
- To determine the problems experienced by educators with regard to developmental appraisal;
- To determine the extent to which developmental appraisal has been administered at schools, and
- To identify possible areas of improvement.

1.4 DEFINITION OF TERMS

The following terms are defined in the study:

1.4.1 Development

According to Burke (1987: ix) development is a continuous improvement which occurs via many avenues, including expansion, advancement, elaboration, evolvment and progression. In this study development is viewed as the process of upgrading educators to grow in their teaching and in delivering the curriculum with confidence to their learners.

1.4.2 Appraisal

Appraisal refers to the process of evaluating the strengths and weaknesses of a person's performance on the job (DoE, 1998: 31). Poster and Poster (1993: 01)states that appraisal focuses on improving the ability of employees to perform their present and prospective roles through identification of personal developmental needs and provision of subsequent training or self-developmental opportunities.

1.4.3 Developmental appraisal

Developmental appraisal refers to appraisal individual educators in a transparent manner, with a view to determining areas of strength and weaknesses, so as to draw up programmes for individual development (ELRC, 2000).

Developmental appraisal is concerned with forming qualitative judgments for educators, which involves an analysis of past performance with the aim of planning for the future. It is, therefore, concerned with self-development, which includes processes for assessing individual performance in specific agreed upon responsibilities.

1.5 DELIMITATION OF THE STUDY

The study focused on the educators (PL1) in primary schools in the Esikhalenisenkosi ward. This ward has 19 primary schools, and, it falls within the Mthunzini Circuit. Mthunzini is one of the circuits that make up the Empangeni district. There are four wards in the Mthunzini Circuit, namely, Ongoye, Esikhalenisenkosi, Lindelihle and Ensingweni.

1.6 RESEARCH METHODOLOGY

The study uses the descriptive research design. This approach was chosen because of its relevance to describe the nature of data to be collected and the type of the universe under investigation.

A sample of 160 educators was drawn from different schools. A stratified random sampling was used in the study so as to provide a more representative sample. According to Maphalala (2002:07), the major advantage of stratified random sampling is that it guarantees representation of defined groups in the population.

This study made use of a questionnaire as a data-gathering instrument. The questionnaire used consisted of five sections, namely, the biographical data of the respondents, significance of developmental appraisal, experience with developmental appraisal, the process of developmental appraisal and general comments.

1.7 PLAN OF THE STUDY

- CHAPTER ONE:** This chapter consists of the introduction, the statement of the problem, definition of terms, purpose of the study, delimitation of the study, research methodology and plan of the study.
- CHAPTER TWO:** This chapter consists of a conceptual framework for the study based on literature review.
- CHAPTER THREE:** Chapter three consists of description of the research design, the method of investigation and the research instrument

CHAPTER FOUR: This chapter comprises a detailed analysis and interpretation of data.

CHAPTER FIVE: The last chapter contains a synthesis of the findings and recommendations.

CHAPTER 2

2 LITERATURE REVIEW

2.1 INTRODUCTION

All organisations, whether they be factories, businesses, hospitals or schools exist to provide a product or service to the satisfaction of their clients or customers. Appraisal is a means of promoting, through the use of certain techniques and procedures, the organisation's ability to accomplish its mission of maintaining or improving what it provides, while at the same time seeking to maintain or enhance staff satisfaction and development (Poster and Poster 1993:03).

This chapter investigates developmental appraisal as revealed in relevant literature. It begins with the background to appraisal, which is followed by the aims of developmental appraisal and trends in appraisal. The components of educator appraisal, as revealed in literature, follows. This is, in turn, followed by factors affecting that which is selected for appraisal, the criteria for developmental appraisal, the role functionary in appraisal, the benefits of appraisal and the barriers to developmental appraisal. Finally, this chapter addresses factors affecting the success of developmental appraisal.

2.2 BACKGROUND TO THE STUDY

Appraisal is one of the most important issues regarding staff development in schools throughout the world.. According to Bradley (1991: 03), appraisal comes closer to individual teacher performance, personal qualities and personal beliefs than any other professional activities. He furthermore mentions that appraisal raises questions about the competence of the people who will take part in the process to carry out the intricate task of helping other adults analyse and improve their performance. It requires assurance about confidentiality of information and records which are part of the appraisal process.

Bollington, Hopkins and West(1990 : 02) state that the introduction of appraisal can be said to reflect a climate in education characterised by concern for improved quality; a greater degree of accountability, and more efficiency, particularly in the use of resources. He furthermore mentions that interest in appraisal has risen as a result of increased management training for senior staff as a reflection of the requirements for schools and individuals to set out clearly their aims and objectives. Appraisal develops educators as professionals and improves their quality of teaching as they work with individual learners at school.

In South Africa, Developmental Appraisal has been designed by the Department of Education in collaboration with various educator organisations. They all agreed that developmental appraisal be implemented in a proper way. In July 1998 the principles and practices of appraisal were approved by the Education Labour Relations Council. It was agreed that the appraisal system must have the following features:

- The overall nature of the appraisal system will be in accordance with the pilot study which was conducted by the Education Policy Unit (EPU) of the University of the Witwatersrand between 1995 and 1996.
- The approach must be developmental.
- Appraisal must be compulsory. It must apply to all levels of personnel within education, both inside the school and in the education departments
- Appraisal must be tied to the nature of job description for all job categories.
- Appraisal must be implemented in all schools by 1999. The whole system must be evaluated in the year 2 000.

Research has made it clear that appraisal must be non- judgemental but qualitative, transparent, democratic and collaborative.

2.3 AIMS OF APPRAISAL

According to West and Bollington (1990:03), the aims of appraisal fall under two distinct but related categories, which are:

- Maintaining clear direction and purpose in the organization
- Evaluating how the organizations staff resources are being utilized and developing and improving the skills and career prospects of individual staff members.

Appraisal is mainly concerned with professional and career development. It analyses past performance with the aim of planning for the future. It looks at individual education performance and considers how and where performance can be developed and improved.

It, therefore, provides feedback which is necessary for both individual and organisational development. Feedback supplied to the individual reduces stress and tension that is experienced by members in the work situation. This is supported by Trethowan (1987:08), who points out that a reduction of stress amongst educators can be a further important result of an appraisal programme. Maphalala (2002 : 40) states that teacher stress can lead to mental and physical ill-health, job dissatisfaction, absenteeism, impaired quality of teaching and disturbed working conditions.

According to Cumming and Schwab, as cited by West and Bollington (1990:05), feedback to individuals about their performance can influence both constructs which affect performance levels as well as the individual's perception of linkages between key variables – ability and performance. Cumming and Schwab further mention that appraisal can help individuals to focus on how best to go about the job – in a way that contributes to organisational goals and personal achievement.

The view stated above is supported by Riches and Morgan (1989:194), who state that if feedback is positive and consistent with the employee's own image, the inherent conflicts in the process are minimized. However, when the feedback is critical of poor performance, a defensive reaction from an employee may set up barriers that inhibit acceptance of this feedback and prevent open discussion of how performance might be improved.

The aim of appraisal is to facilitate personal and professional development of educators and to improve the quality of teaching practice and education management (ELRC, 2003 : c – 86). This is also supported by Bradley (1991:34), who states that the aim of teacher appraisal is to improve the quality of education for pupils by assisting teachers to realise their potentials and to carry out their duties more effectively. Appraisal must assist in ensuring that in-service training and deployment of educators matches the complementary needs of the individual teachers and their schools.

West and Bollington (1990:11) identify the following aims of appraisal with regard to the educator:

- To increase the scope for personal achievement, job satisfaction and career development;
- To improve working relationships with colleagues;
- To provide balanced, objective feedback on past performance as well as guidance, support, reassurance and motivation for the future, and
- To provide the opportunity to express views on the school and on how it is managed, in the expectation that appropriate action will be taken, where possible and necessary.

Information that arises from all levels of the appraisal process is seen to influence decision-making and patterns of resource use. In order to protect the respondents, the confidentiality of appraisal dialogues and documentation is guaranteed.

West and Bollington (1990:11) identify the following appraisal objectives for the school :

- To ensure that individual targets / objectives relate to school objectives and priorities;
- To help individuals improve performance in their current jobs;
- To improve communication and relationships;
- To improve teacher involvement in determining and securing their own targets;
- To identify individual strengths and weaknesses and improve the match between individual skills and organisational tasks,
- To improve the quality of information on which INSET planning is currently based, and
- To identify interest in and potential for promotion to specific jobs, and to help individuals to prepare for this.

According to Bennett (1992: 8 – 9) the specified aims are unexceptionable in trying to:

- Recognise the achievements of school teachers and help them to identify ways of improving their skills and performance;
- Help school teachers , governing bodies and local education authorities to determine whether a change of duties would help the professional development of school teachers and improve their career prospects;
- Identify the potential of teachers for career development with the aim of helping them, where possible, through in-service training,
- Help school teachers having difficulties with performance, through appropriate guidance, counseling and training, and

- Inform those responsible for providing references for school teachers in relation to appointments.

According to Goba (2002: 13) developmental appraisal enhances professional leadership; promotes shared vision and goals, and increases the concentration on teaching and learning. “The purposes of appraisal are related to improving individual performance and to ensuring greater organisational effectiveness” (Buthelezi , 2005:25).

2.4 THE PRE-CONDITIONS FOR INTRODUCTION OF APPRAISAL

Dean (1991:12) states that change is not easy and that the introduction of appraisal needs careful and thoughtful planning if it is to be successful. There needs to be certain conditions present at the beginning. Such conditions may include the following:

- There needs to be an atmosphere of trust. The appraisee needs to be confident that the information given will not be used for purposes other than those agreed upon without further consultation.
- There should be a measure of consensus about values among those involved. This is supported by Mfeka (2006: 20), who states that schools are more effective when staff members build consensus on the aim and values of the school and where they put this into practice through consistent and collaborative ways of working and decision making.

- Those involved need to be open-minded. Much can be learnt from all parties in appraisal if everyone is open to anything which can be learnt in the process.
- The school climate needs to be positive. It should be concerned with helping educators to give of their best and to develop their full potential.
- A clear job description is needed for each educator. This provides agreed objectives against which performance can be assessed.

2.5 TRENDS IN APPRAISAL

According to Poster and Poster (1993:1) there are two distinct trends in appraisal: one focuses on performance and the other one on development. It is furthermore mentioned that the performance review focuses on the setting of achievable goals. This review gives feedback on the task clarification through a thorough consideration of the educator's understanding of his or her objectives, which are set against those of the school. The review also gives feedback on the training needs which were discovered either by shortcomings in performance, or by the demonstration of the potential for higher levels of performance.

The staff development review is concerned with the individual. Poster and Poster (1993:01) point out that this review focuses on improving the ability of employees to perform their present or prospective roles through identification of personal developmental needs and the provision of subsequent training or self-development opportunities.

2.6 COMPONENTS OF DEVELOPMENTAL APPRAISAL

Many authors on appraisal suggest that there are three main components in the appraisal process, including the following:

- Preparation
- Interview
- Follow-up

2.6.1 PREPARATION

The preparation stage includes the initial meeting, self-appraisal, classroom observation or task observation, and collection of other relevant data (West & Bollington 1990:16). This allows the appraisee to come to the interview with a clear understanding of what is expected of him/her. Bollington et al, (1990:10) state that once the appraisal process starts for each individual, the aim of the preparation stage is to ensure that both appraiser and appraisee come to the interview, being able to hold a discussion of substance and to avoid ill-informed comment. They state that this phase includes an initial meeting to set up the process and a range of approaches to gathering data on the teacher's performance, including classroom observation.

In order to ensure that the process promotes reflection, it must include self-appraisal. The aim is to ensure that preparation is systematic and that it relates to agreed upon areas across the full range of the educator's job roles.

2.6.2 INTERVIEW

The interview is at the heart of the appraisal process. It can be viewed as an opportunity for uninterrupted and sustained discussion of past performances and future plans. It encompasses a review of successes, areas for development and constraints, and leads to target setting related to the present, as well as to general professional career development (Bollington et al, 1990:10).

According to Dean (1991:119), the appraisal interview is an excellent way of getting information, not only about factual evidence of what is taking place, but also about the way in which individual teachers view things and about the ideas and views that they hold about the school and their own part in it. Knowledge of the views and plans of different teachers often enable the principal or the head of department to link the work with what different people are doing.

Many authors agree that interviews should include the following:

- Review of the educator's job description;
- Review of the educator's work and targets achieved since the previous appraisal;
- Discussion on career development and current professional development needs;
- Identifying targets for future development, and
- Obtaining the final record of the appraisee.

The appraiser must manage the interview skillfully and with sensitivity. Hewton (1988), as cited by West and Bollington (1990:41), suggests that the skills required for effective engagement in the appraisal interview include:

- Listening and encouraging the interviewee to talk;
- Using appropriate questions, and
- Paraphrasing and summarising.

Hewton furthermore argues that appraisers need training in these skills as it cannot be assumed that they would have acquired them elsewhere.

Gill (1977), as cited by Bollington et al (1990:48), mentions that the following is linked to the success of such interviews:

- A high level of subordinate participation in the appraisal process;
- A helpful and constructive attitude on the part of the appraiser;
- A problem solving approach by the interviewer, and
- Participation by the employee in setting any specific goals.

2.6.2.1 SELF-APPRAISAL

This is an individual professional judgment reached when an educator takes self-analysis and introspection in terms of his/her own performance. It is followed by self-evaluation in order to determine priorities for personal and professional growth. Self-appraisal can be used right at the beginning of the appraisal process to identify possible areas for

discussion. Some may want to use it after classroom observation as a way of making sense of what has been taken in, in the classroom. Others use it before the interview, as a way of ordering their ideas (Bradley 1991:39). Although self-appraisal cannot be enforced, teachers should be encouraged to reflect on what they are doing and to appraise themselves regularly (Squelch & Lemmer 1994:121).

Burnell (1987:17) states that self-appraisal has the following purposes:

- It gives the staff an opportunity to evaluate their work consciously and formally;
- It helps to have their work assessed by the members of staff to whom they are directly responsible, and
- It provides a valuable record of the continuing contribution made to the school by each member of staff.

In self-appraisal, the educator is asked questions about his performance and other aspects which are often difficult to deal with. According to Mayo (1997:269), self-appraisal gives educators a perspective on their work. It serves as a guide for setting goals and standards and also assists in identifying areas of focus.

Trethowan (1987:70) identifies the following disadvantages of self-appraisal:

- It is not sufficient to view performance from only one perspective;
- It is difficult to be objective about oneself. Some self appraisers are too hard on themselves and need praise, support and understanding to avoid being discouraged, and
- Self-appraisers find it difficult to make realistic improvement plans.

2.6.2.2 CLASSROOM OBSERVATION

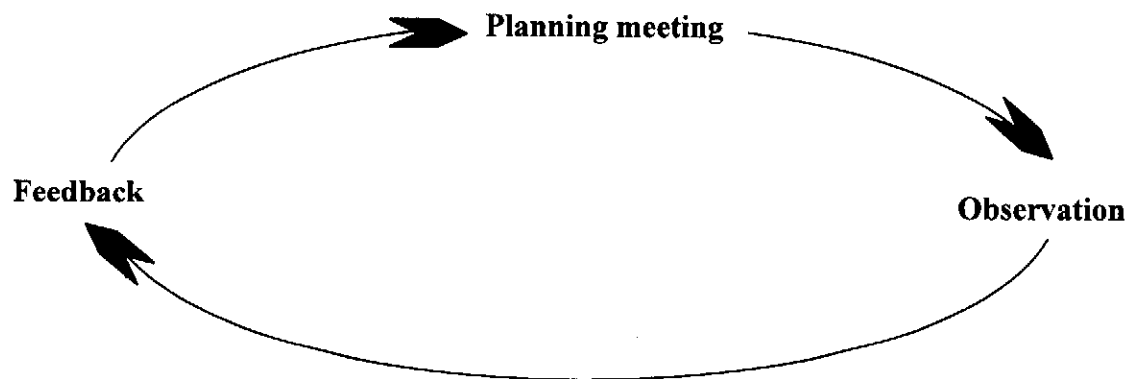
Classroom observation occurs when appraisers visit the classroom of the appraisee occasionally with the intention of observing classroom practices used by the educator and to provide the necessary support. Bennett (1992:23) states that the purpose of classroom observation is to praise and value effective performance where it exists; to enhance performance where necessary through negotiated strategies for improving performance, and to exchange different approaches and skills deployed by appraiser and appraisee in particular situations. He further argues that such a process would be most valuable in situations where there is sufficient trust to allow the need for development. The goal of classroom observation is to obtain a representative sample of an educator's performance.

Classroom observation involves lesson preparation and presentation, classroom management, learner assessment and recording. Everston and Holley, as cited by Poster & Poster (1993:61), state that classroom observation reveals a view of climate, rapport, interaction and functioning of the classroom available from no other source. They also state that it provides an opportunity for reinforcement of strengths; identification of weaknesses, and planning for remediation.

The educator must establish a conducive environment for learners in the classroom. He or she must have a clear knowledge of the learning area. His or her presentation must show an interest in learning, involvement and critical thinking. This is supported by Wilson (1988: 80) who is of the opinion that the work taught by an

educator must promote the development of skills and knowledge so as to encourage problem - solving and to develop ways for rational thinking to stimulate creative thinking and foster development of positive attitudes in working with others or with the local community. Appraisers must not interrupt the appraisee during his/her presentation, but should take notes of what happens in the lesson and discuss this with him/her after the presentation.

Bradley (1991:46) states that the success of classroom observation depends heavily on the quality of the data collected and on the skills employed in feeding back to the observed educator , which usually happens immediately or very soon after observation . It is important to fit observation in between the planning meeting (preparation) and the feedback session, as shown in the diagram below:



Source: Diagram from West & Bollington (1990:25)

According to Bradley (1991:46), the success of classroom observation depends on the following :

- The development of the observation skills;
- Following the preparation-observation-feedback phases of the clinical supervision model;
- Selecting appropriately from the variety of approaches and procedures available, and
- Ensuring that the record of the observation is objective and provides the basis for formative dialogue.

The appraiser must provide the appraisee with balanced and objective feedback and give him/her guidance, support and motivation when necessary. West & Bollington (1990:29) state that it may be helpful for the observer to bear in mind the following during feedback sessions:

- Allow the teacher to talk;
- Check the progress towards previously established targets;
- Focus on a limited number of areas (not more than three) for remedy/improvement/setting targets;
- Ensure careful recording so that commitments and suggestions to support improvement are not lost;
- Enable the teacher to diagnose his/her own performance and to suggest future needs and targets, and
- Leave the teacher wanting to repeat the process.

This shows that the feedback session must be a two-way discussion which leads to the development of strategies for building on what has been learnt.

2.6.2.2.1 APPROACHES TO CLASSROOM OBSERVATION

Bollington et al (1990:38) identify three approaches to classroom observation that have a bearing on the appraisal of educators:

A. CLINICAL SUPERVISION

This technique was developed in North America as a method of supervising student educators. Bollington et al (1990:38) state that it is a more structured form of peer observation that focuses on a teacher's instructional performance by making use of three-phase approach to the observation of teaching events. The three phases are planning, classroom observation and feedback conference. The planning conference provides the observer and the educator with an opportunity to reflect on the proposed lesson, which leads to a mutual decision to collect observational data based on an aspect of the educator's teaching.

In the classroom observation phase the observers observe the educator teaching and then collect objective data on an aspect of teaching, upon which they had agreed earlier. In the feedback conference the observer and the educator share the information and decide on remedial action, if necessary.

B. SEMI – STRUCTURED OBSERVATION

This refers to simple observation schedules tailored by the educator to fit a particular situation. When educators observe each other teaching, all they often require are simple ways of gathering information on basic topics. It is therefore preferable for educators to devise their own observation schedules or to “invent” them for a particular purpose. By doing this the educator develops more ownership over the investigation and there is probably a better “fit” between the object of the observation and data gathering method (Bollington et al 1990:39).

C. CODING SCALES

According to Bollington et al (1990:40,) this approach is seen in the emphasis on competency-based teaching and behavioural objective in curriculum planning and systematic instruction. The disadvantage of this approach is that it is mainly concerned with formal teaching.

2.6.3 FOLLOW-UP

In order to complete the appraisal process, the appraisal panel must have a discussion with the appraisee so as to find out whether the appraisee had experienced any problems in a certain area, so that these could be solved. The panel must consider the career development needs of the appraisee. Bradley (1991 : 56) states that this stage holds the following benefits for the appraisee by providing:

- An incentive to reflect on his/her work;
- Time to discuss it with someone else;
- Appreciation and recognition;
- Growth of confidence;
- Enhancing motivation;
- A clearer understanding of what is expected, and
- A feeling of being part of the school.

A great deal of transformation has taken place in education which has affected the curriculum content and processes as well as the methods of assessment. Educators, therefore, need a planned experience as well as training which is focused on developing their own skills in the system. Follow-ups will, therefore, identify specific learning requirements and specific learning opportunities. A major aspect of the follow-up is there to ensure that planned activities have taken place and that needs are met effectively.

Components in the appraisal process can be represented in a diagram as follows:

**INITIAL REVIEW MEETING BETWEEN
APPRAISER AND APPRAISEE**



**CLASSROOM / TASK OBSERVATION
COLLECTION OF OTHER DATA**

APPRAISEE SELF-APPRAISAL



APPRAISAL INTERVIEW

TARGET SETTING

APPRAISAL RECORD PRODUCED



FOLLOW-UP DISCUSSIONS / MEETINGS

BETWEEN APPRAISER AND APPRAISEE

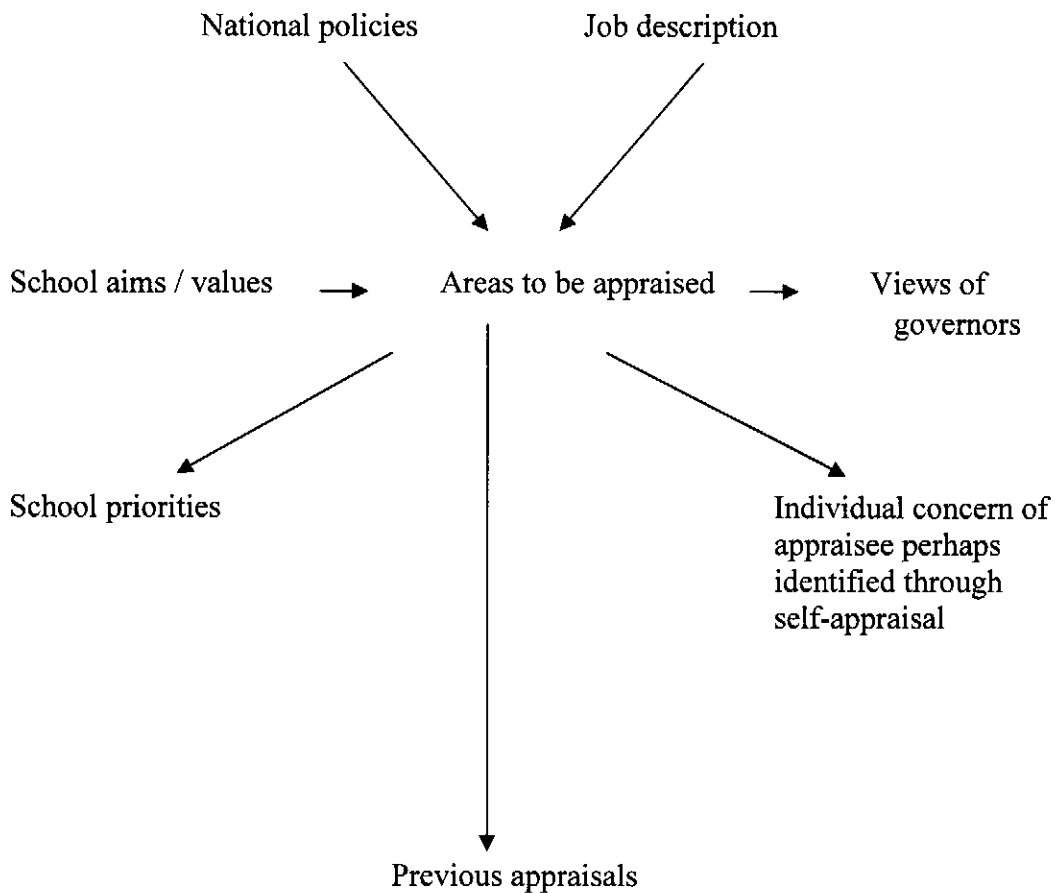
PROFESSIONAL DEVELOPMENT

Source : Diagram quoted from Bollington et al (1990:11)

2.7 FACTORS AFFECTING WHAT IS SELECTED FOR APPRAISAL

Many factors must be taken into consideration, including the educator's concerns, the views of the parents or governing body, national policies, school aims etc.

Diagrammatically, these factors can be represented as follows:



Source : Diagram quoted from West and Bollington (1990:18)

2.6 CRITERIA FOR DEVELOPMENTAL APPRAISAL

Appraisal is not mainly concerned with the educator's work in a classroom situation. The educator is also appraised with regard to a number of things, such as the way he or she interacts with the community or other people outside the classroom, and his or her

contribution to school development. Post level 1 educators must be appraised in terms of the following seven criteria (ELRC 2003: c – 90):

- Creation of a positive learning environment;
- Knowledge of curriculum and learning programme;
- Lesson planning, preparation and presentation;
- Learner assessment/achievement;
- Professional development in field of work/career and participation in professional bodies;
- Human relations and contributions to school development, and
- Extra-curricular and co-curricular participation.

Performance standards for a head of department include all those for post level 1 educators as well as the following two:

- Administration of resources and records, and
- Personnel

Performance standards for the deputy principal and the principal include all those for post level 1 and 2 together with the following:

- Leadership, communication and serving in the school governing body, and
- Strategic planning, financial planning and Education Management Development (EMD).

These criteria show that the management teams cannot be appraised using the same criteria as for the post level 1 educators, as they are doing different tasks. They are also appraised at their level of competency with regard to management duties.

2.7 ROLE FUNCTION IN APPRAISAL

Everyone in a school situation has an important role to play, also in the case of appraisal. It is the task of the principal, deputy principal, head of department and the educators to develop one another at school. According to the Policy Handbook for Educators (2003: c. 64), all aforementioned levels have to perform the following duties related to appraisal:

A) The principal

- To provide professional leadership;
- To guide, supervise and offer professional advice on the work and performance of the staff at school and where necessary, to discuss and write or countersign reports on teaching, support, non-teaching staff and other staff;
- To be responsible for the development of staff training programmes, both school - based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school;
- To participate in agreed upon school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management;

- To play an active role in promoting extra – and co-curricular activities in the school, to plan major school functions; and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies;
- To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the South African Schools Act of 1996, and
- To liaise with the relevant structures regarding school curricula and curriculum development.

B) Deputy principal

- To be responsible for the curriculum and pedagogy, e.g. INSET, developmental programmes and arrangement of practice teaching ;
- To participate in departmental and professional committees, seminars and courses in order to contribute to and or update one's professional views or standards;
- To guide and supervise the work and performance of staff and where necessary discuss and countersign reports;
- To participate in agreed educator or school appraisal processes in order to regularly review their professional practice with the aim of improving teaching , learning and management, and
- To assist the principal to play an active role in promoting extra and co-curricular activities in the school and participation in sports and cultural activities organised by community bodies.

C) Head of department

- To provide and coordinate guidance on the latest ideas and approaches to the subjects, method, techniques, evaluation , aids, etc in their field, and to effectively convey these to the staff members concerned;
- To share the responsibilities of organising and conducting of extra- and co-curricular activities;
- To participate in agreed upon educator or school appraisal processes, in order to regularly review their professional practice, with the aim of improving teaching, learning and management;
- To co- operate with colleagues in order to maintain a good teaching standard and progress among the learners, and to foster administrative functions effectively within the department and the school;
- To participate in departmental and professional committees, seminars and courses,in order to contribute to, and or update, one's professional views or standards, and
- To maintain contacts with sports, social, cultural and community organisations.

D) The educator (post level 1)

- To establish a classroom environment which stimulates positive learning and actively engage learners in the learning process ;
- To share in the responsibility of organising and conducting extra- and co-curricular activities

- To participate in agreed upon school or educator appraisal processes, in order to regularly review their professional practice, with the aim of improving teaching, learning and management;
- To contribute to professional development of colleagues by sharing knowledge, ideas and resources, and
- To participate in departmental committees, seminars and resources in order to contribute to and or update one's professional views or standards.

Every educator in a school must be involved in class teaching as per work load of the relevant post and needs of the school. The teaching must foster purposeful progression in learners and in programmes of subjects with grades as determinants.

2.8 BENEFITS OF APPRAISAL

Developmental appraisal has great benefits for the individual, the school and for both appraisee and appraiser.

A) Benefits for the individual

According to Riches & Morgan (1989:194) individuals have a number of possible goals which can be achieved by taking part in appraisal.

The following six major benefits are identified:

- To receive feedback on performance and progress;

- Discussion of present job requirements and to be in the position to demand a job description if changes are agreed to;
- Identification of opportunities for professional and personal development;
- Identification of training opportunities;
- Discussion of aspirations and career plans, and
- Discussion of problems in the organisation, including relationship with the manager.

Poster & Poster (1993:06) suggest that appraisal also holds the following benefits for individual members of staff:

- Giving them a greater sense of purpose through the provision of clear objectives;
- Encouraging self-development and personal initiative;
- Enhancing their self-esteem and self-confidence;
- Reducing alienation and resentment by providing opportunities for free discussion, and
- Providing opportunity for the dissemination of career advice.

B) Benefits for the school

Appraisal benefits the organisation by enhancing communication of organisational aims to all staff members, and by facilitating coordination of the effort. It helps in channeling individual effort into organisational goals. It also provides opportunities to initiate problem-solving and counselling. In this regard, school managers gain control by setting objectives within a school development plan (Poster & Poster 1993 : 07).

A further benefit of appraisal is that of organisational awareness. Appraisers are more likely to note staff problems during the appraisal process than at any other time. Trethowan (1987:09) states that appraisal problems make the teacher's problems the appraiser's problems too, and being aware of it puts the appraiser in a better position to advise, assist and support. Appraisal, therefore, encourages openness in problem-solving, with staff feeling free to signal their awareness of difficulties, because they expect the problem to be dealt with. Appraisal also develops commitment to the school through discussion of career opportunities and career planning.

West and Bollington (1990: 04) state that appraisal is essentially a dialogue between the different levels of the organisation about goals, roles, tasks and achievements. It provides opportunities for a structured discussion of how the school's effectiveness can be best promoted at all levels by all the staff members, while facilitating clarification and refinement of organisational goals in the light of constraints and opportunities.

C) Benefits for individual staff members and the organisation

Appraisal does not only work well with individuals, but also with teams of staff members, such as an academic department managed by the departmental head (Trethowan 1987:02). During appraisal meetings, people get to know what is important to the school and what is not, since appraisal ensures that the overall management strategy for the school is known and that staff members have a common goal to work for. Poster and Poster (1993:06) mention that a well-run appraisal system will benefit both the individual staff member and the organisation by :

- Helping to build morale;
- Encouraging better communication, both vertical and lateral, and the creation of a more open style of management;
- Providing the means whereby the individual can influence the organization;
- Facilitating the identification talent;
- Providing a mechanism whereby individual effort may be organised, even when no financial reward can be given, and
- Integrating the individual and the organisation.

2.10 BARRIERS IN DEVELOPMENTAL APPRAISAL

Developmental appraisal at schools is often subject to a number of problems that are often caused by failure to understand the process. Some people are inclined to confuse development with evaluation, as they are often afraid of being evaluated. It is, therefore, important to differentiate between the two concepts. Problems can also be caused by resistance on the part of the educator, since some people fear transformation.

Lack of an appropriate gap between training and appraisal is another problem. It is important for all staff members to be well-trained so as to be aware of what is expected of them, while appraising others or being appraised. Lack of expertise on the part of the management teams can also pose a problem, as it is their duty to be fully responsible in agreed upon school or educator appraisal processes to order or to review their professional practice so as to improve teaching, learning and management.

Riches and Morgan (1989:203) state that well-managed organisations recognise that those who carry out the direct work of the organisation, namely the personnel, need to be provided with training opportunities.

Lack of funds to attend or organise workshops, courses, seminars and any other learning activities can cause problems in developmental appraisal. Most schools function without funds allocated for appraisal. Rebores (1989:167) states that it is common practice in staff development to reimburse employees for tuition fees incurred in attending seminars, workshops or refresher courses. Failure to do so can cause severe problems for schools that do not allocate funds specifically for developmental appraisal.

Delays in the appraisal process, for example in giving feedback or writing an appraisal statement can pose problems. Bradley (1991:47) asserts that feedback works best if it is given within 24 hours of the observation as it is based on careful and systematic recording and on factual data, so that it can lead to the development of strategies for building on what has been learnt.

Lack of time can be another problem. Appraisal carried out properly in any organisation takes a lot of time. This poses acute problems in education where, generally, the time allowed for management of appraisal is not enough (Riches & Morgan, 1989:203). However, those organisations which value appraisal regard the time taken by the process of appraisal as efficient use of time.

Lack of attention in monitoring follow-up can pose problems, mainly due to lack of availability of remedial resources or expertise. The resources must match the needs of the educator and the school. This view is supported by Rebore,(1989:165) who mentions that the staff development programme and resources need to match individual and group needs.

2.11 FACTORS AFFECTING THE SUCCESS OF APPRAISAL

Firstly, it is important to recognise individual differences in an organisation. For instance, an educator's appraisal is based on performance, whilst appraisal of the principal , administration staff and support staff is based on competence to perform their tasks. It is also important to separate evaluation and development, since many individuals fear evaluation. Choosing the appropriate performance data can reduce conflicts and improve success.

The performance data must be related to the job being done. According to Stenning and Stenning (1984), as cited by Riches and Morgan (1989:195), a systematic approach to this requires:

- A clear comprehensive and accurate job description;
- A statement of results expected of the job holder, which must be as objective and measurable as possible;
- A clear description of the abilities , skills, knowledge and personal characteristics of effective job performers, and
- Data systematically assembled over the review period.

The school must have an open climate in which educators are ready to discuss their work. A favourable climate is one in which there is trust and openness between those involved. This is supported by Gainely (1990:17), who states that appraisers should also create a non-threatening atmosphere in which teachers are encouraged to experiment. Letting people know what is going to happen in the course of the appraisal is not sufficient (Jones, 1993:22). It must be made clear that appraisal is a two-way process which is not only concerned with the educator's work in the classroom and at the school, but also with the role of management in facilitating that work through appropriate organisation, adequate resources and provision of support and opportunities for professional development. Both the appraiser and the appraisee must be provided with suitable training so that they are clear about their responsibilities and understand the scheme. The principal as the school manager must be committed to the appraisal process.

The process should be well-presented and well-managed by the head and the appraisal coordinator. Principals should be familiar with teachers' complaints and should assist them with disciplinary problems and provide resources, while working through problems with them. There must be a previous experience of appraisal or a deliberate implementation strategy, while professional relationships must be good (Bradley 1989:63).

The appraisee must be actively involved in the process. The appraisal of educators should not be shrouded in secrecy; instead an accountable and transparent procedure should be adopted. This will lead her/him to have a sense of belonging and willingness to be developed, as appraisal has to assist in the educator's ongoing growth. The procedure must be formulated after consultation. For appraisal to stand a chance of being successful in schools, it will have to be perceived by teachers as an initiative which leads to higher standards of education for learners, as well as leads to their own professional development and individual fulfillment (Jones, 1993:15).

2.12 CONCLUSION

The review of literature in this chapter has shown that developmental appraisal plays an important part in the performance of individual educators and the school as an organisation. The appraisal system must be positive and developmental, whilst still maintaining credibility as a check on quality. It must be combined with some elements of career development and progression. Developmental appraisal should formulate training needs and professional development opportunities. It should also have the necessary infrastructure to provide the necessary back-up to plan and deliver training initiatives and to coordinate professional development through experience in other parts of the organisation (Fidler & Cooper, 1990:22).

CHAPTER THREE

EMPIRICAL RESEARCH PROCEDURES AND TECHNIQUES

3.1 INTRODUCTION

This chapter outlines the method of study used in this project. It covers a discussion of the data collecting instrument, the target population and sampling, the pilot study and administration of the data collecting instrument.

3.2 RESEARCH DESIGN

As stated in chapter one, a descriptive method of research was used for the purpose of data collection. According to Charles (1988:81) and Isaac and Michael (1995:46), descriptive research describes conditions, situations and events of the present. The descriptive approach was deemed suitable for this study as it attempts to describe, clarify and interpret developmental appraisal, as currently used in schools. Out of the various types of descriptive research available, that is, surveys , case studies and development studies, this study chose the survey approach because it was relevant to the study in that it dealt with information collected as views and opinions of individuals about issues pertaining to the study.

3.3 SELECTION AND DESCRIPTION OF DATA COLLECTING INSTRUMENT

3.3.1 Rationale for choice of instrument

Bell (1983:58) argues that a researcher should decide on the research instruments or tools to be used in a study on the basis of suitability for the research objectives. After a considerable in-depth study of the various research tools available, the questionnaire was considered to be the most suitable instrument in the light of the nature and purpose of this study. The desirability of the use of the questionnaire for this study is supported by a number of research resources. According to Sax (1981:244), a questionnaire is a means of obtaining data about people by asking them: "If you want to know how people feel, what their experiences, emotions and motives are, you have to ask them" Sax (1981 : 244). Although the questionnaire seems to be subject to continuous criticism, it remains the most widely used technique in research. Mouly (1970:242) states that the questionnaire permits a wide coverage with minimum effort, prompting greater validity in results. He furthermore mentions that a questionnaire elicits more candid and objective replies because of its impersonality. In this study the questionnaire was constructed for use among post-level one educators.

The questionnaire was considered as an appropriate instrument for collecting data from the respondents, as it was easy to distribute among the schools that constitute the sample. This point of departure is supported by Gay (1992:224), who states that a questionnaire permits collection of data from a much larger sample than other methods.

A questionnaire should be clearly stated in the simplest possible terms, and for this reason the questionnaire items used in this study were restricted to two forms, namely closed or restricted items and open-ended or unrestricted items.

Van Dalen (1987:154) argues that closed items consist of a prepared list of concrete questions or statements and a choice of possible answers. The closed questionnaire items are easy to ask, easy to answer and require no elaborate writing. They are easy to administer to large numbers, help to keep the respondents' minds riveted on the subject, and facilitate the process of tabulation and analysis. However, such items fail to reveal the respondents' motives. Van Dalen (1987) further mentions that sometimes fixed alternative responses may force the respondents to give answers that do not express their ideas.

Open or unrestricted questionnaire items provide for follow-up on the respondents' choice of alternative answers. Such items call for a free response in the respondents' own words. The open-ended questionnaire items provide for greater depth of responses. For this reason, the respondents may well reveal their frame of reference as well as possible reasons for their responses. The questionnaire has advantages and disadvantages which should be borne in mind.

The researcher considered the questionnaire as the most suitable tool for this study because it provided a vehicle for expression without fear of embarrassment to the respondent. Thus, anonymity of the respondent is guaranteed because their names are not given. The questionnaire items are objective, with no leading suggestions to the responses desired. Traveling and subsistence costs were minimal, as it took the researcher only four days to collect the questionnaires from the educators.

3.3.2 Construction of the questionnaire

According to Naidoo (1996:96), the nature, form and order of questions are very important, if meaningful results are to be obtained. He also mentions that a questionnaire should not be too long, because the respondent may get bored, with the result that questions appearing at the end of the questionnaire are either left unanswered or answered without much care and thought. Great care was taken in preparing the questionnaire in order to avoid leading statements that would encourage a particular response over others.

The questionnaire consisted of four sections. This division was based on the grouping of different items which called for related answers. The division of the questionnaire into sections was also effective in providing the necessary sequence.

Section A of the questionnaire was used in the collection of biographic data, which included gender, age , educational qualifications, work experience and employment status. Section B was about the significance of developmental appraisal, Section C was related to the respondents' experience of developmental appraisal, Section D focused on the process of developmental appraisal, while Section E provided for general comments.

The format used in constructing the questionnaire was a two to five point scale:

yes/no, strongly agree, agree, not sure, disagree and strongly disagree options. The choice of this format was motivated by the fact that it included the "not sure" neutral choice. In cases where the "not sure" choice is not included, the respondents often feel compelled to make an incorrect choice or not to respond at all. Great care was taken in constructing the questionnaire in order to ensure the reliability and validity of the study.

3.4 POPULATION AND SAMPLING

The target population for the study consisted of post-level one educators from the sixteen primary schools in Esikhalenisenkosi, which is one of the four wards that comprise the Umthunzini circuit. The ward had a population of 268 educators with 54 males and 214 females. Females constituted a greater percentage in the ward , namely 80 %, as against a 20 % male complement.

Proportional sampling was used to provide for a balanced representation of sub-groups in the population. Schools were not chosen according to the urban – rural dichotomy.

A sample of one- hundred-and- sixty (160) educators was finally chosen. There were 130 (81%) females and 30 (19%) males.

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

3.5.1 Pilot study

A pilot study is a process of designing and trying out a questionnaire (Oppenheim, 1992:47). Gay (1992:227) states that all data gathering instruments should be piloted to test how long it takes recipients to complete them; to check that all questions and instructions are clear, and to enable the investigator to remove any items which do not yield usable data. In this study, the pilot study was conducted on respondents who did not constitute the sample of the investigation.

The pilot study was conducted on a group of thirty-five (35) educators. The group of educators selected for the pilot study had similar characteristics to the ones that constituted the population of the investigation. The purpose of the pilot study was to eliminate ambiguities; to determine areas of improvement, and to ensure clarity of items. It was also used to test validity, reliability and consistency of the data collecting instrument. Varma and Beard (1981: 116) state that it is important to conduct a pilot study for a questionnaire in order to determine how people are likely to answer, which questions will retain their interest, and how to present them in a way that elicits the truth.

The respondents were given freedom with regard to the sample used in the pre-test so as to provide criticism and recommendation in order to shape the questionnaire. This trial run enabled the investigator to effect improvements on the instrument.

3.5.2 Administration of the final instrument

Permission for making use of schools was requested for from the ward and circuit managers. The researcher made use of a map which shows the geographical location of all primary schools in Esikhalenisenkosi ward. One-hundred-and-sixty (160) copies of the questionnaire were personally distributed to school principals who assisted the researcher in the selection of educators from different phases. A covering letter requesting completion of the questionnaire was printed on the cover of the questionnaire. The letter emphasised the purpose of the study and pointed out that collected information would be treated with great confidentiality. There were 130 females and 30 males in the group with a total of 160 educators. A 100 % success rate was achieved in the distribution of the questionnaire. In each school, post-level 1 educators were selected from different phases, so that each phase was represented. The educators were given the questionnaires to complete in two days.

Due to a poor return rate of the questionnaire during the first day, the researcher allowed for four consecutive days for the collection of the completed questionnaire, which constituted 100 % in returns. The information gathered was plotted in tables and figures as shown in the next chapter.

3.5 CONCLUSION

This chapter presents the selection and description of the data-collecting instrument, the construction of the questionnaire, identification of the target population, sampling for the questionnaire and the administration of the instrument. The next chapter deals with data analysis and interpretation.

CHAPTER 4

4. ANALYSIS AND THE INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter presents analysis and interpretation of data collected for this study. The analysis of data was based on the classification reflected in the research instrument, namely biographical data of the respondents, significance of developmental appraisal; experience with developmental appraisal; the process of developmental appraisal, and general comments.

SECTION A

4.2 BIOGRAPHICAL DATA OF RESPONDENTS

This section summarizes the data collected on the gender of the respondents, their age group, teaching experience, highest qualifications achieved and employment status. Each variable is discussed separately.

Table 4.1 Responses according to gender

GENDER	FREQUENCY	PERCENTAGE
Female	130	81
Male	30	19
TOTAL	160	100

Table 4.1 indicates that 19% of the respondents were males and 81% were females. The high percentage of females could be attributed to the fact that women dominate the primary school sector and that lower primary schools constitute a virtually exclusive feminine domain. This gender distribution is historical and was accommodated in the choice of the study. The policy of equality requires that this distribution be changed. However, the process of doing this is likely to be long.

Table 4.2 Responses according to age

AGE	FREQUENCY	PERCENTAGE
Below 30	18	11
31 – 40	76	48
41 – 50	56	35
51 and above	10	6
TOTAL	160	100

Table 4.2 shows that a large number of educators (48%) ranged between the ages of 31-40. Eleven percent of the respondents were below the age of 30. The educators whose age ranged between 41-50 years constituted only 35 %. Educators ranging from the ages of 51 and upwards constituted 6% of the group. This fact suggests that educators from 50 years upwards either occupy senior posts at schools or have accepted senior positions.

Table 4.3 Teaching experience

TEACHING EXPERIENCE IN YEARS	FREQUENCY	PERCENTAGE
0 – 5	63	39
6 – 10	33	20
11 – 15	36	23
16 and above	28	18
TOTAL	160	100

Table 4.3 indicates that 39% of the respondents had a teaching experience of 0-5 years and 20% had 6-10 years' experience. The table also shows that 23% of the respondents had 11-15 years of teaching experience, while 18% of the respondents had 16 years of teaching experience and above. This means that the bulk of educators (+ 60 %) had teaching experience ranging from 6 to 16 years or above. It is upon this kind of experience that effective education depends.

Table 4.4 Qualifications

HIGHEST QUALIFICATION	FREQUENCY	PERCENTAGE
REQV 10	00	00
REQV 11	02	01
REQV 12	08	05
REQV 13	46	29
REQV 14	85	53
REQV 15	17	11
REQV 16	02	01
OTHER (SPECIFY)	00	00
TOTAL	160	100

According to Table 4.4, 87% of the educators had college or university diplomas and 11% of them were in possession of senior degree certificates. Only 1% held a masters degree or postgraduate degree plus further diplomas in education. It is evident from these statistics that educators in the ward are qualified and actively engaged in furthering their studies. This suggests that the respondents have current and updated information about educational matters. None of the respondents had a doctoral degree. The national department of education supports basic qualifications for employment, including enrichment programmes such as the Advanced Certificate of Education (ACE). This discourages educators from engaging themselves in postgraduate study, especially for masters and doctoral degrees.

Table 4.5 Employment status

EMPLOYMENT STATUS	FREQUENCY	PERCENTAGE
Permanent	145	91
Temporary	15	09
TOTAL	160	100

According to Table 4.5 permanent educators constituted 91% of the study sample, while 9% was made up of temporary educators. The few educators who were temporarily employed may have joined the staff recently. However, they are also subject to developmental appraisal and may, therefore, also benefit from the process.

SECTION B

4.3 THE SIGNIFICANCE OF DEVELOPMENTAL APPRAISAL

The responses of the respondents are presented in table 4.6 and are discussed under specified headings related to the problem under investigation. The purpose of this section of the study was to investigate whether the educators understand the aims and importance of developmental appraisal in the teaching profession.

Table 4.6 Responses on the significance of developmental appraisal

	ITEMS	SA		A		NS		D		SD		TOTAL	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>n</i>	%
4.3.1	DA creates a spirit of unity / teamwork among educators	60	38	67	42	11	7	15	9	7	4	160	100
4.3.2	DA promotes professional development among educators	61	38	72	45	11	7	7	4	9	6	160	100
4.3.3	DA promotes the quality of education	63	39	70	44	15	9	12	8	0	0	160	100
4.3.4	DA is bound to create misunderstanding amongst educators	27	17	59	37	13	8	47	29	14	9	160	100
4.3.5	DA is a time-wasting activity	15	9	25	16	10	6	77	48	33	21	160	100
4.3.6	DA is a biased evaluation of educators	5	3	39	24	46	29	45	28	25	16	160	100
4.3.7	DA is a routine management activity	27	17	27	17	55	34	47	29	4	2	160	100

According to sub-table 4.3.1 80% of the respondents are of the opinion that developmental appraisal creates unity or teamwork amongst educators, thirteen percent of the respondents negated the idea, and only 7% were not sure. This indicates that most educators are in favour of developmental appraisal as it is perceived to promote unity among educators.

Sub-table 4.3.2 shows that 83% of the respondents agreed that developmental appraisal promotes professional development among educators as it determines areas of strengths and weaknesses and allows them to draw up programmes for individual development. Only 10% of the respondents negated the idea and 7% were not sure. The overwhelming response affirms the purpose of appraisal and indicates the degree of acceptance by educators.

Sub-table 4.3.3 indicates that 83% of the respondents agreed that DA promotes the quality of education. Only 8% of the respondents did not support the idea and 9% were not sure. The majority of the respondents attributed significance to the process as a means of upgrading teaching and learning.

According to sub-table 4.3.4, 54% of the respondents regard DA as creating misunderstanding among educators. This response is in conflict with the alternative view expressed by a greater percentage of respondents, who affirmed the statement that DA creates a spirit of unity or teamwork among educators.

Thirty-eight percent of the respondents negated the idea that DA is bound to create misunderstanding amongst educators. Only 8% were not sure. But, misunderstanding could occur if the appraisee views appraisal as negative and slanted towards demonstrating shortcomings.

Twenty-five percent of the respondents believed that DA is a time-wasting activity, while 6% were not sure about this. A convincing majority of respondents (69%) negated the statement that DA is a time-wasting activity.

Sub-table 4.3.6 indicates that 27% of the respondents have affirmed the idea that DA results in a biased evaluation of educators. Forty-four percent negated the idea and 29 % were not sure. The distribution of responses is an indication that DA is viewed as being more developmental than judgemental. The extent to which the process may be regarded as subjective is a matter opinion.

Sub-table 4.3.7 shows that 34 % of the respondents regarded DA as a routine management activity, while 29 % negated this idea. A further 34% of the respondents indicated that they were not sure about the characterisation of DA as a management activity. It would seem that many educators might not divorce DA from a process of managing performance as a matter of routine.

SECTION C

4.4 EXPERIENCE OF EDUCATORS

The purpose of this section of the study was to examine the respondents' experiences with DA and its implementation in different programmes.

Table 4.7 Responses to educator involvement in DA.

	ITEMS	YES		NO		NOT SURE		TOTAL	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>n</i>	%
4.4.1	I have undergone developmental appraisal at my school	158	99	2	1	0	0	160	100
4.4.2	I have attended a developmental appraisal workshop(s)	104	65	56	35	0	0	160	100
4.4.3	I have participated in the election of the staff development team.	145	90	15	10	0	0	160	100
4.4.4	I have established my development support group.	156	98	4	2	0	0	160	100
4.4.5	I have developed my personal growth plan.	142	89	10	6	8	5	160	100

Sub-table 4.4.1. shows that 99% of the respondents had undergone developmental appraisal at their schools. This indicates that the schools of the Esikhalenisenkosi ward are implementing developmental appraisal .Only 1% of the respondents did not have the chance of undergoing such an activity. The involvement of educators has given them an inside understanding of the process, thereby enhancing their understanding of performance management.

Sub-table 4.4.2 indicates that 65% of the respondents had attended DA workshops and that only 35% of them have not yet attended such workshop(s). This implies that in some schools not all educators have attended the workshops and that this includes some members of the staff development teams (SDT) or senior management staff (SMT).

Sub-table 4.4.3 indicates that 90% of the respondents had participated in the election of staff development teams (SDT), while 10% have not yet participated. As the SDT is democratically elected by all staff members, it is possible that some of the respondents had been absent from work on the days when elections took place.

Sub-table 4.4.4 indicates that 98% of the respondents have established their development support groups (DSG). A development support group should consist of the educator's immediate senior and one other educator (peer) selected by the educator on a basis of appropriate phase/ learning area/ subject expertise. The main purpose of the DSG is to provide mentoring and support. Only 2% of the respondents reported not to have established their development support groups. This means that the process has developed to the extent that it now involves most educators.

Sub-table 4.4.5 shows that 89% of the respondents had developed their Personal Growth Plan (PGP), while 6% had not yet done so. Only 5% were not sure whether they had developed PGPs. The DSG is responsible for assisting the educator to develop a personal growth plan. The PGP must be aligned to the Strategic Plans of the school, which should in turn embrace Developmental Appraisal (DA). The responses showed that the developmental appraisal process has attained different stages in different schools.

SECTION D

4.5 THE PROCESS OF DEVELOPMENTAL APPRAISAL

The purpose of this section of the study was to investigate the manner in which DA was implemented at different schools.

Table 4.8 Responses to the implementation of the process of DA

	ITEMS	S		A		NS		D		SD		TOTAL	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>n</i>	%
4.5.1	The criteria for developmental appraisal were explained.	31	19	102	64	16	10	11	7	0	0	160	100
4.5.2	The factors affecting DA were clarified.	21	13	119	74	12	8	8	5	0	0	160	100
4.5.3	Pre-appraisal conference was helpful.	14	9	92	58	41	26	8	5	3	2	160	100
4.5.4	Post appraisal conference was adequate.	14	9	92	58	41	26	8	5	3	2	160	100
4.5.5	My point of view as an appraiser was entertained.	26	16	115	72	3	2	10	6	6	4	160	100
4.5.6	Self appraisal activity was accommodated.	35	22	123	77	0	0	2	1	0	0	160	100

Sub-table 4.5.1 indicates that 83% of the respondents agreed that the criteria for developmental appraisal were explained, while 10% were not sure. Seven percent of the respondents disagreed with the statement. The criteria have to be explained clearly by the staff development team during the training session.

The negative responses could have been elicited from individuals who either had not understood the process or had been absent when explanation was given. The majority of the respondents (87 %) stated that these factors which affect developmental appraisal have been clarified, while 5% of the respondents negated this statement. Eight percent of the respondents were not sure. The majority of the responses indicate that these factors had indeed been elucidated.

Sixty-seven percent of the respondents felt that the pre-appraisal conference was helpful, while twenty-six percent were not sure. Only 7% of the respondents felt that the pre-appraisal conference was not helpful. It is understandable that some respondents might not have benefited from the pre-appraisal conference, since the quality of the occasion would depend on the ability or experience of the facilitator.

Sub-table 4.5.4 shows that 67 % of the respondents found post appraisal adequate. Twenty-six percent of the respondents were not sure and only 7 % negated the statement. The overwhelming majority of the respondents indicated that post-appraisal was satisfactory.

Sub-table 4.5.5 indicates that 88 % of the respondents reported that their point of view had been entertained, while 10 % of the respondents did not have this experience. Two percent of the respondents were not sure. This indicates that the respondents' point of view had been taken into consideration when the appraisal process was conducted.

Sub-table 4.5.6 indicates that 99 % of the respondents agreed that the self- appraisal activity was accommodated at their schools, while only 1 % disagreed. This indicates that individual professional judgment is accommodated in the different primary schools of the ward. Self-evaluation is important, as each educator gets an opportunity for self-analysis and introspection with regard to his or her own performance.

SECTION E

4.6 RESPONSES TO OPEN-ENDED QUESTIONS

The purpose of this section of the study was to examine other problems that the respondents associated with developmental appraisal and the benefits of this system for themselves (as educators); for teaching and learning, and for education in general. About 45 % of the respondents did not respond to the open-ended questions. This part of the study was employed by the researcher to explore variables that had not been covered by the structured question but might be significant for this investigation. The results were as follows:

Table 4.9 RANKING OF PROBLEMS

RANK	PROBLEM	FREQUENCY	%
1	Lack of adequate training	27	16
2	Time-consuming	20	12
3	Timing	16	10
4	Inspection	13	08
5	Threat by management teams	10	06
6	It causes conflicts amongst educators	09	05
7	Validity and reliability of the appraisal instrument	07	04
8	Not enough time for appraisal	05	03
9	Interference with their work	02	01
10	No feedback	01	00

Sixteen percent of the respondents pointed out that they needed more training or workshops in appraisal as ‘training looks at training needs across the organisation and either provides or purchases training to meet these needs,’ (Fildler and Cooper, 1990:20).

Some respondents did not have adequate understanding of developmental appraisal. Twelve percent of them felt that developmental appraisal was time-consuming and had too much paperwork, as they were already overloaded with work. This is supported by Riches and Morgan (1989: 202), who mention that appraisal carried out in any organisation takes a lot of time. This poses acute problems in education where, generally, time allocated for management of appraisal is insufficient.

Some respondents were not happy about the time of the year in which classroom observation was conducted. They felt that this must be done during the first or second term so that they could have enough time to improve their weaknesses during the course of the year. They suggested that it must not be done annually because it will then become just a routine exercise, which will automatically lose its purpose, namely, development.

About 8% of the respondents were critical about classroom observation, comparing it with inspection, which is judgemental. They felt that some management teams used it as a weapon to fight other educators, and suggested that an appraisee must be free to choose a head of department, without paying regard to any specialised learning area or phase.

Five percent of the respondents felt that appraisal caused conflict among staff members when scores were allocated. Such conflicts can be caused by certain errors, such as the halo effect, recency errors, unwanted strictness or leniency and stereotyping. Four percent of the respondents had questions about the validity and reliability of the appraisal instrument.

One percent of the responses indicated that educators perceived DA as an interference with their work. They mentioned that they were already qualified for their profession, therefore, there is no need for DA. In research conducted by Goba (2002:36), educators saw no need to have performance appraisal, as they felt that it amounted to a fault-finding mission and served only to challenge the educator's confidence.

Notwithstanding some negative comments about appraisal, few respondents (2 %) acknowledged DA as a positive tool for educators' ongoing growth. They felt that they are not given enough time for development.

4.6.1 BENEFITS OF APPRAISSAL

	ITEMS	<i>f</i>	%
(I) Educators	- DA enables educators to see their strengths and weaknesses.	74	46
	-DA gives clear job description.	11	07
	-DA boosts educators' confidence.	09	06
	-DA assists with grade progression.	28	18
	-DA promotes teamwork.	20	13
(ii) Teaching and learning	- DA promotes the quality of teaching and learning.	85	52
(iii) Education in general	- DA improves the standard of education.	65	41
	-DA is a tool for providing uniform structures in the development of educators.	35	22

Forty- six percent of the respondents felt that DA enables them to see their own strengths and weaknesses in their teaching. They stated that it gives them a clear job description in the basic task of teaching. It boosts their confidence as educators and also in the teaching profession. They also mentioned that it assists them to be updated in the current techniques and strategies of teaching, which increase their knowledge within their own learning areas.

Eighteen percent of the respondents were happy with DA as it provided them with grade progression, which decreased their financial problems. Responses also indicated that DA promotes teamwork amongst the individuals. “In this way new ideas and innovative action flow freely so that all can reap the benefits” (Mfeka, 2006:81).

Fifty-two percent of the respondents indicated that DA promotes the quality of teaching and learning as it points out areas for development. It improves their method of teaching, as educators must employ different teaching techniques with different learners.

Respondents stated that DA improves the standard of education if it is fairly practised. They perceived DA as a tool for providing uniform structures in the development of educators, which results in the improvement of quality education, nation-wide.

CONCLUSION

This chapter presented the implementation of DA in primary school educators of the Esikhalenisenkosi ward. The next chapter deals with the findings and recommendations emanating from the study.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides findings and recommendations derived from the study. Theoretical findings were derived from the literature review in chapter 2 of the study while empirical findings emerged from the responses provided by the respondents to the questionnaire. This discussion is followed by the recommendations.

5.1.1 THEORETICAL FINDINGS

5.1.1.1 The appraisal process

The appraisal process has an effect on the development of an educator, as there is an agreement between the appraisee and his/her development support group with regard to acceptance of the goals and means of appraisal. This holds great benefit for the appraisee as she/he comes to the interview with a clear view on what to expect as well as what questions to raise. This, in turn, increases the level of communication between the appraisee and the development support group.

This process leads to professional development of educators and planning for the future. It also provides an opportunity for praise, recognition and solving of problems. Educators are more likely to improve if they are provided with informed feedback about their work. It also enables the appraisee to focus on those areas that have been identified as priorities for action.

5.1.1.2 Climate setting

The creation of a favourable climate is a pre-condition for the success of developmental appraisal. A non-threatening atmosphere in which educators are encouraged to experiment and where there is trust between those involved is the most appropriate for DA. Such a climate encourages educators to open up and share their strengths and weaknesses. This gives them freedom for exchange and opening up about their growth and performance. DA is carried out in a situation of sensitivity to one's own being.

5.1.1.3 Self-appraisal

Self-appraisal takes place when educators make judgments about the adequacy and effectiveness of their work. The educator collects, interprets and makes judgments on personal practice. Many educators find it easier to be self-critical than to be positive about their strengths. Self-appraisal helps in identifying areas of focus and also gives the appraisee a voice in the appraisal process.

5.1.1.4 Classroom observation

Classroom observation dramatises the work or the expected outcome of the work for the educator. Attention is given to a number of features in the classroom observation. The management of learning space plays an important role in classroom observation, as its organisation must show creativity, while enabling all the learners to be productively engaged in individual and cooperative learning.

The learners must participate actively and be encouraged to exchange ideas with confidence and creativity. Their involvement encourages them to be actively engaged in appropriate activities for the whole lesson. This demands a stimulating classroom environment.

Discipline also plays an important part in classroom observation. Learners must accept discipline without feeling threatened. The educator must motivate the learners to be self-disciplined.

The appraiser must be sensitive to racial, cultural and gender diversity. This indicates his or her respect for the individual learner or group of learners. The learning environment must be free of discrimination.

The appraiser must reflect knowledge of the curriculum, which will assist the educator in using his/her knowledge to diagnose learners' strengths and weaknesses in order to develop teaching strategies. The appraiser must use learner-centred techniques that provide for the acquisition of basic skills and knowledge and promote critical thinking and problem solving.

5.1.1.6 Teamwork

Teamwork is central to the success of developmental appraisal. The team members are colleagues to the appraisee. They become his/her development support group. Such a group is comprised of the educator's immediate senior and one educator (peer) selected by the educator on the basis of phase/learning area or subject expertise. The main responsibility of the DSG is to provide mentoring and support to the educator. The educator's role includes teamwork for building a professional culture in schools. Through team spirit the DSG assists the educator in developing a Personal Growth Plan (PGP) and to work with the school development team to incorporate plans for the development of the educator, in line with the school improvement plan (SIP).

5.1.1.7 Empowering educators

Developmental appraisal helps educators to be empowered in a number of ways, for example, by looking at one's self (self-appraisal). The educator takes self-analysis and introspection in terms of his or her own performance. This makes him or her feel good and proud of what he/she is doing. It enables him/her to cope with new developments in the education system and to extend personal and professional expertise.

Through appraisal educators feel more valuable as they are actively involved in the whole process.

5.1.2 Empirical findings

5.1.2.1 Issue of gender distortion

Gender equity has an impact on the make-up of the team, because it assists in getting responses from both genders. This provides an opportunity for people to look at and appraise one another. This study affirmed that females are still dominant in primary schools. Developmental appraisal should, ideally, have an input from both genders.

5.1.2.2 The aims and importance of developmental appraisal.

This research has shown that educators understand the aims of appraisal. They feel that it enhances their self-esteem and self-confidence. DA reduces resentment by providing an opportunity for free discussion. Educators also felt that it encourages self-development and better communication between the staff members. Furthermore DA improves working relationships among people. It also increases the scope for personal achievement and career development

5.1.2.3 Involvement in DA

The DA process has developed to the extent that it now involves all educators. Such involvement has provided them with a closer understanding of the significance of the process. It is important for schools to provide educators with the necessary advocacy (support) and training with regard to development appraisal.

The democratically elected staff development teams and development support groups have to join forces in order to bring schools in line with the policies of DA. This will enable educators to develop a sense of belonging and acceptance of the whole process.

5.1.2.4 The manner in which DA is implemented at schools.

DA is not only concerned with the educator's work in the classroom, but also with his/her involvement in extra-mural activities and interaction with all the stakeholders. Self-appraisal is used at the beginning of the appraisal process in order to identify possible areas for discussion. It provides an opportunity for educators to undertake introspection with regard to their own judgments.

5.1.2.5 Training

The present research has shown that all the schools in the ward have been involved in the training process. Training in developmental appraisal at the different schools has not taken place in exactly the same way. Training requires that those involved must be able to acquire appropriate attitudes, such as trust, confidence and a willingness to implement new ideas.

5.2 RECOMMENDATIONS

The recommendations are derived from the theoretical and empirical findings of the study.

The following recommendations are made:

A) A need for continuing support

The provincial department of education must organise re-training programmes for staff development teams so as to capacitate them to conduct DA workshops with educators in their schools. Some educators have a need for training and re-training since they lack confidence in what they are doing and regard workshops as a routine annual activity at schools. However, if the workshops become merely a routine activity, the process will soon lose its significance in educational institutions.

B) Link between DA with salary and grade progression

Some educators view DA as a gateway to salary and grade progression. It has been perceived that retaining these elements in the process would frustrate its effective implementation and thus limits its essence for development. This is supported by Wilson et al (1989:200) who state that the removal of the pay element leaves the way free for such schemes to be developed in a positive way, rather than in a negative way, and not in order to reward a few compared to the rest, but to help everybody to become better teachers.

Buthelezi (2005: 70) maintains that the understanding of certain educators needs to be re-keyed to focus on professional educator development and the nurturing of self-reliant schools.

C) A need for follow-up visits

The provincial department of education must schedule follow-up visits with schools to ensure that structures still meet the required standard for the implementation of DA. The study revealed that some educators are not happy with their heads of department, as they use DA as a threat or weapon against them.

The finding sketched above suggests that some senior management team members sometimes abuse their powers in the development support group. According to Simons and Elliot (1989:184), appraisal should focus on the manifestation of those powers of self-determination which are generic to high quality and effective performance in the execution of a task.

D) Constitution of structures

Principals must also monitor the processes followed by development support groups so as to ensure that legitimate appeal is available to staff who are not happy about their choice of appraisers and the outcome of appraisal.

E) The significance of developmental appraisal

The study revealed that some educators see no need for DA as they have already qualified at a tertiary institution. They perceive it as an interference in their work and a burden, since it involves too much paperwork. Such an attitude indicates that more workshops are needed to clarify the importance of DA in the teaching profession. It is important that educators understand where appraisal fits into their working lives and that they should view it as a vehicle to help them develop their professional skills.

F) Appraisal and development

Heads of schools must always encourage their educators to be willing to submit to initiatives which are aimed at development, so as to help them remain functional. Mfeka (2006:93) postulates that, if the principals are willing to ensure that their teachers are developed all the time, the teachers are sure to respond to the demands of their profession. Teachers, in general, are highly responsible individuals, and working alone, they often take sole responsibility for their classes and continually learn from experience.

5.3 CONCLUSION

In investigating developmental appraisal, this study arrived at certain findings, conclusions and recommendations with regard to primary schools in the Esikhalenisenkosi ward. It concludes that well-organised developmental appraisal holds great benefit for individual members of staff, the school as an organisation and education in general. DA is perceived as bringing uniformity in the teaching profession. Most educators are positive about DA, as it encourages professional development and personal initiative. It also facilitates identification and development of their talents.

Developmental appraisal must be viewed as a way of promoting the organisation's ability to accomplish its mission in teaching and learning and also as a means of enhancing staff development and satisfaction. This requires of educators to be well-motivated and to have a sense of ownership for the appraisal process.

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APPENDIX A**SECTION A****PERSONAL DETAILS**

Please tick on appropriate box

A. Gender

Male	Female

B. Age

Below 30	31 - 40	41 -50	51 & above

C. Teaching experience in years

0 – 5	6 – 10	11 – 15	15 & above

D. Highest qualifications

REQV 10	
REQV 11	
REQV 12	
REQV 13	
REQV 14	
REQV 15	
REQV 16	
OTHER (SPECIFY)	

EMPLOYMENT STATUS

Permanent	Temporary

SECTION B

SIGNIFICANCE OF DEVELOPMENTAL APPRAISAL (DA)

State whether you agree or disagree with the following statements:

		Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
A.	DA creates a spirit of unity / teamwork among educators.					
B.	DA promotes professional development among educators.					
C.	DA promotes the quality of education					
D.	DA is bound to create misunderstanding among educators.					
E.	DA is a time – wasting activity.					
F.	DA is a biased-evaluation of educators					
G.	DA is a routine management activity					

SECTION C

EXPERIENCE OF DEVELOPMENTAL APPRAISAL

State whether you have been engaged in the following activity :

		Yes	No	Not sure
A	The criteria for developmental appraisal were explained.			
B	I have attended the developmental appraisal workshops			
C	I have participated in the election of the Staff Developmental Team (SDT)			
D	I have established my Development Support Group (DSG)			
E	I have developed my Personal Growth Plan (PGP)			

SECTION D

THE PROCESS OF DEVELOPMENTAL APPRAISAL

Indicate the extent to which you agree or disagree with the following:

		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
A	The criteria for developmental appraisal were explained.					
B	The factors affecting DA were clarified					
C	Pre- appraisal conference was helpful					
D	Post appraisal conference was adequate					
E	My point of view as an appraisee was entertained.					
F	Self appraisal activity was accommodated.					

SECTION D

GENERAL COMMENTS

- a. Besides the points mentioned above, what other problems do you associate with developmental appraisal?

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- b. What do you consider to be the benefit / advantages of developmental appraisal for :

1. Yourself

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2. Teaching and learning

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3. Education in general

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APPENDIX B

LIST OF TABLES

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Table 4.2	Responses according to age
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Table 4.4	Qualification
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Table 4.8	Responses to the implementation of the process of DA.
Table 4.9	Ranking of problems.

APPENDIX C

**PROVINCE OF
KWAZULU-NATAL**

**ISIFUNDAZWE
SAKWAZULU-NATAL**

**PROVINSIE
KWAZULU-NATAL**

MTHUNZINI DISTRICT OFFICE

Ikheli Lendawo	: H 2680 Mthole Road	Isikhwama Seposi	: X8512
Physical Address	: Esikhawini	Private Bag	: Esikhawini
Fisiese Adres	: 3887	Privaatsak	: 3887
Telefax Number	: 035 - 796 0134	Imibuzo	:
Ucingo	: 035 - 796 4012/155/000	Enquiries	: District Manager
Telephone	: 035 - 796 4012/155/000	Njavrae	:
Usuku	:	Inkomba	:
Date	: 4/11/2006	Reference	: 2/12
Datum	:	Verwysing	:

THE PRINCIPAL (s)

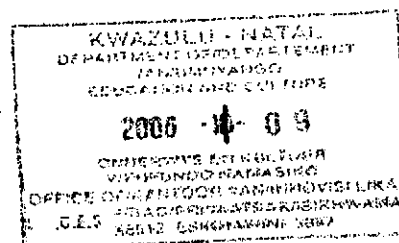
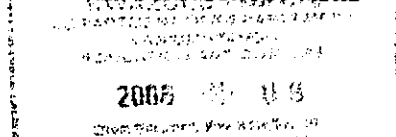
ALL PRIMARY SCHOOL

AUTHORITY TO VISIT SCHOOLS WITHIN THE MTHUNZINI DISTRICT

1. Bearer ~~DR/PROF/DR/MRS/MISS~~ KHULWAYO HP representing UMLIZU - PLANNING & AD has been granted permission to visit your school(s) on matter affecting schools, learners, educators and SGB's.
2. The agreement is on the proviso that there will be no disruption of classes or disturbances to the school as a whole. It is further emphasized that should the school require an appointment prior to attention, the applicant will oblige.
3. Hoping his/her visit will be of assistance to both parties.


DISTRICT MANAGER: MTHUNZINI

TR GEBEKHULU/school visits



APPENDIX D

P.O BOX 642
KWADLANGEZWA
3886
9 NOVEMBER 2006

THE EDUCATOR (PL 1)

Dear Sir/ Ms

REQUEST FOR ANSWERING A QUESTIONNAIRE

I am conducting a research on Developmental Appraisal in Primary schools at Esikhalenisenkosi ward.

I kindly request you to answer the enclosed questionnaire. All the data collected from your school will be kept confidential. It is for this reason that you need not have to supply the researcher with your names and school names on this questionnaire. The findings of this research will be made available on request.

Thank you.

Yours sincerely



H.P KHUZWAYO