PERFORMANCE BASED TEACHER APPRAISAL
AND DEVELOPMENT

by

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DEDICATION

I dedicate this work to:

1. My loving mother, Theodora Mamo MaCaluza, and my late father, Stanley “Thatha” Mamndla.

2. My late grandparents, Caroline “Mkhankaso” and Simon Caluza, Annastasia “MaDube” and Johannes Mamndla.


4. My husband, Sikhumbuzo, my son Linda Lwazi and my daughter Sineziwe Nolwazi.
DECLARATION

I hereby declare that “Performance based teacher appraisal and development” is my own work and that all sources that I have used and quoted have been indicated and acknowledged by means of complete references.

S S GOBA
This research examined the role of performance based teacher appraisal and development in the educator's professional growth and improvement of education.

The study made use of questionnaires to establish the perceptions of educators towards performance based teacher appraisal and development.

The findings established that post level one educators and school management teams which were sampled have different views and perceptions on performance based teacher appraisal.

Most post level one educators perceive the developmental appraisal system (DAS) as evaluative. They believe it exposes their weaknesses and does not lead to their development and promotion. They believe that developmental appraisal does not have a positive impact on their teaching. They also feel that developmental appraisal system (DAS) is not a factor in the improvement of education because it is only targeting them as educators. As yet, they do not see DAS as contributing to their growth.

School management teams on the other hand perceive that performance based teacher appraisal plays a vital role in the educator's professional growth, the improvement of education and the development of schools as efficient and effective learning organisations. The school management teams believe that developmental appraisal is desirable if schools are to provide learners with quality education which will ensure that schools achieve excellence.

On the basis of views and opinions of respondents, the study concluded that performance based teacher appraisal and development is desirable for education and growth of schools as effective and efficient teaching and learning institutions. However, there is need to assist educators to realise that DAS is important for their growth. More important, the process of the implementation of DAS, it is concluded, needs to promote educator development.
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CHAPTER ONE

1.1 INTRODUCTION

Organisations are established to attain specific goals. Biesheuval in Bell (1988:44) asserts that to give employees proper direction and guidance towards achieving set goals and tasks, organisations use performance evaluation. Performance evaluation is done for the purpose of enriching supervision in the management of organisations. It is also intended to assist employees working for the organisations. Educators are also employees within an organisation and therefore like all other employees, they too are required to improve their performance in order to achieve their educational objectives. To assess the educators' strengths and weaknesses evaluation is part of managing schools. Performance appraisal is meant to ensure that educators perform to acceptable standard.

Appraisal per se is not a new phenomenon in the education system. Merit assessment in education was introduced as far back as 1977 by the Public Service commission. This form of assessment was introduced to all the departments of education. Teachers from the various ex-departments namely: Natal Education Department (NED), Department of Education and Training (DET), House of Delegates (HOD) and Department of Education and Culture (DEC) expressed their concerns about the merit assessment system since it provided financial benefits to only a few teachers (Pillay, 1991:11).

The new developmental appraisal system that has been introduced in education seeks to build on the strengths that teachers have. However, negative aspects are also noted if they exist. According to Manual for Developmental Appraisal (1998:55), the new performance based teacher appraisal and development acknowledges that an educator has positive aspects to his/her performance which are not in need of immediate improvements and upon which further "professional development" may be based. Currently there seems to be mixed reactions to the current appraisal system. Be that as it may, according to Pillay (1991:12), evaluation for staff development is of vital importance in an organisation and is usually accepted by teachers.
1.2 MOTIVATION FOR STUDY

Since the mid-1980s it has been widely recognised that the training and development of staff should be a major item on any organisation's agenda (Thomson, 1993:60). Therefore, in order to assess the competence of educators and set objectives for improvement, it is of vital importance to set up some kind of educator appraisal system. A major benefit of educator reflection is that educators take personal responsibility for their own growth and professional development (Spangenberg, 1994:26).

Educators, as individuals who are in contact with learners, are accountable for their failure and success. As a result, appraisal of teachers plays an important role as the basis for accountability.

According to the Manual for Developmental Appraisal (1998:51), between the years 1985 and 1990 it became more difficult for inspectors and subject advisors to conduct inspection/supervision in the majority of Black schools in South Africa because many teachers felt that inspections did not help them to improve their teaching, and inspections were used as ways to control them. Therefore, within the organised teaching profession the need was felt to develop an appraisal instrument which would be acceptable to all stakeholders and would enhance the development of competency of educators and the quality of education.

The Manual for Developmental Appraisal (1998:60) points out that the new educator developmental appraisal system (DAS) is designed to ensure that there is democratic participation, transparency and collaboration in the appraisal process. The system needs clear procedures and educator involvement. Further, it must be structured in such a way that it promotes teacher growth. It is also replacing the old judgmental approach which led to resentment.

However, there is no evidence yet of the impact of the current appraisal system on teacher development.
1.3 STATEMENT OF THE PROBLEM

There seems to be a lot of resistance by educators to performance based teacher appraisal. It appears that there are mixed feelings from educators as to whether performance based appraisal promotes teacher development. While the Developmental Appraisal System (DAS) is meant to be a collaborative exercise where School Management Teams (SMTs) and post level one (PL1) educators are both actively involved, it appears that there is a conflict of views between SMTs and PL1 educators regarding it. While educator assessment is of vital importance, it is also not clear whether there is a perceived relationship between performance based teacher appraisal and learner performance since the worth of any system should be judged by the nature of the improvement it produces.

1.4 AIMS OF THE STUDY

On the basis of the above background, the aims of the study are:

• To contextualise historically and pedagogically the process of the new developmental appraisal system.

• To evaluate the current appraisal system.

• To compare similarities and differences in perceptions of developmental appraisal system (DAS) between post level one educators and school management teams.

• To evaluate the perceptions of educators to the developmental appraisal system.

• To determine whether performance based teacher appraisal and development does present itself as a factor in the improvement of education.

• To determine whether performance based teacher appraisal is important for helping educators improve/develop.
To determine whether educators do or do not identify with performance based teacher appraisal and development, and to assess their attitudes towards it.

1.5 ASSUMPTIONS

The following assumptions are formulated to fulfil the aims of the study:

- Educators are unfavourably disposed towards performance based teacher appraisal and development.
- There is a link between performance based teacher appraisal and educator development.

1.6 OPERATIONAL DEFINITION OF THE KEY CONCEPT

Performance Appraisal

According to Latham and Wexley (1981:5) performance appraisal is a fundamental requirement for improving the productivity of an organisation's human resources because it is through an appraisal that each individual's productivity is evaluated. It serves as the basis for counselling and developing an individual to maintain and increase productivity.

Swan (1991:3) defines performance appraisal as a means of accurately measuring job performance so that rewards can be distributed fairly and problems can be solved quickly.

Wragg (1987:2) points out that many who work in education will regard appraisal as part of a continuous process for the improvement and extension of professional skills. Such a view sees any individual act of appraisal as an interim measure, both retrospective and prospective, look back at what has or has not been achieved, taking stock of the present and then planning some pathway that will help the educator develop further in the future.
These above stated definitions have something in common; they suggest that appraisal is directed at improving the values of an organisation through its human resources. The Developmental Appraisal System (DAS) seems to be the extension of the above-mentioned definitions. The developmental appraisal process is aimed at developing both the skills and the career prospects of the individual educator which lead to the improvement at the school level as an organisation. Developmental appraisal is therefore formative and will result in professional development.

The concept will be elaborated on further in Chapter 2.

1.7 STRUCTURE OF THE STUDY

The study is structured as follows:

Chapter One is an orientation to the study.

Chapter Two provides a literature review on appraisal, particularly performance based teacher appraisal and development.

Chapter Three. Research design and methodology. This chapter details the research design and methodology used in the study.

Chapter Four is on interpretation of and data analysis.

In Chapter Five main findings and conclusions of the study are tabled. Finally recommendations are made.

1.8 CONCLUSION

In this chapter the theme of the research project, namely "Performance Based Teacher Appraisal and Development" has been introduced. The background to the study and the problem leading to the study were presented. It also outlined the procedure to be
followed in the study.

In the following chapter literature relevant to the theme of the study will be reviewed.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

Performance based teacher appraisal and development is one of the most interesting and challenging fields of study because the issue of educators' work and how their professional development is construed is a major educational issue. The performance of the school, as an organisation, depends on both the delivery system and those who deliver it. Bell (1988:2) asserts that the appraisal of educators is a process which is as old as the education service itself, although the nature of the process and the criteria used have changed over time. An example of this is cited by Grace (1985) in Bell (1988:2) when she points out that early inspectors of schools preferred "gentleness and piety" to "cleverness". Later on the ethics on industry expressed in terms of measured production and close managerial control were applied to schools. Educators then developed their own association to struggle for professional autonomy. By the beginning of the twentieth century the claim of educators to be professional and for schools to be relatively autonomous was being taken seriously. Educator appraisal has in the past been presented as a device for "weeding out" weak educators or as a means of assessing suitability for "merit pay" (Bollington et al., 1990:4). This is no longer the case since the new developmental appraisal system (DAS) is more positively oriented.

It (DAS) is meant to acknowledge educators' strengths. However, it is not blind to negative aspects that may exist in educators' performances and may need improvements.

2.2 THE PURPOSE OF PERFORMANCE APPRAISAL

Although performance appraisal is often considered unpleasant and time-consuming, there are several important positive objectives of performance appraisal programme that cannot be achieved by any other human resource development programme. Performance appraisal is a key element in the use and development of an organisation's most vital resource, namely, its employees. In a school, as an organisation, performance appraisal is mainly used for teacher development. In this regard
Biesheuval (1985:181) asserts that evaluation takes place for the purposes of supervision, where employees need advice and direction with a view to achieving the objectives and goals set by the organisation.

According to Latham and Wexley (1981:101) a few decades ago performance appraisal was largely confined to hourly wage earners and used to pinpoint distinctions between good and bad performers. However, today many more job types and levels are subject to appraisal, and performance appraisal is used for decisions about salaries, promotions and placements. Performance appraisal is also used to identify performance problems, improve employee performance, for career counselling and to help implement the strategies and instill the values of the organisation amongst employees. In support this view, Whitaker (1993:18) argues that performance appraisal may serve several purposes including salary administration, employee development, for placement or guides to job changes, for evaluation of selection procedures and for development of rapport between supervisor and subordinate. This view concurs with Vroom (1991:278) when he also mentions the same purposes of performance appraisal.

The general aim of educator appraisal is to improve quality within the education service. The appraisal of educators is concerned with the relationship between the educator and the job and with improving that relationship. This view is supported by Cascio (1986:291) when he asserts that performance appraisal is the systematic description of the performance of an employee. King (1984:104) argues that without performance appraisal some educators will think silence “gives consent” and will continue to behave in ways that are not necessarily productive. Bunnel (1987:32) agrees with King when he maintains that performance appraisal is a powerful motivational technique which provides genuine recognition which all individuals in the teaching profession need.

Appraisal of educators can thus be regarded as a management tool as well as a means of enhancing the professional development of educators.
2.2.1 Formative or Developmental Appraisal and Summative or Judgemental Appraisal

Turner and Clift (1988:9) assert that the purposes of teacher appraisal fall into two main categories, namely, formative and summative. Formative appraisal serves the purpose of professional development – the improvement of practice – whilst summative is geared to career decision-making. According to the Manual for Developmental Appraisal (1998:55) there are mainly two types of appraisal, namely the judgmental and the developmental approaches. The judgmental approach which was used prior to the new developmental approach in most South African schools was clearly a way of inspecting and policing educators' performances. Bell (1988:165) contends that only formative staff appraisal can be concerned with the professional development of educators.

Bollington, Hopkins and West (1990:5) are also of the same opinion about formative and summative appraisal, when they maintain that formative appraisal is concerned with helping educators develop as opposed to simply judging where they are at a given point in time, whereas summative evaluation or appraisal leans towards purposes of “accountability”.

Formative appraisal or evaluation is for improvement whilst summative appraisal or evaluation is for accountability. The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management. Trethowan (1987:1) and Shipman (1985:2) agree that there is no effective management without appraisal.

Appraisal is conducted mainly for the purposes of remediation which has to do with growth and development. In this regard Pillay (1991:1) states that for organisations to know if employees are performing at the level expected of them, evaluation or appraisal of their work takes place. Swartz (1994:60) agrees with Pillay when he also asserts that educators will be aware of what is expected of them, and at the same time will realise that if they are good educators, they could count on support to improve themselves, and if they are weak that processes and structures will be employed to develop their skills.
and to improve their teaching. Ndlovu (1993:20) believes that the evaluation of educators tends to denote professional development and career decisions. According to Wilson et al (1989:176) employers can manage their teaching force effectively only if they have accurate knowledge of each educator performance...for this purposes formal assessment of educator performance is necessary.

Formative or developmental appraisal has to do with educator’s professional growth and improvement. This sort of appraisal is concerned with helping educators develop as opposed to simply judging where educators are at a given point in time. Summative appraisal, on the other hand, is evaluative and while both forms of appraisal have value, the trend nowadays is towards support for appraisal as a means of development or improvement. Educators are far more likely to improve if they are provided with informed feedback and opportunities to communicate effectively about their work than if they are made to go through a “standard” checklist approach. However, in practice, these processes tend to merge and appraisal designed for improving the immediate professional performance of educators can have implications for their careers in the longer term.

2.3 THE LINK BETWEEN PERFORMANCE APPRAISAL AND STAFF DEVELOPMENT

The cornerstone of appraisal is the belief that educators wish to improve their performance in order to enhance the education of learners. To support this Bell (1988:14) assumes that appraisal systems should have a positive orientation, that is, the purpose of appraisal should be to develop educators professionally rather than to “get at” them.

Performance appraisal is an integral part of effective educator development because it identifies most accurately the individual development needs of the educator. Performance appraisal has wider implications for development. According to Munro (1995:24) the fundamental purposes of systematic staff appraisal lie in individual development, staff development and school development. Performance appraisal helps
individual educators to identify areas for improvement in their teaching practice which improves the school as an organisation.

Performance appraisal is not exactly the same as staff development though they are obviously closely interrelated. Performance appraisal has to do with an individual educator evaluated for his/her own professional growth and development, whereas staff development tends to be catch-all terms for a variety of activities and is more or less synonymous with career development. It is obvious that there is a very thin line between performance based educator appraisal and staff development. Improving one's performance is bound to have implications for staff development and career development. Wragg (1987:vii) also emphasises this point when he asserts that performance appraisal has to do with the forming of qualitative judgements about performance of a person or of an organisation whereas staff development is concerned with "general matters of inservice training needs and career development" which may, of course, be based on staff appraisal. The Advisory, Conciliation and Arbitration Services (ACAS) agreement of 1986 defined appraisal as:

A continuous and systematic process intended to help individual teachers with their professional development and career planning, and to help ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers and the schools. (Jones, Clark, Figg, Howarth and Reid, 1989:247).

Educators need to be co-operative if appraisal is to operate on a professional level. In the new developmental appraisal system (DAS), the process is carried out as a team. There is an appraisal panel consisting of three or more members and the appraisee is also part of the process. If there is not co-operation amongst the panel members, the process cannot yield expected results. Co-operation can only be achieved if all participants accept the validity of the system and they also thoroughly understand the mechanics of the system. Thus the process of appraisal and staff development became almost indivisible. Wideen and Andrews (1987:174) assert that evaluation has a considerable influence on staff development programmes since, understandably,
educators are more interested in strengthening those competencies on which they are likely to be judged.

Bell (1988:173) argues that if the prime purpose of staff appraisal is to improve the quality and organisation of teaching and learning in schools, then this has to do with educator development. Bell’s argument is supported by Cascio (1986:16) when he argues that appraisal should be beneficial in its effect. It should be linked to a development programme which will provide support to improve staff performance.

Biesheuvel (1985:29) maintains that appraisal must not damage or distort the processes of teaching and learning. It must not damage morale, destroy relationships and trust...it should be fair. It must not only operate equitably for all concerned but must also be seen as working fairly...it should be comprehensive, covering the full range of work done by educators and it should be valid.

The National Department of Education in South Africa is committed to professional development and classroom support of educators so that an academically qualified, professionally committed and occupationally competent educator manages each and every classroom. The Minister of Education, Professor Kader Asmal, has put it clearly that: “We must develop the professional quality of our teaching force such that the dignity of the teaching profession is reasserted.” (The National Department of Education Call to Action, 1999:4). Obviously teacher development does not only focus on training and retraining but also includes developing professionalism as a moral purpose to teaching.

According to Seyfarth (1996:129) staff development is a process that provides opportunities for educators to acquire skills and attitudes that can lead to the changes in behaviours that result in increased student achievement. Main (1985:2) describes staff development as a means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of particular organisational segments are achieved.
Teacher development is a planned, purposeful, systematic and sustained programme that is geared towards improvement of teaching. One way in which the desired improvement can be facilitated is through performance appraisal. Beach (1975:290) asserts that appraisal may highlight needs and opportunities for growth and development of the person. Growth may be accomplished by self-study, formal training courses, or job-related activities, such as special broadening assignment and job rotation. It should be clear that training and development of employees and managers strengthen the organisation as well as aid the individuals. Bunnell (1987:232) asserts that development is growth and maturation. Growth must be related to an increase in the amount and quality of knowledge possessed by individuals. Maturation indicates that the individual has been able to interrelate the knowledge of various types in order to reinforce the goal achievement which each individual is entitled to identify and describe and therefore perform according to set standards.

There are scholars who view appraisal negatively. Day, Hall and Whitaker (1998:136) view appraisal negatively when they state that even if we can understand the reason for it, is not always seen to be helpful because at the very least it means that we must disclose something more of our professional lives than we might like or feel necessary. After all educators are trained to be “professional”. Once they qualify they are regarded as competent and by implication able to plan, teach and evaluate their work. The researcher believes that education is a dynamic entity; therefore educators need to accept growth as ongoing. Hence the need to be continuously evaluated.

It is clear from the literature reviewed that the introduction of developmental appraisal in schools is not without challenges. Even though it is an open process it cannot entirely eliminate the subjectivity from the professional assessment of the work of colleagues. In supporting this view, Bell (1988:171) cites the following difficulties that are associated with subjectivity: suspicion, concern, lack of experience (in self-appraisal and appraising others). Bell further maintains that staff appraisal has a range of disadvantages associated with it which may counter-balance its advantages bearing in mind that appraisal requires time and commitment, especially from senior staff, honesty from all involved and the need for disciplines. It can also provoke conflict.
Wideen and Andrews (1987:5) contend that staff development places educators at the centre of any improvement effort and assumes that the work of the educator, and the visions that educators have about improving their work, provide the starting point. Educator development thus sees collaboration, collegiality and mutual adaptation as necessary ingredients in any school improvement plan.

The new appraisal system in South Africa is located within a developmental approach which seeks to build on the strengths that educators have and to ensure that educators are able to perform their duties and responsibilities with full accountability.

2.4 THE PROCESS/FRAMEWORK OF TEACHER APPRAISAL

Since education is primarily a collective enterprise, the appraisee's feelings and views are important. Similarly his/her ownership of the appraisal process matters. In supporting the importance of feelings in evaluation Swartz (1994:73) argues that appraisal and evaluation has to do with people and obviously elicits human emotions, such as fear, anticipation, anger and the like. A workable model will have to take these contextual factors into account. Stamper in Swartz (1994:106) in Proceedings of a Conference held at Eskom Centre, Midrand in August 1994 states that the main objective of democracy is to make people owners of processes they pronounce. In supporting this view, Bell (1988:70) asserts that if the process is carried out effectively, the person being appraised has as much ownership of the process and its outcomes as the person carrying out the appraisal. This can, in the right circumstances, increase motivation and improve morale since each individual within the school gains a greater sense of belonging through realisation of the value of his or her contribution to the school and the recognition that the individual's professional development is a significant part of the concerns of the school.

Obviously the teacher appraisal and development process should therefore be guided by the principles of accountability, transparency, democracy and redress of imbalances in formulating working models. In a school where concern for excellence is a driving force, the appraisal and development of educators should be viewed as a means of achieving quality education for all learners.
Bell (1988:18) states that, clearly, in order to overcome suspicions and concerns, any staff appraisal process needs to be introduced into a school carefully and effectively. This means that all those to be involved in such a process require training before the system can be introduced and the extent to which such training is required and the time that it would take was also identified as a difficulty with introducing an appraisal system.

According to Day, Hall and Whitaker (1998:140) appraisal should clearly be based upon an educator’s job description. In supporting this view Trethowan (1987:57) states that for an educator to be able to give a good performance he needs a clear understanding of the job responsibilities (the basic task, a clear appreciation of the standards required and an opportunity to set targets over and above the basic task). Bollington, Hopkins and West (1990:31) also regard job description as an essential basis for appraisal. In supporting these views, Bell (1988:22) also maintains that the first stage in the appraisal process is to define an educator’s job. Trethowan (1987:57) states that the appraisal process provides the opportunity for participation in target setting. This allows appraisers and appraisee to combine job needs and individual needs to provide increased job satisfaction. The appraisal occasion can also provide an opportunity to look at the longer-term needs of the school and the long-term career plans of the educator. The *Manual for Developmental Appraisal for Educators in South Africa* seems to be in line with the views of Day, Hall and Whitaker, Bollington, Hopkins and West and Trethowan. It states that core criteria will be seen as primarily elements of responsibility of the person’s job (job description) on which the person has no choice but to be appraised on.

According to the *Manual for Developmental Appraisal in South Africa* (1998:51), developmental appraisal is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one’s career in education. This view is supported by Day, Hall and Whitaker (1998:140) who maintain that appraisal should include attention paid by educators to their own development as “life-long learners”.
Obviously for educator based developmental appraisal to be effective and enable educators to achieve excellence, work standards need to be set and performance indicators need to be identified prior to process implementation. Developmental appraisal needs to be conducted within the context of trust and openness and supported by a considered policy for individual and school development which has been agreed to by all those taking part. Collaboration, collegiality, co-operation and a sense of ownership are the key elements to all stakeholders involved.

2.5 KEY ELEMENTS IN AN APPRAISAL SYSTEM

Day, Whitaker and Wren (1987:112) identify the following elements of the appraisal process: classroom observation, peer involvement, community involvement, support and legislation. Day, Hall and Whitaker (1998:141) also identify key components in an appraisal system which are more or less related to Day, Whitaker and Wren’s elements of the appraisal process. They mention:

- The initial meeting between the appraiser and the appraisee to clarify the purpose and to identify areas of work on which the appraisal might concentrate; to consider the educator’s job description; agreement arrangement for classroom observation. In a very real sense, it is contract-making.

- Self appraisal (by the appraisee). All educators are expected to reflect systematically on their work.

- Classroom observation (for educators).

- Information collection where appraisers review other relevant information, for example, the work of the pupils, information about duties outside the classroom and school, and educator’s own development.

- The appraisal interview which is the cornerstone of the process and should provide an opportunity for genuine dialogue and should be interruption free. Its purpose is to identify successes, agree areas of work to be developed and targets for action.
- The appraisal record which is prepared by the appraiser in consultation with the appraisee.

The above-mentioned key components in an appraisal system are in line with those identified by the Manual for Developmental Appraisal in South Africa. The Manual for Developmental Appraisal (1998:3) asserts that developmental appraisal consists of the following ongoing processes:

- Reflective Practice: This ongoing activity requires educators to interpret and analyse the extent to which their performance meets objectives in serving the needs of clients with the intention to rethink current practice.

- Self-appraisal: Educator undertakes self-analysis and introspection in terms of his/her own performance, client questionnaire results as well as institution development plan. This is followed by self-evaluation in order to determine priorities for personal and professional growth.

- Peer appraisal: It is the involvement of a colleague in assisting the appraisee to review his/her performance with a view to prioritise professional development needs.

- Collaboration: Educators working together to assist in problem solving, e.g. educators taking the same grade.

- Interaction within Panels: Relationships have to be developed between member to work collectively to assist the appraisee to identify needs, formulate objectives, select professional development activities, implement such activities within time frames and to provide timeous feedback.

The Manual for Developmental Appraisal (1998:72) further mentions that each school should have staff development team (SDT) and appraisal panels. To ensure that the
process of appraisal is in line with key job functions, a list of criteria have been drawn up for the different levels of educators.

2.6 POSITIVES AND NEGATIVES OF PERFORMANCE APPRAISAL

From the literature that has been reviewed, it is clear that performance appraisal has positive as well as negative aspects. Swartz (1994:74) points out that appraisal is necessary and desirable in that it provides opportunities for development and in many instances provides a sense of security for educators. Wragg (1987:3) also asserts that appraisal helps to improve the quality of pupil learning. In this respect the interests of children can coincide closely with the professional development needs of educators. Appraisal is a means of promoting, through the use of certain techniques and procedures, the school’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 (1991:1) point out that there are two distinct trends in appraisal: the one focuses on performance, the other on development. They distinguish between performance review (or appraisal) which is concerned with the task and staff development review (or appraisal) which is concerned with the individual. Bollington et al (1990:1) assert that educators who were asked during the School Appraisal Pilot Study why they thought appraisal was being introduced, gave the following reasons:

- To improve educator performance, increase job satisfaction, and ultimately and vitally, improve pupil performance.
- To improve the standard of teaching and improve the quality of teaching.
- To motivate educators by indicating they are considered as individuals, highlight problems and difficulties and help to solve them.

This is more or less similar to the new Developmental Appraisal System (DAS) introduced in South Africa.
The developmental appraisal process can boost morale through providing a chance for praise and recognition. It is also a means of improving communication and teamwork within a school and of giving the school a greater sense of cohesion and direction.

Appraisal therefore promotes the integration of the individual (educator) into the organisation (school). The appraisal of an educator cannot and should not be isolated from the school as an organic whole. Developmental appraisal of educators is directed towards improving learner education.

Performance appraisal also has negative aspects. Turner and Clift (1988:191) point out that one of the main concerns educators have about appraisal is that it will prove costly in terms of time but will have little impact in terms of bringing about improvements. Most of the appraisal schemes in the literature reviewed lack follow-up to appraisal. They (appraisals) tend to be ends in themselves, thus not yielding tangible results.

Bell (1988:85) also mentions that appraisees are not trained to appraise so they lack relevant skills and this means that appraisals are often not valid. It is also very unrealistic to expect an appraisal process to be carried out outside normal working hours and this is one of the major causes of its resentment.

2.7 CONCLUSION

Clearly many people who actually work in education will regard appraisal as part of a continuous process for the improvement and extension of their professional skills. Although performance appraisal is an extremely time consuming exercise it will bring a huge investment for the future. However, educator appraisal is a major subject of controversy which has caused considerable apprehension throughout the teaching profession since the process is new and probably needs time to be accepted by educators who had been exposed to a system that lacked transparency and fairness.

The main purpose of developmental appraisal is performance improvement. Developmental appraisal is focused on giving educators direction for future performance. To be effective the appraisal system should be based on a job analysis.
that specifies the content of the job. Collaboration, co-operation and collegiality are the key issues towards an effective developmental appraisal. This implies that the appraisee is appraised according to his/her job description. The post level 1 (PL1) educators are appraised on their own criteria slightly different from those of school management teams (SMTs). This therefore ensures that fairness and flexibility is maintained. There is also transparency and openness because the appraisee is an active member throughout the whole process.

At this point the researcher assumes that the purpose of performance based teacher appraisal is to improve educator performance, the standard and quality of teaching, the personal development of educators and most importantly improve learner performance and education management. The principal purpose of educator appraisal is therefore the improvement of learners' education by educators striving towards excellence. This can only become a reality if professionally developed educators offer learners quality education.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter provides an account of how the study was designed and conducted. The research design, which includes the research method used, research tool, the size of the sample, the sampling procedure, method of data collection and data analysis, will be discussed.

3.2 GEOGRAPHICAL AREA OF STUDY AND POPULATION

The study was conducted in the Inanda District which is in the North Durban Region of the KwaZulu Natal Province (KZN). The Inanda District has four circuits, namely, Inanda A/B, Inanda East, Inanda Central and Inanda North. The study area mentioned above was selected because it ensured that time and cost constraints would be minimised since the population was accessible to the researcher.

3.3 LIMITATIONS OF THE STUDY

The study concentrated mainly on teacher appraisal for professional development of educators. The study focused on primary and secondary school post level one (PL1) educators and School Management Teams (SMTs) in the Inanda District. This was the area that would be feasible for the researcher to undertake the study with the present financial and time constraints. Not all the schools could be reached by the researcher due to the size of the Inanda District. The researcher then requested the assistance of the superintendents education management (SEMs) responsible for each circuit to help with the distribution of questionnaires and the responses had to be returned to them.

The questionnaires were sent to schools towards the end of September. This meant that some respondents could respond to the questionnaires during the ten day holidays, whereas others preferred to respond to the questionnaires on their return from the holidays. Some questionnaires were lost over the holidays and this meant that new
questionnaires had to be given out. Some educators were busy with their own examinations and could not therefore attend to the questionnaires. As a result seventy (70) which is 34.9% of post level one (PL1) educators did not respond to the questionnaires at all, and one (1) which is 6.7% of School Management Teams (SMTs) did not respond. The School Management Teams (SMTs) return rate could have been very low had the researcher directed the questionnaires to school principals only, because secondary school principals were also busy with matriculation (Grade 12) examinations during that time.

3.4 RESEARCH METHOD USED

The survey research method was used in this study. The survey is perhaps the most commonly used descriptive method in educational research (Cohen and Manion, 1989:97). Cohen and Manion (1989:130) also point out that the survey research typically employs questionnaires and interviews in order to determine the opinions, attitudes, preferences and perceptions of persons of interest to the researcher. Polit and Hungler (1987:447) refer to survey as a type of non-experimental research that focuses on obtaining information regarding the status quo of some situation, often through direct questioning of a sample of respondents. Smith and Elliot (1991:106) state that survey research is appropriate in situations where the researcher is not interested in causal relationships but in knowing what people think about an issue. The survey research method was therefore considered appropriate for obtaining educators’ perceptions of performance based teacher appraisal and development (DAS).

3.5 SAMPLING

Best and Kahn (1993:6) advise that the ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalise. School Management Teams (SMTs) and post level one educators of both primary and secondary schools providing public education on a full-time basis in the Inanda District area served as the population for the study. The School Management Teams Guide published by the National Department of Education (2000) states that the principals should collaborate with deputy principals and heads of departments (HODs)
since they all together constitute the school management team (SMT) for the professional management of the school. In the new definition of leadership and management given by the guides, the principal is not expected to carry the burden of running the school alone. These guides regard the principal (if appointed), the deputy principal (either appointed or acting) and the heads of departments (either appointed or acting) as constituting the school management team (SMT). This made it possible for all but one of the SMTs questionnaires to be answered because each school had one questionnaire directed to SMT, since the SMT is responsible for the day-to-day running of the school and for putting the school's policies into practice. The other questionnaires were to be answered by teachers in non-promotion posts (Post Level 1).

The rationale for including both primary and secondary schools in the study is that the topic under investigation involves both primary and secondary schools.

### TABLE 1
INANDA DISTRICT'S NUMBER OF SCHOOLS, EDUCATORS AND SAMPLE SIZE

<table>
<thead>
<tr>
<th>Number of Secondary Schools</th>
<th>Number of Primary Schools</th>
<th>Total Number of Schools</th>
<th>Number of Educators</th>
<th>Number of Schools used in the Study</th>
<th>Number of PL1 Educators in Sample</th>
<th>Number of SMTs in the Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤21</td>
<td>50</td>
<td>=71</td>
<td>=1 300</td>
<td>15</td>
<td>201</td>
<td>15</td>
</tr>
</tbody>
</table>

Key:

PL1 Post level one

SMT School management team

The researcher received fourteen (14) responses, which is 93.3%, from school management teams (SMTs) and one hundred and thirty-one (131) responses, which is 65.1%, from post level one (PL1).
3.6 SAMPLING METHOD USED: STRATIFIED RANDOM SAMPLING AND RANDOM SAMPLING

Sampling is an important step in the research process. The four most commonly used probability sampling designs are simple random, stratified random, cluster and systematic sampling (Polit and Hungler, 1987:181). For this study, two of these methods were used, namely, stratified random sampling and random sampling.

Stratified random sampling was used whereby the population, namely Inanda District, schools were divided into two homogenous groups of primary and secondary schools. From these two groups random selection of subjects from the primary school group and from the secondary school was taken. Cohen and Manion (1989:102) state that stratified random sampling involves dividing the population into two homogenous groups, each group containing subjects with similar characteristics. According to Sax (1979:186) the major advantage of stratified random sampling is that sampling error arises only within each stratum and not between different strata. In addition, stratification permits the use of different methods of drawing samples within each stratum which may help to reduce costs.

3.7 RESEARCH TOOLS

3.7.1 Questionnaires

Data in this study was collected by means of questionnaires. These proved appropriate for the size of the sample chosen. A questionnaire is a document used to gather self-report information from respondents through self-administration of questions in a paper-and-pencil format. According to Cohen and Manion (1989:106) an ideal questionnaire possesses the same properties as a good law:

It is clear, unambiguous and uniformly workable. Its design must minimise potential errors from respondents...and coders. And since people’s participation in the survey is voluntary, a questionnaire has to
help in engaging their interest, encouraging their co-operation and eliciting answers as close as possible to the truth.

The author attempted to design questionnaires which met the features mentioned above.

3.7.2 The Structure of the Questionnaire

The first part of the questionnaire gives clear guidelines for the completion of the questionnaire. The respondents were assured of anonymity and confidentiality and they had to respond as honestly as possible.

The questionnaire comprised twenty-eight (28) questions in all. Twenty (20) were close-ended questions, the responses of which were rated on a five-point scale and eight (8) were open-ended questions or unstructured response. The purpose of the open-ended questions was to obtain a level of detail and depth into the educators' perceptions of developmental appraisal which would not otherwise be accessible through quantitative means. The content of the questions centred on perceptions and views on performance based teacher appraisal.

3.7.3 Response Format

As was previously mentioned, the questionnaire was comprised of twenty (20) close-ended scaled response-type questions and eight (8) open-ended questions. Open-ended questions allow for attitudes, opinions and perceptions of the respondents to emerge from the data. They also require more effort and thought than closed-ended questions and thus are often left unanswered. The analysis of open-ended questions is time-consuming and difficult and it is also more subjective. However, open-ended questions allowed the researcher for a richer and fuller perspective on the importance of performance based teacher appraisal (DAS). Open-ended questions are desirable (if used sparingly) if one wants respondents to give complex opinions that do not lend themselves to closed-form questions (Shipman, 1985:88).
A structured five-scale response format in the form of Likert scale was used to establish the importance of each purpose of performance based teacher appraisal. Likert scale is a type of composite measure of attitudes that involves summation of scores on a set of items (statements) to which respondents are asked to indicate their degree of agreement or disagreement (Polit and Hungler, 1987:439). Teachers were asked to rate this degree of importance according to the following Likert scale:

5 = Strongly agree  
4 = Agree  
3 = Not sure  
2 = Disagree  
1 = Strongly disagree  

A response format combining open-ended and closed-ended questions allowed the researcher to obtain honest answers while at the same time allowing coding of responses to speed up analysis.

3.7.4 Administration of the Questionnaire

Each questionnaire consisted of four (4) pages. A covering letter to each school was addressed to the principal in order to enlist his/her support with the distribution and the collection of questionnaires. In most cases the researcher personally delivered the questionnaire because she wanted to negotiate the return date. In some cases the researcher sent an assistant to deliver and negotiate the return date of the questionnaires. In some instances it was necessary to change return dates due to unforeseen circumstances, thus interfering with the schedule for handling the questionnaires. Where questionnaires were misplaced or lost additional questionnaires were given to those schools.

3.8 PILOT STUDY

Before the actual fieldwork was undertaken, it was essential to engage in pilot work or pre-test. Pilot study is a small scale version, or trial run, done in preparation for a major
study (Polit and Hungler, 1987:442). It was necessary in the pilot stage to find out the best means of identifying and accessing respondents for the purpose of working out potential problems before the main study started. A decision had to be taken as to the best means of allowing the completion and return of questionnaires.

The sample of the pilot study was selected from five educators who had attended a workshop on developmental appraisal (DAS) which was very relevant to the researcher. The respondents were randomly chosen to represent both primary and secondary schools and also all post levels of educators.

The results of the pilot study revealed that the questions were well phrased and there was no need for restructuring them. This served to affirm the researcher of well-structured and well-phrased questions, resulting in increased level of confidence in the questionnaire’s ability to measure the desired criteria. The return rate was high because the distribution and the collection of the pilot questionnaires was centralised to district level. The five questionnaires that were given out were all returned timeously. This meant that the questionnaire was ready for distribution on time.

3.9 DATA ANALYSIS

After the researcher had collected the questionnaires, the important task was then to reduce the mass of data obtained to a form suitable for analysis. The educators’ responses were coded. Coding is a process of transforming raw data into standardised form (usually numerical), for data processing and analysis (Polit and Hungler, 1987:433). The educators’ responses to the questions about the purpose of performance based teacher appraisal (DAS) were coded into positive reactions, that is, strongly agree and agree, together with negative reactions, that is, strongly disagree and disagree, and neutral reactions, that is, not sure.

The analysis was done in the form of describing and interpreting the teachers’ responses. These descriptions were presented in the form of frequency tables where necessary, as well as giving brief summaries and personal interpretation. However, this will be dealt with in Chapter Four (4).
3.10 ETHICAL CONSIDERATIONS

The matter of ethics is an important one for educational researchers, hence the researcher ensured adherence to ethical practices at all times. Research intentions were communicated clearly and honestly in order to gain access to the schools and obtain educators’ trust and co-operation. The following ethical considerations were taken into account: the respondent’s right to privacy or non-participation, the right to remain anonymous and the right to confidentiality. The researcher had to ensure that the line function or protocol as stipulated by KwaZulu-Natal Department of Education is adhered to. Prior to embarking on fieldwork it was essential to request permission from the District Manager of Inanda District and the Regional Chief Director of the North Durban Region to conduct research.

3.11 CONCLUSION

This chapter has examined the research methodology used in the study. The research instrument which was used to collect data was described. It also outlined the relevant data collection and analysis procedures as well as some of the ethical issues that require consideration when conducting research in the educational context. Analysis of the data will be done in the next chapter, where responses from all participants will be acknowledged.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 INTRODUCTION

This chapter provides an analysis and interpretation of data which was collected by means of questionnaires completed by both post level one (PL1) educators and School Management Teams (SMTs) of schools in the Inanda District.

Since both post level one (PL1) educators and school management teams (SMTs) had to respond to the same set of questionnaires, the first part of the chapter is a descriptive analysis of responses of post level one educators to closed- and open-ended questions. This is then followed by a descriptive analysis of responses of school management teams to closed- and open-ended questions.

4.2 ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE

4.2.1 Responses of Post Level One Educators: Performance Based Teacher Appraisal

4.2.1.1 Closed Questions

Table 1: Educators' perceptions and views on performance based teacher appraisal.

The top figures in the table stand for the actual number of respondents and the bottom figures stand for the percentage of respondents. When the top figures are added up they give the total of 131 and the bottom figures add up to 100%.

<table>
<thead>
<tr>
<th>Performance based teacher appraisal</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total &amp; percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Improves educators' performance for the benefit of the learners</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>53</td>
<td>55</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>Helps to motivate educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Helps to motivate educators</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>43</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td>Helps with identifying development</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>needs for educators</td>
<td>4.6%</td>
<td>5.3%</td>
<td>5.3%</td>
<td>5.3%</td>
</tr>
<tr>
<td>2.4</td>
<td>Improves educator effectiveness in teaching</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>54</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.2%</td>
<td>7.6%</td>
<td>7.6%</td>
<td>7.6%</td>
</tr>
<tr>
<td>2.5</td>
<td>Encourages self appraisal by educators</td>
<td>45</td>
<td>33</td>
<td>0</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>34.4%</td>
<td>25.2%</td>
<td>0%</td>
<td>30.5%</td>
</tr>
<tr>
<td>2.6</td>
<td>Helps with identifying development</td>
<td>24</td>
<td>29</td>
<td>11</td>
<td>25</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>needs for educators</td>
<td>18.3%</td>
<td>22.1%</td>
<td>8.4%</td>
<td>21.4%</td>
</tr>
<tr>
<td>2.7</td>
<td>Will be used to make decisions about pay</td>
<td>39</td>
<td>58</td>
<td>5</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>29.8%</td>
<td>44.3%</td>
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<td>44.3%</td>
</tr>
<tr>
<td>2.8</td>
<td>Identifies incompetent educators</td>
<td>41</td>
<td>46</td>
<td>10</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31.3%</td>
<td>35.1%</td>
<td>7.6%</td>
<td>22.9%</td>
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<td>2.9</td>
<td>Identifies educators' strengths</td>
<td>24</td>
<td>31</td>
<td>0</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18.3%</td>
<td>23.7%</td>
<td>0%</td>
<td>26.7%</td>
</tr>
<tr>
<td>2.10</td>
<td>Will be used for promotions</td>
<td>27</td>
<td>66</td>
<td>3</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20.6%</td>
<td>50.4%</td>
<td>2.3%</td>
<td>16.8%</td>
</tr>
<tr>
<td>2.11</td>
<td>Increases job satisfaction and fulfillment</td>
<td>11</td>
<td>22</td>
<td>0</td>
<td>61</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.4%</td>
<td>16.8%</td>
<td>0%</td>
<td>46.6%</td>
</tr>
<tr>
<td>2.12</td>
<td>Helps with the monitoring of educators' work</td>
<td>44</td>
<td>56</td>
<td>6</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>33.6%</td>
<td>42.7%</td>
<td>4.6%</td>
<td>4.6%</td>
</tr>
<tr>
<td>2.13</td>
<td>Helps educators to develop as professionals</td>
<td>8</td>
<td>16</td>
<td>12</td>
<td>53</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6.1%</td>
<td>12.2%</td>
<td>9.2%</td>
<td>40.5%</td>
</tr>
<tr>
<td>2.14</td>
<td>Makes educators accountable for their work</td>
<td>33</td>
<td>32</td>
<td>1</td>
<td>41</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25.2%</td>
<td>24.4%</td>
<td>0.8%</td>
<td>31.3%</td>
</tr>
<tr>
<td>2.15</td>
<td>Ensures that educators are giving value for money</td>
<td>41</td>
<td>49</td>
<td>7</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31.3%</td>
<td>37.4%</td>
<td>5.3%</td>
<td>15.3%</td>
</tr>
<tr>
<td>2.16</td>
<td>Identifies barriers to effective teaching</td>
<td>6</td>
<td>26</td>
<td>24</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.6%</td>
<td>19.8%</td>
<td>15.3%</td>
<td>34.4%</td>
</tr>
<tr>
<td>2.17</td>
<td>Recognises good achievement by educators</td>
<td>22</td>
<td>40</td>
<td>5</td>
<td>15</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>16.5%</td>
<td>39.5%</td>
<td>3.8%</td>
<td>11.5%</td>
</tr>
<tr>
<td>2.18</td>
<td>Finds ways to improve educators' performance</td>
<td>12</td>
<td>17</td>
<td>13</td>
<td>43</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>9.2%</td>
<td>13.5%</td>
<td>9.9%</td>
<td>32.8%</td>
</tr>
<tr>
<td>2.19</td>
<td>Gives an educator an opportunity to discuss his her work objectively</td>
<td>31</td>
<td>72</td>
<td>20</td>
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<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>23.6%</td>
<td>55.0%</td>
<td>2.3%</td>
<td>15.3%</td>
</tr>
<tr>
<td>2.20</td>
<td>Is transparent</td>
<td>6</td>
<td>22</td>
<td>44</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.6%</td>
<td>25.2%</td>
<td>33.6%</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

Table 1 (Item 2.1) shows that 40.5% of educators strongly disagreed and 40.5% of educators disagreed that performance based teacher appraisal improves educators’ performance for the benefit of the learners. This response shows that educators do not
view performance based teacher appraisal as a factor in the improvement of learner education.

Item 2.2 indicates that 32.8% of educators disagreed while 54.2% strongly disagreed and this gives a total of 87% of educators who feel that performance based teacher appraisal does not help motivate educators. This sort of response shows that the developmental appraisal system is not a source of motivation for educators. Nothing interests them about developmental appraisal (DAS).

Table 1 (Item 2.3) shows that 38.2% of educators disagreed and 47.3% of educators strongly disagreed that performance based teacher appraisal gives educators direction for future performance. It shows that educators do not regard developmental appraisal to be beneficial to their professional growth and development.

Data in Table 1 (Item 2.4) shows that 41.2% of educators disagreed and 34.4% of educators strongly disagreed with the statement that performance based teacher appraisal improves educator effectiveness in teaching. Educators do not feel that the developmental appraisal system has a positive impact on their teaching.

Table 1 (Item 2.5) shows that 34.4% of educators strongly agreed while 25.2% agreed that the developmental appraisal system (DAS) encourages self appraisal by educators. The indication here is that educators do feel that DAS gives them an opportunity to do self-evaluation which is some kind of introspection.

Data in Item 2.6 indicates that 21.4% of educators disagreed and 29.8% of educators strongly disagreed that performance based teacher appraisal helps with identifying development needs for educators. The percentages show that half of the respondents do not believe that developmental appraisal is aimed at developing them.

Table 1 (Item 2.7) shows that 29.8% of educators strongly agreed while 44.3% of educators opted for agree with the statement that performance based teacher appraisal will be used to make decisions about pay. This indicates that educators associate
performance based teacher appraisal with monetary rewards as opposed to development which is mentioned in item 2.6

Item 2.8 shows that 31.3% of educators strongly agreed with the statement and 35.1% of educators agreed that performance based teacher appraisal identifies incompetent educators. The feeling of most educators is that appraisal is aimed at merely judging them wrong or incompetent and then victimizing them.

Table 1 (Item 2.9) indicates that 26.7% of educators disagreed and 31.3% of educators strongly disagreed with the statement that appraisal (DAS) identifies educators' strengths. The majority of educators do not view developmental appraisal as identifying their strengths. It seems as if educators believe that performance based teacher appraisal is meant for identifying their weaknesses.

Item 2.10 shows that 20.6% of educators strongly agreed and 50.4% of educators agreed that performance based teacher appraisal will be used for promotion. This data shows that a sizeable number of educators view developmental appraisal as an instrument for placing them in senior posts.

Table 1 (item 2.11) indicates that 46.6% of educators disagreed and 28.2% of educators strongly disagreed that performance based teacher appraisal increases job satisfaction and fulfillment. The sum of these two figures gives a total of 74.8% which is a high percentage of educators who feel that performance appraisal does not increase job satisfaction and fulfillment.

An item 2.12 data indicates that 33.6% of educators strongly agreed and 42.7% of educators agreed that performance based teacher appraisal helps with the monitoring of educators' work. Many educators feel that teacher appraisal assist in seeing to it that educators do their work well.

Table 1 (item 2.13) further shows that 40.5% of educators disagreed and 32.0% of educators strongly disagreed with the statement. Educators feel that developmental appraisal does not help them to develop as professionals. This understanding results in
educators being negative or skeptical about appraisal.

Item 2.14 shows that 25.2% of educators strongly agreed and 24.4% of educators agreed that developmental appraisal makes educators accountable for their work. This gives a total percentage of 49.6% of educators who are in agreement with the statement. The same item also indicates that 31.3% of educators disagreed and 18.3% of educators strongly disagreed with the statement. Adding up these two percentages gives a total of 49.6% of educators who disagreed with the statement. This shows that an equal number of educators view performance based teacher appraisal differently. The reason for this kind of response may be due to the fact that educators still need to be workshopped and capacitated on the developmental appraisal system.

Table 1 (item 2.15) indicates that 31.3% of educators strongly agreed, while 37.4% of educators agreed that performance based teacher appraisal ensures that educators are giving value for money. Most educators feel that appraisal sees to it that educators work hard for their salaries.

On the same table, item 2.16 depicts that 34.4% of educators disagreed and 22.9% of educators strongly disagreed with the statement that performance based teacher appraisal identifies barriers to effective teaching. Seemingly educators view developmental appraisal as having no impact in their teaching.

Item 2.17 shows that 16.8% of educators strongly agreed and 30.5% of educators agreed with the statement, namely, that performance based teacher appraisal recognizes good achievement by educators. Those educators who strongly agreed and those who agreed add up to 47.3%. On the same item responses indicate that 11.5% of educators disagreed with the statement and 37.4% of educators strongly disagreed with the statement. This adds up to 48.9% of educators in disagreement with the statement. The difference between the educators who agreed and those who disagreed is only 1.6%. The indication here is that educators are still not clear about developmental appraisal (DAS).
Table 1 (item 2.18) indicates that 32.8% of educators disagreed while 35.1% of educators strongly disagreed that performance based teacher appraisal finds ways to improve educators' performance. Adding up these figures together gives a total of 67.9% which is quite a high percentage of educators in disagreement with the statement. On the same table, item 2.19 shows that 23.6% of educators strongly agreed and 55.0% of educators agreed that performance based teacher appraisal gives educators an opportunity to discuss his/her work objectively. This is a positive outlook to developmental appraisal.

Table 1 (item 2.20) also reveals that 33.6% of educators are uncertain whether performance based teacher appraisal and development is transparent or not. On the other hand 20.6% of educators disagreed and 16.0% of educators strongly disagreed that performance based teacher appraisal is transparent. This is a concern for the department, the school management teams and the school development teams (SDTs) that some educators still doubt that the system is transparent. This may mean that educators still believe that there are hidden agendas.

4.2.1.2 Open-Ended Questions from Post Level One (PL1) Educators

The findings of the research in the open-ended questions are presented in three themes:

- Performance based teacher appraisal is important for helping educators to improve/develop.
- Performance appraisal presents itself as a factor in the improvement of learner education.
- Evaluating the current appraisal system.

4.2.1.2.1 Performance based teacher appraisal is important for helping educators to improve/develop

Questions 2.25 and 2.27 required the educators to express their views and also explain whether performance based teacher appraisal and development does lead to educators' professional growth. They also had to state why developmental appraisal is desirable.
Educators stated that developmental appraisal (DAS) is subjective and does not help them at all. They argued that the system/process is not based on objective criteria, which would make it impartial. They actually maintained that it is useless because if the educator is appraised and found to be a good performer he/she still does not get promotion when senior posts become available. Currently selections, interviews and recommendations for promotions are done by school governing bodies (SGBs). According to a number of educators sampled, most SGBs are illiterate and are seen as unable to make informed decisions regarding recommendations. This response is in contrast to what the data indicated in Table 1 (item 2.10) where 71% of the educators agreed that performance based teacher appraisal will be used for promotion.

Some educators stated that developmental appraisal (DAS) is “stage managing” in that the educator only does special preparation for the time being, to impress. Thereafter he/she goes back to his/her old ways. in this way there is no improvement in the educators profession. Most educators felt that educators can do very well without developmental appraisal (DAS) therefore, it is not desirable and it is time-consuming. This response tallies with responses to close questions, Table 1 (items 2.13 and 2.18) where educators expressed their views and perceptions on performance based teacher appraisal and about 70% of educators felt that developmental appraisal (DAS) does not help educators to develop as professionals.

4.2.1.2.2 Performance based teacher appraisal is a factor in the improvement of learner education

The open-ended questions 2.21 and 2.28 required educators to state in writing the impact that performance based teacher appraisal has on the improvement of learners' education. Respondents also had to express their opinions on whether they think that appraisal helps their schools to grow as learning organizations, or not.

They felt that the majority of post level one (PL1) educators maintained that developmental appraisal (DAS) is targeting them as educators. It is only meant to evaluate their performance and not that of the learners. They also pointed out that
developmental appraisal (DAS) does not benefit learners since it (DAS) is aimed at identifying educators shortfalls so that punitive measures can be taken against them later on. This sort of response concurs with the data shown in Table 1 (item 2.1) where 81% of post level one educators expressed their disagreement with the statement that performance based teacher appraisal improves educators' performance for the benefit of the learners.

4.2.1.2.3 Evaluating the current appraisal system

In question 2.26 educators were asked to express their opinions on the general attitude of educators towards developmental appraisal. Educators felt that they generally have a very negative attitude towards the system. They stated that developmental appraisal does not help but it (DAS) wastes their teaching time. They also pointed out that DAS is a tool used by the Department of Education (DoE) to get rid of them if their performance is not up to required standard.

In question 2.22 the educators were required to state how democratic is the developmental appraisal of educators and give examples. Very few educators responded to this question. Those who responded mentioned that in theory it (DAS) is democratic, but when it comes to practice, it is not. They felt that the appraisee is only part of the process for humiliation.

4.2.1.3 Interpretation/Discussion

The research shows that post level one educators are unhappy with the Developmental Appraisal System (DAS) hence their opposition to DAS as an appraisal system. Seemingly most educators see no need of having performance based teacher appraisal because, they feel it is merely used to find faults, to point out weaknesses and to threaten them. Turner and Clift (1988:160) point out that perhaps the most common negative perception was that appraisal was a threat to teachers, it is seen as a fault-finding mechanism.

Educators are however happy that they are allowed to openly discuss performance. The
openness that is displayed in the developmental appraisal system (DAS) and the involvement of all concerned, that is, as selected by the appraisee himself, is supposed to make educators feel that it (DAS) is transparent, although some educators still believe it is not. In order for the system to be successful, the confidence of educators has to be won.

4.2.2.1 Closed Questions

Table 2: School Management Teams (SMTs)
(Perception and views on performance based teacher appraisal)
The top figures in the table stand for the actual number of respondents and the bottom figures stand for the percentage of respondents. When the top figures are added up they give the total of 131 and the bottom figures add up to 100%.

<table>
<thead>
<tr>
<th>Performance based teacher appraisal</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total &amp; percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Improves educators' performance for the benefit of the learners</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>71.4%</td>
<td>28.6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2.2 Helps to motivate educators</td>
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<td>1</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>7.1%</td>
<td>7.1%</td>
<td>42.9%</td>
<td>14.3%</td>
<td>28.6%</td>
<td>100%</td>
</tr>
<tr>
<td>2.3 Gives educators direction for future performance</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>28.6%</td>
<td>35.7%</td>
<td>7.1%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>100%</td>
</tr>
<tr>
<td>2.4 Improves educator effectiveness in teaching</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>64.3%</td>
<td>35.7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2.5 Encourages self appraisal by educators</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>28.6%</td>
<td>35.7%</td>
<td>14.3%</td>
<td>7.1%</td>
<td>14.3%</td>
<td>100%</td>
</tr>
<tr>
<td>2.6 Helps with identifying development needs for educators</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>64.3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2.7 Will be used to make decisions about pay</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>21.4%</td>
<td>42.9%</td>
<td>35.3%</td>
<td>100%</td>
</tr>
<tr>
<td>2.8 Identifies incompetent educators</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>21.4%</td>
<td>35.7%</td>
<td>42.9%</td>
<td>100%</td>
</tr>
<tr>
<td>2.9 Identifies educators' strengths</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>28.6%</td>
<td>42.9%</td>
<td>14.3%</td>
<td>7.1%</td>
<td>7.1%</td>
<td>100%</td>
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<td>----</td>
</tr>
<tr>
<td>2.10</td>
<td>Will be used for promotions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.11</td>
<td>Increases job satisfaction and fulfillment</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.12</td>
<td>Helps with the monitoring of educators' work</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.13</td>
<td>Helps educators to develop as professionals</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.14</td>
<td>Makes educators accountable for their work</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.15</td>
<td>Ensures that educators are giving value for money</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.16</td>
<td>Identifies barriers to effective teaching</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.17</td>
<td>Recognises good achievement by educators</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.18</td>
<td>Finds ways to improve educators' performance</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.19</td>
<td>Gives an educator an opportunity to discuss his/her work objectively</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.20</td>
<td>Is transparent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 (item 2.1) indicates that 71.4% of school management teams strongly agreed and 28.6% of school management teams agreed that performance based teacher appraisal enables the educator to improve his or her performance for the benefit of the learners. This is in line with Turner and Clifts’ (1988:65) view when they point out that senior staff tend to view staff development programmes as improving the performance of teachers in the context of their existing jobs.

Response to item 2.2 shows that 42.9% of school management teams were not sure whether performance based teacher appraisal and development does help with the motivation of teachers or not, while another 42.9% of school management teams do not believe that performance based teacher appraisal helps to motivate educators. This reveals that there is still no clarity about the impact the developmental appraisal system (DAS) will have on educator motivation.

In item 2.3 the response indicates that 28.6% of school management teams strongly
agreed and 35.7% of school management teams agreed that performance based teacher appraisal gives educators direction for future performance. This shows that the majority of SMTs view developmental appraisal (DAS) as very constructive in the sense that it helps teachers to solve problems pertaining to their performance.

Table 2 (item 2.4) indicates that 64.3% of school management teams strongly agreed with the statement and 35.7% of school management teams agreed that DAS improves educator effectiveness. Adding up these two figures gives a total of 100% of SMTs in agreement that performance based teacher appraisal improves the effectiveness of educators.

On the same table, item 2.5 shows that 28.6% of the SMTs strongly agreed that developmental appraisal encourages self appraisal by educators, while 35.7% of school management teams just agreed with the statement.

Table 2 (item 2.6) indicates that 64.3% of school management teams strongly agreed and 35.7% of school management teams agreed that DAS is there to help with identifying development needs of educators. This data shows that all the SMTs, that is, 100% of the SMTs who responded to this item, were in agreement with the statement.

In item 2.7 the response shows that 42.9% of school management teams disagreed while 35.7% of school management teams strongly disagreed that performance based teacher appraisal will be used to make decisions about pay. In item 2.8 on the very same table, 35.7% of school management teams disagreed and 42.9% of school management teams strongly disagreed that performance based teacher appraisal identifies incompetent educators. This shows that a very high percentage of school management feels that DAS is geared towards helping educators improve their teaching rather than as a disciplinary measure to catch them out.

With item 2.9 the response indicates that 28.6% of school management teams strongly agreed and 42.9% of SMTs agreed with the statement namely, performance based teacher appraisal identifies educators' strengths.
Table 2 (item 2.10) shows that 21.4% of school management teams disagreed and 35.7% of school management strongly disagreed that performance based teacher appraisal will be used for promotions. This shows that performance based teacher appraisal is not summative and therefore, it is not concerned with promotion but with professional development. An educator is not merely appraised for promotion but for his/her professional growth and development.

Response to item 2.11 shows that 21.4% of school management teams strongly agreed and 42.9% of school management teams agreed with the statement that performance based teacher appraisal increases job satisfaction and fulfillment.

Item 2.12 shows that 42.9% of school management teams strongly agreed and 57.1% of SMTs agreed that DAS helps with the monitoring of educators' work. The feeling is that DAS is not meant to control educators' work, but only to monitor it. In item 2.13 a very high percentage (100%) of SMTs strongly agreed that performance based teacher appraisal helps educators to develop as professionals.

Table 2 (item 2.14) indicates that 28.6% of school management teams strongly agreed and 35.7% agreed that performance based teacher appraisal makes educators accountable for their work. Item 2.15 shows that 64.3% of educators strongly agreed that performance appraisal ensures that educators are giving value for money. Item 2.16 responses depicts that 57.1% of SMTs strongly agreed and 14.3% of school management teams agreed that performance based teacher appraisal identifies barriers to effective teaching. This indicates that performance based teacher appraisal and development assists educators in identifying an area where an alternative approach could be more helpful in their teaching.

Response to item 2.17 shows that 42.9% of school management teams strongly agreed and 35.7% of SMTs agreed that teacher appraisal recognizes good achievement by educators. The developmental appraisal system is unlike the old system which was only aimed at finding educators faults.
Table 2 (item 2.18) shows that all (100%) school management teams who responded to the questionnaire strongly agreed that performance based teacher appraisal finds ways to improve educators performance. Developmental appraisal helps to identify what needs improving and then planning how to achieve the needed improvements. Item 2.19 indicates that 71.4% of school management teams strongly agreed and 28.6% of SMTs agreed that performance based teacher appraisal gives educators an opportunity to discuss his/her work. In the new developmental appraisal system the appraisee is a full participant throughout the whole process and this allows him/her to take part in all the discussions pertaining to his/her work.

Responses to item 2.20 shows that 35.7% of school management teams strongly agreed and 64.3% of school management teams agreed that performance based teacher appraisal is transparent. This sort of response may be due to the fact that in the developmental appraisal process, there is democracy and openness where everything is done openly.

4.2.2.2 Open-Ended Questions from School Management Teams (SMTs)

The findings of the research in this section are presented in the following three themes:

- Performance based teacher appraisal is important for helping educators to improve/develop.

- Performance appraisal presents itself as a factor in the improvement of learner education.

- Evaluating the current appraisal system.

4.2.2.2.1 Performance based teacher appraisal is important for helping educators improve

In questions 2.25 and 2.27 school management teams were required to express their views on and to explain whether performance based teacher appraisal and development
does lead to educator’s professional growth. They also had to state why developmental appraisal is desirable. All the school management teams felt that DAS help educators to grow as professionals and it (DAS) is therefore very desirable. Some of the explanations given by school management teams were as follows:

- the educator is helped by his/her colleagues to approach the teaching and learning situation in a more effective way.

- needs of educators are identified and help is offered where necessary/needed.

- educators’ weaknesses are highlighted, so are ways and means of correcting them.

- DAS is positive and supportive and ways to improve educator’s performance are put in place.

This kind of response is in line with data in Table 2 (items 2.13 and 2.18) where all (100%) school management teams (SMTs) agreed that performance based teacher appraisal helps educators to develop as professionals and also finds ways to improve educators performance.

4.2.2.2 Performance based teacher appraisal presents itself as a factor in the improvement of learner education

Questions 2.21, 2.28 and 2.24 required SMTs to state their views about the impact that performance based teacher appraisal has on the improvement of learners’ education. They also had to indicate and give reasons why they think appraisal helps their schools to grow as learning organizations and then give reasons for their answers. School management teams also had to express their views and explain whether DAS is part of the whole institution development approach.

The school management teams maintain that DAS is a strategy to improve learner education because once educators’ professional development is enhanced, learners’ education is bound to improve. The SMTs also pointed out that DAS is here to instill
the culture of teaching and learning (COLTS) in schools.

All SMTs saw the need to have performance based teacher appraisal in order to help their schools to grow as learning organizations. They felt that DAS enables educators to make the kinds of changes which improve their performance and thus help their schools to grow as learning organizations. Well informed, well performing and empowered educators assist in the growth of their schools or institutions. This gives birth to excellent schools. This sort of response is also echoed in Table 2 (item 2.1) where research findings indicated that 71.4% of SMTs strongly agreed and 28.6% SMTs agreed that performance based teacher appraisal improves educators’ performance for the benefit of the learners.

Again all the SMTs viewed developmental appraisal system as a total institution development approach. They mentioned that performance based teacher appraisal complements initiatives like Whole School Development and Quality Assurance.

4.2.2.2.3 Evaluating the current appraisal system

In question 2.22 respondents were asked to point out how democratic the developmental appraisal of educator is and they had to cite examples to support their views.

Question 2.26 required the respondents to express their opinions on the general attitude of educators towards developmental appraisal.

Most SMTs viewed DAS as very democratic in the sense that it is transparent and open to the appraisee since he/she is part and parcel of the whole process. When it came to the general attitude of educators towards the system quite a lot of SMTs felt that most educators are neither positive nor negative about developmental appraisal because the system is still new and they lack knowledge of it.

4.2.2.3 Interpretation/Discussion

From the data that has been analysed, the researcher believes that the school
management teams do realize the worthiness and value of DAS as indicated by the positive responses to the system. It is clear that DAS is a useful way in which schools and the Department of Education can determine what the actual development needs are among educators. Performance based teacher appraisal actually improves educator performance for the benefit of the learners who are educators’ clients. This purpose of performance appraisal is in agreement with Thomas' (1989:22) view when he states that the principal aim of performance appraisal should be the improvement of children’s education.

In order to be successful and efficient educators need performance based teacher appraisal and development to guide them in enhancing their professionalism.

The researcher therefore maintains that the school management teams are happy with (DAS) because it (DAS) is there to maintain order and to reinforce the culture of teaching and learning (COLTS) in schools.

4.3 COMPARISON BETWEEN SCHOOL MANAGEMENT TEAMS’ (SMTs) AND POST LEVEL 1 (PL1) EDUCATORS’ VIEWS AND PERCEPTIONS ON DEVELOPMENTAL APPRAISAL

From the analysed data, it is obvious that post level one (PL1) educators and School Management Teams (SMT5) have different and conflicting views, on performance based teacher appraisal and development. Most post level one educators view developmental appraisal as a form of summative evaluation. They believe that appraisal exposes their weaknesses and does not lead to their professional development. They feel that appraisal is meant for promotions, yet they point out that even after being appraised they do not get promotions. Educators view developmental appraisal as subjective and non-democratic. Most educators seem to be confused about developmental appraisal because in some responses their views were contradicting, for example, the response to closed question, item 2.10 indicating that quite a high percentage (71%) of educators agreed that performance based teacher appraisal will be used for promotion. Yet to the open-ended question 2.25 educators had to express their views and also explain whether performance based teacher appraisal and development does lead to educators’
professional growth. They stated that appraisal is useless because if the educators is found to be good during the appraisal process, he/she still does not get promotion so it (DAS) is just a waste of time.

School management teams (SMTs) on the other hand seem to view developmental appraisal differently from post level one educators. All the school management teams view developmental appraisal as a form of formative evaluation. They believe that developmental appraisal (DAS) is meant to benefit them as educators. Appraisal leads to their professional growth and development. It also enhances their self-esteem and self-confidence. They view performance appraisal as democratic, open and transparent. They feel that appraisal is meant for their (educator’s) own benefit, the benefit of the learners and of the institution as a whole. It also helps to build morale. According to school management teams appraisal is desirable since it (appraisal) is a means of promoting the school’s ability to accomplish its mission of improving what it provides while at the same time seeking to maintain or enhance staff satisfaction and development. Clearly there is a difference in the perceptions of developmental appraisal system (DAS) between post level one educators and school management teams. School management teams are positive towards the system. It can be inferred they have already thoroughly grasped the concept and are aware of the value and impact of the developmental appraisal system (DAS). Whilst post level one (PL1) educators are negative towards the system and seem to lack knowledge and understanding of the importance of the system, post level one educators have suspicions and feelings of professional threat. They (PL1) seem to believe that the system is only meant for them and school management teams are only there to evaluate them. It will be remembered that school management teams (SMTs) are also subject to evaluation just like the post level one educators. Appraisal, thus enhances the quality of teaching and learning which is what the schools as organizations are meant for.

4.4 ASSUMPTIONS RESTATED

In the next section, the researcher restates the assumptions posed in Chapter 1 and gives responses to them.
Assumptions restated:

(a) Educators are unfavourably disposed towards performance based teacher appraisal and development.

(b) There is a link between performance based teacher appraisal and teacher development.

The researcher accepts the first assumption. The reason for this is that DAS has not yet been firmly implemented and while many educators seem not to be well acquainted with developmental appraisal system (DAS) and some have shown negative attitudes towards the systems, other educators and almost all the SMTs have indicated positive attitudes towards the system and its impact on teaching and learning.

With regard to the second hypothesis, the researcher confirms it. Some educators and all School Management Teams (SMTs) perceive there is a link between performance based teacher appraisal and educator development. Appraisal does provide lessons to the appraisee. These lessons foster the appraisee’s development.

Most responses from post level one educators seem to say that performance based teacher appraisal and development is summative or judgemental. Educators associate developmental appraisal with: pay, promotions, identifying weaknesses, control and ensuring accountability.

Responses from School Management Teams appear to be all saying that performance based teacher appraisal and development is formative or developmental. They relate developmental appraisal to professional growth and development, quality teaching, improving performance and to the improvement of learner education and to whole school development.
4.5 CONCLUSION

This chapter has dealt with the analysis and the interpretation of data. Frequency distribution tables were used to analyse the closed-ended responses while responses to open-ended questions were analyzed thematically following the actual responses from respondents.

The next chapter, will draw conclusions from the research and recommendations will be made.
CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aims of the study as well as the research questions were stated in the first chapter of the study. The previous chapter has attempted to respond to the research questions as well as assumptions presented by the study. Against the background of the study aims, questions assumptions and based on the data analysed in the previous chapter, this chapter draws conclusions from the whole study. On the basis of these conclusions, recommendations are made.

5.2 CONCLUSIONS

The following conclusions were drawn by the researcher from the study after the data was analysed.

5.2.1 There are Concerns and Confusion about Performance Based Teacher Appraisal

Most post level one educators in the study sample were found to be negative towards performance based teacher appraisal and development. About 70% of post level one educators felt that developmental appraisal does not help educators to develop as professionals. They disagreed that developmental appraisal finds ways to improve educator's performance. Most educators felt that they can do very well without developmental appraisal (DAS). There was a contradiction in item 2.10 (closed questions) and item 2.25 (open-ended questions) where educators felt that if the educator is appraisal and found to be good he/she does not necessarily get promotion. Whereas in item 2.10 71% of post level one educators agreed that performance based teacher appraisal will be used for promotion. This shows that educators are still not sure or clear about the developmental appraisal system. This could result in educators refusing to be appraised.
5.2.2 Performance Based Teacher Appraisal System is Important for Helping Educators Improve/Develop

All the school management teams in the study sample were in agreement that performance based teacher appraisal is important for helping educators improve/develop. They even gave positive explanations to back up their views. There was no contradiction between the school management teams' responses to closed-ended questions, Table 2 item 2.13 and 2.18 and open-ended questions items 2.25 and 2.27. The school management teams (SMTs) seem to see the value of performance based teacher appraisal and also seem to have a clear understanding of the system and its impact.

5.2.3 School Management Teams and Educators View Appraisal Differently

In terms of the analysis made in chapter 4, 81% of post level one educators disagreed that performance based teacher appraisal improves educators' performance for the benefit of the learners. Their responses to open-ended questions revealed that developmental appraisal is aimed at catching them out and not at improving education. This indicates that they view developmental appraisal as only meant to check on them so as to find their faults and weaknesses.

On the other hand, the school management teams (SMTs) feel that performance based teacher appraisal and development is a strategy to improve learners' education. According to school management teams (SMTs) developmental appraisal is meant to instill and also reinforce the culture of teaching and learning. All the school management teams maintain that developmental appraisal presents itself as a factor in the improvement of learner education. This further reveals that well performing educators are bound to produce well performing learners.
5.2.4 Performance Based Teacher Appraisal Identifies Barriers to Effective Teaching

The analysis shows that only 24.4% of post level one educators agreed that performance based teacher appraisal identifies barriers to effective teaching while, 18.3% were unsure and 67.3% disagreed. The researcher deduces that post level one educators are negatively disposed towards developmental appraisal system (DAS). This could be caused by the fact that the system has not yet been fully implemented in most schools. The lack of understanding could also be another cause. About 71% of school management teams saw developmental appraisal as identifying barriers to effective teaching. These barriers are then removed by the process of developmental appraisal which is aimed at assisting educators improve their performance.

5.2.5 Performance Based Teacher Appraisal and Development Helps Educators to Develop as Professionals

It was necessary to ascertain whether educators saw development appraisal as helping them (educators) to develop as professionals. Indeed all (100%) school management teams agreed that developmental appraisal does help educators to develop as professionals. With the post level one educators, only 18.3% of educators agreed, while 72.5% disagreed and 9.2% were not sure. This could result from lack of experience with the system. Most educators have not yet had the experience of being involved in the developmental appraisal process. They really do not know yet what goes on with the system. Thus workshops and information sessions are needed for post level one educators.

5.2.6 Developmental Appraisal Identifies Educators' Strengths

About 42% of post level one educators agreed that performance based teacher appraisal identifies educators' strengths while 48% disagreed. Quite a high percentage of 71.5% of school management teams felt that development appraisal serves to identify the strengths of the educators. This implies that development appraisal does not only look at or identify
educators weaknesses and faults. This approach to appraisal should serve as a motivational factor for educators. The system does not only look at the shortfalls like in the past.

5.2.7 Developmental Appraisal System is Part of a Whole Institutional Development

The analysis showed that 100% of school management teams were of the opinion that performance based teacher appraisal complements initiatives like Quality Assurance and Whole School Development which are aimed at developing the whole institution. Therefore the developmental appraisal system also helps schools to grow as learning organizations. The system ensures that educators are doing their utmost best in as far their performance in schools in which they serve is concerned. By so doing it also ensures that there is effective and efficient service delivery which develops schools as teaching and learning organizations.

5.2.8 The Attitude of Educators towards Performance Based Teacher Appraisal is Generally Negative

The researcher found that most post level one educators felt that the general attitude of educators towards developmental appraisal is negative. Educators do not want to be appraised. They pointed out amongst other things, that it is time consuming and is aimed at firing them. This is because the system is still new. The researcher therefore feels that all educators especially post level ones need to be empowered as far as developmental appraisal system (DAS) is concerned. Maybe the negative attitude and uncertainty is caused by the lack of knowledge and understanding.

5.2.9 School Management Teams and Post Level One Educators perceive Developmental Appraisal to be Encouraging Self Appraisal by Educators

It was also necessary to find out if developmental appraisal does encourage self appraisal by educators. The developmental appraisal process is incomplete without educator self appraisal. Responses indicated that 58.6% of post level one educators and 64.3% of school
management teams were of the opinion that developmental appraisal encourages educator self appraisal. Educators seem to be in favour of self-appraisal. The researcher feels that educators prefer self appraisal to being appraised by the appraisal panel.

5.2.10 Developmental Appraisal will be Used to make Decisions about Pay

The analysis showed that 74.1% of post level one educators agreed that performance based teacher appraisal will be used to make decisions about increase of salaries while 3.8% were not sure. The remaining (22.1%) of educators disagreed with the statement. With the school management teams, 78.6% disagreed and 21.4% of school management teams were not sure. There were no school management teams who agreed with the statement. This could be caused by the dissatisfaction of educators with their salaries and also lack of information about the purpose of developmental appraisal.

5.2.11 Performance Based Teacher Appraisal Helps with the Monitoring of Educators’ Work

All the school management teams and 76.3% of post level one educators were of the opinion that developmental appraisal helps with the monitoring of educators’ work. The system ensures that educators do their work effectively and with efficiency. The system strives towards excellence.

5.3 RECOMMENDATIONS

5.3.1 Recommendations Directed to Educators

(a) Educators must develop their understanding of Developmental Appraisal

For educators to be well informed about the developmental appraisal system, they need to request the school management teams to conduct workshops for them. Educators can also liaise with other educators who seem to understand the process. They must also read
manuals and even books on performance based teacher appraisal. They must be prepared to explore the process by actually getting involved in it and see how it works. Educators must bear in mind that the development appraisal system (DAS) is part of change and that they (educators) cannot run away from change. Thus they must recognize that improving educators' skills requires them to change their behaviour and attitudes. The initial stages of any substantial change always involve anxiety and uncertainty. Change involves learning new skills through practice and feedback which increases knowledge and is also developmental. Educators need to change their attitudes and thinking because DAS is a very complex process.

(b) Educators must learn to accept that they are now at the centre of school action programmes

The new developmental appraisal system (DAS) has to do with the devolution of some of the inspection tasks to the school level. The positive side to this devolution of control to the school level is a change in the approach to quality improvement, which consists in putting the educator at the centre of school for action and development programmes. Educators must learn to move with the tide. They (educators) are now responsible for managing and running their school efficiently.

5.3.2 Recommendations Directed to School Management Teams (SMTs)

(a) School management teams must arrange for educator development on DAS

School management teams need to expose educators to the system by conducting workshops for educators. After the educators have been capacitated school management teams must create an environment conducive to appraisal. They must make the developmental appraisal system transparent. The school management teams should learn to be consultative and transparent in their activities and accountable to educators as well as their immediate superiors. Their roles should become developmental rather than judgemental, and they should be encouraged to adopt participatory management styles. School management teams must design change management workshops since DAS is also
about change. Such workshops must ensure that educators see developmental appraisal as developing them, making them better educators.

(b) Educators must be involved in the implementation of DAS

School management teams must try to secure the commitment all the staff members. They can only do this if they (SMTs) themselves are committed to the system. The school management teams must work hand in hand with the school development teams (SDTs), which is sort of a steering committee of the whole process at school.

The school management teams (SMTs) and the school development teams (SDTs) must devote adequate time and resources to designing and implementing the developmental appraisal system with clear objectives, whose functions are perceived as legitimate and salient. There should be collegiality and staff members should own the process, Wragg (1987:3) confirms this point when he mentions that one important way of ensuring that appraisal is not rejected out of hand is for teachers to feel involved in the process of decision making. The SMTs must develop team spirit among the staff members which may eventually make the educators to view DAS positively. In the end it is the educators, together with the school management team who have to deliver the goods. Without their commitment nothing happens. Educators should be encouraged and empowered to themselves assure the quality of the services which they have to deliver.

(b) School Management Teams (SMTs) must pursue appraisal comprehensively

The school management team together with school development teams should ensure that initial appraisal is not an end in itself, but follow up should be made on the appraisee’s progress after implementing and carrying out the developmental programmes. The appraisee’s developmental appraisal system should be implemented in a sensitive way, not just in a hamfisted manner. It should be seen to be part of a coherent process of whole school improvement emphasising quality of teaching resulting in improved learning opportunities for both learners and educators. This point is further pursued in 5.3.3 below.
(c) **There must be school policy on DAS**

It is responsibility of the school management teams (SMTs) to see that there is a school policy for developmental appraisal. Educator development programmes which include everyone should be in place. The developmental appraisal programme for all educators should be jointly planned.

The twenty-first century should witness the continuing implementation of the changes initiated in the late twentieth century, that is 1998/1999. All educators should bear in mind that career development is a life-long activity which is what professionalism entails. While none of the samples questioned had any problems with manuals on DAS, it is the researcher's view that these can be made more user friendly to assist in educator development.

5.3.3 **RECOMMENDATIONS DIRECTED TO DIRECTORS OF EDUCATION**

(a) **Directors of Education should ensure that educators understand DAS accurately**

While the focus of the study is educators and SMTs, the support of senior officials is important. For this reason there should be workshops for post level one educators conducted by departmental officials so that they (post level one educators) also receive first hand information. The researcher feels that the confusion on the part of post level one educators about DAS is caused by the fact that the information that they receive from their school management teams is sometimes distorted since it is second hand information.

(b) **The Department of Education must maximise stakeholder ownership of DAS**

For DAS to be successful all stakeholders involved including those at grass level should have an input into what is coming out so that there is a sense of ownership of the whole
system. Once everybody owns the process, a way forward is clear. The appraisal system
designed should be flexible enough to adjust to the needs of individuals and institutions.

6. CONCLUSION

This chapter has drawn conclusions and made recommendations on the study. The study
focused on performance-based teacher appraisal and development. However, the results of
this study cannot and should not be generalized to the whole province of KwaZulu-Natal,
because educators and school management teams in other districts and even regions of
KwaZulu-Natal may view and perceive developmental appraisal differently. Since
developmental appraisal (DAS) is still new and there seems to be confusion about it at the
moment, maybe by the time another research is conducted, the new appraisal system will
have been completely and successfully implemented. Hence it is necessary that research is
conducted in other parts of the province in order to get a clearer picture. The researcher
feels that further research could be undertaken whereby comparisons between primary
schools and secondary schools are made.
REFERENCES


P.O. Box 1153
Seaglen Gardens
ROSSBURGH
4094

Dear Mrs S.S. Goba

PERMISSION TO CONDUCT RESEARCH: INANDA DISTRICT


2. Permission is hereby granted to conduct research along the lines of your proposal.

3. You are to make your own arrangement regarding access to schools in your sample. Ensure that teaching and learning are not negatively affected by your project.

4. I take this opportunity to wish you well in your studies.

Dr GN MSIMANG
DISTRICT MANAGER
Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am presently busy with a M.Ed dissertation, ‘Performance Based Teacher Appraisal and Development’.

I am requesting access to some of the schools in your district in order to carry out an investigation regarding the above topic. You are assured that the study will not in any way interfere with the normal running of the school. Teachers will be requested to complete the questionnaires at home.

Thanking you in advance,

Yours faithfully

S.S. GOBA
The Principal

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am conducting a research study entitled: 'Performance based teacher appraisal and development'. Your school has been selected to participate in the research programme.

I hereby seek your permission and assistance to administer the enclosed questionnaires to the teachers in your staff. I am fully aware that in asking for your co-operation I am adding to your already considerable administrative burden. However, I hope that this study will make a meaningful contribution towards the resolution of problems experienced by teachers with developmental appraisal (DAS).

In anticipation, thank you for your kind assistance.

Yours faithfully

S S GOBA
Dear Colleague

You are earnestly requested to complete the questionnaire in full and return it to the researcher, author of the questionnaire. The purpose of this questionnaire is to investigate “The Role of Performance Based Teacher Appraisal and Development”. The research is in part fulfillment of my M.Ed degree carried out at the University of Zululand (Durban-Umlazi Campus) under the supervision of Prof RPG Ngcongo.

The respondent will remain anonymous and the research will be treated with strict confidentiality. The researcher offers to share the findings with any interested parties.

Thank you for your participation.

SECTION 1

Please indicate by means of a cross in the square (e.g. ☑️ )

The respondent is teaching in a:

- Primary school
- Secondary school

SECTION 2

Encircle a number to indicate your opinion on the following questions (e.g. 3 )

5 = Strongly agree  4 = Agree  3 = Not sure
2 = Disagree       1 = Strongly disagree

PERFORMANCE BASED TEACHER APPRAISAL

2.1 Improves educator performance for the benefit of the learners

5  4  3  2  1

2.2 Helps motivate educators

5  4  3  2  1

2.3 Gives educators direction for future performance

5  4  3  2  1
2.4 Improves educators’ performance
5 4 3 2 1

2.5 Encourages self appraisal by educators
5 4 3 2 1

2.6 Helps with identifying development needs for educators
5 4 3 2 1

2.7 Will be used to make decisions about pay
5 4 3 2 1

2.8 Identifies incompetent educators
5 4 3 2 1

2.9 Identifies educators’ strengths
5 4 3 2 1

2.10 Will be used for promotion
5 4 3 2 1

2.11 Increases job satisfaction and fulfillment
5 4 3 2 1

2.12 Helps with the monitoring of educators’ work
5 4 3 2 1

2.13 Helps educators to develop as professionals
5 4 3 2 1

2.14 Makes educators accountable for their work
5 4 3 2 1
2.15 Ensures that educators are giving value for money
5 4 3 2 1

2.16 Identifies barriers to effective teaching
5 4 3 2 1

2.17 Recognises good achievement by educators
5 4 3 2 1

2.18 Finds ways to improve educators’ performance
5 4 3 2 1

2.19 Gives an educator an opportunity to discuss his or her work objectively
5 4 3 2 1

2.20 Is transparent
5 4 3 2 1

KINDLY RESPOND TO THE QUESTIONS BELOW IN WRITING

2.21 What impact does performance based teacher appraisal have on improvement of learners’ education?

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2.22 How democratic is the development appraisal of teachers? Give examples.

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