

**TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT:  
A COMPARATIVE ANALYSIS OF THE PERCEPTIONS OF  
TEACHERS, PRINCIPALS AND INSPECTORS  
OF EDUCATION**

by

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A thesis submitted to the Faculty of Education  
in partial fulfilment of the requirements for the degree of

**DOCTOR OF EDUCATION (D. Ed)**

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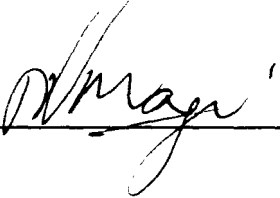
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## DECLARATION

I, **STEPHEN KHEHLA NDLOVU**, declare that this research study: **TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT: A COMPARATIVE ANALYSIS OF THE PERCEPTIONS OF TEACHERS, PRINCIPALS AND INSPECTORS OF EDUCATION** is my own work both in conception and execution, and that all sources that have been used or quoted have been indicated and acknowledged by means of complete references.

Signature: \_\_\_\_\_

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**STEPHEN KHEHLA NDLOVU**

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S.K. Ndlovu  
January 1997

## ABSTRACT

This study was designed to investigate different perceptions held by respondents about the quality and impact of evaluation on teachers' work, behaviour and attitude to their work. The second aim was to examine different perceptions of respondents to factors of teacher evaluation that promote positive, meaningful and successful teacher evaluation. Lastly, the study aimed to determine whether personal variables such as gender, race, age, teaching experience and qualification have influence on perceptions of teacher evaluation. These perception are important in designing an evaluation system because they indicate teachers' willingness to participate and be evaluated.

The data was gathered by means of a questionnaire from teachers, principals and inspectors of education in KwaZulu-Natal north coast. The researcher divided the sample into three groups, that is, teachers, principals and inspectors of education. The researcher used a cluster or multistage sampling design to select the sample of teachers, principals and inspectors of education. Three questionnaires were administered to the respondents.

To achieve the above, the researcher used a causal-comparative research design. The One-Way Analysis of Variance (ANOVA) and the Scheffé Test of Multiple Comparison were utilised to determine statistical significant differences among the three groups

The major findings of the study are the following:

- teachers, principals and inspectors of education differ in their perception of the overall quality of teacher evaluation.

- teachers viewed the evaluation process as having a positive impact towards teachers' attitude about their work, behaviour, teaching strategies, and their understanding of teaching and learning, while principals and inspectors of education saw the evaluation process as having little impact.
- gender and age have no influence on perceptions of evaluation, while racial group, teaching experience and qualification have a significant influence in the way teachers, principals and inspectors of education perceive teacher evaluation factors.
- the respondents not involved in the evaluation process differed significantly in their perception than those involved. However, there were no differences with regard to evaluator perception; information gathered; feedback from evaluation and context of evaluation in relation to the respondents' involvement.

The recommendations of this study are:

- it is necessary to consider the performance management system in order to achieve maximum results to improve teachers' performance: appropriate selection of teachers for specific tasks, their induction and probation, on-the-job-training, supervision and management, performance evaluation, incentives and rewards, and management of under-performance.
- that the role of teachers, principals and inspectors of education in the evaluation process needs to be restructured and clarified in such a way that teachers understand the purpose of evaluation and the criteria for evaluation. Teachers' views and concerns should be sought during the development of evaluation instruments.

Finally, a training programme for evaluators should be developed so as to equip them with evaluation skills necessary to conduct effective evaluations. The programme has to involve teachers, heads of departments, deputy or vice principals, subject advisors and inspectors of education so that all concerned are aware of what is expected of them.

## **DEDICATION**

This work is dedicated to my parents  
**JOHN AND EUNICE SIPHIWE NDLOVU**  
for their effort in sending me to school and  
their determination to bring me up to  
survive to be what I am today.

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## CHAPTER ONE

### ORIENTATION TO THE STUDY

#### 1.1 INTRODUCTION

Improving the quality and productivity of education is the ultimate goal of all teachers, principals and school inspectors. This principle has been a critical issue for all departments of education in South Africa and all over the world.

The mission of all teachers, principals and inspectors of education is to improve students' learning. Part of this task is performed through the maintenance of established standards by all teachers. These standards are the basis for the evaluation of teachers. They also help improve teachers' level of performance and contribute to their professional development.

Over the years, teacher evaluation has been a thorny issue among teachers, principals and inspectors in education (Black and Stobbe, 1993). This is mainly because teachers and administrators have different perceptions of teacher evaluation and professional development. At times, administrators "consider evaluation of teachers a tiresome chore" while "teachers dread seeing principals coming into their classrooms carrying a clipboard" (Black and Stobbe, 1993: 98). Moreover, Johnson (1993: 205) re-emphasises teachers' concerns by stating that:

... teacher evaluation is not perceived as a positive process for facilitating the growth and development of the teaching staff, but rather as an arm of "scientific management" for assuring that teachers comply with the system's expectations.

These perceptions have, in some cases, led to disagreement on the role of each educator in the evaluation process as well as in the professional development of teachers.

In the United States of America, Australia, and United Kingdom (particularly England and Wales), teachers, principals and school inspectors have taken the initiative in restructuring the evaluation system. Teachers in particular, have moved toward involving themselves in planning and monitoring their own evaluations. They no longer accept "one judge, one jury" teacher evaluation from administrators (Black and Stobbe, 1993:39). Although all these efforts have proven to be successful in some cases, the purpose of evaluation still remains a problem. The problem exists mainly in the relationship between teacher evaluation and professional development.

Equally important in teacher evaluation is adequate understanding and recognition of teachers as developing adults. Levine (1993: 223) argues that teacher evaluation can be successfully utilised to enable teachers to grow professionally by using a developmental theory.

Perhaps, the problem of the relationship between teacher evaluation and professional development exists because of lack of consensus among teachers, principals and inspectors of education on the outcome of evaluation. There is also no agreement about how evaluation should be utilised. The outcome of evaluation can either be to improve the quality of teaching by

developing the teacher, that is, formative evaluation or weeding out incompetent teachers, that is, summative evaluation. Bent (1993), in his study of the effect of role of perceptions of teachers, principals, superintendents and board members, on evaluation, found that these educators did not share many perceptions on teacher evaluation. Neither did he find consensus on the purpose of evaluation among his respondents. School board members and teachers were less positive about most aspects of teacher evaluation than were principals and superintendents. All groups, however, agreed that there should be a link between professional development and teacher evaluation.

Professional development as a target for evaluation depends on a number of factors as cited by Rindler (1994: 110-115):

- usefulness of suggestions and persuasiveness of rationale provided by the evaluator
- credibility and trust of the evaluator
- quality of ideas and information contained in feedback

In agreement with factors cited by Rindler (1994), Nielsen (1993) made two observations regarding teacher evaluation. Firstly, he observed that teachers reported more professional growth and development where trust between the evaluator and the teacher was evident. Secondly, he suggested that a clearly defined purpose of evaluation was seen to be more productive.

Teachers, as professionals, have the desire to grow but at times they are inhibited by structural or organisational barriers. These barriers may restrict the implementation of new ideas. Duron (1994) found that experienced teachers had the desire to grow but were restricted by organisational demands such as adherence to the syllabus, pressure from principals, who restricted their

implementation of new ideas and lack of the administrative support they need for professional growth. In most cases, teachers are evaluated and told to develop themselves without any assistance from the principal or school inspector.

Numerous assumptions can be deduced from the above. Firstly, that there is lack of agreement between teachers and administrators on their role in the process of evaluation for professional development. Secondly, that they have different attitudes and perceptions about the purpose of teacher evaluation. Thirdly, that teachers believe that certain organisational barriers restrict their professional development and growth. Lastly, that teachers are convinced that there is a relationship between professional development and growth such as emotional growth, physical growth, physiological growth, etc.

## **1.2 STATEMENT OF THE PROBLEM**

The South African education system is presently undergoing changes. At present, the old policy on teacher evaluation still guides the evaluation of teachers. This policy is likely to be one of the aspects of education which will be changed in the near future.

The South African teacher evaluation policy is stated in the South African National Education Policy (SANEP-NATED: 1987/11) publication as well as in the Department of Education and Training Guide for Principals (DET: 1990). The policy as stated in these documents provides for the evaluation of teachers on probation, promotion and merit awards.

A newly appointed teacher undergoes a one year probationary period during which he or she is evaluated by the principal of his school at the end of every three months. These evaluations are meant to confirm or reject the teacher's permanent appointment at the end of the year.

Teacher evaluation for "merit award" has been in place since 1980 (Ndlovu, 1993:45). Merit awards are applicable to teachers in post level one. These are monetary awards in a form of an advancement in salary notch to high achievers. However, teachers are dissatisfied with these awards because only a few teachers could receive them in any one year. As the SANEP document (NATED 87/11:29) clearly states:

The cut-off for achievement recognition is determined in such a way that, about 25% of the CS (College/School) educators can qualify for it.

Teachers on permanent posts, can apply for promotion post as they are advertised in the department circular minutes from time to time. These posts are categorised as follows: head of department, vice or deputy principal and principal. Teachers main area of concern regarding evaluation for promotion is the limited number of promotion posts available. The second aspect of teachers' concern is lack of professional development or growth in the evaluation process itself.

To date, the type of teacher evaluation provided for in this country is mainly summative since it does not cater for the professional development of the teachers. Teachers have also shown great dissatisfaction with this form of evaluation. Their main complaints have been the lack of consultation and the

secrecy that surrounds this type of evaluation as well as the inadequate training of evaluators (Pillay, 1991). As a result, the South African Democratic Teachers Union (SADTU) has embarked on a pilot project to overhaul the whole evaluation system (SADTU News, 1996). SADTU envisages an evaluation system that takes into account three categories of evaluation such as career development, merit awards and promotion.

Due to the above mentioned dissatisfactions, the present researcher set out to investigate whether teachers, principals and school inspectors in KwaZulu-Natal are likely to exhibit any differences in their perceptions of teacher evaluation and professional development. Therefore, the researcher attempts to examine and compare the perceptions of teachers, principals and inspectors of education in various aspects of teacher evaluation and professional development.

### **1.3 MOTIVATION FOR THE STUDY**

Teachers, principals and inspectors of education seem to lack consensus on what professional development is in relation to teacher evaluation. This study was prompted by the lack of understanding and agreement between the evaluators and evaluatees on the intended outcome of teacher evaluation.

Teacher evaluation studies which have been conducted in South Africa have mainly concentrated on evaluation for probation, promotion and merit awards amongst teachers in racially segregated education departments (Jarvis, 1982 and Pillay, 1991). Pillay's study aimed at detailing the evaluation procedures

that are used in Indian schools, at critically analysing the House of Delegates evaluation procedures and at considering the views expressed by teachers, principals and superintendents in the House of Delegates about teacher evaluation. He found that the evaluation procedure used in Indian schools was not well received by teachers and principals. He identified a need for separate evaluation procedures for purposes of professional development, merit awards and promotion.

The research studies mentioned above played an important role in illuminating the need for development of an evaluation system which includes professional development of teachers. Such an evaluation system is important and it can play a role in improving the quality of education in South Africa. How teachers, principals and inspectors of education perceive such an evaluation system is what the present researcher intends to find out.

#### **1.4 DEFINITION OF TERMS**

The following terms, defined in this section, are used frequently in this study: teacher evaluation, professional development and perception.

##### **1.4.1 Teacher evaluation**

The term teacher evaluation is in the United Kingdom and Australia sometimes referred to as appraisal while in the United States of America, the term

evaluation is preferred. In this study the two terms are used interchangeably in their applicable contexts.

Randell (1972:16) defines staff appraisal:

... as any procedure which helps the collecting, checking, sharing, giving and using information collected from and about people at work for the purpose of adding to their performance at work.

Randell sees evaluation as some form of help in collecting, checking, sharing, giving and using evaluation information for the benefit of the a teacher. The idea of “collecting” suggests that there should be a variety of instruments to be used to collect such information. However, he does not specify clearly what instruments should be used. The concept of checking suggests that all information gathered needs to be verified thoroughly before any decisions are made on how to use it. Once the information has been gathered, it needs to be shared among peers and superiors for the benefit of the teacher concerned. Such sharing of information suggests that a teacher should be given adequate feedback to enable him to change certain behaviours. The purpose of such a process of evaluation, according to Randell, is not to punish but to add on a teacher’s performance.

The above definition also avoids a judgmental approach to the evaluation of teachers. It contradicts that of the former Department of Education and Training (DET) which in its Manual for Evaluating and Grading Teachers which defined evaluation:

... as a process by which the evaluator judges a person and what he does, compares his findings with accepted life values or prescribed norms and passes judgement.

Such a definition clearly reveals that the DET saw evaluation as a process of judgement. Furthermore, the DET attempted to “compare” “findings” during the evaluation with “accepted life values.” According to this researcher, these life values may be difficult to define since they are associated with political, social and economic values. Thus it may be difficult for any evaluator to pass judgement on individual teachers on the basis of different and subjective values.

Bradley (1991:32) sees teacher evaluation as a tool that is used to:

... enhance the professional development of the individual and to see it as a way of ensuring that the support mechanisms available are appropriately matched to the individual needs of a teacher.

Bradley's definition of evaluation concentrates on the development of teachers.

It assumes that support mechanisms are available and can be enhanced by the use of evaluation. According to Bradley, evaluation should be matched with individual teachers' needs in order to be effective. To do this, support mechanisms such as in-service and in-house development programmes should be made available.

One should note that the evaluation of teachers tends to serve two purposes, that is, summative and formative. On the one hand, summative evaluation is mainly directed towards career decisions. Such evaluation is carried out in order to reward superior performance (merit awards), to confirm appointments

of teachers on probation, to recommend dismissal of incompetent teachers, to recommend pay increases and for promotion. Ndlovu (1993:21) asserts that summative evaluation is a “judgement of instructional effectiveness for a purpose other than helping teachers to decide how to teach, but rather to assist in administrative decisions.” Formative evaluation on the other hand is basically concerned with the improvement of the individual’s teaching practice. Teachers with problems or who experience problems in their teaching activities are assisted by being provided with in-service training in those areas that give them difficulty, counselling in organising, designing or planning and presentation of their lessons in an effective way.

Research on teacher evaluation based on summative purposes indicates that it poses a threat to and is a source of discomfort for teachers (Ndlovu, 1993). In this study the formative aspects of teacher evaluation are emphasised. Such a strategy sees evaluation as a tool for professional development of teachers either as individuals or as a group. Furthermore, the study adopts Randell’s definition of evaluation because it indicates that evaluation should benefit not only the poor performer but good teachers as well.

Therefore, for purposes of this study teacher evaluation is the process by which the evaluator and the teacher meet at certain agreed times to review the performance of the particular teacher in accordance with agreed criteria in order to develop an effective programme to enhance the professional development of the teacher by utilising available support mechanisms.

## **1.4.2 Professional development**

Before we define the term “professional development” as it will be used in this study, it is necessary to critically explore some scholars’ conceptions of the term in the field of education.

Valentine (1992:4) defines professional development as a:

... process for professional improvement that includes identifying performance expectations, documenting performance, conferencing about performance, and making personnel decisions based on performance.

According to this definition, professional development is a “process” which is on going and not an end in itself. The implicit assumption is that a number of steps need to followed for it to be successful. The outcome of the activity of professional development is clear, that is, improvement of performance and meeting performance expectations. Valentine’s definition suggests that for professional development to be successful performance expectations should not be haphazard, but should be decided upon by those involved in the process. Unfortunately, Valentine’s definition of professional development, lacks explicitness regarding the type of personnel decisions to be made - whether these are career or formative decisions.

Duke and Stiggins (1990:117) see professional development as:

... the process by which minimally competent teachers achieve higher levels of performance and expand their understanding of self, role, context, and career.

Like Valentine, Duke and Stiggins (1990) acknowledge that professional development does not occur only once but is a process. They believe that it involves the collection of data to assist teachers who are minimally competent to continue to grow and develop professionally. In such professional development teachers must be able to reflect on themselves regarding their roles within the teaching and learning contexts. However, by concentrating only on minimally competent, this definition ignores the question of the whole staff.

Both of the above definitions of professional development concur with the notion that professional development does not occur once but is a process. They are also in agreement with the purpose for which professional development is intended, that is the improvement of teacher performance. But, neither indicates clearly who should provide such development activities.

However, this study, acknowledges their view that professional development implies a process of interaction between the teacher and the evaluator which intends to help the teacher structure his or her developmental aims so as to improve the quality and delivery of his or her teaching task.

### **1.4.3 Perception**

The term “perception” is used to refer to the five senses and other faculties of comprehension beyond the senses such as understanding and experience.

## **1.5 AIMS OF THE STUDY**

The following aims of the study were developed:

- a) to determine whether personal variables of respondents such as gender, race, age, experience and qualification have an influence by their perception of teacher evaluation.
- b) to examine perceptions held by teachers, principals and inspectors of education with regard to the overall quality and impact of teacher evaluation.
- c) to examine differences in perception of teachers, principals and inspectors of education with regard to various factors which promote positive, meaningful and successful teacher evaluation and professional development.

## **1.6 SIGNIFICANCE OF THE STUDY**

A number of studies on teacher evaluation have been conducted in South Africa, but very few have concentrated on the comparison of perceptions of teacher evaluation and professional development by teachers, principals and inspectors of education. This study provides an understanding of how teachers, principals and school inspectors view those factors that promote positive, sensible and successful evaluation. Furthermore, this study helps

identify those factors that teachers, principals and school inspectors view as attributes in the promotion of professional development. This study also attempts to contribute to the renewed effort by the DET and Teacher Unions to develop an effective and acceptable teacher evaluation system.

### **1.7 LIMITATIONS OF THE STUDY**

Certain limitations need to be taken into account in this study. First, the researcher would like to note that this study does not concentrate on summative evaluation such as merit awards, probation and promotion but on formative evaluation. It concentrates mainly on evaluation for professional development. Second, one should note that not all categories of teachers and principals are included in the study but only those who teach or head at secondary schools. Third, the vastness of the KwaZulu-Natal province poses a problem for the researcher who could not visit all the schools and inspection circuits in the province. Fourth, although some areas may be included in the study sample due to violence, the researcher found it difficult to visit them.

### **1.8 ORGANISATION OF THE STUDY**

In Chapter One, the researcher discusses the statement of the problem, motivation for the study, aims, definition of terms, the significance of the study and limitations of the study.

Chapter Two covers teacher evaluation and its relationship to professional development, in particular, how teachers and administrators view this

relationship. Furthermore some approaches, which have been adopted to improve the role of teacher evaluation in professional development are discussed.

Chapter Three provides a discussion of teacher evaluation in KwaZulu-Natal. This Chapter also looks at new developments in the field of teacher evaluation in the new South Africa.

Chapter Four concentrates on research methodology. This includes the survey, procedures for scoring and analysing data, hypothesis to be tested, subjects for the study, validation of the survey instrument and the procedure for the execution of the study.

Chapter Five presents a discussion of the descriptive and statistical data analysis.

Chapter Six concentrates on the interpretation of the findings.

Chapter Seven reviews the study, draws conclusions, recommendations and provides directions for future research.

## CHAPTER TWO

### **TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT**

#### **2.1 INTRODUCTION**

This Chapter discusses the context, evaluation theory as well as the purpose of teacher evaluation and professional development. It then review earlier studies in teacher evaluation and professional development focusing on various approaches, staff development and methods of evaluation. The discussion of the context and purpose of teacher evaluation provides a theoretical base and an understanding of the developments in teacher evaluation.

#### **2.2 THE CONTEXT OF TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT**

The context of teacher evaluation and professional development should be understood within the school situation. Teachers, principals and inspectors of education can benefit as individuals or as a group from evaluation. The school itself stands to benefit from their improved performance.

The professional development of teachers has become an increasingly important issue within the current agenda and debate on teacher evaluation. Teachers' and administrators' expectations about teacher evaluation for professional development appear to be high, especially in the United States of America (USA), and the United Kingdom (UK), as demonstrated by the time, effort and money invested in these countries in attempts to design the best evaluation system (Darling-Hammond, Wise and Pease, 1983; Cangelosi, 1986; Scriven, 1988).

A few years ago, in the USA, different states initiated a significant number of evaluation systems with a view to improving the quality of teaching and learning. States, such as Florida, Mississippi, Missouri, Texas, Georgia, Delaware, Michigan, Virginia and many others, required counties or school systems to design their own systems. In most cases, systems of evaluation that came about were mainly summative in nature, but over the years they have shifted their emphasis towards professional development (McKinney, 1990; Valentine, 1992; Krupp, 1993). However, the shift was driven by a high demand on the part of teachers for evaluation systems to concentrate more on professional development, and by the emergence of literature and research studies on teacher development (Hargreaves and Fullan, 1992).

In the United Kingdom, the government has by providing a National Framework to all Local Education Authorities made teacher evaluation or teacher appraisals, as they call it, mandatory since 1990 (Poster and Poster: 1991). Historically, the major purpose of evaluation in the United Kingdom can be seen as falling within two broad categories:

- a) maintaining clear direction and purpose in the school.
- b) evaluating how the organisation's staff resources are being utilised by developing, and improving the skills and career prospects of individual staff members (West and Bollington, 1990: 48).

Efforts by Britain have also proved to be more directed towards using evaluation for professional development of teachers through creating a climate conducive to staff development within their evaluation system.

In the Republic of South Africa, the reverse of what is happening in other countries is common. Teacher evaluation in this country is often concerned with career decisions. There is significant lack of a strong relationship between teacher evaluation and staff development: merit assessment system introduced in the early 1980's was designed to provide financial rewards to "deserving" teachers and supposedly improve the quality of teaching. However, the system did not improve the quality of teaching as noted by Jarvis (1982) and Pillay (1991). Furthermore, Mda (1989) observed that teachers in her study of the Department of Education and Training showed a strong disapproval of the evaluation system.

### **2.3 TEACHER EVALUATION THEORY**

Teacher evaluation theory is divided into four groups of models, that is, presage models, process models, product models and contextual models (Feldvebel, 1980).

### **2.3.1 Presage model**

The presage model takes into account teacher's sex, age, race, social status, general and professional education as predictors of teaching effectiveness (Mitzel, 1960). These factors are considered appropriate largely on the basis of common sense appeal since they are far removed from student achievement outcomes. However, Peterson (1964) found supporting evidence for the presage model. He found a strong contrast between older and younger female teachers with respect to academic standards, attitudes of pupils, types of teaching objectives and professional ideals.

Related to the above characteristics, teachers' psychological traits, motives, abilities, acquired skills, friendliness and orderliness have also been assumed to have an influence to teacher competence.

The problem with presage model, is that teacher traits tend to be situational and not universal in their prediction of teacher competence. Feldvebel (1980) argues that:

... there may be some predictive value in accounting for variations in teacher performance on the basis of traits or formative experience, the literature is not conclusive and therefore generalisations are risky (Feldvebel, 1980: 417).

This suggest that the use of a presage model in evaluation of teachers should be approached and used with caution.

### **2.3.2 Process model**

While the presage model takes into account teacher traits in evaluation, the process model concentrates on teacher and student behaviours in the classroom. The use of teacher and student behaviours in evaluation is sought because of their mediating effects on educational outcomes. The process model is based on the assumption that teachers' actions and what they say in the classroom constitute a major part of teacher effectiveness. At the same time, the reactions of pupils to the behaviour of the teacher is to some degree a measure of teacher effectiveness.

The process model is designed not to rate teachers but to provide feedback to the teacher with regard to learning processes under way in the classroom, and thereby increase awareness and create readiness for behaviour modification.

The use of the process model in evaluation of teachers tends to present problems because pupil behaviours may be a result of their formative experience and traits, hence beyond the control of the teacher. However, the non-judgmental and descriptive characteristics of the process model provide a base and opportunities for evaluation designed to promote teacher growth and development.

### **2.3.3 Product model**

The product model is also an outcomes based model. It is similar to the process model because they both use student outcome as a measure of teacher success in their teaching (Feldvebel, 1980: 417). But, the product model depends upon the change in the behaviour of the pupils rather than the mediating or interacting behaviours of both teachers and pupils. It does not take into account teacher actions in the classroom.

Pupil behaviours present a problem for the product model when used in the evaluation of teachers because they are affected largely by their socio-economic factors which are beyond the teachers' control.

#### **2.3.4 Contextual model**

The fourth model is the contextual model. The assumption is that teacher and pupil behaviours are largely influenced or affected by institutional arrangements within the school, the societal expectations and classroom interactions or arrangements (Feldvebel, 1980: 418). The classroom is under the control of the teacher but external factors such as class size, physical setting, supplies or equipment and make up of the class, are not equally influential than the teacher. However, very few evaluation systems take into account these institutional arrangements.

In the light of the above review of teacher evaluation theory, it shows that models for evaluation and improvement of teaching vary greatly and depend on:

- a) the important teacher attributes which contributes to effective teaching.
- b) the aspects of instructional processes which account for desired outcomes.
- c) the criteria each model utilises to achieve desired results.

Above all, the evaluation models indicate that general and specific standards of teacher effectiveness should be clarified and spelled out to the teacher and evaluator. This allows for a common understanding of what is expected. These models, especially the contextual model, suggest that the conditions of work should be reviewed and be part of the evaluation process. By bringing the conditions of work in the evaluation

process, there will be an increase in greater flexibility in each teacher situation.

## **2.4 OUTCOMES BASED MODELS**

The most intriguing models are the process and product models because they are both outcomes based. The two warrant further discussion based on Manatt's (1976) "Mutual Benefit Evaluation" and Redfern's (1980) "Management by Objectives Evaluation." The two models are characterised by goal setting, teacher involvement in the process, centralised teaching standards and criteria (Darling-Hammond, Wise and Pease, 1986: 231).

Manatt's model ( Darling-Hammond, et al: 231) has four steps:

- a) the school board and administration determines criteria for minimum acceptable teaching standards.
- b) a diagnostic evaluation is performed to assess each teachers; present status against the minimum teaching standards. The evaluation includes pre-observation conference with the teacher, teacher's self evaluation, classroom observation, and post-observation conference.
- c) on the basis of the evaluation, job targets for the teacher's performance improvement are set with the co-operation of the teacher.
- d) reevaluation to see if improvement targets were met and new targets are set.

Manatt's model attempts to improve not only teacher performance, but the school programme and administration.

Redfern's model (Redfern, 1980; Darling-Hammond et al, 1986) also consists of four stages:

- a) teachers' responsibilities are established by the school authority.
- b) the teacher and the evaluator jointly establish individual objectives based upon the responsibilities of the teacher, an action plan to be attained desired objectives, and measurable progress indicators are decided upon.
- c) diagnostic evaluation rather than summative evaluation is used to monitor the teacher's action plan.
- d) assessment of the observation results is done by the evaluator who then meets with the teacher to discuss progress and set new or additional objectives.

As mentioned earlier, both models are outcomes based but differ with regard to the point at which teachers are brought into the evaluation process. Redfern's model emphasis teacher involvement at an early stage especially the establishment of objectives, action plans and measurable progress indicators. This model fosters professionalism. Unlike Manatt, whose model seems to delegate professional decisions to supervisors while Redfern's model fosters professionalism.

The critics of the above models argue that goal setting models place too much emphasis on measurable objectives and the require large investments in time and money (Iwanicki, 1981 and Darling-Hammond et al, 1986). Most evaluation systems do not have such investments, but the results in teacher competence, effectiveness and improved change in pupil behaviours may exceed the investments. Hence, in the RSA, there is a great need for the use of the outcomes based models.

This study attempts to consolidate the process, product and contextual models to achieve an encompassing model of evaluation that takes into account all factors which influence professional development.

## **2.5 PURPOSE OF TEACHER EVALUATION**

The evaluation of teachers tends to influence professional development and career decisions. Turner and Clift (1988:10) agree with Randall that the evaluation of teachers is either "formative" or "summative". Formative evaluation serves the purpose of professional development through which the improvement of the individual's practice is envisaged. Cangelosi (1991:12) maintains that formative evaluation provides "information that is useful for decisions about how to teach." Through this method, teachers who experience problems in fulfilling their teaching tasks, are assisted by the provision of in service training and counselling in organising, designing, planning and presenting lessons. The formative purposes of evaluation are important to individual teachers as they enable them to have a positive perception of evaluation. Therefore, the targets or the goals of the school are not jeopardised by teacher resistance to evaluation.

Evaluation for professional development helps individuals identify areas for improvement in their teaching practice. Once information on areas for development is available, individual teachers can utilise the available support mechanisms to the fullest. In such cases, individual teachers may derive significant benefits from the evaluation and perhaps, their perception of evaluation may become favourable.

An evaluation system which uses both professional development and career decision in one evaluation system sometimes leads to confusion and may be threatening to teachers (Cangelosi, 1991; Stake, 1989; Sergiovanni and Starratt, 1983). Firstly, it is confusing because teachers may not know for what purpose their evaluation is being used. Secondly, such an evaluation system, may be a threat because some evaluators may use the outcome of the evaluation against teachers.

In their study of effective evaluation practices, Darling-Hammond, Wise and Pease (1983) were able to identify practices associated with teacher accountability and practices intended to promote professional development. They concluded that both accountability and professional development purposes could not be easily served by the same evaluation system.

### **2.5.1 SUMMATIVE EVALUATION**

Summative evaluation is geared towards career decisions. Education administrators conduct such evaluation in order to reward “superior” performance, to decide on confirming appointments of teachers on probation, to recommend dismissal of unsatisfactory teachers, or to recommend promotion and pay increases (Bradley, 1991; Stake, 1989; Turner and Clift, 1988). Summative evaluation is different from formative evaluation since it is a judgement of instructional effectiveness to assist in administrative decisions rather than to help teachers decide how to teach.

In the following section, a detailed discussion of summative evaluation in the USA, UK and RSA is presented.

### **2.5.1.1 Summative Evaluation in the United States of America**

Darling-Hammond, Wise and Pease (1983), Tuner and Clift (1988), Sava (1989/90) and Bradley (1991) argue that evaluation schemes which were developed by the states in the USA were "mainly along summative lines as a basis for initial certification of teachers and for the renewal of contracts." These schemes' major concern was the provision of competent teachers and the weeding out of incompetent teachers from the teaching force.

Shinkfield (1994:251) argues that there must be an "acceptance of teacher evaluation as an integral part of the educational process." He suggests that this acceptance of teacher evaluation results in a constructive teacher development program based upon an acceptable purpose.

The USA Educational Research Service's report (1988) presents that year's findings of the survey of teacher evaluation practices and procedures in USA schools. The survey instrument was mailed to a random sample of 1730 superintendents of school districts of varying size. The results indicated that teacher evaluation is virtually universal, with probationary teachers evaluated at least twice yearly. In many districts, tenured teachers (those who have completed their probation period) are evaluated annually to promote professional growth and identify outstanding performance. Observations by principal are the most commonly used data collection method. Peers or lead teachers (those teachers who are selected by school districts as specialists in the subjects) are rarely used to observe classroom teaching. In this system both formative and summative evaluation are necessary to ensure a minimally competent teaching force, to encourage continued professional development, and to provide incentive for excellent teaching.

### **2.5.1.2 Summative Evaluation in the United Kingdom**

In 1988, Turner and Clift (1988) noted that teachers are often to some degree involved in the appraisal process. They observed that many schools:

...operate voluntary schemes of appraisals and thus the extent to which teachers wish to be involved in the process is a matter for them to decide, at least in principle. Some opt out of having an appraisal and there are many reasons for this, such as suspicion as to what the scheme is about and scepticism as to whether it would have any positive outcome (Turner and Clift, 1988: 118).

They noted further that in some of the schools, teachers other than head teachers, were delegated to appraise their colleagues. These teachers, however, felt that they did not have appraisal skills and sufficient knowledge of teachers' performance to be able to do this task well. Turner and Clift also found that teachers had a negative perception of appraisal because they saw it as a "threat to them, an instrument of accountability which could be used to check up on them, to find faults, to criticise, etc." (Turner and Clift: 168).

### **2.5.1.3 Summative Evaluation in the Republic of South Africa**

Due to structural arrangements of the of the RSA education system, studies on teacher evaluation in the RSA have mainly been along racial lines. In most cases researchers were only allowed to conduct research within their education departments. This makes it difficult to have access to views across racial lines. However, studies discussed below will reveal similarities in the way teachers from different departments of education view their evaluation.

In his interview of Indian teachers and principals in the HOD with the aim of ascertaining teachers' opinions on teacher evaluation procedures, Pillay (1991: 71-84) found that teachers:

- were not committed to the system since they were not involved in working out evaluation procedures with their evaluators.
- were unhappy about incompetent evaluators
- were dissatisfied with lack of professional development
- were unhappy because they were not given the opportunity to discuss their assessment.
- felt that structures of appeal were inadequate.

Teacher participation in the evaluation process is an important aspect of an effective evaluation system. However, it was also evident that evaluation in the HOD was carried out in secrecy since teachers were not allowed to discuss their evaluation with evaluators. Most importantly, lack of professional development in the evaluation system adopted led to its rejection by teachers.

Views expressed by teachers in the HOD were also supported by principals who felt that their training did not provide them with adequate skills to effectively evaluate teachers and provide the necessary support (Pillay, 1991:88).

The purpose of Ndlovu's study (1993) of teachers' perception of evaluation in KwaZulu secondary schools was to determine whether teachers hold significant differences in opinion with regard to: the purpose of evaluation, the degree of independence, their willingness to be evaluated, their attitude towards evaluators, their involvement and the conditions under which evaluation takes place (Ndlovu, 1993:10). As far as the purpose of evaluation was concerned, teachers felt that the evaluation should concentrate on improvement of staff performance and identification of in-service training needs. This study also revealed that teachers in KwaZulu secondary schools were willing to be:

- evaluated if they have control over decisions related to their teaching activities.
- involved in the development of an evaluation system but lacked the necessary skills and knowledge of evaluation procedures.

The study also revealed that overall, unlike teachers in Indian schools, teachers in KwaZulu secondary schools had confidence in their evaluators.

In his study of Afrikaans and English speaking teachers in 255 secondary schools, Grobler (1994:4) investigated the following: the possibility of a criteria upon which teacher effectiveness could be derived; teachers' perceptions of aspects of performance appraisal; factors regarded by teachers as important in the evaluation of their performance, and the development of a synthesis of a multi facet evaluation strategy. Of the 2000 questionnaires sent out to teachers only 1120 were returned and usable.

The results of this study indicated that teachers were negative about the system of evaluation used and their responses were ambiguous about the use of pupils to assist with teacher evaluation. However, these teachers were positive about the use of academic superintendents, headmasters, evaluation committees, as well as self evaluation with the assistance of heads of departments and colleagues. The research further revealed that teachers were extremely positive in their opinions about the relative importance of the criteria used for both the design and implementation of evaluation. Grobler (1994) recommended that an evaluation system needs to clearly communicate the purpose for which it is designed, involve teachers in its development, include self evaluation as part of the process, use a variety of sources to collect information, and provide a mechanism for appeal.

## **2.5.2 FORMATIVE EVALUATION**

Teacher evaluation based upon formative purpose, tends to promote teacher development. It provides improvement of the individual teacher's practice and enhances school performance in general. Hence, the researcher provides some studies which highlight the importance of formative evaluation.

### **2.5.2.1 Formative Evaluation in the United States of America**

For any evaluation system for professional development to be a success and to be acceptable, the criteria to be used, need to be agreed upon by both teachers and evaluators. Gainey (1990) argues that to implement an effective evaluation and instructional supervision program, principals: should hold high expectations for teachers, establish mutually agreed-upon performance criteria, improve teacher-administrator relations, conduct unbiased observation conferences, and establish a non threatening coaching atmosphere that encourages experimentation.

From Gainey's point of view, the management approach used in any school needs to encourage good teacher-administrator relations as a prerequisite for professional development. This management approach, however, does not mean that teachers and principals in the RSA lack these relations, they should be strengthened.

Amos', (1988) study was determine whether there were significant differences in the mean attitudinal scores of 285 teachers who met proficiency or did not meet proficiency as they entered the post evaluative conference with principals. Proficiency was assessed by principals completing classroom visitations utilising the Mississippi Teacher Assessment Instrument. A total of 255 teachers met proficiency and 30 did not. In an ex post facto study, the researcher collected data that

included information about the environment, the attitudes and behaviours of the principal, the total supervisory scale, gender, race, age, level of preparation, and teaching position of the participants. Amos' findings indicated that teachers' assessment by principals prior to their conference greatly affects teachers' conference attitudes and their perceptions of the principal's attitude and behaviour. In addition, older teachers, above the age of 54, had a more positive attitude towards the conferences than teachers less than 30. This paper concludes that principals need to have post evaluation conferences with teachers in order to minimise the negative attitudes of younger teachers prior to and following such encounters.

The findings of this study have significant implications for the RSA. They point to a need for the evaluation system to provide an opportunity for principals and other evaluators to have a post evaluation conference. This conference can provide time for the teacher and the evaluator to reflect on the success or failure of the evaluation. It can also provide them with an opportunity to formulate strategies for improving weak areas and strengthening positive points.

Holly (1989) studied teachers' perceptions of professional development. The purpose of his study was to explore professional development from the teacher's point of view and also to put this point of view within the broader context of the United Kingdom (UK) and the United States of America (USA). He used 60 teachers for interviews of which 28 were from Akron, Ohio, 15 from Liverpool and 17 from Cambridge in the UK.

He found that teachers in the USA gained ideas from other teachers, magazines, themselves, workshops, books, and courses. Those from the United Kingdom gained their ideas from other teachers, courses, books, visits to other schools, and children.

Regarding time, teachers felt that they would like to include visits to other teachers' classrooms and school systems, reading, upgrading specific skills, planning and workshops in their professional development programs. Teachers in RSA can also benefit from these activities because the activities are cost effective. Some of the resources and activities can easily be organised by teachers themselves.

Teachers also suggested activities which they thought were meaningful with other teachers. These were informal exchanges during lunch, break and after school, workshops, social gatherings, courses, staff meetings and joint teaching.

An investigation by Johnson and Summers (1994) suggests that teachers' needs for professional development are driven by their perception of their own professional development needs. Johnson and Summers developed a profile of development needs for industrial arts/technology teachers by gathering information from the school councillors, supervisors, teachers and a career development theorist. The profile included job environment, technical needs, curriculum needs, performance standards, and professional development support. The reported results indicate that teachers' greatest need was in the area of job environment. More important were teachers' need for curriculum and professional development support.

Profiles involving job environment, technical needs, curriculum needs, performance standards and professional development support are relevant and important for teacher development and total school improvement in South Africa and other countries. Development profiles provide administrators with an effective instrument to determine the needs and problems of teachers in their schools.

Furthermore, an evaluation system needs to focus attention on creating an environment conducive to teacher growth and development. Million

(1987) describes a system of evaluation which generates copious information with minimal demands on teachers and administrators. He argues that such a system can improve the quality of teacher assessment while lowering the tensions associated with the process. He describes it as a Multiple-Strategies Model for Effective Teaching (MSMET). It is made up of 10 component parts. Each component represents an element in a framework upon which effective instruction can be built. Because the model prescribes several specific elements such as objectives, justification, and evaluation, teachers can retain the plans in which these elements are designated as evidence that they are using the preferred system on a regular basis. When the model is used as a standard, the assessor can suggest that a teacher focus greater attention on a particular area. When teachers meet or exceed the standard, they can be rewarded appropriately; if they fail to reach the standard, they can be directed towards a specific improvement-based model. The components covered in the model are: classroom climate, opening lessons, instructional objectives, justification of content, selection of content, teaching strategies, review material, lesson evaluation, student achievement evaluation, and classroom management.

Valentine and Harting (1988) studied teacher performance evaluation in Missouri. This teacher performance evaluation was mandated by a bill that legislators enacted in 1983. According to the bill, performance evaluation is a process for professional development through the identification of job related expectations and skills, and is an opportunity to improve skills and job related decision-making. To determine the degree of implementation and the impact of performance evaluation procedures across state, one half of Missouri superintendents were mailed a four-page survey in 1986. Usable responses were received from 219 of 272 districts selected. The results from Valentine and Harting's study indicated that: 1) by the 1985-86 school year, 98 percent of the districts used a performance-based teacher evaluation (PBTE) system; 2) committees of teachers and administrators used 52 percent of their time for PBTE system

development and implementation; 3) essentially identical systems to the state PBTE model were used by 85 percent of the respondents; and 4) the majority of the respondents believed that the PBTE would help improve instruction and student achievement over a period of five years.

Gitlin (1989) conducted a study that involved 20 teachers who volunteered to use the horizontal evaluation model. Three reactions emerged from the study: teachers altered their views about evaluation; teachers challenged the prevailing school practice rationality; and teachers took some modest steps towards changing school relations.

Katima (1989) conducted an opinion survey completed by 257 teachers who had been evaluated by the state-mandated Texas Teacher Appraisal System (TTAS). The survey supported Gitlin's study as it also revealed that teachers were dissatisfied with the manner in which they were evaluated in the classroom and that wanted more input into the evaluation.

Studies conducted by Katima (1989) and Gitlin (1989) are supported by an evaluative report by Root and Overly (1990) which indicates that effective teacher evaluation strategies have several key elements such as involving stakeholders in the decision-making process, establishing goals mutually, setting time frames, emphasising formative evaluation, revamping classroom observation practices, using rating scales sparingly, seeking training for evaluators, and identifying intervention opportunities.

Gitlin and Smyth (1990) argue that horizontal evaluation and the critical approach in clinical supervision allow teachers to act autonomously in questioning and evaluating their teaching against "scientific" evaluation methods. These models are part of a growing democratic tradition of educative evaluation which emphasises active teacher involvement and a more expansive viewpoint.

Furthermore, in line with a participative approach to evaluation, Rose (1990) devised a training program to provide educators who evaluate classroom instruction with tools that result in professional growth for teachers and improvement of classroom instruction. Joint participation by teachers and administrators is encouraged in all phases of the evaluation process. According to Rose (1990: ), the training program has five modules. The first module reviews research on teacher evaluation, addresses the concept of a common vision, presents a model of a growth oriented evaluation system, and provides training in conducting a planning conference. The second module informs participants of the kinds of classroom behaviour that can be recorded through classroom observation and familiarises them with the use of common observation tools. The third module presents methods for analysing and interpreting descriptive data and provides procedures for a mutually productive post conference leading to meaningful goal setting. The fourth module presents the means of measuring instructional effectiveness: student assessment, teaching artefacts, student evaluations, and self assessment. The fifth module includes criteria for productive goals, as well as ideas for motivating teachers and providing resources. These modules follow a sequential procedure and include all backup materials.

Veir (1990) examined and compared the teacher appraisal systems used in Georgia and Texas with a view to identifying their similarities and differences. The two systems of evaluation demonstrated many similarities. The Georgia Teacher Evaluation Program identifies the following: effective teaching practices, areas where development can improve instructional effectiveness, and teachers who do not meet minimum standards. The Texas Teacher Appraisal System (TTAS) is intended to encourage professional growth for both teachers and administrators and to improve classroom instruction.

Five assumptions serve as a foundation for the TTAS; for example: teaching is viewed as an intentional act that has student growth as its

goal, and, no single model of teaching is mandated. The Georgia appraisal instrument contains three major teaching tasks with 10 related dimensions in the standard form followed by 11 sub dimensions in the long form. The Texas appraisal instrument has five domains with 13 criteria and 65 indicators. Each system has extensive training sessions for trainers and evaluators as well as mandatory orientation programs for teachers. Both appraisal programs require classroom observation for data collection and scoring, and include examples related to specific statements or indicators.

It is important to realise that teacher evaluation should not only concentrate on development of individual teachers or groups, but also the improvement of the whole school. Gardner (1993) provides a clear link between teacher development and whole school improvement. Gardner (1993: 214-215) makes an assessment of four evaluation systems in Florida that purport to link assessment of teachers, professional development, and school improvement. The design of each system is examined through a review of procedural guides. In his findings he noted that:

- a) collaboration played an important role in the development of a system in which teachers, school administrators, union officials and district officials were involved.
- b) career stage levels were used, that is, one level for teachers assigned to an annual contract, and another for tenured teachers.
- c) professional development of contracted teachers was primarily promoted through feedback and coaching based on the results of formal observations made by school administrators.
- d) professional development of tenured teachers was provided through higher administrator expectations of professional performance, the setting of specific goals for professional development, involvement with peers and administrators in planning and implementing

- professional development, and involvement in school improvement initiatives.
- e) Each system separated procedures for holding teachers accountable for essential teaching behaviour from procedures used to encourage professional development and/or school improvement.
  - f) Each system addressed school improvement by encouraging tenured teachers to formulate plans related to school improvement priorities individually or in groups.

However, Spillane (1989) is of the view that an effective evaluation system requires instructional leaders such as heads of departments, deputy principals, principals and subject advisors to be knowledgeable and skilled enough to recognise poor teaching and know how to improve it.

It is crucial for RSA to consider training instructional leaders such as principals, their deputies and subject advisors in evaluation procedures to enable them to identify teachers' weaknesses. Their training should provide them with skills to assist and recommend remedial measures to ensure that teachers do gain from the evaluation.

To be successful, the evaluation of teachers must not be a once-off activity, but must be a process that takes into account the continued development of individual teachers. These views are held by Barth, Levine and Day.

Barth (1993: 217) argues that professional development or growth is the result of "an established climate for learning by adults in school is an important and achievable objective and that fruitful learning is often a collective process." He also asserts that the "...more evaluation takes into account the state of development of a learner and the more congruent the evaluation is with the goals of the learner, the better" (Barth: 1993: 218).

There are other factors which play an important role in the evaluation of teachers. Levine (1993: 224) believes that developmental evaluation has been successful in Florida partly through the change in the "language" of evaluation and the recognition of culture as a context for growth. He believes that the changes in "vocabulary are significant and promising" as "language builds and reflects norms, culture, and experience."

Day (1989) focuses on the importance of teacher involvement in designing evaluation plans, climate setting, and awareness raising within the school. He also emphasises teacher appraisals as a step in the development of human resources. Day recommends negotiated change and supporting teacher autonomy, rather than legislated change, and he supports collegial relationships as a means of professional development.

The new education dispensation in the RSA has opened up channels for teacher unions to be effectively involved in designing evaluation systems. However, the success of such involvement will be determined when the new system has been implemented

From the above studies (Million, 1987; Valentine and Harting, 1988; Gitlin, 1989; Katima, 1989; Root and Overly, 1990; Gitlin and Smyth, 1990; Rose, 1990; Veir, 1990; Gardner, 1993; Spillane, 1989; Barth, 1993; Levine, 1993 and Day, 1989) the following points can be highlighted as of significance for a productive evaluation system:

- evaluators need to hold high expectations of teachers and their relationship with teachers should be good.
- evaluators need to provide an opportunity for teachers to attend a post evaluation conference where they can assist teachers improve their teaching.
- evaluators need to provide opportunities for the utilisation of school resources in efficient and effective way.
- they need to develop job profiles for each teacher to enable teachers to know what is expected of them.

- the evaluation of a teacher should be directed towards a specific area of his or her work at any one point in time.
- the development of the evaluation system should involve all stakeholders in the decision making process.
- there is a need to link teacher evaluation to whole school improvement plans, and..
- to provide training of instructional leaders so that they can assist and refer teachers to specialist where possible.

### **2.5.2.2 Formative Evaluation in the United Kingdom**

Teacher evaluation in UK was not compulsory until the introduction of the Education Reform Act of 1988. The Act resulted in the development and implementation of the national appraisal system in 1990. However, before the implementation of a national appraisal system, a significant number of local education authorities (LEA's) made contributions towards its development.

The whole effort began in 1984 when the Department of Education and Science (DES) commissioned the Suffolk LEA to produce a report on one of its schools which had had first hand experience of the appraisal of teachers. The report was later published under the title "Those having Torches" (Suffolk LEA, 1985). The importance of this report can be attributed to its own mission statements regarding the appraisal of teachers which "set the agenda for discussion which was to follow". It stated that:

... the cornerstone of appraisal schemes is the belief that teachers wish to improve their performance in order to enhance the education of pupils, and a precise definition of the purpose of the appraisal system is imperative: failure to

do this cannot only be inhibitory but is also downright disastrous (Suffolk Education Department, 1985:2).

It also became clear that teachers were willing to co-operate in the introduction of appraisal in some schools. Their stance had been to devise schemes which were to meet their needs, and involve them in their development (Bunnell and Stephens, 1984).

The development of a national appraisal scheme was based on its ability to improve teacher performance. This stance became the foundation of all the schemes which were later developed.

Before teacher evaluation was made compulsory, a number of local education authorities (LEA's) made significant contributions towards developing a national system.

According to Turner and Clift (1988) and Newman(1985) more than fifty schools had schemes of teacher appraisals in operation in 1985. Some of them were in the process of starting such a scheme (Newman, 1985). The appraisal schemes were developed by teachers and directed towards teacher and school improvement. These schemes later played an important role in the development of a national appraisal system.

While appraisal schemes were evolving as a strategy for school and teacher improvement, Newman (1985: 82) warned that:

... there is no single universal arrangement that will work for all. Experience shows that there may be difficulties if a school "borrows" a scheme from another school and tries to use it without any attempt to see whether it is suitable or not.

Newman issued this warning because some of the schools were borrowing appraisal schemes from other schools without considering their own needs. This is particularly true in RSA where education departments

tend to borrow evaluation procedures without considering their own needs as individual departments.

During the 1984/85 academic year, James and Newman (1985) conducted a survey of comprehensive schools in the South Midlands and South West England to determine the number and types of staff appraisal schemes in operation and to discover attitudes towards staff appraisal schemes in schools which were not operating them. They administered a questionnaire to 233 comprehensive schools and 200 responded. There were forty-six schools with formal staff appraisal schemes in operation but with a wide variety of schemes. However, some of these schools reported that they had discontinued their schemes because of:

- lack of time, pressure of other commitments,
- lack of an end product from the scheme, and
- the person who had initiated and directed the schemes left the school.

James and Newman's study indicates that a successful appraisal scheme depends on the availability of time. The time required by principals or evaluators to spend with teachers during the evaluation makes it impossible for them to fulfil all their obligations adequately. At times, teachers themselves tend to be disillusioned if the results of their efforts are not clear.

Lack of an end product poses a significant threat to the acceptance of the appraisal scheme. For the appraisal to be successful, it should have clearly expected results.

In addition, James and Newman (1985) noted that some of the schemes were discontinued because the person who had initiated it left the school.

To alleviate such problems and entrench continuity, a team rather than one individual, should be charged with the responsibility of introducing and maintaining the appraisal scheme.

During the academic year 1984/85, only seventeen schools in the South Midlands and South West implemented appraisal schemes and eight schools were planning to have annual reviews of teachers but later decided to drop the whole issue of the appraisal.

With regard to the attitude of teachers towards the appraisal, some schools were not in favour of appraisal by their peer groups or subordinates. But, they were in favour of appraisal conducted by the head teacher and his deputy. These schools also regarded classroom performance as a major component of appraisal and felt it should not be excluded.

The majority of schools (seventy) did not have any appraisal schemes in operation during 1984/85. However, they planned to implement appraisal schemes after 1984/85 that with the aim to:

- promote staff development,
- aid communication,
- assist in the management of the school,
- motivate staff,
- encourage self evaluation,
- review performance by identifying strengths and weaknesses,
- identify in service training needs,
- help staff plan future careers.

A minority of schools responded by stating that they anticipated imposed schemes, because the Department of Education Science (DES) had already indicated a move towards introducing a national appraisal system.

In some cases teachers were negative towards evaluation. In fifty-eight schools, teachers reported that they would not implement the schemes because they were not a priority, because of lack of time, resources, expertise, or because they were too threatening, they would damage teacher morale, offer false hopes, damage staff relations.

To identify changes in appraisal practices, the intention for the changes and the reasons for them, James and Mackenzie (1986) conducted another survey. They discovered that some schools continued to operate appraisal schemes without introducing changes them, but some were discontinued or lost momentum. Teachers, in some cases, refused to participate in the meetings to plan and discuss the appraisal schemes. This led, to total collapse of appraisal schemes in these schools.

Similar to James and Newman (1985), James and Mackenzie (1986) noted that ten schools identified the need to decentralise the appraisal process. Through decentralisation, more deputy principals and heads of departments would be involved in the appraisal process. Reasons cited for decentralisation were the difficulty encountered by principals in conducting appraisals for all teachers and providing them with feedback within a reasonable period of time. Furthermore, the desire to give deputies and heads of departments the chance to acquire appraisal skills. Some schools hoped to incorporate a large component of self appraisals for teachers into their schemes to relieve heads and deputies of their workload.

While James and Newman (1985) and James and Mackenzie (1986) were busy with their surveys, the Leverhulme Trust funded a research project which was carried out in the School of Education at the Open University. The project was directed by D Nuttal and P Clift with Glen Turner as the full time researcher (Turner and Clift, 1988:2). The aims of the project were:

- to collect information about pioneer schemes for teacher appraisals and to classify them in terms of their salient characteristics,
- to carry out case studies of schools whose schemes were representative of this classification,
- to assess the impact of these schemes on the schools and their benefits in terms of school improvement,
- to disseminate information about teacher appraisals as it developed.

Turner and Clift (1985) conducted case studies and visits to schools in order to observe the process and interview teachers who were involved in the appraisal schemes.

From the abovementioned case studies, they found that many schemes were introduced without a great deal of consultation, making it possible for teachers to develop negative perceptions towards them. The majority of teachers felt that they were left out during the development process. However, the determining factor for the introduction of the appraisal schemes depended upon the management system applicable in specific schools. Some of the schools applied democratic principles in formulating the appraisal schemes thereby allowing a large proportion of teachers to participate but others did not.

With regard to the involvement of teachers in the appraisal process, Turner and Clift noted that teachers were involved in differing degrees. In some schools, teachers, other than head teachers, were delegated to

appraise their colleagues. But, teachers felt that they did not have appraisal skills and sufficient knowledge of teachers' performance.

There are significant reasons to believe that teachers in the UK were negatively disposed towards the appraisal process as reflected in the study by James and Newman (1985). These were further confirmed by Turner and Clift (1988). They found that teachers had a negative perception of appraisal because they saw it as a "threat to them, an instrument of accountability which could be used to check up on them, to find faults, to criticise, etc." (Turner and Clift, 1988: 168). While these were true, we should not lose sight of the impact and development opportunities provided by the appraisal process. The impact of the appraisal was noted to be highly significant. It enabled senior staff members to be made aware of the views and concerns of teachers. However, the appraisal did not have great impact with regard to actual teaching techniques.

It was in January 1987, that the DES sanctioned another pilot study, under the supervision of the National Steering Group (NSG), to look at the possibilities of structuring a national appraisal scheme based on the experiences of those schools which had already implemented appraisal systems. Six LEAs, involving 1700 teachers and 200 head teachers, with a wide range of experiences of the appraisal, were selected to represent a geographic and demographic cross-section of England (McGregor, 1989:1). These LEAs were Croydon, Newcastle, Cumbria, Suffolk, Salford and Somerset. A final report entitled, "School Teacher Appraisal: A National Framework" (DES, 1989) was presented in 1989. The report recommended the establishment of a national statutory framework of appraisal system which was implemented on the 1st April 1990. Since then, it was compulsory for teachers to be evaluated for professional development.

According to Bryan (1989:10) teachers were in favour of a national scheme which emphasised development of the individual teacher and the school. He asserts that such an appraisal system could also be used by teachers to 'reassess their pedagogic and wider professional skills in a way which maximises improvement and progress in the context of "whole-school" reappraisal'.

From the above, we should note that the development of a national teacher evaluation system in the UK was a laborious and collaborative task that involved not only teachers but head teachers, their deputies and personnel from the LEAs. The cited studies highlights the fact that the development of an evaluation system has its own problems such as teachers' failure to participate and lack of enthusiasm. For the RSA to achieve the level of appraisal of the UK, more research needs to be undertaken in the development of evaluation tools that are likely to improve the quality of teaching in our schools.

### **2.5.2.3 Formative Evaluation in the Republic of South Africa**

In the RSA, there is limited literature on teacher evaluation for professional development. However, a number of studies are reviewed in this section. Thurlow (1993:9) is of the view that "systematic appraisal or evaluation is an integral part of effective staff development initiatives, if for no other reason than that it offers a strong potential for the identification of staff development needs." The systematic appraisal process as viewed by Thurlow, has to be genuinely conceived and operationalised as a two-way communication system to benefit the individual teacher and the whole school. However, he warns that teachers' suspicions and objections need to be allayed in order to use systematic evaluation for effective professional growth and development (Thurlow, 1993:14-15).

Thurlow's idea of a systematic appraisal process is mainly derived from the United Kingdom. It includes the initial meeting between the appraiser and appraisee. He states that the "initial meeting is to reach agreement on the 'why' and 'how' of the appraisal..." (Thurlow, 1993:17). The initial stage is followed by collection of evidence. This stage is divided into three: self evaluation, classroom observation and other sources of data. Once data has been collected, an appraisal interview is scheduled to "review the appraisee's work and to identify successes and areas that need to be developed" (Thurlow, 1993:21). The appraisal interview is expected to provide targets for action and a clear process of professional development. Once the appraisal interview is complete, a properly monitored follow-up plan needs to be decided. This follow-up will ensure that agreed targets are met.

Sometimes student ratings also play an important role in the evaluation of teachers. In the USA, Ory and Parker (1990:63) found that "100 percent of institutions collected evaluation data that use student ratings." However, in the RSA student ratings are not used to evaluate teachers. Mackintosh (1993:43) has suggested the use of student rating systems as a formative evaluation strategy for in-service training of teachers. In his study of the effectiveness of the student rating system, he utilised six scenarios to address issues, problems and concerns of teachers. He then utilised the teacher effectiveness profile (TEP) which allows teachers to evaluate themselves and students to rate their teachers. In this profile, the results are then compared to see if they deviate from one another. The validity and reliability coefficients were used. He discovered that teachers' and students' ratings were similar and followed the same trend in all the questionnaire items (Mackintosh, 1993:48-49). He concluded that student ratings in the TEP instrumentation can be effectively utilised to accurately identify in-service training needs.

## **2.6        STUDIES ON TEACHER EVALUATION FOR PROFESSIONAL DEVELOPMENT**

Staff development involves adaptations to change with the intention of modifying and improving the instructional activities of the teacher, teachers' attitudes and improving student performance. In order to achieve the above, teachers need to be evaluated to determine their needs, their capabilities and attitudes towards their work. Hence, some researchers have found a significant relationship between staff development and professional development through the use of evaluation approaches.

The purpose of the study by DiFigio (1989) was to evaluate the impact of a staff development program on the performance of principals in one of their most important tasks: the annual evaluation of teachers. The objective was to determine whether the effects of staff development training could be seen in the quality of documentation provided by principals in their annual review of teachers whom they found to be "unsatisfactory." The data source consisted of a random sample of personnel files of teachers who had been rated "unsatisfactory." Analysis of the results (DiFigio, 1989) indicated that the quality of documentation improved over years and that principals were doing more observations. Other findings reported that documentation was more detailed, improvement suggestions were richer, and instructional terminology was being used. Nearly all the records showed classroom organisation as the single most prominent weakness.

Witherspoon (1989) believes that even though an underlying assumption in most teacher evaluation models is that the evaluation process will lead to improvement of instruction, the evaluation process is seldom linked to a staff development program. A new staff development model is described, which focuses on professional improvement of a teacher. In this model, each teacher becomes an active decision maker who works as a partner with the principal to annually develop a professional improvement plan.

Individual plans may include attending local and state conferences and workshops, visiting model programs, taking classes, peer coaching, or other appropriate professional growth activities. The goal of the program is to improve instruction by developing teacher ownership and responsibility for professional growth and improvement. The principal and the teacher are active participants in the process.

The Department of Public Instruction (1988) instituted the Delaware Performance Appraisal System, with the purpose of assessing instructional performance of teachers so that quality of instruction could be improved, professional development activities could be prescribed, and a foundation for administrative decisions can be developed. The system distinguished between non-tenure and tenured staff regarding the appraisal cycle. Non-tenure staff were assessed annually while tenured staff are assessed on a two-year cycle. In between these circles, staff development programmes were in place for those teachers whose performance was found to be unsatisfactory.

DesPaquele (1990) argues that teachers with high order needs benefit from expressing their creativity and exercising valued skills. He asserts that the evaluation process should encourage experienced teachers to grow professionally and move towards self-actualisation. The suggested evaluation model includes an evaluation conference, a choice of evaluation method, a planning conference, an implementation phase, and a summative conference.

Blake and DeMont (1990) studied the Michigan evaluation system and uncovered that it had two goals: to improve instruction and to provide professional growth. It emphasised clinical supervision as the system called for the supervisor and the teacher to share equally in the challenge of expanding the teacher's classroom skills.

Tushnet (1991) in collaboration with the South Western Regional Laboratory conducted interviews with individuals involved in the California New Teacher Project, which was administered by the California Department of Education and the Commission on teacher Credentialing. These interviews were conducted to assess the policy environment for new teacher support and assessment. The researcher interviewed 20 individuals from the legislative staff, form representatives of educational interest groups and from policy analysts. The open-ended interviews were tailored to deduce issues of concern from interviewees. An inductive analysis of the interview notes illuminated the extent of support for the program: for integration of the program into the state comprehensive staff development programme and the California Mentor Teacher Program, for licensure and tenure issues, and for instruction by predominatly Anglo teachers of ethno-linguistically diverse students.

The studies under review suggest that staff development and professional development cannot be separated: that both require the use of similar evaluation procedures in order to improve teacher performance. In most cases though, teacher evaluation is incorporated within staff development programmes.

## **2.7 METHODOLOGICAL ISSUES IN TEACHER EVALUATION**

A number of studies on teacher evaluation have placed emphasis on self evaluation as one of the processes central to effective professional development. Centra (1990:23) argues that the value of self evaluation and student evaluation seem to indicate that teachers tend to rate themselves higher than their students rate them. He suggested that teachers should use self reports in which the teacher reports his or her teaching activities. These reports can then be utilised by staff development practitioners for appropriate development activities. The self reports, he suggests, should include the teaching objectives, the syllabus

followed, methods and materials used in instruction, assignments and examinations and, if possible, evidence of student outcomes.

However, other scholars and researchers place a significant emphasis on autobiographies as crucial for professional development. Raymond, Butt and Townsend (1992) conducted a research project that used teachers' autobiographies to understand the nature of teachers' knowledge and development. Their aim was to identify generic conditions, actions and contexts which could be created and adapted by teachers and others to assist specific professional development projects. They used biographies of three teachers and also analysed 80 from other teachers. Of the three teachers, the first one had eleven years teaching experience, the second nine years and, the third with 20 years.

In relation to general characteristics of teacher development, these researchers concluded that these "teachers' development emphasised the importance of pre teaching influences and processes for their professional identity as well as for framing the way they change during their careers" (150). Secondly, they concluded that teacher development seems to become more "personal during a teacher's career" (152).

Furthermore, Raymond, Butt and Townsend (1992, 153) noted that these teachers had "evolved a strong commitment to children which came out of personal roots." Such personal roots appear to provide seeds and the desire for self improvement.

For these research subjects, professional development was seen in terms of individualism and collegiality. For them, "long periods of individual and somewhat isolated development seem to take place in phases sometimes punctuated by contexts where they work successfully with others" (Raymond, Butt and Townsend, 1992:154).

Raymond, Butt and Townsend further cite suggestions for teacher evaluation and professional development which might be taken into account by teachers and those interested in helping them:

- a) the link between personal and professional dispositions makes it important for teachers to have opportunities to examine their own personal commitments, histories, and teaching styles.
- b) the context to enable teachers to collaborate in solving common problems in a focused way appears to enhance teachers' own individual efforts at development.
- c) professional development should be self initiated.

The above suggestions are important for teacher growth in KwaZulu/Natal schools. They can enable teachers to gain a "competitive edge" in the mastery of skills needed to be effective in providing quality education to children. Earlier studies by Rigler (1987) had suggested a framework for thinking about teacher development in five areas in which such growth can occur:

- instructional development: development of skills involving micro teaching, media, course, and curricula.
- professional development: growth of individuals in their professional roles.
- organisational development: needs, priorities and organisation of the institution.
- career development: preparation for career advancement.
- personal development: life planning, interpersonal skills, and growth of the faculty as individuals.

Central to Raymond, et al (1992) and Rigler's (1987), thinking is the thesis that the evaluation of teachers needs to take cognisance of the teacher's independence in overseeing his or her own evaluations, power and authority in matters of choosing textbooks, and of establishing curriculum in order to achieve significant results (Jackson: 1992: 65).

## **2.8 STUDIES OF TEACHER EVALUATION ON TEACHERS TEACHING SPECIALISED SUBJECTS**

An interesting and controversial aspect of the evaluation of teachers is the use of a standardised evaluation instrument for all teachers. There have been studies which are supportive and those that are non supportive of this practice. Some researchers who found evidence of support of the standardised evaluation instrument are Holdzkom and Stacey (1991), and Garrot (1989).

Holdzkom and Stacey (1991) examined evaluation results of teachers with special assignments in North Carolina. The North Carolina Teacher Performance Assessment System (NCTPAS) uses observations of trained observers who rate teachers on 28 identified teaching practices and also prepare a narrative summary of teacher performance. The study hypothesised that ratings of teachers in special assignment areas would not differ from ratings for other types of classroom teaching. The assignment areas were: kindergarten, combination classes, classes for exceptional children and vocational education, and secondary classes in specific subject areas. Evaluation data was gathered from more than 5000 teachers in grade one to five in both 1988 and 1989. Comparisons indicate that the generic skills' evaluation system did not discriminate against any class of teachers. It was also apparent that evaluators could use the system fairly and that teachers were able to improve their skills based on feedback from the observation system.

Garrot (1989) examined the relationship between French teachers' use of behaviour alteration techniques in the classroom, and the perceptions of individuals evaluating the teacher (students, peers, administrators) on the quality of instructional performance. Junior and community college French students, language teachers, and administrators responded to a questionnaire on the frequency of the use of specific behaviour alteration techniques and their opinions of the best, average, and poorest teachers.

Results suggest that the questionnaire was a reliable instrument for evaluating effective teaching behaviours and for evaluating the use of pro- and antisocial behaviours in the classroom.

Non supporters of standardised evaluation instruments argue that teachers teaching specialised subjects tend to be affected by a standardised evaluation instrument. These are Katims and Henderson; Taebel (1990) and Lazzari and Bruder (1988).

Katims and Henderson (1990) evaluative study of teacher evaluation aimed to find out whether special education teachers are well catered for. They observed that standardised teacher appraisal instruments are generally not designed to evaluate the specialised instructional practices of teachers working with exceptional students. They recommended that a state-mandated system can be used to meet the needs of these teachers in an equitable situation.

Taebel (1990a) compared the performance of music teachers with that of teachers of other subjects on the 10 competencies selected by the Alabama Career Incentives Program. Taebel reported that music teachers' competency scores were below the mean for all teachers on seven of the 10 competencies, but that music teachers outperformed other teachers in using materials and eliciting student performance.

Taebel (1990b) maintains that the recent state-wide trend of using standardised evaluation instruments in teacher evaluation systems may not evaluate music educators adequately. Taebel provides four case studies on music teacher evaluation results which show that music teachers are below the norm in the majority of competencies.

The study by Lazzari and Bruder (1988) examined teacher evaluation practices that are currently being used on early childhood special educators in public school and pre-schools for the disabled in Virginia.

Discrepancies were identified between teachers' rankings of teacher competencies and specific content areas required for teacher endorsement and those found on standard evaluation forms. These discrepancies indicate a need for a more flexible evaluation instrument. Such an instrument would allow easy adaptation to special circumstances.

Williams and Petrie (1989), however, suggest a varying but integrated system of evaluation for all teachers. They examined issues of concern in the introduction of required teacher appraisals in British special schools. A survey of 32 head teachers in special schools suggests some guidelines for an effective and fair system, including integrating the appraisal with staff development, encouraging self evaluation, and improving in service education for teachers.

From the above, it is clear that teachers teaching specialised subjects can be evaluated with a standardised instrument. However, evidence shows that for teachers in special education classes for children with problems, a standardised instrument is not suitable. The same applies to music teachers. This may also be true for RSA, where children with problems are catered for differently. It may be necessary, in the RSA, to adapt the evaluation instrument to suit teachers in special education.

## **2.9 CONCLUSION**

In this Chapter, a review of literature on teacher evaluation and professional development has been presented. The studies cited suggest that teacher evaluation for professional development depends on a number of factors such as approach, methods, teacher involvement in some cases community involvement, as well as on how the outcome of evaluation is utilised.

In developed countries such as the USA, and United Kingdom, evaluation of teachers has been a contentious issue that has resulted in a clearly defined evaluation procedure for professional development.

In the USA, the evaluation of teachers is the sole responsibility of different states. The states decide whether to evaluate teachers or not. Most evaluation procedures in these states are directed towards protecting students and the public from incompetent teachers. This type of evaluation is more summative than formative.

Attempts have been made in the USA to standardise the evaluation process in order to take into account teacher improvement. The current evaluation process in the USA attempts to identify teachers whose performance in the classroom is weak, hence it is now formative. These teachers are assisted by their evaluators to improve their weak points.

The situation in the United Kingdom is different. Teacher evaluation for professional development in this country is statutory and compulsory for all teachers. The emergence of a national appraisal system in the UK can be attributed to a high level of teacher participation in pilot schemes of evaluation. Teachers were given an opportunity to make an input in a number of schemes developed by schools.

In South Africa, few studies such as that by Jarvis (1982), Mda (1989), Pillay (1991), Mackintosh (1993), Ndlovu (1993) and Grobler (1994) have been conducted to analyse teacher perceptions toward an evaluation system for probation, promotion and merit awards. Hence, in this study, the researcher will attempt to examine the perceptions of teachers, principals and inspectors of education in order to find suggestions for the implementation of a sound and an acceptable teacher evaluation system for professional development.

The traditional method of using teacher evaluation for both career decisions and professional development seems to be losing ground as indicated by the literature. Most researchers are of the opinion that teacher evaluation for summative purposes should be separated from that for formative purposes. Research has shown that a combination of the two purposes may lead to confusion and failure to help teachers develop professionally. In the USA and in South Africa, evaluation of teachers has for a long time been mainly summative in nature. However, in the USA, changes have taken place, the trend is to move away from summative towards formative evaluation.

An interesting aspect of literature on teacher evaluation suggests that most studies especially in the USA are still searching for an appropriate model or system. This is indicated by the fact that different models are still being tested to ensure their effectiveness and validity.

Researchers are in agreement that an evaluation system should create a climate conducive to the improvement of the quality of teaching and teacher performance. Such an evaluation system should minimise tensions associated with the evaluation process on both the teacher and evaluator. The MSMET, PBTE and TTAS are some of the systems that have been developed and tested in the USA to minimise those tensions.

Any approach to evaluation of teachers needs to take into account genuine participation of teachers in its development and implementation. Most researchers are of the opinion that teacher participation in the development of an evaluation system increases the chances of its acceptance by teachers. As a result, they suggest that horizontal, participative and critical approaches have been found to allow teachers to be autonomous and critical in evaluating their own teaching. Most researchers also discourage the use of a scientific approach in teacher evaluation because teacher performance cannot be measured in structured conditions.

The foregoing literature review further indicates that teacher evaluation does not only improve the individual teacher's performance but also that of the whole school. It suggests that for any form of evaluation to be successful should take into account the needs of individual teachers and those of the whole school.

Based on the above findings, one could conclude that teacher evaluation should be structured in such a way that the developmental needs of the individual teacher are congruent with the general human resource development plans of the school.

Professional development is characterised by the supposition that it is a life long endeavour. Therefore corporate effort needs to be spared on it. This suggests that collaboration in professional development cannot be avoided. Collaboration and collegueship are also necessary in developing co-operation and the creation of opportunities for discussions of professional development. The principal is the key to both the quality and effectiveness of professional development efforts.

The above literature review further indicates that no single method of evaluation is the answer. A combination of methods and strategies including the use of self evaluation, self reports, autobiographies, and peer evaluation and coaching is suggested. These methods have been identified as more appropriate in the evaluation of teachers for professional development. It has been suggested that they also help teachers feel in control of their own evaluation and development.

Johnson (1993: 205) also argues that it is important for new teachers to be oriented to meet system expectations through evaluation but "as teachers become more proficient and obtain tenure, the orientation of teacher evaluation process needs to change" and "become a process that

facilitates teacher growth and development in a supportive and collaborative manner."

Studies on teachers in specialised subjects have identified problems with the use of standardised evaluation systems. However, there are those who disagree with this notion.

## CHAPTER THREE

### TEACHER EVALUATION PRACTICES AND PROCEDURES IN THE REPUBLIC OF SOUTH AFRICA

#### 3.1 INTRODUCTION

In this Chapter, the practices and procedures used by the Natal Education Department (NED) and KwaZulu Department of Education and Culture (KDEC) will be discussed. The practices and procedures used by the House of Delegates' Department of Education and Culture (HOD) will be discussed concurrently with those of the NED because of their similarities. However, it will be necessary to begin with a discussion of education in the RSA to provide a global view of the structure of education subsequent to 1994.

#### 3.2 SOUTH AFRICAN EDUCATION BEFORE 1994

Up until 1993 the South African education system was divided into 15 departments of education. These departments of education were the Department of National Education (DNE); three Departments for Education and Culture (DEC) for Whites, Indians and Coloureds; the Department of Education and Training (DET) responsible for African

education in urban areas, six Departments of Education and Culture for self-governing territories; and four Departments of Education for independent states.

The DNE was established as a result of the National Policy for General Education Affairs Act 76 of 1984. It was responsible for the formulation of the education policy for all education departments. In addition, the DNE developed national policies and standards for certification and remuneration (Behr, 1984: 369). These policies on educational matters were expressed in the South African National Education Policy (SANEP) publications which were issued to the various departments of education. These publications also expressed the general policy regarding the evaluation of teachers. Teacher evaluation was, generally, used for the evaluation of teachers on probation, for promotion and for merit awards (SANEP-NATED, 1987/11; Department of Education and Training; Pillay, 1990; Jarvis, 1982). In short, the DNE was responsible for “general affairs” as stated in the Republic of South Africa Constitution Act 110 of 1983.

Each of the other 14 departments of education regulated their “own affairs” specific to each population group in the RSA. The old RSA Constitution Act 110 of 1983 defines “own affairs” as those matters:

... which specifically or differentially affect a population group in relation to the maintenance of its identity and the upholding and furtherance of its way of life, culture, traditions and customs.

Hence, the House of Assembly regulated education for Whites within Parliament. Their education was further divided into four provincial departments, that is, Cape, Natal, Orange Free State and Transvaal. The

House of Delegates (HOD) was responsible for Indian education and the House of Representatives (HOR) was in charge of education for Coloureds. Both these Houses were represented in the South African Parliament. However, the DET which was in charge of African education in urban areas was not represented by a House in Parliament.

Those Africans who were not under the jurisdiction of the DET were placed under six departments of education in the self-governing territories of KwaZulu, KaNgwane, Gazankulu, KwaNdebele, QwaQwa and Lebowa. These departments were also responsible for their own education system and had 'autonomy' from the South African government. The independent states of Bophuthatswana, Transkei, Ciskei and Venda were also responsible for their own education.

All these departments were spread over the four provinces of South Africa. That is the Cape, Natal, Orange Free State and Transvaal. In Natal alone there were five departments of education. These were the DET, HOD, HOR, KDEC and the NED.

Since the 1994 elections, all 15 departments of education have merged into one National Department of Education which is subdivided into nine provincial departments of education. These provincial departments are Eastern Cape, Gauteng, KwaZulu-Natal, Mpumalanga, Northern Cape, Northern Province, North-West, Orange Free State and Western Cape. However, in this study evaluation procedures in the formerly segregated KwaZulu-Natal will be discussed. These evaluation procedures are similar to other provincial departments of education.

Although, a new KwaZulu-Natal Department of Education was established after the 1994 elections, the formerly segregated departments of education continued to operate while integration was in progress. These departments applied different evaluation procedures. It is for this reason that the NED, HOD and KDEC will be discussed separately.

These departments made use of national policy as published in SANEP documents to structure their evaluation systems. The NED and HOD have evaluated teachers for probation, promotion and merit awards for a number of years. The KDEC on the other hand, evaluated teachers only for probation and promotion.

### **3.3 NATAL EDUCATION DEPARTMENT AND HOUSE OF DELEGATES**

Teacher evaluation in the NED and the HOD occurred at three different levels. Newly appointed teachers were evaluated by the principal, the subject advisor and the district inspector before confirmation of the appointment. Teachers in permanent posts (that is Post Level One) could be evaluated for "merit awards" by the principal of the school and the circuit inspector. Evaluation could also be conducted by a panel of interviewers for teachers in promotion posts such as principals, deputy principals and heads of departments.

#### **3.3.1 TEACHERS ON PROBATION**

A new teacher in the NED and HOD was subjected to a one year probationary period. The teacher was assessed by the principal, the district inspector and where possible, the subject advisor. Once the teacher was evaluated to the satisfaction of the district inspector, he was issued with a certificate of confirmation which was signed by the district inspector. If the teacher felt that the evaluation was unsatisfactory, he had the right to write his own comments on the evaluation form.

The principal and the subject advisor evaluated the teacher using the following criteria (Jarvis, 1982:140-141; Pillay, 1992):

- character and personality
- dependability
- initiative
- relations with pupils and others
- attitude to work
- language and speech
- teaching ability
- improvisation of work
- progress of pupils
- general usefulness in school.

Each of the above was rated on a six-point scale as follows (Jarvis, 1982:140; Pillay, 1992):

- O = Outstanding
- G = Good
- VS = Very Satisfactory
- S = Satisfactory
- F = Fair
- W = Weak

If the teacher received the assessment of "fair" or "weak" his permanent appointment was not recommended. In this case, the probationary period was extended by six months. A teacher whose probationary period extended to three years, had his service terminated.

### **3.3.2 EVALUATION OF TEACHERS FOR MERIT AWARDS**

Teacher evaluation for merit awards in the RSA was introduced by the Public Service Commission as a "merit assessment" in 1977. The merit assessment system had for some time been in use for other government employees. It meant monetary awards in a form of extra salary notches for high achievers. In 1977, a circular was issued to all departments

prescribing the merit award system in education as well (Jarvis, 1982:184).

In 1980, the Natal Education Department (NED) was forced by the Central Government to comply with interdepartmental procedures regarding merit assessment (Jarvis: 1982: 80). Similarly, the HOD adopted these procedures to be used on all teachers on post level one.

The established format was adopted by both the NED and HOD. It consisted of two report forms, one analytical and the other global.

On the one hand, the analytical report form was based on a seven-point scale and had 18 criteria. A written response was expected from the evaluator after the evaluation. There were four broad categories:

### **The Analytic Report**

#### **A. The Teacher in the classroom**

1. Discipline and classroom control
2. General planning and lesson preparation
3. Lesson presentation
4. Teaching skills and techniques
5. Supervision and control
6. Evaluation and follow-up of pupils' work
7. Organisation and administration
8. Subject knowledge and insight and the use of Departmental guidance and facilities
9. Language competence

**Max. Score:(9x7)=63**

#### **B. Extra-Curricular Component**

1. Involvement in extracurricular programme
2. Discipline, leadership and initiative

### 3. Organisation and administration

Max. Score(3x7)=21

#### C. The Teacher as a Person

1. Character
2. Personality
3. Human relations

Max. Score(3x7)=21

#### D. The Professional Image

1. Professional conduct towards pupils, colleagues, the employer and the community
2. Contribution to the betterment of the image of the profession
3. The teacher as a professional educationist

Max. Score(3x7)= 21

Overall Total = 126 (NED Circular 11/1980, 6 - 14)

A teacher who obtained a score of 108 out of 126 qualified for a merit award (Pillay, 1991:39). However, the number of awards was limited to 25% of the total number of eligible teachers per year.

### **The Global Report**

The global report, on the other hand, was prepared by the principal of the school since he had immediate contact with the teacher. It assessed the qualitative aspects of the teacher according to the following scale:

- A - Outstanding
- B - Good
- C - Very Satisfactory
- D - Satisfactory
- E - Not Satisfactory

(NED Circular 11/1980, 6 - 14)

The overall qualitative aspect of the teacher included human relations, personal appearance and general conduct of the teacher.

### **3.3.3 Evaluation of teachers for promotion**

Promotion posts were advertised in Departmental circular minute by both departments. These were accompanied by an annexure providing all the details of the posts. A teacher who satisfied the requirements of these posts could apply for them in the order of his preference or priorities.

A list of all applicants was compiled and sent to all those who were to attend the evaluation meeting. The evaluation meeting was composed of the Chief Superintendent, all regional superintendents, the Chief School Psychologist, two representatives of each teachers' society, and two personnel from administration. The Chief Superintendent chaired the evaluation meeting. The regional superintendent of the school, which advertised the post, would inform the meeting of the ethos of the school and the recommendations of its advisory school committee (ASC).

Superintendents evaluated teachers in accordance with guidelines set out by individual Departments as well as the requirements of the advertised post.

Evaluation was based on a four-point scale that is A-D:

- A = Excellent
- B = Highly suitable
- C = Suitable
- D = Unsuitable (Jarvis, 1982:150)

The most important criterion for promotion was seniority. Priority was given to those teachers who had long service in a particular post or at a particular level. If rival candidates had the same date of entry, then salary scale, qualifications or the number of merit awards gained were taken into account (Pillay, 1991:42; Jarvis, 1982:149).

At the evaluation meeting, each applicant received a final symbol. The list of all possible candidates was compiled and sent to the Promotions Committee, which consisted of the Chief Superintendent and the regional superintendent of the school which had advertised the post.

The Promotions Committee, in turn, compiled a short list, in order of preference, for the attention of the Management Committee. The Management Committee consisted of the Chief Executive Director and his deputies. They finally chose the suitable candidate from the list provided for each post.

### **3.4 KWAZULU DEPARTMENT OF EDUCATION AND CULTURE**

In KwaZulu schools, teacher evaluation was based on the Manual developed by the DET. Among the responsibilities of the principal listed in the Principals' Guide was the evaluation and assessment of teachers. The principal or his deputy or a nominated head of the department "evaluated the teacher and his teaching and activity practice against previously set and explained standards of acceptability and excellence" (DET, 1990:2).

#### **3.4.1 EVALUATION OF TEACHERS ON PROBATION**

Newly appointed teachers were subjected to a one year probationary period. A newly appointed teacher was evaluated by the principal of the school at the end of every three month, using the following criteria (KDEC, ZE129):

1. Adjustment to school activities.
2. Solidity in work preparation and punctuality in carrying out of instructions.
3. Human relations with his or her seniors, colleagues, parents and pupils.
4. Success achieved in teaching pupils.
5. Extra mural activities.
6. Punctuality
7. Zeal
8. Conduct
9. Appearance and dress
10. Use of intoxicating liquor:
  - \* Teetotaller
  - \* Moderate
  - \* Excessive

11. General progress
12. The Principal's assessment of the teacher's suitability as a permanent employee.

The principal had to indicate on a report form whether the teacher was satisfactory or unsatisfactory in each aspect of assessment.

The teacher on probation was expected to sign the report form to indicate that he had read its contents. If he desired to submit a contrary statement in connection with the contents of the report, he or she could do so.

On the expiry of the probationary period, the principal issued a certificate of confirmation of appointment (KDEC, ZE134Y). If the principal decided not to sign the certificate, he submitted the form to the circuit inspector, together with his reasons for not confirming the appointment. Teachers in the NED and HOD had the right to write their own comments on this form while teachers in the KDEC were not allowed.

Confirmation of appointment meant that the teacher would receive his first salary increment. A teacher, whose appointment had not been confirmed, would not receive such an increment until such time as all reports were submitted.

### **3.4.2 EVALUATION FOR PROMOTION**

Promotion of teachers in the KDEC, depended on the circuit inspector under whose jurisdiction the candidate's fell, on the Assistant Secretary



Each of these aspects counted for 10 points to make a total of 100 points. The members of the panel were required to grade each interviewee according to this scale. It was also mandatory for the members of the panel to write their remarks on each of the aspects.

Finally, the interviewers were required to write to the Assistant Secretary and advise him of their choice of candidates in order of merit. The Assistant Secretary, after receiving the score sheets, wrote his own comments for the attention of the Secretary of Education. The Secretary of Education then made the final decision.

### **3.5 NEW DEVELOPMENTS IN THE EVALUATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS**

Teacher evaluation and professional development can be regarded as part of whole teacher management process. Unfortunately in RSA, teacher management meant the administration and control of teachers. This situation made teachers believe that evaluation and inspection were the same. Studies (Mda, 1989; Jarvis, 1982; Pillay, 1991 and Ndlovu, 1993) on teacher evaluation in the RSA indicate that it was summative and bureaucratic with the aim view of punishing incompetent teachers. These studies recommend that teacher evaluation be redesigned so that it becomes formative and that it concentrates on the professional development of teachers thereby improving the whole educational process.

The discussion document of the African National Congress on education (ANC, 1994: 53-54) noted teachers' and their organisations' criticism of the process of teacher evaluation. These criticisms included:

- political bias in the system, including political victimisation of teachers
- unchecked power of inspectors and their abuse of patronage

- extended probation periods for new teachers
- teacher incompetence
- sexual harassment, and discrimination against women and in the promotion of candidates
- 'one-off' classroom visits by inspectors, secrecy of evaluations, irrelevant criteria, absence of contextual factors and arbitrariness in the appraisal process
- the difficulty in challenging the inspector's assessment
- the abuse of 'merit awards'.

These criticisms from teachers and teacher unions were also identified by Jarvis (1982), Pillay (1990) and Mda (1989) as the main reasons for teachers' agitation for the development of a new system of teacher evaluation.

The ANC discussion document reiterated the call for teachers and their organisations to be involved in developing an appropriate evaluation system. The document envisaged a formative evaluation system focusing on identifying and overcoming teachers' shortcomings. It encourages peer assessment and collegial co-operation in performance appraisal and professional development. The most important aspect of the document is that it favours the:

... devolution of appraisal functions to local and institutional levels and to schools, thus paving the way for the systematic introduction of a system of 'whole school review' instead of a contextual appraisal of individual teachers (ANC, 1994:55).

The devolution of appraisal functions will also lead to significant participation of teachers in the development of the evaluation system. However, it is necessary to note that the development of an evaluation system is a very long process. It cannot be achieved within a short period of time.

The call by the ANC document for teachers and their organisations to provide inputs for the development of an effective evaluation system was,

well received by the DET, the South African Democratic Teachers Union (SADTU), the Transvaal United African Teachers Association (TUATA) and other organisations.

Representatives of the three organisations came together in 1995 to work out a strategy for the development of a nationally recognised evaluation system. The working committee on evaluation produced a document known as Performance Appraisal for College Sector Educators known as CS1 educators.

In the new system of evaluation CS educators are defined as:

personnel in schools, colleges of education, education auxiliary services and technical colleges/institutes who hold post at post level one and who have been classified into qualification categories where merit salary scales apply (DET., 1996:54).

The evaluation system recommended by these organisations, provides three categories of CS1 educators for evaluation purposes: Category A caters for teachers on probation. The evaluation for these teachers is developmental and judgmental. Category B caters for teachers who have completed their probationary period. Their evaluation provides in-service quality development. The evaluation is midway between developmental and judgmental. The third category, C, deals with promotion and service award and is purely judgmental (SADTU, 1995).

### **3.6 THE NEW EVALUATION SYSTEM**

The system of appraisal and development for CS1 Educators in the DET is under consideration by the department and is due for implementation in 1997. However, the researcher will only discuss recommendations provided by SADTU, TUATA, DET and other organisations only as discussion documents.

### **3.6.1 CRITERIA**

SADTU divides criteria for evaluation in the proposed evaluation system into three categories. These are: curriculum assessment, service assessment, and administrative assessment and organisation. The contents of the evaluation instrument are presented below as they appear in SADTU's draft discussion document.

#### **A. CURRICULUM ASSESSMENT**

##### **1. Classroom performance**

- Planning and preparation
- Lesson presentation and methodology
- Classroom management
- Creation of appropriate learning environment
- Assessment of student/pupil performance

##### **2. Professional involvement**

- Development of subject competence
- Professional development in work/career field and participation in professional bodies
- Professional involvement and support of colleagues

#### **B. SERVICE ASSESSMENT**

##### **1. Personal factors**

- Personal approach and style
- Human relations
- Leadership
- Responsibility

##### **2. Approach and commitment**

- Community

Extra curricula activities  
Communications

### C. ADMINISTRATIVE ASSESSMENT AND ORGANISATION

Classroom administration and management  
Planning  
Management skills  
Group control and discipline (SADTU, 1995:13)

The evaluation instrument is designed to encourage teacher development and improve performance. It uses an E-A scale in which teachers who receive an E are regarded as lacking the will and capacity to perform (SADTU, 1995:14).

Each criterion is defined to enable the evaluator and the evaluatee to discuss what is expected of the evaluatee.

#### **3.6.2 EVALUATION PROCESS**

The SADTU document recommends that the evaluation process should start at the beginning of the academic year, that newly appointed teachers should undergo a thorough induction process to acquaint them with school procedures and evaluation.

According to the SADTU document the evaluation process should begin with self appraisal. All teachers including those newly appointed, should evaluate themselves. Teachers who were previously employed by the

school should be advised to reflect on their own work of the previous year. Thurlow (1993:17) argues that “teachers should be encouraged to reflect on their own performance with a view to furthering their own professional development.”

Principals are then expected to inform teachers about the principles, aims and procedures of the evaluation. Preferably, principals should arrange a meeting called The Evaluation Meeting. In this meeting all teachers should be provided with documentation related to evaluation. Furthermore, individual teachers should have meetings with their evaluators prior to the evaluation taking place to reach agreement on what is to be appraised (Thurlow, 1993).

During the course of the first term, the evaluation of classroom performance should take place. The criteria detailed above is used once the teacher has, in conjunction with the evaluator, agreed on the objectives of the evaluation.

After the first evaluation, the teacher and the evaluators should come together to discuss the evaluation. The teacher is expected to acknowledge the contents of the evaluation and to review the work done. Together with evaluators, he or she should suggest a Development Plan. The Development Plan forms the basis of the teacher’s program of action and suggests areas to be addressed.

It is expected that in the second quarter of the year a second evaluation be conducted to make final decisions as to whether the teacher should be

sent to outside organisations such as universities, resource centres or the subject advisor for in-service training or advice.

### **3.6.3 MODERATION PROCEDURES**

To address victimisation of teachers, sexual harassment and nepotism during and after the evaluation, the document proposes a systematic moderation procedure. A teacher who feels that he or she is not satisfied with the evaluation should appeal to a 'Moderation Team' (SADTU, 1995:7). The moderation team should consist of subject advisors, representatives from teacher organisations nominated by the teacher, an inspector or a representative of the circuit office and representatives of the appraisal team nominated by the appraisal panel.

The moderation panel should meet three times a year and its function should be two-fold: moderation of appraisals for probationers and in-service quality development. The duties of the panel should be:

- a) to elect the panel which will then complete the necessary forms.
- b) to develop criteria and objectives for teachers who were evaluated for in-service quality development.
- c) to submit a portfolio of samples of work to be assessed by the panel.
- d) to discuss moderation support and development programme for teachers evaluated for in-service quality development.

After this process, the probationer should then hold discussions with the panel before a final decision about his or her evaluation is made. In the case of an evaluatee for in-service, the panel should write a report and give an overall rating which should be final (SADTU, 1995:8).

### **3.7 CONCLUSION**

The emergence of a new South African Constitution necessitated the establishment of a new Department of Education devoid of racial segregation. Such a department should address the educational needs of all South Africans. In the light of these developments, the existence of different departments of education and their different evaluation systems had to come to an end. Therefore, the development of a new evaluation system to serve a common purpose: to improve the quality of education and teachers became necessary.

In the past, most departments of education evaluated teachers for probation, promotion and merit awards. The NED evaluated newly appointed teachers for confirmation of their appointments. Principals' reports for this type of evaluation were made available to teachers since they had to endorse them. However, teachers were not allowed access to reports for promotion and merit awards. The confidentiality of these reports prompted teachers to have a negative perception of evaluation. Because the merit award system was intended for monetary gains, it was open to nepotism and misuse. As a result, it was criticised extensively.

In the KDEC teachers were evaluated only for probation and promotion. They were not evaluated for merit awards and professional development. It should be noted that evaluation for probation and promotion does not help individual teachers identify areas for improvement and development.

Furthermore, the evaluation systems in the NED, HOD and KDEC was based upon the presage model and the process model. They were based on the presage model because they had a component that evaluated the teacher's character and personality. As mentioned in Chapter Two, presage model is inadequate on its own to provide objective data for teacher development. The same applies to the process model. The evaluation systems in the NED, HOD and KDEC attempted to assess teachers' abilities to teach and to make judgement without considering the impact of teacher actions on pupils' behaviours.

Since 1994, teachers and their unions have joined hands with the DET in developing an evaluation system that will be acceptable to all. It is interesting to note that changes suggested by these unions are not as drastic as one would have expected. The most significant changes are of the process itself. The idea is to have an open and transparent evaluation system. The process itself is in line with recommendations by the majority of researchers on teacher evaluation. However, the criteria for evaluation does not make provision for the participation of pupils or students. This study will attempt to provide a global outlook on teacher evaluation by introducing an outcome based evaluation process.

The system proposed by SADTU, TUATA and DET makes provision for a moderation team when disputes arise. The existence of a moderation team will alleviate teachers' fears of victimisation, nepotism and harassment.

## CHAPTER FOUR

### RESEARCH DESIGN

#### 4.1 INTRODUCTION

In Chapter Three, teacher evaluation practices and procedures in the former NED, HOD and KDEC were discussed. This discussion suggested that evaluation practises in these departments were mainly summative; that they lack a formative component of evaluation. New developments in the evaluation of teachers were also discussed. Particular attention was paid to a system of evaluation proposed by teacher's Unions.

In this study, the researcher intends to investigate the perception of teacher evaluation and professional development by secondary schools teachers, principals and inspectors of education in KwaZulu-Natal. In Chapter One, the following aims of the research were set out:

- a) to determine whether respondents personal variables such as gender, race, age, experience and qualification have an influence on their perception of teacher evaluation.

- b) to examine differences in perceptions held by teachers, principals and inspectors of education with regard to the overall quality and impact of teacher evaluation.
- c) to examine differences in the way teachers, principals and inspectors of education perceive various factors of teacher evaluation which promote positive, meaningful and successful teacher evaluation and professional development.

This Chapter, will discuss the distribution of subjects in the sample, as well as the research methodology used. The Chapter covers the questionnaire, procedures for scoring and analysis of data, hypothesis to be tested, and sampling procedures. It also discusses the pilot study and how the final study will be executed.

## **4.2 RESEARCH METHODOLOGY**

Since the study attempts to compare perceptions of teachers, principals and inspectors of education on those factors that may promote teacher evaluation for professional development, it was necessary to use a causal-comparative research design. The causal-comparative research design aims to compare two or more groups, which are similar in all relevant characteristics but one, in order to measure the effects of that characteristic (Ary, Jacobs and Razavieh, 1990). Furthermore, the causal-comparative design is used after variations in the independent variable have already been determined. It is also a useful tool when conditions for experimentation cannot be met. For this study, the research sample is divided into three groups, that is, teachers, principals and

inspectors of education which have similar characteristics. These individuals use and are directly or indirectly affected by evaluation.

#### **4.2.1 QUESTIONNAIRE**

The first questionnaire was designed for teachers, heads of departments, deputy or vice principals and principals within schools. The second questionnaire is designed for circuit inspectors, inspectors and subject advisors to test their perceptions of evaluation and professional development. Both questionnaires focussed on the same items such as personal variables and those variables that are related to the respondents' perceptions.

Section A of the questionnaires consists of items (1 to 8) which require the respondents to indicate their personal variables such as: gender, racial group, age group, position held, experience, qualification, size of a school or circuit and, where applicable, the number of teachers in that circuit.

Section B of the questionnaires consists of items (9 to 14) related to perception. It ascertains whether respondents have ever evaluated. Once that is established, respondents are required to rate the overall quality and impact of the evaluation process. Those who have never been evaluated are also requested to provide their views. The same questions are applied to circuit inspectors, inspectors and subject advisors.

Section C of the questionnaire consists of statements that require the respondent to describe his or her attributes in relation to the position he or she holds. These items (15 to 24) include the individual's rating of his or her overall performance and interpersonal skills. These skills are risk taking, orientation to change, experimentation, openness to criticism and knowledge of subject matter.

Items (25 to 36) in Section D of the questionnaire was designed to examine the following: respondents' own expectations of the credibility of the evaluator, working relations, trust, temperament, flexibility, capacity to demonstrate needed improvements, usefulness of suggestions and familiarity with the classroom of the evaluator.

In Section E, the respondents were required to describe their perceptions of the information gathered on teacher performance. These items (37 to 48) tap the use of evaluation procedures to address various dimensions of teaching, how the sources of information were used, the number of observations, and frequency of the evaluation.

Section F of the questionnaire determines the way respondents perceive the amount of feedback provided during the evaluation period. These items (49 to 57) examined the frequency, formality, depth, quality, nature, and timing of feedback.

In Section G, respondents were required to describe the attributes of the context of evaluation. These items (58 to 67) concentrate on professional development in an attempt to find out whether evaluation improves teaching or teachers

For the full questionnaires, refer to Annexure A, B and C.

#### **4.2.2 PROCEDURES FOR SCORING AND ANALYSING DATA**

Since respondents were requested to circle the number that best described their circumstance or position along a continuum of 5, 4, 3, 2 and 1. The highest number such as 5, represented the strongest, and 1 the lowest number on the continuum, represented the weakest perception. The researcher added these values from each of the items for scoring

purposes. In each Section, a total score for each respondent was obtained by adding the values of the individual items. The total scores for all respondents were added together and divided by the number of respondents to obtain a mean score. The highest score above the mean represented a positive perception, and the lowest score below the mean represented a negative perception.

The same procedure was applied to the other items in the Questionnaire, that is, teachers, heads of departments, principal and inspectors own personal attributes, their perceptions of evaluators, the information gathered during the evaluation, feedback, and the context of evaluation.

The One-Way Analysis of Variance (ANOVA) and the Scheffé Test of Multiple Comparison (STOMC) was used to determine statistical significant differences among the three groups (Behr, 1988; Jaeger, 1990). ANOVA is a causal-comparative research test used to study more than two groups. The purpose is to determine whether these groups differ significantly among themselves on the response variables being studied.

If the F=ratio is significant at the chosen level of significance, 0.05, (that is, the groups differ significantly from each other) it would be necessary to perform unplanned comparison by using a Scheffé test for multiple comparison. The Scheffé test takes into account the probability that the researcher will find significant differences between mean scores simply because many comparisons are made on the same data (Gay, 1987: 409). It enables the researcher to determine by graphic representation which group means differ significantly. The Scheffé test is the most

conservative method because the Type I error rate is smaller. If the Scheffé is significant then all possible comparisons of mean scores are significant.

The analysis of data was achieved by using a combination of computer programmes designed for research purposes. These were the Statgraphics Version 7 and Statistical Analysis Systems (SAS) computer programmes.

#### **4.2.2.1 Hypothesis to be tested**

The following hypotheses are tested by using the statistical procedures detailed above:

##### **Hypothesis A**

The respondents personal variables such as gender, race, age, experience and qualification have a significant influence on their perception of teacher evaluation factors.

##### **Hypothesis B**

Teachers, principals and inspectors of education have different perceptions of the overall quality and impact of teacher evaluation.

##### **Hypothesis C**

Teachers, principals and inspectors of education exhibit significant differences in their perception of the various factors of teacher evaluation that promotes positive, meaningful and successful teacher evaluation and professional development.

### **4.2.3 STUDY AREA**

The KwaZulu-Natal province has eight regions, forty-two districts and one hundred and ninety-four inspection circuits (Piper, 1994). The researcher randomly selected Empangeni and Ulundi regions as they typically represented the characteristics of other regions, that is, respondent's gender, racial groups, age, position within the school, teaching experience, qualification, and size. These regions have 26 and 24 inspection circuits respectively.

### **4.2.4 SUBJECTS FOR THE STUDY**

The questionnaire was distributed to a research sample of secondary school teachers, heads of departments, deputy/vice principals, principals. Another questionnaire was mailed to circuit inspectors, inspectors of education, and subject advisors. The sample was divided into two. The first group (Group A) consisted of teachers, heads of departments, deputy/vice principals and principals. The second group (Group B) consisted of circuit inspectors, inspectors and subject advisors.

#### **4.2.4.1 Sampling design for Group A**

A cluster/multistage sampling design was used to select the sample of teachers, heads of departments, deputy/vice principals and principals in such a way that it represented the population. This sampling design was appropriate because the respondents were widely scattered and the province is too wide for the researcher to visit all schools within each region. Furthermore, a list of all teachers, principals and inspectors of education was not readily available.

### **Stage One**

Five inspection circuits were selected for the study sample. Within each inspection circuit, teachers vary in gender, racial groups, age, position within the school, experience, qualification, and size of the school. Inspection circuits were similar to others in KwaZulu-Natal in this respect. This was based on the principle of heterogeneity. Hence, by selecting one inspection circuit, the researcher would have randomly captured a representative sample that reflected the features of these schools. One of these inspection circuits was used for the pilot study and the other four for the final study.

### **Stage Two**

For the pilot study, the researcher selected five secondary schools from the inspection circuit designated for the purpose of research. For the final study, ten secondary schools were selected. This means that in all, 45 schools were to be involved. To select these schools from each inspection circuit a table of random numbers was used.

### **Third stage**

All teachers and heads of departments in each selected school were included in the study sample. A questionnaire designed for teachers was administered to them. A second separate

questionnaire was administered to vice/deputy principals and principals from all these schools.

#### **4.2.4.2 Sampling design for Group B**

For this group, a cluster sampling design was also used to select the sample of circuit inspectors, inspectors and subject advisors from the two selected Inspection Circuits.

##### **Stage One**

Five inspection circuits from each region were selected for the sample. One inspection circuit was used for the pilot study. Inspection circuits were given a number and corresponding numbers written on small pieces of paper. The papers were placed in a jar. The researcher closed his eyes and picked out one piece of paper representing an inspection circuit from the jar. The jar was shaken before the second and third papers were picked out.

##### **Stage Two**

All circuit inspectors, inspectors and subject advisors from the selected inspection circuits, were included in the study sample.

### **4.3 PILOT STUDY**

In order to identify the weaknesses in the questionnaire, and to test for ambiguity and clarity of wording, it was necessary to conduct a pilot study. The pilot study served as a trial run for the final questionnaire.

Five schools from the inspection circuit designated for the pilot study were used. A trial run questionnaire was administered to all teachers in these schools. These teachers were not included in the final sample.

The results of the pilot study suggested that a few changes were necessary. Some of these items had to be reworded, because teachers left out some of the crucial questions whose answers could not be gleaned from the earlier version of the questionnaire.

### **4.4 EXECUTION OF THE STUDY**

For Group A, the researcher administered the questionnaire to all the teachers, heads of departments and principals in the sample selected. The respondents participated voluntarily in the study during their lunch hour. They were assured that participation was voluntary, without any negative consequence should they decide to withdraw. They were also requested not to write their names on the questionnaire so as to remain anonymous.

Due to distance, it was necessary to mail questionnaires for Group B of the study sample, that is, for Chief Inspectors of Education, Inspectors of Education and Subject Advisors, it was necessary to mail questionnaire to them due to distance.

## **4.5 CONCLUSION**

In this Chapter, the research methodology was discussed at length. The research methodology included, the discussion of the questionnaire, the procedure for scoring data and hypotheses to be tested. It also included the study area, subjects and sampling design, pilot study and execution of the study.

## CHAPTER FIVE

### PRESENTATION AND ANALYSIS OF DATA

#### 5.1 INTRODUCTION

In this Chapter, the data will be presented and analysed by using both the descriptive and the inferential statistics is discussed. The analysis does not include interpretation of data.

The analysis includes personal details of respondents, the quality of evaluation, the impact of evaluation, self evaluation, perceptions of evaluators, performance criteria, feedback from evaluation and the context of evaluation. Therefore, it will be necessary to determine whether personal details and professional levels of the respondents have any influence on the way teachers perceive the above as compared to principals and inspectors of education.

#### 5.2 PERSONAL BACKGROUND OF THE RESPONDENTS

Of the 382 respondents in the study sample, 70% were teachers, 7% principals and 23% inspectors of education. This distribution does not, however, reflect the general trend of the distribution of teachers, principals and inspectors of education in KwaZulu-Natal.

### 5.2.1 RESPONDENTS' PERCEPTION AND GENDER

Respondents of the study sample were classified according to their gender and the position they hold. Table 5.1 shows that 42% of the respondents were female teachers and 58% were male teachers. It also shows that the position of principal was held by 88% males and 12 % females. The post of inspector is filled by 79% males and 21% females. In the principal and inspector category, there are fewer females than males. In general the percentage of females, particularly in leadership positions, is very low.

**TABLE 5.1**  
**Professional level and gender**

Racial Group	Teachers	Principals	Inspectors	Total
Male	156	22	70	248
Female	112	3	19	134
	268	25	89	382

In order to determine whether male and female respondents differ in their perception of the following : self evaluation, evaluator perceptions, performance criteria, feedback from the evaluation and the context of evaluation, an ANOVA test was used.

**TABLE 5.2**  
**Analysis of variance for perception by gender**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Self evaluation	Between	190.5	1	190.5	3.465
	Within	20894	380	54.98	
	Total	21084	381		

Evaluator perceptions	Between	0.0013	1	0.0013	932E-8
	Within	54301	380	142.9	
	Total	54301	381		
Performance criteria	Between	115.3	1	115.3	2.284
	Within	19084	378	50.49	
	Total	19200	379		
Feedback from evaluation	Between	18.40	1	18.40	0.338
	Within	20533	377	54.47	
	Total	20552	378		
Context of evaluation	Between	45.85	1	45.85	0.643
	Within	27109	379	71.34	
	Total	27155	381		

\*  $p < 0.05$

**TABLE 5.3**  
**Mean factor scores by gender**

	Male		Female	
	$\bar{x}$	SD	$\bar{x}$	SD
Self evaluation	34.52	7.82	36.00	6.60
Perception of Evaluators	40.80	11.6	40.80	12.6
Performance criteria	37.59	6.97	36.44	7.34
Feedback	30.18	7.37	29.79	7.40
Context of evaluation	31.28	8.00	30.55	9.22

Table 5.2 shows the results of the ANOVA test for each of the variables under consideration. It was assumed that there would be no differences among means.

The results show that there is no statistical evidence of a difference in respondents' self evaluation ( $F = 3.465$ ,  $df$  1/380,  $0.05 < p$ ), perception of evaluators ( $F = 932E-8$ ,  $df$  1/380,  $0.05 < p$ ), performance criteria ( $F = 2.284$ ,

df 1/378,  $0.05 < p$ ), feedback from evaluation ( $F = 0.338$ , df 1/377,  $0.05 < p$ ) and the context of evaluation ( $F = 0.643$ , df 1/379,  $0.05 < p$ ).

Table 5.3 shows averages for both male and female respondents irrespective of their professional level. It reflects no significant differences in the means of all the variables. This indicates that male and female teachers, principals and inspectors of education have a high regard of themselves, their evaluators, the performance criteria used in the evaluation, feedback from the evaluation and the context of evaluation.

The results indicate that the null hypothesis should be retained and the alternative hypothesis that male and female respondents differ in the perception of evaluation be rejected. Therefore, we conclude that male and female respondents do not differ in the perception of their own evaluation, in their perception of evaluators, of performance criteria, of feedback from the evaluation and the context of evaluation.

### **5.2.2 RESPONDENTS' PERCEPTION AND RACIAL GROUP**

Table 5.4 provides a breakdown of the respondents according to their racial groups. The table shows that 56% of the respondents were Africans, 7% Coloureds, 8% Indians and 29% Whites. Africans were mainly from the former KDEC, Coloureds from the former HOR, Indians from the former HOD and Whites from the former NED schools. These departments used different evaluation procedures.

**TABLE 5.4**  
**Professional level and racial group**

Racial Group	Teachers	Principals	Inspectors	Total
Africans	160	9	44	213
Coloureds	18	2	7	27
Indians	10	4	16	30
Whites	80	10	22	112
	268	25	89	382

To determine whether significant differences in perception exists in relation to the racial groupings of the respondents and in the following variables: self evaluation, perception of evaluators, performance criteria, feedback from the evaluation and the context of evaluation, an ANOVA test was used.

**TABLE 5.5**  
**Analysis of variance for perception and race**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Self evaluation	Between	5701	3	1900	46.70*
	Within	15383	378	40.70	
	Total	21084	381		
Evaluator perceptions	Between	11046	3	3682	32.18*
	Within	43255	378	114.4	
	Total	54301	381		
Performance criteria	Between	3027	3	1009	20.15*
	Within	18924	378	50.06	
	Total	21951	381		
Feedback from evaluation	Between	4718	3	1573	32.11*
	Within	18516	378	48.98	
	Total	23234	381		

Context of evaluation	Between	4704	3	1568	26.40*
	Within	22450	378	59.39	
	Total	27155	381		

\* p < 0.05

**TABLE 5.6**  
**Mean factor scores by race**

	Africans		Coloureds		Indians		Whites	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Self evaluation	38.33	6.94	30.07	4.87	34.57	9.42	30.11	14.2
Evaluators	45.44	11.64	34.11	5.06	30.90	17.91	36.25	6.40
Performance criteria	39.40	7.66	35.41	4.12	31.57	11.71	34.25	4.34
Feedback	32.84	7.54	28.30	3.66	24.23	11.70	25.83	4.40
Context of evaluation	34.10	9.40	25.96	2.88	25.80	8.14	27.79	3.75

Table 5.5 shows the results of the ANOVA test for each of the variables under consideration. It was assumed that there would be no differences among true averages. There is less than 1% of a proportion at least as large as this for all five variables. These results constitute strong statistical evidence of difference in respondents' self evaluation ( $F = 46.70$ ,  $df\ 3/378$ ,  $p < 0.05$ ), evaluator perceptions ( $F = 32.18$ ,  $df\ 3/378$ ,  $p < 0.05$ ), of performance criteria ( $F = 20.15$ ,  $df\ 3/378$ ,  $p < 0.05$ ), feedback from evaluation ( $F = 32.11$ ,  $df\ 3/378$ ,  $p < 0.05$ ) and the context of evaluation ( $F = 26.40$ ,  $df\ 3/378$ ,  $p < 0.05$ ).

Table 5.6 shows averages for all racial groups of respondents irrespective of their professional level. It reflects significant differences in the averages of all the variables. Averages for African respondents seem to be higher than those of the other racial groups. In the variable, self evaluation, Coloured and White respondents compare equally. Furthermore, they rated themselves far lower than African and Indian respondents. The mean differences for evaluator perceptions are significantly high. However, Indian respondents have a lower mean score as compared to the other respondents. Coloured

and White respondents compare equally with regard to type of performance criteria during the evaluation, while Indian and White respondents compare equally in relation to feedback provided by evaluators. Regarding the context of evaluation, Coloured respondents compare equally with their Indian counterparts and their mean scores are lower than that of African and White respondents.

The analysis of race and perception of the respondents indicates that Africans are more positive in their perception of themselves, of evaluators, performance criteria, feedback from evaluation and context of evaluation than Coloureds, Indians and Whites. Indians and Whites, in particular, were negative in their perception of evaluation factors.

It appears that the null hypothesis should be rejected and that we should conclude that Africans, Coloureds, Indians and Whites have significant differences in their perception of their evaluation, in their perception of evaluators, performance criteria, feedback from evaluation and context of evaluation. This means that Africans are more positive towards these factors of evaluation than Whites, Indians and Coloureds.

### **5.2.3 RESPONDENTS' PERCEPTION AND AGE GROUP**

The age of respondents is often an indication of maturity in decision-making and of the calibre of staff employed by any organisation. For the purpose of this study, it is assumed that mature respondents can provide honest responses with regard to their own evaluation, evaluators and the evaluation process itself.

Respondents of the study are in the age ranges 21 to 30, 31 to 40 and 41 to 50 years. The concentration of respondents in each category is 31%, 32% and 24% respectively. Table 5.7 shows that the majority of teachers in the study sample range from 21 to 40 years of age. The majority of principals'

age range is between 31 and 50 years, while the concentration of inspectors of education is in the age range 41 to 60 years. Only 1% of the respondents are in the age range below 20 years. This suggests that very few of the respondents are young and have limited teaching experience. The fact that 87% of the respondents' ages range from 21 to 50 is an indication that most of them should understand the importance of evaluation and have had some experience of the evaluation process.

**TABLE 5.7**  
**Professional level and age group**

Age Group	Teachers	Principals	Inspectors	Total
Below 20	5	0	0	5
21 - 30	118	2	0	120
31 - 40	101	8	13	122
41 - 50	43	12	37	92
51 - 60	1	3	34	38
61 & above	0	0	5	5
	268	25	89	382

An ANOVA was used to determine whether respondents' perceptions of: self evaluation, evaluator perceptions, performance criteria, feedback from the evaluation and the context of evaluation, are influenced by their age.

**TABLE 5.8**  
**Analysis of variance for perception and age group**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Self evaluation	Between	1840	5	368.0	7.191*
	Within	19244	376	51.18	
	Total	21084	381		
Evaluator perceptions	Between	3783	5	756.6	5.631*
	Within	50518	376	134.4	
	Total	54301	381		

Performance criteria	Between	696.7	5	139.3	2.465*
	Within	21254	376	56.53	
	Total	21951	381		
Feedback from evaluation	Between	886.3	5	177.3	2.982*
	Within	22348	376	59.44	
	Total	23234	381		
Context of evaluation	Between	1291	5	258.3	3.755*
	Within	25863	376	68.79	
	Total	27155	381		

\*  $p < 0.05$

**TABLE 5.9**  
**Mean factor scores by age group**

	< 20	21-30	31-40	41-50	51-60	61 <
Self evaluation	29.00	37.44	35.63	32.63	31.92	37.00
Evaluators	33.00	42.81	43.21	36.45	37.58	46.20
Performance criteria	27.40	37.68	37.66	36.39	35.42	37.00
Feedback	22.40	31.22	30.13	28.03	28.97	32.80
Context of evaluation	29.60	33.38	31.06	28.97	28.58	31.60

Table 5.8 shows the results of the ANOVA test for each of the variables under consideration. It was assumed that there would be no differences between true averages of the respondents. There is less than 5% of a proportion at least as large as this for all five variables. These results constitute strong statistical evidence of a difference in respondents' self evaluation ( $F = 7.191$ ,  $df\ 5/376$ ,  $p < 0.05$ ), evaluator perceptions ( $F = 5.631$ ,  $df\ 5/376$ ,  $p < 0.05$ ), performance criteria ( $F = 2.465$ ,  $df\ 5/376$ ,  $p < 0.05$ ), feedback from evaluation ( $F = 2.982$ ,  $df\ 5/376$ ,  $p < 0.05$ ) and the context of evaluation ( $F = 3.755$ ,  $df\ 5/376$ ,  $p < 0.05$ ).

Table 5.9 shows averages of respondents all age groups irrespective of their professional level. It reflects significant differences in the averages of different variables. This indicates that respondents whose age groups are 21

- 30, 31 - 40 and above 61 tend to be positive about their self evaluation. They have a high regard of themselves as compared to respondents in the following age groups: below 20, 41 - 50 and 51 - 60.

Respondents whose age group is above 61 have a high regard of evaluators. They are followed by the respondents whose age group ranges between 21 - 30 and 31 - 40 whose perception of evaluators is neither high nor low. Respondents whose age is below 20 have a low perception of evaluators. This may be due to lack of evaluation experience and contact with evaluators.

Compared to respondents in the age groups 21 - 30, 31 - 40, and above 61, of respondents in the age range below 20 also have a low perception of performance criteria. Perceptions of respondents in the age group 41 - 50 and 51 - 60 on the other hand, is neither high nor low. These results indicate that respondents below 20 have such limited teaching experience and exposure to evaluation that they cannot understand performance criteria.

The mean for feedback and context of evaluation indicate the same trend as the mean for the performance criteria. Respondents in the age group below 20 have a low perception of feedback from evaluation and context of evaluation as compared to respondents in the age group 21 - 30, 31 - 40 and above 61. However, it should be noted that averages for the age group 60 and above may have been influenced by the fact that the number of respondents was very small.

It appears that the null hypothesis that no differences among true averages for respondents' age group toward their perception of their own evaluation, perception of evaluators, performance criteria, feedback from the evaluation and the context of evaluation, should be rejected.

We, therefore, conclude that age plays a significant role in how respondents perceive: their own evaluation, their evaluators, performance criteria, feedback from evaluation, and the context of evaluation.

## 5.2.4 RESPONDENTS' PERCEPTION AND EXPERIENCE

Table 5.10 shows that the majority of respondents, (60%) have working experience of 7 years and above. This is a good indicator because it means that most respondents could have been evaluated or been involved in the evaluation of teachers in the previous two years. Respondents' evaluation experience, combined with their teaching and working experience should be a sound base for determining educators' perceptions of evaluation. Table 5.10 also shows that 21% of respondents had 4 - 6 years teaching and leadership experience. However, this does not mean that those with less teaching and leadership experience (19%) are insignificant, but that their perceptions may be different.

**TABLE 5.10**  
**Professional level and teaching**  
**experience in years**

No. of years	Teachers	Principals	Inspectors	Total
1 - 3	71	0	0	71
4 - 6	68	8	5	81
7 & above	129	17	84	230
	268	25	89	382

To determine whether the differences in respondents' perceptions of variables such as: self evaluation, perception of evaluators, performance criteria, feedback from the evaluation and the context of evaluation are influenced by their experience in the teaching profession, the ANOVA test was used.

**TABLE 5.11**  
**Analysis of variance for perception**  
**and teaching experience**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Self evaluation	Between	1192	2	595.8	11.35*
	Within	19893	379	52.49	
	Total	21084	381		
Perception of evaluators	Between	3329	2	1664	12.37*
	Within	50972	379	134.5	
	Total	54301	381		
Performance criteria	Between	509.6	2	254.8	4.504*
	Within	21441	379	56.57	
	Total	21951	381		
Feedback from evaluation	Between	1014	2	507.1	8.650*
	Within	22220	379	58.63	
	Total	23234	381		
Context of evaluation	Between	1901	2	950.7	14.27*
	Within	25253	379	66.63	
	Total	27155	381		

\*  $p < 0.05$

**TABLE 5.12**  
**Mean factor scores by years**  
**of teaching experience**

	1 - 3		4 - 6		7 and above	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Self evaluation	38.45	6.20	35.53	7.86	33.81	7.32
Perception of evaluators	46.65	11.9	41.25	13.0	38.84	10.9
Performance criteria	39.41	7.76	36.51	8.56	36.42	7.05
Feedback	33.08	8.78	29.80	7.56	28.76	7.31
Context of evaluation	35.46	10.99	31.30	8.25	29.56	7.04

Table 5.11 shows the results of the ANOVA test for each of the variables under consideration. It was assumed that there would be no differences

among true averages of respondents. There was less than 5% of a proportion at least as large as this for all five variables. These results constitute strong statistical evidence of difference in respondents' self evaluation ( $F = 11.35$ ,  $df\ 2/379$ ,  $p < 0.05$ ), perception of evaluator ( $F = 12.37$ ,  $df\ 2/379$ ,  $p < 0.05$ ), performance criteria ( $F = 4.504$ ,  $df\ 2/379$ ,  $p < 0.05$ ), feedback from evaluation ( $F = 8.650$ ,  $df\ 2/379$ ,  $p < 0.05$ ) and the context of evaluation ( $F = 14.27$ ,  $df\ 2/379$ ,  $p < 0.05$ ).

Table 5.12 shows averages for respondents' experience in years in the teaching profession irrespective of their professional level. It reflects significant differences in the averages of all the variables. However, the averages in the 1 - 3 years teaching and administrative experience are significantly higher than those of the other groups. This indicates that respondents in the category with 1 - 3 years of teaching and administrative experience have a high positive perception of their evaluation, of evaluators, of performance criteria, of feedback from evaluation and of the context of evaluation as compared to respondents with 4 - 6 and above 7 years' experience.

These results contradict the results of a prior analysis (Table 5.9) which suggest that the younger the respondents the lower their perception of professional evaluation.

The results indicate that the null hypothesis should be rejected and instead the study should conclude that respondents with 1 - 3 years of teaching and administration experience perceive their self evaluation, their perception of evaluators, performance criteria, feedback from the evaluation and the context of evaluation more positively than the respondents with 4 - 6 and above 7 years experience.

## 5.2.5 RESPONDENTS' PERCEPTION AND QUALIFICATION

Table 5.13 indicates that 71% of respondents, that is, teachers, principals and inspectors of education combined, have both degrees and teaching diplomas; that 2% have degrees only, that 25% have diplomas only, and 2% had neither degree nor diploma.

**TABLE 5.13**  
**Professional level and qualification**

Racial Group	Teachers	Principals	Inspectors	Total
Degree & diploma	157	24	89	270
Degree only	7	0	0	7
Diploma	95	1	0	96
Other	9	0	0	9
	268	25	89	382

Differences in perception can at times be explained by respondents' qualification. Consequently, the researcher also sought to determine whether this hypothesis holds true with regard to the following variables: self evaluation, perception of evaluators, performance criteria, feedback from the evaluation and the context of evaluation. To test this hypothesis, an ANOVA test was used.

**TABLE 5.14**  
**Analysis of variance for perception and qualification**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Self evaluation	Between	4013	3	1338	29.63*
	Within	17071	378	45.16	
	Total	21084	381		

Perception of evaluator	Between	7792	3	2597	21.11*
	Within	46509	378	123.0	
	Total	54301	381		
Performance criteria	Between	1095	3	364.9	6.614*
	Within	20856	378	55.18	
	Total	21951	381		
Feedback from evaluation	Between	3612	3	1204	23.19*
	Within	19623	378	51.91	
	Total	23234	381		
Context of evaluation	Between	3401	3	1134	18.04*
	Within	23754	378	6284	
	Total	27155	381		

\*  $p < 0.05$

**TABLE 5.15**  
**Mean factor scores by qualification**

	Degree+diploma		Degree only		Diploma		Other	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Self evaluation	33.12	6.89	39.43	5.77	40.43	5.43	31.78	12.8
Perception of evaluators	38.07	10.3	48.29	12.2	48.23	12.1	37.56	19.4
Performance criteria	35.91	7.03	41.14	3.63	39.52	8.83	39.22	2.99
Feedback	27.81	6.56	33.71	4.46	34.67	8.52	34.00	11.4
Context of evaluation	29.23	6.26	27.71	1.98	35.73	11.05	37.11	14.1

Table 5.14 shows the results of the ANOVA test for each of the variable under consideration. It was assumed that there would be no differences among true averages of the respondents. There is less than 5% of a proportion at least as large as this for all five variables. These results constitute strong statistical evidence of difference for respondents' self evaluation ( $F = 29.63$ ,  $df\ 3/378$ ,  $p < 0.05$ ), perceptions of evaluators ( $F = 21.11$ ,  $df\ 3/378$ ,  $p < 0.05$ ), performance criteria ( $F = 6.614$ ,  $df\ 3/378$ ,  $p < 0.05$ ) feedback from evaluation

( $F = 23.19$ ,  $df\ 3/378$ ,  $p < 0.05$ ) and the context of evaluation ( $F = 18.04$ ,  $df\ 3/378$ ,  $p < 0.05$ ).

Table 5.15 shows averages for respondents qualification irrespective of their professional level. It reflects significant differences in the averages of all the variables. Table 5.15 indicates that the respondents who hold a degree only or a teaching diploma have a stronger and higher regard of their evaluation, their evaluators, performance criteria and feedback from evaluation than respondents who possess both a degree and a teaching diploma. The latter respondents have a low perception of themselves.

The means for context of evaluation indicate that the respondents who hold a diploma and other qualifications perceive the evaluation as developmental while respondents with both a degree and a diploma and those with a degree only perceive the context of evaluation as more summative rather than developmental.

However, it should be noted that the respondents in possession of a diploma and other qualification are less in number than those in possession of both a degree and diploma and those with a degree. These differences in qualification may have influenced their perception.

The results of the analysis show that the null hypothesis that no differences exist among true means for respondents' qualification towards their evaluation, performance of evaluators, performance criteria, feedback from the evaluation and the context of evaluation should be rejected. We, therefore, conclude that qualification plays a significant role in how respondents perceive their evaluation, their evaluators, performance criteria, feedback from evaluation and the context of evaluation.

## 5.2.6 RESPONDENTS' PERCEPTION AND INVOLVEMENT IN EVALUATION

The involvement of respondents in their evaluation plays an important role in their perception of the evaluation. Table 5.16 shows the number of respondents who were involved or not involved in the evaluation over the past two years. Of the 305 respondents who were either evaluated or who evaluated teachers, 64% are teachers, 7% are principals and 29% are inspectors of education.

**TABLE 5.16**  
**Professional level and involvement**

Involvement	Teachers	Principals	Inspectors	Total
Involved	194	22	89	305
Not involved	74	3	0	77
	268	25	89	382

Differences in perception can at times be explained by the respondents' involvement in the evaluation process. Respondents can be involved in the process as evaluators or evaluatees. It was necessary to determine whether involvement in the evaluation process had an influence on the way respondents perceived evaluation particularly the following variables: self evaluation, perception of evaluators, performance criteria, feedback from the evaluation and the context of evaluation. To test this hypothesis, an ANOVA test was used.

**TABLE 5.17**  
**Analysis of variance for perception by involvement**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Self evaluation	Between	1066	1	1066	20.23*
	Within	20019	380	52.68	
	Total	21084	381		
Perception of evaluators	Between	20.71	1	20.71	0.145
	Within	54280	380	142.8	
	Total	54301	381		
Performance criteria	Between	10.4	1	110.4	1.921
	Within	21841	380	57.48	
	Total	21951	381		
Feedback from evaluation	Between	36.1	1	136.1	2.239
	Within	23098	380	60.79	
	Total	23234	381		
Context of evaluation	Between	37.77	1	37.77	0.529
	Within	27117	380	71.36	
	Total	27155	381		

\*  $p < 0.05$

**TABLE 5.18**  
**Mean factor scores by involvement**

	Involved		Not involved	
	$\bar{x}$	SD	$\bar{x}$	SD
Self evaluation	34.20	7.14	38.36	7.72
Perception of evaluators	40.92	9.7	40.34	18.5
Performance criteria	37.26	6.04	35.92	11.89
Feedback	30.09	6.78	28.60	10.95
Context of evaluation	30.87	7.60	31.65	11.22

Table 5.17 shows the results of the ANOVA test for each of the variables under consideration. It was assumed that there would be no differences among true averages of respondents. There is less than 5% of a proportion at least as large as this for one variable only, that is self evaluation. These results constitute strong statistical evidence of difference in respondents' self evaluation ( $F = 20.23$ ,  $df 1/380$ ,  $p < 0.05$ ). However, the results for perception of evaluators ( $F = 0.145$ ,  $df 1/380$ ,  $0.05 < p$ ), performance criteria ( $F = 1.921$ ,  $df 1/380$ ,  $0.05 < p$ ), feedback from evaluation ( $F = 2.239$ ,  $df 1/380$ ,  $0.05 < p$ ) and the context of evaluation ( $F = 0.59$ ,  $df 1/380$ ,  $0.05 < p$ ) show that there are no differences in their perception of evaluation.

Table 5.18 shows averages for respondents' involvement in evaluation irrespective of their professional level. This indicates that respondents who had never been involved in evaluation have a higher regard for themselves as compared to respondents who had been involved in evaluation. This may be so because those inexperienced in evaluation may have high expectations and over-rate themselves. However, the means show that there are no differences in the way respondents perceive evaluators, performance criteria, feedback from evaluation and context of evaluation.

The results indicate that the null hypothesis which states that differences exist among true averages for respondents' involvement in their evaluation be rejected. But, that the alternative hypothesis for evaluator perceptions, performance criteria during the evaluation, feedback from the evaluation and the context of evaluation is rejected in favour of the null hypothesis. We, therefore, conclude that involvement in the evaluation process only plays a significant role in how respondents perceive their own evaluation.

The data presented above shows that there is a representative spread of respondents in accordance with their professional levels. However, qualification categories suggest that the groups are unequal to be used effectively in the analysis of variance.

### 5.3 QUALITY AND IMPACT OF EVALUATION

In this section, the researcher provides an analysis of data by using the Analysis of Variance (ANOVA) and the Scheffé Test of significance. These test were explained in Chapter Four. The purpose is to compare the effect of quality and the impact of evaluation on the perceptions of teachers, principals and inspectors of education.

#### 5.3.1 Respondents' perception of the quality of evaluation

It was hypothesised that teachers, principals and inspectors of education differ in their perceptions of the overall quality of teacher evaluation, that is, the process of the evaluation, its purpose, its planning, classroom observation and feedback.

To determine whether the overall perceptions of teachers, principals and inspectors of education significantly differ with regard to the quality of evaluation, it was necessary to use the ANOVA test. It was assumed that the averages would be identical regardless of respondents' professional level.

**TABLE 5.19**  
**Analysis of variance of the quality of evaluation**  
**by professional level**

Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Between	8.438	2	4.219	3.267
Within	489.8	379	1.291	
Total	497.8	381		

**TABLE 5.20**  
**Means and standard deviations of the quality**  
**of evaluation by professional level**

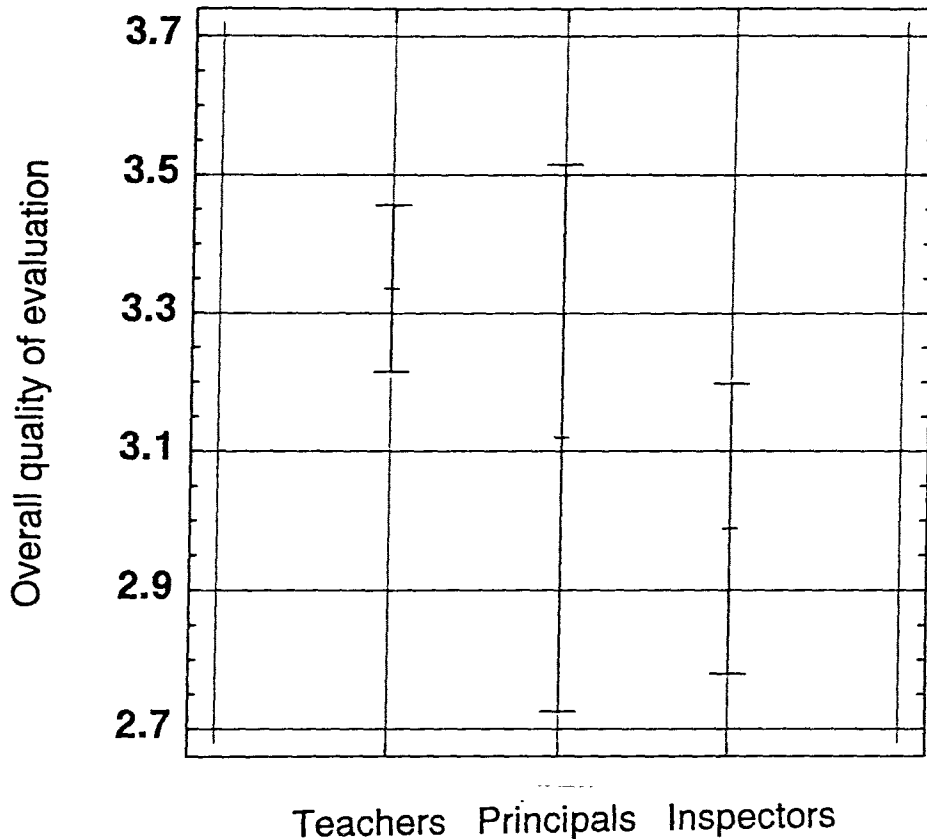
	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Overall quality	3.34	1.15	3.12	0.73	2.99	1.20

Table 5.19 shows the results of the ANOVA test. Assuming that no differences exist, the F-ratio indicates that differences exist for overall perception of the evaluation by professional level of respondents at the chosen level of significance ( $F = 3.267$ ,  $df\ 2/379$ ,  $p < 0.05$ ).

In Table 5.20, teachers have the highest mean overall perception score followed by principals. This indicates that teachers perceive the overall quality of evaluation as high in standard while principals perceive the overall quality of evaluation as low in standard. Inspectors of education have the lowest mean score, indicating they perceive evaluation as mediocre. Table 5.20 also shows that the mean for the overall quality of evaluation slightly decreases as the professional level increases (See Figure 5.1).

It appears that the null hypothesis that there are no differences in perception should be rejected because teachers, principals and inspectors of education differ in their perception of the overall quality of evaluation.

**FIGURE 5.1**  
**Intervals for quality of evaluation at 95% Scheffé**



### 5.3.2 Respondents' perception of the impact of evaluation

This section looks at the following: the impact of the evaluation process on teacher attitudes towards their work, the impact of the evaluation process on teachers' behaviour and strategies, and the impact of the evaluation process on teachers' understanding of the teaching and learning process. Three sub-hypotheses have been developed.

### 5.3.2.1 Impact of evaluation on teacher attitudes about their work

It was considered important to determine whether perceptions of teachers, principals and inspectors of education differ with regard to the impact of the evaluation process on teachers' attitudes about their work.

**TABLE 5.21**  
**Analysis of variance for impact of evaluation**  
**on teachers work by professional level**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Teachers work	Between	20.13	2	10.06	6.653*
	Within	573.3	379	1.513	
	Total	593.4	381		

**TABLE 5.22**  
**Means and standard deviations for the impact**  
**of the evaluation on teachers work by professional level**

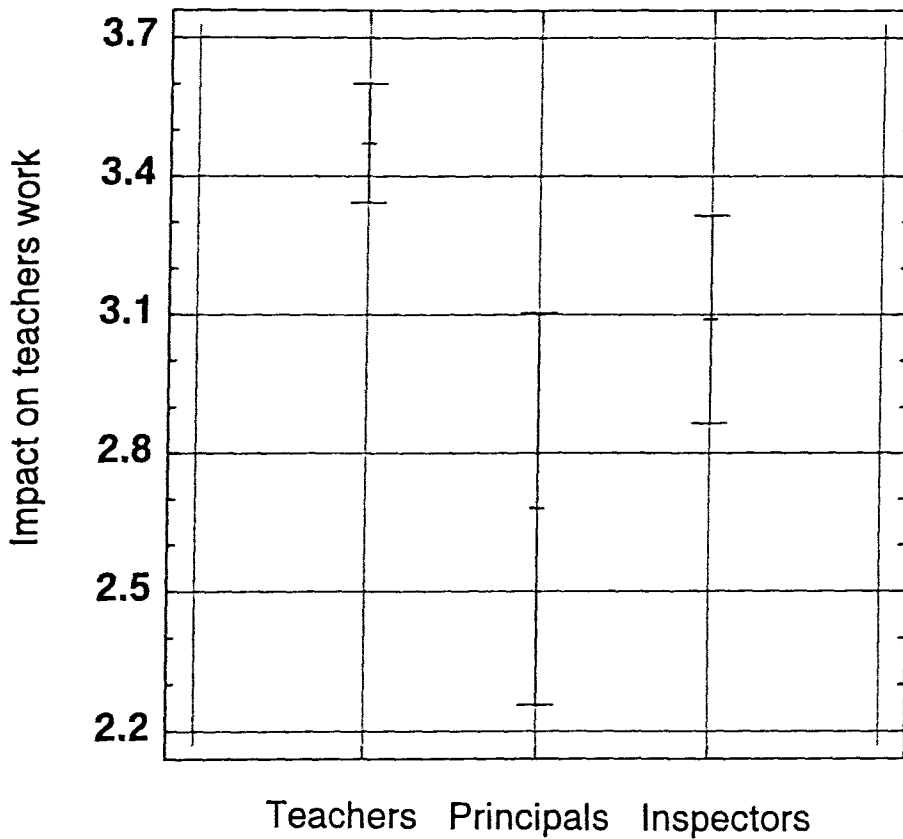
	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Teachers work	3.46	1.23	2.68	1.14	3.09	1.24

Table 5.21 shows the results of the ANOVA test. The F-ratio indicates that there is statistical evidence of a difference among true means on the impact of evaluation on teachers' work at different professional levels of respondents at the chosen level of significance ( $F = 6.653$ ,  $df\ 2/381$ ,  $p < 0.05$ ). This implies that teachers and inspectors of education perceive evaluation as having an impact on teachers attitudes towards their work, while principals perceive evaluation as having less impact on their attitude about their work.

Table 5.22 confirms the above results. It indicates that teachers and inspectors of education have the highest means on the impact of evaluation

on teachers' attitudes about their work. Principals have the lowest mean score (See Figure 5.2). This indicates that principals do not perceive evaluation as having a significant impact on teachers' attitudes to their work, that is, no changes were identified.

**FIGURE 5.2**  
**Intervals for impact of evaluation on**  
**teachers work at 95% Scheffé**



The results in Table 5.21 and 5.22 indicate that the null hypothesis should be rejected and the study concludes that only principals differ in their perception of the impact of the evaluation process on teachers' attitudes to their work.

### 5.3.2.2 Impact of the evaluation process on teacher behaviours and teaching strategies

In this section it was necessary to determine whether teachers, principals and inspectors of education differ in their perception of the impact of the evaluation process on teachers' behaviour and teaching strategies. It was reasoned that the means would be identical regardless of respondents' professional level.

**TABLE 5.23**  
**Analysis of variance for the impact of evaluation on teachers behaviours and teaching strategies**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Work behaviours	Between	14.36	2	7.182	5.343*
	Within	509.5	379	1.344	
	Total	523.8	381		

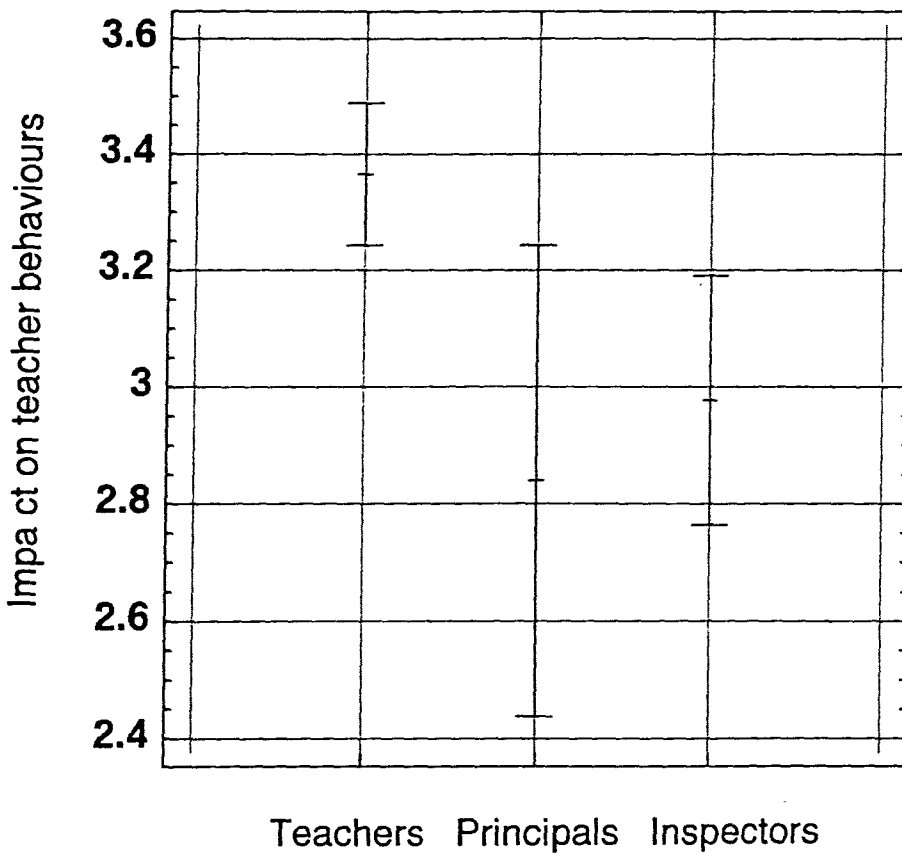
**TABLE 5.24**  
**Means and standard deviations for the impact of evaluation on teachers behaviours and teaching strategies and professional level**

	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Behaviours	3.37	1.14	2.84	1.03	2.98	1.26

Table 5.23 shows the results of the ANOVA test. The F-ratio indicates that there is strong statistical evidence of a difference among true means on the impact of evaluation on teachers behaviours and teaching strategies at different professional levels of respondents at the chosen level of significance ( $F = 5.343$ ,  $df 2/381$ ,  $p < 0.05$ ). This means that teachers perceive the impact differently from principals and inspectors of education.

In Table 5.24, teachers have the highest mean on the impact of evaluation on teachers' behaviours and teaching strategies. Principals have a slightly lower mean score but it compares equally with the mean of teachers and that of inspectors of education (See Figure 5.3). These results indicate that teachers perceive evaluation as having a strong impact on their behaviour and teaching strategies, while principals and inspectors of education perceive the evaluation as having low impact.

**FIGURE 5.3**  
**Intervals for impact of evaluation on teacher**  
**behaviours and teaching strategies at 95% Scheffé**



The results indicate that rejection of the null hypothesis that no differences exist among true means of respondents' professional level with regard to the impact of evaluation on teachers' behaviour and teaching strategies cannot be avoided. Therefore, we conclude that teachers perceive the impact of evaluation differently from principals and inspectors of education.

### 5.3.2.3 Impact of the evaluation process on teachers understanding of the teaching and learning process

It was also considered important to determine whether teachers, principals and inspectors of education differ in their perception of the impact of evaluation process on their understanding of the teaching and learning process. It was reasoned that the means for the three groups would be identical regardless of the respondents professional level.

**TABLE 5.25**  
**Analysis of variance for the impact of the evaluation process on teachers' understanding of teaching and learning by professional level**

Perception	Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Understanding	Between	38.45	2	19.23	12.83*
	Within	567.9	379	1.498	
	Total	606.3	381		

**TABLE 5.26**  
**Means and standard deviations for the impact of the evaluation process on teachers' understanding of teaching and learning by professional level**

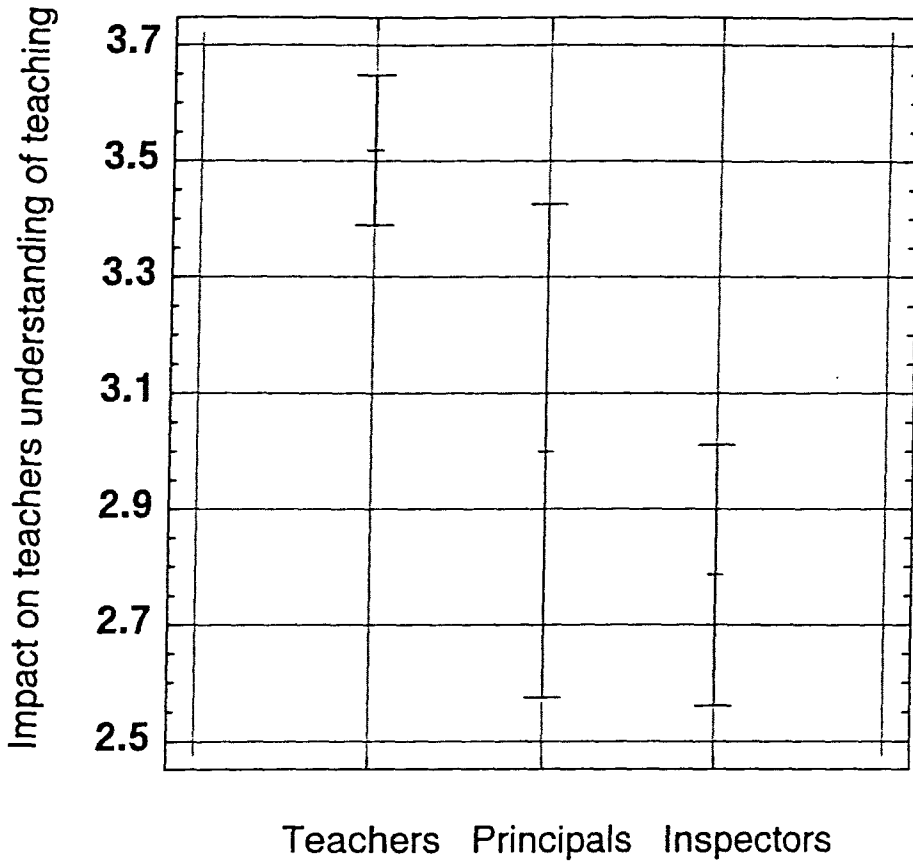
	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Understanding	3.52	1.18	3.00	1.12	2.79	1.38

Table 5.25 shows the results of the ANOVA test. The F-ratio indicates that there is strong statistical evidence of a difference among true means on the impact of evaluation on teachers' understanding of teaching and learning at different professional levels of the respondents ( $F = 12.83$ ,  $df\ 2/381$ ,  $p < 0.05$ ). In general, this means that teachers perceive the impact of evaluation differently from inspectors of education while principals do not differ from either.

Table 5.26 shows that there are significant differences between some pairs of means, but that there are distinct sets of means. The means for teachers and inspectors of education compare equally with the mean for principals (See Figure 5.4). This indicates that teachers perceive the impact of evaluation as strong while inspectors of education perceive the evaluation as having a weak impact. However, the variations in the principals scores suggest that principals' perceptions are neither strong nor weak.

**FIGURE 5.4**

**Intervals for the impact of evaluation on teachers' understanding of teaching and learning at 95% Scheffé**



It appears that the null hypothesis that no differences exists among means for respondents' professional level should be rejected and the study should conclude that teachers and inspectors of education differ in their perception of the impact of evaluation on their understanding of the teaching and learning process. This suggest that teachers perceive the impact of evaluation differently from inspectors of education but not from principals.

## 5.4 SELF EVALUATION OF RESPONDENTS

An ANOVA test was used to detect statistical difference among true self evaluation means for different levels of respondents' professional level.

**TABLE 5.27**  
**Analysis of variance of self evaluation**  
**by professional level**

Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Between	2125	2	1063	21.24
Within	18959	379	50.02	
Total	21084	381		

**TABLE 5.28**  
**Means and standard deviations for**  
**self evaluation by professional Level**

	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Self evaluation	36.57	7.39	32.20	7.85	31.22	5.74

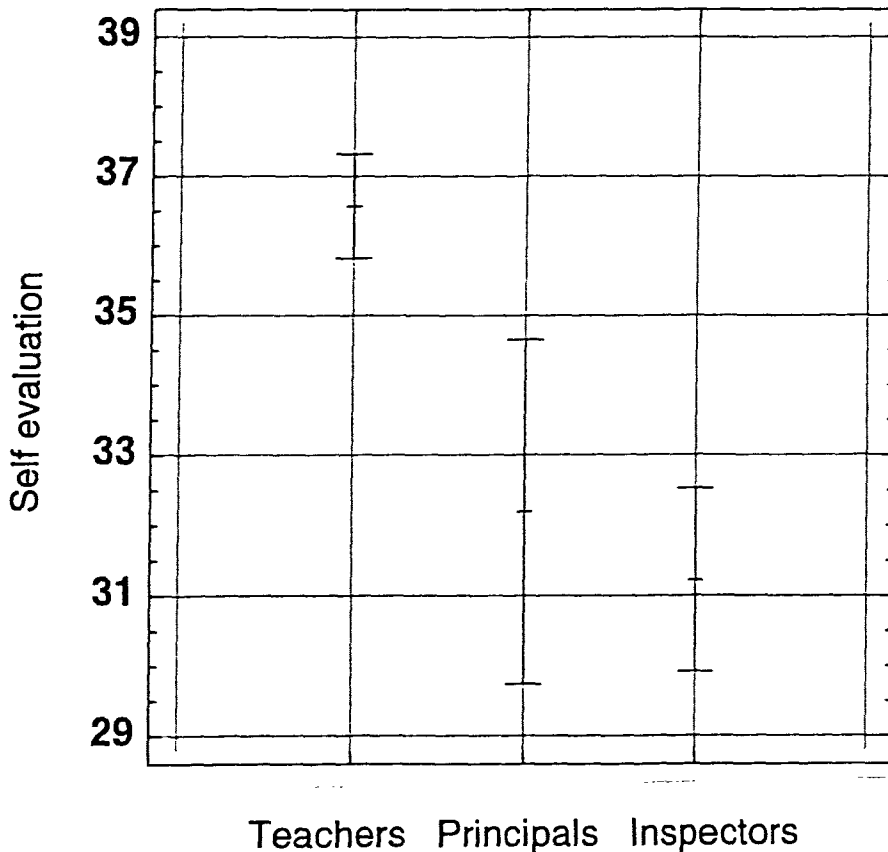
Table 5.27 shows that the average variation among means was 21.24 times the average within group variation. There is less than 1% of a proportion at least as large as this. This constitutes strong statistical evidence of difference among true self evaluation means at different levels of respondents' grades especially teachers and inspectors of education.

Table 5.28 shows the means and standard deviations for teachers, principals and inspectors of education. There are two distinct sets of means for teachers, principals and inspectors of education. The mean for teachers is significantly higher than that for principals and inspectors of education. This indicates that teachers have a higher regard of themselves than to principals

and inspectors of education. However, the means for principals and inspectors of education compare equally with each other (see Figure 5.5) showing that they have a lower regard of themselves than teachers.

The results of Table 5.27 and 5.28 shows that the null hypothesis that there is no difference in perception should be rejected and the study conclude that teachers have a high perception of themselves while inspectors of education and principals have a low perception of themselves.

**FIGURE 5.5**  
**Intervals for self evaluation at 95% Scheffé**



## 5.5 RESPONDENTS' PERCEPTION OF EVALUATORS

Since evaluators play an important role in the evaluation of teachers and the evaluation process in general, it was necessary to test whether teachers, principals and inspectors of education differ in their perception of evaluators. An ANOVA test was used to determine whether statistical difference exists among the means for respondents' different professional levels.

**TABLE 5.29**  
**Analysis of variance of respondents' perception**  
**of evaluators by professional level**

Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Between	3182	2	1591	11.80
Within	51119	379	134.9	
Total	54301	381		

**TABLE 5.30**  
**Means and standard deviations for respondents' perception**  
**of evaluators by professional level**

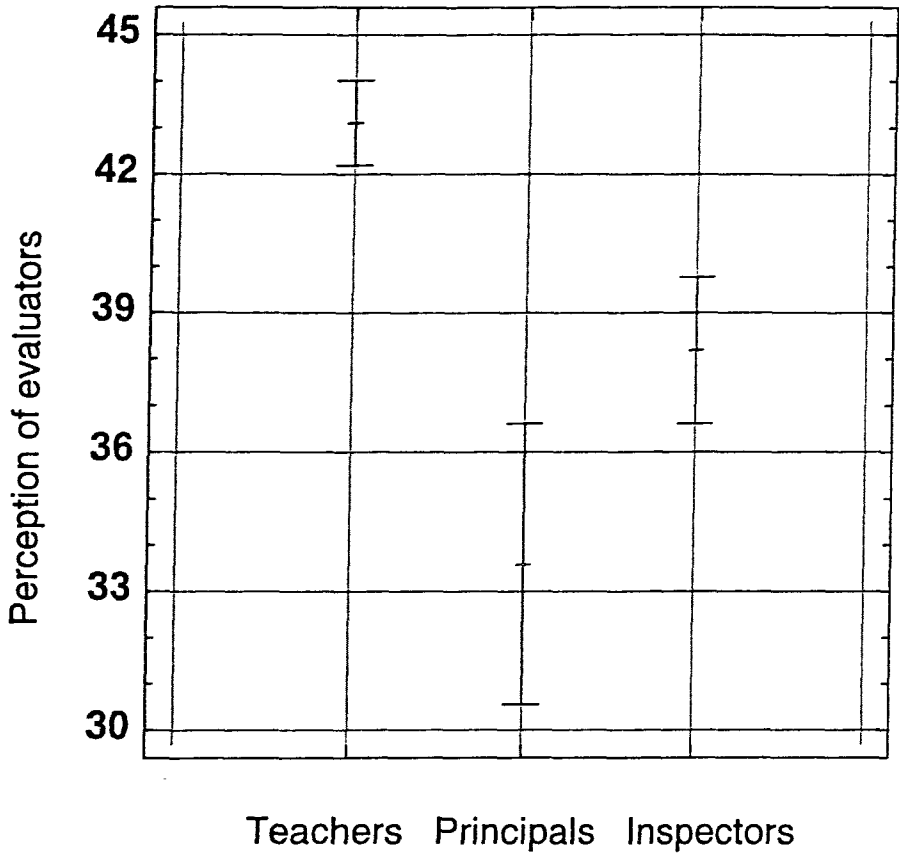
	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Perception of evaluators	40.47	12.85	32.24	10.56	38.19	7.03

Table 5.29 shows that the average variation among means was 11.80 times the average within group variation. There is less than 1% of a proportion at least as large as this. This constitutes strong statistical evidence of difference among true evaluator perception means at different levels of the respondents' professional level. These results indicate that in general, teachers, principals and inspectors of education greatly differ in the way they perceive evaluators.

Table 5.30 shows the means and standard deviations for teachers, principals and inspectors of education. There are two distinct sets of means. On the one hand are the means for teachers and inspectors of education. On the other hand the mean for principals. The mean for teachers is significantly higher than that for principals. This indicates that teachers have a high regard for their evaluators compared to principals who have a low regard for evaluators. However, the means for teachers and inspectors of education compare equally with each other which means that they both perceive evaluators as credible and trustworthy (see Figure 5.6).

These results indicate that the null hypothesis that there are no differences between the way respondents perceive their evaluators should be rejected and the study should conclude that teachers and inspectors of education have a high regard for evaluators while principals have a low regard for evaluators.

**FIGURE 5.6**  
**Intervals for respondents' perception**  
**of the evaluators at 95% Scheffé**



**5.6 PERFORMANCE CRITERIA**

For teacher evaluation to be successful, performance criteria should be known and communicated to teachers prior to their evaluation. These criteria play a significant role in providing feedback for teachers to address problem areas. An ANOVA test was used to detect a statistical difference among the true means of performance criteria for different professional levels of respondents.

**TABLE 5.31**  
**Analysis of variance for performance**  
**criteria by professional level**

Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Between	150.8	2	75.40	1.311
Within	21800	379	57.52	
Total	21951	381		

**TABLE 5.32**  
**Mean and standard deviations for performance**  
**criteria by professional level**

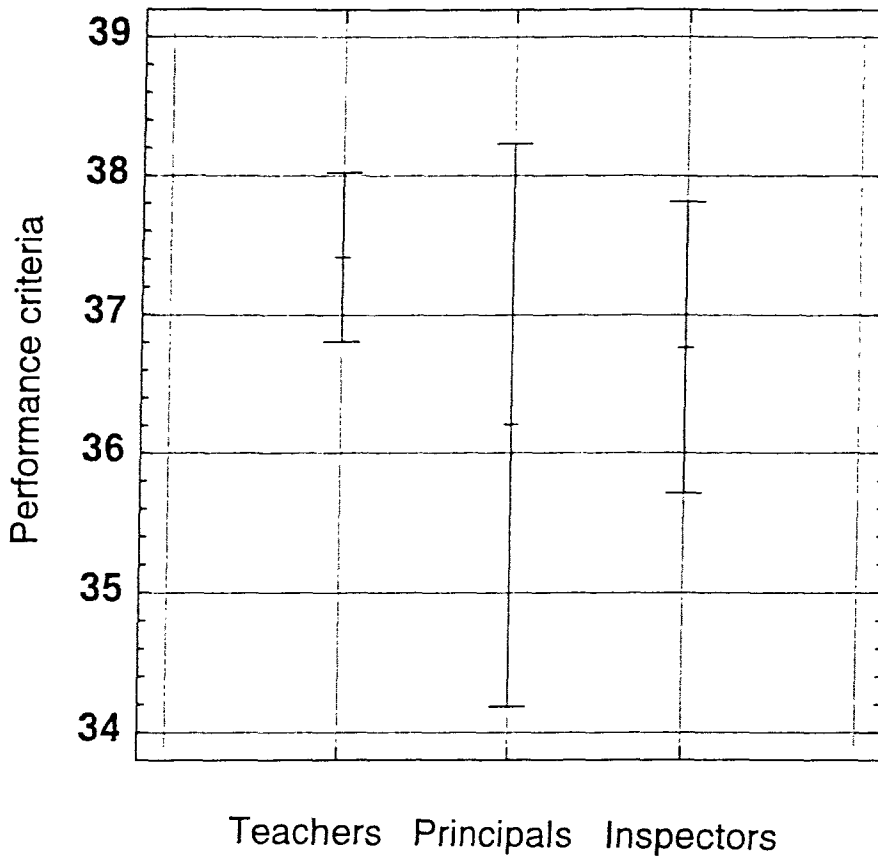
	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Performance Criteria	37.28	8.24	34.76	9.42	36.76	4.19

Table 5.31 shows that the average variation among means was 1.311 times the average within group variation. There is less than 27.08% chance of a proportion at least as large as this. This constitutes no statistical evidence of difference among true means of performance criteria at the different professional levels of respondents. The data, therefore, indicates that teachers, principals and inspectors of education perceive performance criteria positively.

Table 5.32 shows the means for teachers, principals and inspectors of education. There are no distinct sets of means since all means compare equally (see Figure 5.7).

The results indicate that the null hypothesis that no differences exist should be accepted and that the study should conclude that teachers, principals and inspectors of education have a positive perception of the performance criteria used in the evaluation of teachers.

**FIGURE 5.7**  
**Intervals for performance criteria at 95% Scheffé**



### **5.7 FEEDBACK FROM EVALUATION**

An ANOVA test was used to detect statistical difference among the true means for feedback received from evaluation at different professional levels of respondents.

**TABLE 5.33**  
**Analysis of variance for feedback from evaluation**  
**by professional level**

Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Between	1012	2	506.2	8.633
Within	22222	379	58.63	
Total	23234	381		

**TABLE 5.34**  
**Means and standard deviations for feedback**  
**from evaluation by professional level**

	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Feedback from evaluation	30.17	8.48	23.64	8.53	30.35	3.83

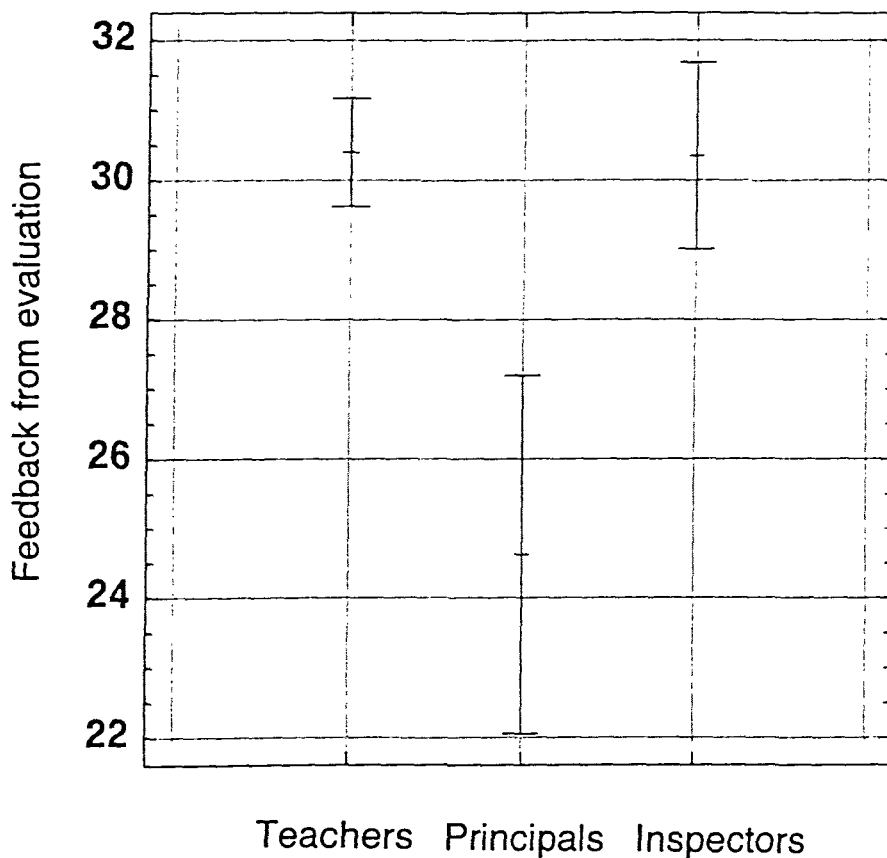
Table 5.33 shows that the average variation among means was 8.633 times the average within group variation. There is less than 1% of a proportion at least as large as this. This constitutes strong statistical evidence that teachers, principals and inspectors of education differ in the way they perceive feedback from evaluation.

Table 5.34 shows the means and standard deviations for teachers, principals and inspectors of education. There are two distinct sets of means. The first set is for teachers and inspectors of education. The second set is for principals. The means for teachers and inspectors of education compare equally (see Figure 5.8) since their means are above the mean score. This indicates that teachers and inspectors of education perceive feedback from evaluation as adequate for the successful development of teachers, while principals perceive it as inadequate.

This data indicates that the null hypothesis that there is no differences between the respondents' perception of feedback from evaluation should be rejected and conclude that teachers and inspectors of education see value in the feedback provided by evaluation while principals perceive the feedback from evaluation as less valuable.

**FIGURE 5.8**

**Intervals for feedback from evaluation at 95% Scheffé**



**5.8 CONTEXT OF EVALUATION**

The context of evaluation plays an important role in changing perception of teachers towards the evaluation. If the context of evaluation is more formative than summative chances are that the majority of teachers will be

positive towards it. Hence, it was necessary to determine whether teachers, principals and inspectors of education would differ in their perception of the context of evaluation.

**TABLE 5.35**  
**Analysis of variance for context of evaluation by professional level**

Source of variation	Sum of squares	d.f	Mean squares	F-Ratio
Between	1085	2	542.5	7.886
Within	26070	379	68.79	
Total	27155	381		

4 missing value (s) have been excluded.

**TABLE 5.36**  
**Means and standard deviations for Context of evaluation by professional level**

	Teachers		Principals		Inspectors	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Context of evaluation	29.38	0.70	26.63	1.20	29.63	0.46

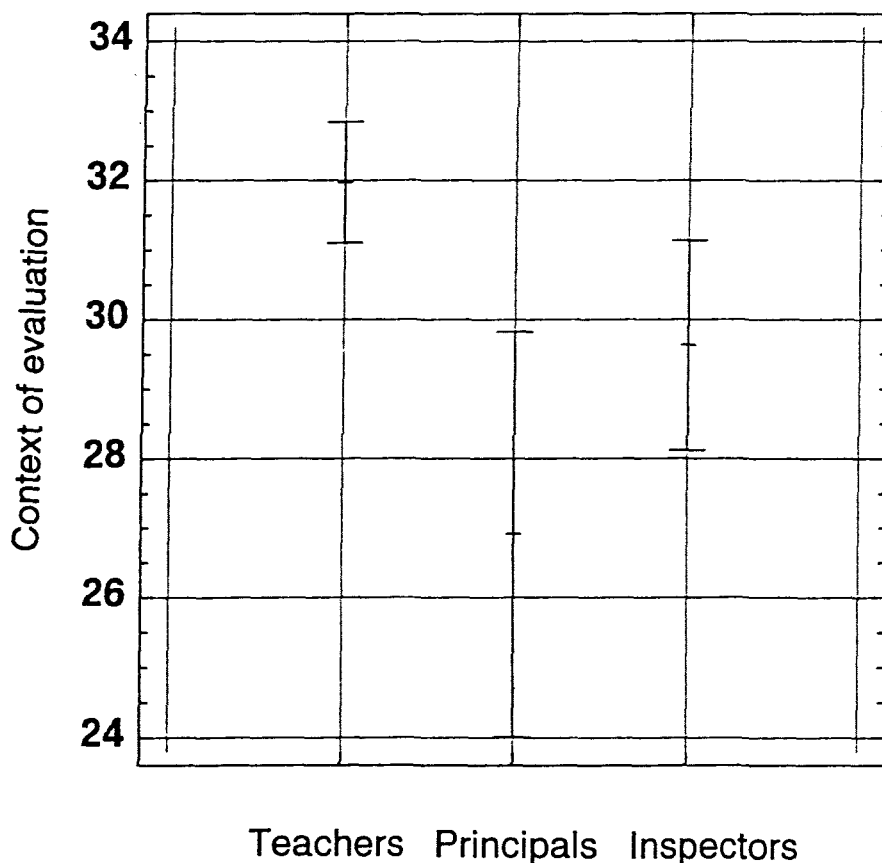
Table 5.35 shows that the average variation among means was 7.886 times the average within group variation. There is less than 1% of a proportion at least as large as this. This constitutes strong statistical evidence of difference among true context of evaluation means at different professional levels of the respondents. This means that teachers and inspectors of education perceive the context of evaluation differently from principals.

Table 5.36 shows the means for teachers, principals and inspectors of education. There are significant differences between some pairs of means, such as the mean for principals and the means for teachers and inspectors of education (see Figure 5.9). This indicates that teachers and principals perceive the context of the evaluation process as strongly developmental

while principals perceive the context as too weak to contribute successfully in the development of teachers.

Therefore, the study rejects the null hypothesis that no differences exists among true averages for respondents professional level towards their perception of the context of evaluation and conclude that teachers, principals and inspectors of education differ in the perception of the context of evaluation.

**FIGURE 5.9**  
**Intervals for context of evaluation at 95% Scheffé**



## **5.9 CONCLUSION**

In this Chapter, the researcher analysed personal backgrounds of respondents by using both descriptive and inferential statistics to determine teachers', principals' and inspectors' of education perception of the quality of evaluation, impact of evaluation, self evaluation, evaluators, performance criteria, feedback from evaluation and the context of evaluation.

In considering the influence of gender on respondents' perceptions, the analysis showed that there was no difference in the way male and female teachers, principals and inspectors of education perceived themselves and their evaluators. This indicates that gender had no influence in their perception of evaluation. Further analysis also showed that they perceived performance criteria, feedback from evaluation and the context of evaluation as contributing factors in the professional development of teachers.

The analysis of race and perception indicated that Africans were more positive in their perception of themselves, of evaluators, of performance criteria, of feedback from evaluation and of the context of evaluation than Coloureds, Indians and Whites. Indians and Whites, in particular, were negative in their perception of evaluation factors while Coloureds were moderate.

The results of the analysis of age and perception showed the following: that respondents in the age group below 20 had a lower perception of evaluation factors than respondents in the age groups 21 - 30, 31 - 40, and that respondents above 61 had a high perception of evaluation, and that only the age group 41 - 50 and 51 - 60 had neither a high nor a low perception of evaluation factors.

These results were not in agreement with the outcome of analysis on teaching and administrative experience. Results on experience indicated that respondents whose teaching or administrative experience was 1 - 3 years

perceived their own evaluation, their evaluators, performance criteria, feedback from evaluation and context of evaluation differently from respondents with 4 - 6 and above 7 years' experience. In short, respondents with 1 - 3 years experience had a positive perception of evaluation factors.

Results of the analysis on perception and qualification indicated that respondents with only either a degree or a diploma had higher regard of themselves, of their evaluators, of performance criteria, of feedback from evaluation than respondents who possessed both a teaching degree and diploma. However, respondents who possessed a diploma and other qualification perceived the context of evaluation as developmental.

With regard to the involvement of respondents in the evaluation, results showed that respondents involved in evaluation have a higher regard of themselves than respondents not involved in evaluation. Furthermore, no differences were found in their perception of evaluators, performance criteria, feedback from evaluation and context of evaluation.

Analysis on personal backgrounds of respondents showed that background variables has an influence on the way teachers, principals and inspectors of education perceive teacher evaluation factors.

Regarding the overall quality of evaluation, results indicated that teachers perceived the overall quality of evaluation as having a high standard while principals perceived it as moderate and inspectors of education perceived it as low in quality.

Related to the overall quality of evaluation was the impact of evaluation on teachers. Teachers and inspectors of education perceived evaluation as having an impact on teachers' attitudes to their work while principals did not perceive it as having an impact on teachers' work.

Teachers also showed that they perceived evaluation as having a strong impact on their behaviour and teaching strategies, while principals and inspectors of education perceived it as having a low impact on these.

In looking at respondents' perception of the impact of evaluation on teachers' understanding of teaching and learning, results indicated that teachers perceived the impact of evaluation to be strong, while principals and inspectors of education did not. Principals' perception was moderate while that of inspectors of education was weak.

These results indicate that teachers, principals and inspectors of education differ in their perception of the impact of evaluation on teachers.

Tests on teachers' self evaluation, revealed that they had a higher regard of themselves than principals and inspectors of education.

With regard to perception of evaluators, respondents differed greatly in their opinions. Teachers and inspectors of education had a high regard of their evaluators. They regarded them as credible and trustworthy in their evaluation of teachers, while principals had a low regard of evaluators.

Teachers, principals and inspectors of education did not differ in their perception of performance criteria. All three perceived performance criteria positively.

Related to performance criteria is feedback from evaluation. Teachers and inspectors of education perceived feedback as adequate for the successful development of teachers, while principals perceive feedback as inadequate.

The results of this study, indicated that teachers and principals perceived the context of evaluation as too weak to successfully develop teachers, while inspectors of education were moderate in their perception of this.

These results suggest that an evaluation system that does not provide for the development of teachers is likely to fail. Therefore they imply, the context of evaluation should be developmental in nature.

## CHAPTER SIX

### INTERPRETATION OF THE RESULTS

#### 6.1 INTRODUCTION

In Chapter Five, the analysis of data was presented. Firstly, the descriptive and inferential analysis of personal background of the respondents was presented. Secondly, the perceptions of teachers, principals and inspectors of education towards the quality and impact of evaluation were analysed. Thirdly, their perception was analysed in relation to self evaluation, evaluators, performance criteria, feedback from evaluation and context of evaluation. In this Chapter, the researcher presents the interpretation of these results and advances possible reasons for differences in the perception of the respondents.

#### 6.2 PERSONAL BACKGROUND OF THE RESPONDENTS

The researcher intended to determine whether personal background had an influence on perceptions held by teachers, principals and inspectors of education on the quality of evaluation, impact of evaluation, self evaluation, evaluators, performance criteria, feedback from evaluation and the context of evaluation.

Analysis conducted revealed that in general, personal backgrounds of the respondents had an influence on the way teachers, principals and inspectors of education perceived teacher evaluation factors. However, they showed that gender had no influence on the way teachers, principals and inspectors of education perceived evaluation factors. These results confirmed the

postulated hypothesis that personal background excluding gender would have an influence on respondents' perception of evaluation factors. The following discussion considers each variable on background as well as the assumptions associated with the results of these analysis.

### **6.2.1 Respondents' perception and gender**

Analysis on the influence of gender on respondents' perception revealed that both male and female respondents' had a high regard of themselves and of their evaluators. This indicates that differences in gender, irrespective of the respondents professional level, had no influence in the respondent's perception themselves and their evaluators. However, their perception of performance criteria, feedback from evaluation and the context of evaluation as contributing factors in the professional development of teachers was neither negative nor positive. This indicates that male and female respondents are not sure whether teacher evaluation contributes to the professional development of teachers. It seems they both perceived evaluation factors as neither positive nor negative because they were both exposed to the same evaluation experience.

### **6.2.2 Respondents' perception and racial group**

As explained in Chapter Three, race played an important role in the administration of education prior to 1994. Each racial group had its own Department of Education serving the needs of each racial community. Evaluation procedures applicable in one department were mostly different or were not applied altogether in another. Results of this study show that respondents from different racial backgrounds perceive evaluation differently from one another due to their differing experience of it. However, Coloureds, Indians and Whites did not differ much in their perception of evaluation

factors because the evaluation procedures in their departments were fully and similarly implemented.

Analysis of race and perception indicated that Africans were generally more positive in their perception of themselves than Coloureds, Indians and Whites. Indians and Whites, in particular, had a low perception of themselves while Coloureds, perception of themselves was moderate. This suggests that African respondents may have overrated themselves since their participation in the evaluation process was only limited to probation and promotion.

For the evaluation process to succeed, it is crucial for the evaluator to be credible. In general, the evaluator should be resourceful and assist teachers in their pursuit of professional development.

Results of this study have shown that African teachers have trust in their evaluators, while Coloureds, Indians and Whites had moderate trust in them. Coloured, Indian and White teachers may have perceived evaluators moderately because of their experience with them during the era of merit assessment which was a bone of contention. Africans, on the other hand, had no experience with merit assessment. This was also indicated in Chapter Three, that teachers in KDEC were only exposed to evaluation for probation and promotion while their counterparts in HOR, HOD and NED had to undergo, in addition, the merit assessment process.

African, Coloured and White respondents were moderate in their perception of performance criteria, while Indian respondents were negative. This difference in perception may be caused by the fact that some teachers had been exposed to performance criteria while others had not, especially Indian and White teachers in African schools.

Although there were differences in the way Africans, Coloureds, Indians and Whites perceived feedback from evaluation, the means for all racial groups were generally below the average mean score. This indicates that

respondents were possibly not happy about the type of feedback they received from evaluation. In the RSA context, lack of happiness may be due to the confidentiality of evaluation in this country. Furthermore, teachers are often not provided with clear guidelines as to how to improve their performance.

The perceptions of teacher evaluation discussed in the preceding paragraph is an indication that teacher evaluation contributes little to the professional development of teachers. These results are in contrast to the perception held by teachers with regard to the overall quality of evaluation. However, principals' and inspectors of education's perception of the quality of evaluation was low. This indicates that teachers may have overemphasised the overall quality of evaluation.

### **6.2.3 Respondents' perception and age group**

The results of the analysis of age and perception showed that respondents in the age group below 20 have a lower perception of evaluation factors than the respondents in the age groups 21 - 30, 31 - 40. Respondents above 61 had a high perception of evaluation. The age group 41 - 50 and 51 - 60 had neither a high nor low perception of evaluation factors. This indicates that respondents in the age groups 21 - 30 and 31 - 40 generally perceived evaluation positively. This may result from the hope that evaluations to the might bring about changes in the form of promotion. Hence, they perceived evaluation as sufficient and adequate for the successful evaluation and professional development of teachers. Younger teachers (below 20) might have insufficient knowledge and understanding of the evaluation process. Respondents in the age groups 41 - 50 and 51 - 60 might have been neutral in their perception because evaluation may not have produced the results they had expected. The evaluation process had not been designed to promote the professional development of teachers but had been geared towards career development. Unfortunately, these respondents may not

have realised that few teachers who had been evaluated had been promoted or had received merit awards.

#### **6.2.4 Respondents' perception and teaching experience**

The teaching and administrative experience of respondents was also considered. The results indicated that respondents whose teaching and administrative experience was 1 - 3 years perceived their own evaluation, their evaluators, performance criteria, feedback from evaluation and context of evaluation differently from respondents with 4 - 6 and above 7 years experience. In short, this means that respondents with 1 - 3 years experience had a more positive perception of evaluation factors than those respondents with 4 - 6 and above 7 years of teaching and administrative experience.

As indicated in paragraph 6.2.3 , the younger the respondents the lower their perception of evaluation factors. But, the results in this paragraph contradict the current results of teaching and administrative experience . It is possible that in the age category most of the respondents were teachers while in the experience category principals and inspectors of education were also included. The inclusion of principals and inspectors of education might have increased the possibility of respondents to perceive evaluation factors positively.

#### **6.2.5 Respondents' perception and qualification**

The results of the analysis of perception and qualification indicated that respondents with only a degree or a diploma had stronger and higher regard of themselves, evaluators, performance criteria, feedback from evaluation than respondents who possessed both a teaching degree and a diploma. This may be due to respondents' belief that evaluation might bring about changes in their teaching strategies. Although in reality, feedback from

evaluation brought no development for teachers. However, the respondents who possessed a diploma and other qualification perceived the context of evaluation as developmental rather than summative.

Although differences were found in the perception of respondents with different qualification, it should be noted that a small proportion of respondents had a degree, a diploma and other qualification. Therefore, the differences may be incidental.

#### **6.2.6 Respondents' perception and involvement**

With regard to earlier involvement of respondents in evaluation, the results of this study indicate that respondents who had been involved in the evaluation as evaluators and evaluatees had a higher regard of themselves than respondents who had not been involved in the evaluation. The latter's perception of evaluators was low. It suggests that respondents involved in the evaluation process expect benefits from the evaluation. In this case, these benefits may be in a form of confirmation of appointment, promotion or a merit award. These benefits exclude professional development of teachers since the evaluation process was not designed for it. However, no differences between the two groups were found in their perception of evaluators, performance criteria, feedback from evaluation and context of evaluation. This could be because both groups perceived evaluation factors neither positively nor negatively.

These results are similar to those in paragraph 6.2.1 in that respondents had a high regard of themselves and neither a positive nor a negative perception of the other factors.

### **6.3 QUALITY OF EVALUATION**

The quality of evaluation plays an important role in the professional development of teachers as well as improving the quality of education. Time and money spent on the development of an evaluation in the US and the UK is testimony for a need to ensure that a credible and productive evaluation system is put in place in all the Education Departments. In RSA much effort exerted in ensuring that a credible evaluation system is implemented. In an attempt to contribute to the new evaluation system, this study investigated the quality of evaluation in relation to: process, purpose, planning, classroom observation and feedback teachers received from the evaluation.

The results of this study confirm the postulated hypotheses that teachers, principals and inspectors of education differ in their perception of the overall quality of evaluation. Teachers produced the highest mean score while principals and inspectors of education showed the lowest score. These results indicate that teachers perceive the overall quality of evaluation as high while principals perceive it as moderate, and inspectors of education perceive it as low in quality. These results contradict earlier studies by Mda (1989), Jarvis (1982) and Pillay (1991) that revealed that teachers were generally negative about evaluation.

Teachers' belief that the overall quality of evaluation is of high standard may be accounted for by the number of African teachers in the sample. The majority of these teachers had not been exposed to evaluation to the same extent as Indians and White teachers. It is possible that African teachers' perception influenced the results achieved. These results might also be accounted for by the analysis of perception and race in paragraph 6.2.2 which indicated that Africans were more positive in their perception of evaluation factors. In addition, teachers may view the overall quality of evaluation positively because they may see benefits from it.

Moran (1989/90) has argued that teachers react positively to evaluation due to their recognition of “appraisal as a means of increasing their confidence and job satisfaction.” The results of this study are also contrary to Bent’s (1993) observation that teachers were less positive about evaluation than were principals and inspectors of education.

#### **6.4 IMPACT OF EVALUATION**

For teacher evaluation to be effective, it has to have a significant and meaningful impact on teachers’ attitudes to their work. It should change teachers’ behaviours and teaching strategies, and promote an improved understanding of teaching and learning.

The researcher had reasoned that teachers, principals and inspectors of education would differ in their perception of the impact of evaluation on teachers. The results of the analysis conducted indicate that teachers and inspectors of education perceive evaluation as having a strong impact on teachers’ attitudes to their work, while principals do not perceive it as having an impact. This means that teachers and inspectors of education may have observed changes in teachers that were brought about by the evaluation process.

While the impact of teacher evaluation on teachers’ attitudes to their work is important, it was necessary to find out whether work behaviours and teaching strategies are influenced by the evaluation process. The results indicate that teachers perceive evaluation as having a strong impact on their behaviours and teaching strategies while principals and inspectors of education perceived it as having a low impact.

Teachers’ understanding of teaching and learning should lead to improved quality of education. If used effectively, teacher evaluation may help teachers understand teaching and learning better. In looking at respondents’

perception of the impact of evaluation on teachers' understanding of teaching and learning, the results indicate that teachers perceive the impact to be stronger than did principals and inspectors of education. Principals' perception was moderate while inspectors of education perceived the impact as low. This suggests that principals and inspectors of education have little confidence in the evaluation process as a way of improving teachers' understanding of teaching and learning. However, it might be possible that teachers are aware of the changes evaluation should produce but they themselves have not exhibited any changes.

In general, teachers viewed the evaluation process positively. Their belief that the evaluation process can influence their attitudes, teaching strategies and understanding of the teaching and learning process indicates acceptance of evaluation as a developmental process. This is a positive step towards the development of an acceptable evaluation system. However, principals and inspectors of education seem to have little confidence in the evaluation process as a way of developing teachers. Probably, should an evaluation system produce tangible changes in teachers' work attitudes, behaviours, teaching strategies and their understanding of teaching and learning, then perception might change.

## **6.5 SELF EVALUATION**

In their self evaluation, teachers revealed a higher regard of themselves than did principals and inspectors of education. Results of this study confirmed the postulated hypothesis that teachers, principals and inspectors of education perceive their self evaluation differently. The results of this study indicate that the two groups differ significantly from each other. Teachers produced the highest mean score while inspectors of education showing the lowest score.

Centra (1990) argues that teachers tend to rate themselves higher than their students rate them. A similar situation was apparent in this study - teachers rated themselves higher than principals and inspectors of education rated them. Centra, however, warns that while teachers should use self evaluation and self reports, it may be necessary for them to include objectives of the syllabus, methods and materials, assignment and examinations and if possible evidence of student outcomes to evaluate themselves.

Raymond, Butt and Townsend (1992) and Rigler (1987) support Centra by emphasising the need for teachers to take cognisance of their independence in overseeing their own evaluations. William and Petrie (1989) recommend an integrated evaluation system with a strong emphasis on self evaluation.

## **6.6 PERCEPTION OF EVALUATORS**

Teachers, principals and inspectors of education greatly differed in their perception of evaluators. Teachers and inspectors of education had a high regard of their evaluators. They regarded them as credible and trustworthy in their evaluation of teachers while, principals had a low regard for them. The results of the study indicated that teachers and inspectors of education differ significantly from principals. Teachers and inspectors of education produced the highest mean score while principals showed the lowest score. This result suggests that principals have a low perception of themselves as evaluators while inspectors perceive themselves as credible and trustworthy evaluators.

It is necessary for evaluators to be knowledgeable in the evaluation procedures (Spillane: 1989), the subject matter and teaching to be trustworthy, and have the capacity to demonstrate needed improvements, be flexible and patient with teachers. For this reason Rose (1990) and Root and Overly (1990) have emphasised the need for structured training programs for all evaluators. Nielsen (1993) and Rindler (1994) observed that teachers

reported professional development and growth where trust between the evaluator and the teacher was evident.

Evaluators play an important role in the evaluation of teachers. For the evaluation to be successful, evaluators should be as objective and trustworthy.

## **6.7 PERFORMANCE CRITERIA**

In most cases evaluation depends on the performance criteria used to gather information from the evaluatees. This information is also crucial in assisting teachers to develop strategies for addressing problem areas. The results of this study indicate that each of the three groups of respondents did not differ from each other in their perception of the performance criteria. Teachers, principals and inspectors of education produced mean scores that are comparable to each other. This means that teachers, principals and inspectors of education perceived performance criteria positively.

It seems the respondents accept the performance criteria used in their evaluation. Although studies by Jarvis (1982) and Pillay (1991) indicate that teachers main concern is the evaluation instrument and criteria for evaluation. It is possible that this study reached the above results due to the inclusion of all races.

## **6.8 FEEDBACK FROM THE EVALUATION**

Related to performance criteria is feedback from evaluation. Analysis conducted revealed that teachers and inspectors of education perceived feedback as adequate for the successful development of teachers while, principals perceive the feedback as inadequate.

Once the evaluation process has taken its course, teachers need to be provided with the necessary feedback to enable them to improve their teaching. Hence, in this study it was necessary to ascertain the quality of feedback provided to teachers by evaluators. Results show that teachers, principals and inspectors of education showed significant differences in the way they perceived the quality of feedback from evaluators. Inspectors of education produced the highest mean score followed by teachers while principals showed the lowest mean score. This result suggests that unlike teachers and principals, inspectors of education strongly perceive feedback provided to teachers as of high quality mainly because they are evaluators. The mean for teachers and principals indicates that they were negative towards the quality of feedback. Teachers and principals normally work together in the same environment and they know that the evaluation process does not provide enough feedback for teachers to improve their teaching strategies.

These results are not in agreement with DiFigio's (1989) results. In his study, DiFigio found that an improvement in the quality of documentation and more detailed suggestions on required improvements were accountable for teachers' positive perception of evaluation. However, in this study principals indicated a low perception of the quality of feedback provided to teachers.

## **6.9 CONTEXT OF EVALUATION**

An evaluation system which does not provide for the development of teachers is likely to fail. Therefore, the context of evaluation should be developmental in nature. The results of this study, indicated that on the one hand, teachers and principals perceived the context of evaluation to be weak to successfully develop teachers, inspectors of education on the other hand, were moderate in their perception.

The context of evaluation may either be summative or formative. Summative evaluation tends to concentrate on career decisions while formative evaluation concentrates on development of teachers. Respondents were required to demonstrate whether they view evaluation as summative or formative. Results of this study indicated that teachers, principals and inspectors of education do not differ in their perception of the context of evaluation. Their mean scores suggest that they view it as neither summative nor formative since it was closer to the general mean score.

While principals and inspectors of education preferred evaluation as a means to professional development, Holly (1989) found teachers preferred to use other sources for their professional development. They used other teachers, magazines, workshops, visits to other schools and joint teaching. They also exchanged ideas informally among themselves during their lunch breaks and staff meetings.

## **6.10 CONCLUSION**

This Chapter, presented the interpretation of the results as well as possible assumptions to be drawn from them.

An investigation of respondents' personal background showed that background had influence on the way teachers, principals and inspectors of education perceive teacher evaluation factors. In general, of all three categories of respondents, teachers perceived the evaluation process as having a strong impact. This indicates that teachers are aware of the changes evaluation could produce, while principals and inspectors of education have not identified any changes brought about by evaluation.

## CHAPTER SEVEN

### REVIEW OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

#### 7.1 INTRODUCTION

The discussion in Chapter Five and Six reveals that teachers, principals and inspectors of education differ in their perception of teacher evaluation. The purpose of this chapter is to review the whole study, draw conclusions and make recommendations. It will also provide directions for future research.

#### 7.2 REVIEW OF THE STUDY

The review of the study covers the restatement of the problem, restatement of the aims and the research methodology.

##### 7.2.1 RESTATEMENT OF THE PROBLEM

In Chapter One, paragraph 1.2 the researcher indicated that teacher evaluation in the RSA was mainly summative as it lacked a professional development component to assist teachers improve their teaching. This paragraph referred to the need for the development of an evaluation system designed to promote professional development. The Chapter indicated that in the RSA evaluation is only used for probation, promotion and merit awards (Jarvis: 1982, Pillay: 1990 and Mda: 1989). Evaluation for professional development has not been considered important in the RSA. Hence, it was

necessary to compare perceptions of teachers, principals and inspectors of education with regard to teacher evaluation.

### **7.2.2 RESTATEMENT OF THE AIMS OF THE STUDY**

This research study had three aims. The first was to examine the differences in perception held by teachers, principals and inspectors of education with regard to the overall quality and impact of evaluation on teachers' work behaviours and attitudes to their work. The second was to examine differences in the perception of teachers, principals and inspectors of education with regard to various factors of teacher evaluation which promote positive, meaningful and successful teacher evaluation. Lastly, the researcher aimed to determine whether personal variables of teachers, principals and inspectors of education such as gender, race, age, experience and qualification have an influence on their perception of teacher evaluation.

### **7.2.3 RESTATEMENT OF THE RESEARCH METHODOLOGY**

The restatement of the methodology attempts to provide the hypotheses tested, the research design and the analysis of data.

#### **7.2.3.1 The hypotheses restated**

The following hypotheses were developed:

The first hypothesis was that teachers, principals and inspectors of education would have different perceptions of the overall quality and impact of teacher evaluation. The second hypothesis was that teachers, principals and inspectors of education would exhibit differences in their perception of the various factors of teacher evaluation which promote positive, meaningful and

successful teacher evaluation and professional development. And thirdly, it was hypothesized that respondents' personal variables such as gender, race, age, experience and qualification would have a significant influence on the perception of teacher evaluation factors.

### **7.2.3.2 The research design and analysis of data**

This study attempted to compare perceptions of teachers, principals and inspectors of education on those factors that may promote teacher evaluation for professional development. To achieve the above, a causal-comparative research design was used.

The research sample was divided into three groups, that is, teachers, principals and inspectors of education. In order to achieve representation, a cluster/multistage sampling design was used to select the sample of teachers, principals and inspectors of education. This sampling design was appropriate because respondents were too widely scattered and the province too wide for the researcher to visit all schools. Furthermore, a list of all teachers, principals and inspectors of education was not readily available.

The first questionnaire was designed for teachers within the schools. It was meant for teachers and heads of departments. The second questionnaire was designed for principals and inspectors of education as evaluators of teachers. These questionnaires were distributed to teachers, deputy or vice principals, principals, subject advisors, inspectors and circuit inspectors. Both questionnaires carried the same items such as personal variables and those variables that are related to respondents' perceptions.

The One-Way Analysis of Variance (ANOVA) and the Scheffé Test of Multiple Comparison were used to determine statistical significant differences among the three groups. ANOVA is a causal-comparative research test used to study more than two groups.

### **7.3 MAIN FINDINGS AND IMPLICATIONS**

On the basis of the results of the various analyses, certain conclusions and implications can be drawn:

#### **7.3.1 DIFFERENCES IN PERCEPTION AND GENDER**

In considering the influence of gender on respondents' perceptions, it was found that male and female teachers, principals and inspectors of education had a high regard of themselves and of their evaluators. Respondents perceived the performance criteria, feedback from evaluation and the context of evaluation as contributing factors in the professional development of teachers. This implies that respondents, irrespective of their gender, perceive evaluation in more or less the same way in all the evaluation factors. Moreover, this is an indication that both male and female respondents are exposed to similar teaching and administrative environment. This implies that the evaluation system in use does not discriminate between male and female respondents.

#### **7.3.2 DIFFERENCES IN PERCEPTION AND RACIAL GROUPS**

The analysis of race and perception indicated that Africans were more positive in their perception of themselves, of their evaluators, of performance criteria, of feedback from evaluation and of the context of evaluation than Coloureds, Indians and Whites. Indians and Whites, in particular, were negative in their perception of evaluation factors while Coloureds were moderate. These results may be due to the different application of evaluation by different the departments. Evaluation systems were not similar in the various education departments; KDEC for Africans, HOR for Coloureds, HOD for Indians and NED for Whites. Furthermore, Africans from KDEC only used evaluation for teachers on probation and promotion. This might have made

them view evaluation as an opportunity for them to advance their careers. Evaluation, in this case, was designed for career decisions rather than for professional development. A new evaluation system need to concentrate on the development of teachers and should be used in the same way for all racial groups.

### **7.3.3 DIFFERENCES IN PERCEPTION AND AGE**

The results of the analysis of age and perception showed that respondents in the age group below 20 had a lower perception of evaluation factors than respondents in the age groups 21 - 30, 31 - 40 and that respondents above 61 had a high perception of evaluation. Only the age group 41 - 50 and 51 - 60 had neither a high nor a low perception of evaluation factors. These results suggest that young respondents would benefit from involvement in making decisions regarding the evaluation process in order to improve their understanding of its importance. Respondents in the age group 21 - 30 and 31 - 40, might use evaluation more often as a professional development tool.

### **7.3.4 DIFFERENCES IN PERCEPTION AND TEACHING EXPERIENCE**

Results of this study indicated that respondents whose teaching and administrative experience was 1 - 3 years perceived their self evaluation, evaluators, performance criteria, feedback from evaluation and context of evaluation differently from respondents with 4 - 6 and above 7 years' experience. In short, respondents with 1 - 3 years experience had a positive perception of evaluation factors. Since these respondents saw value in the evaluation process, the implication is that education authorities should make use of evaluation as a development tool to improve the quality of teachers and of education. It is also necessary for the education authorities to involve all teachers, principals and inspectors of education in the development of the

evaluation system in order to improve their appreciation of the evaluation process.

### **7.3.5 DIFFERENCES IN PERCEPTION AND QUALIFICATION**

The results of analysis for perception and qualification indicated that respondents with only a degree or only a diploma had a higher regard of themselves, of evaluators, of performance criteria, of feedback from evaluation than were respondents who possessed both a teaching degree and a diploma. Respondents who possessed a diploma and other qualification perceived the context of evaluation as developmental. A thorough training programme for all teachers, principals and inspectors of education need to be developed to assist in the understanding of the importance of evaluation as development tool.

### **7.3.6 DIFFERENCES IN PERCEPTION AND INVOLVEMENT IN EVALUATION**

With regard to the involvement of respondents in the evaluation, the results showed that respondents who were involved in evaluation as either evaluators or evaluatees have a higher regard of themselves than respondents who are not involved in evaluation. Furthermore, no differences were found in these two groups' perception of evaluators, performance criteria, feedback from evaluation and context of evaluation. This suggests that it is necessary to increase participation of teachers in the evaluation process and that evaluation should not be limited to probation, promotion and merit awards, but should include development of teachers.

### **7.3.7 QUALITY OF EVALUATION**

The success of an evaluation system depends on its quality. Success of a system would not only be concerned with the performance of teachers in the execution of their duties, but with the performance of the school as well. If an evaluation system is not of good quality, its chances of meeting the needs of teachers and the school are minimised.

The results of this study indicate that teachers, principals and inspectors of education differ in their perception of the overall quality of teacher evaluation. Teachers' perception of the quality of evaluation was higher than the perception exhibited by inspectors of education while principals perceived it as moderate. Since principals and inspectors of education perceived the quality of evaluation moderately and low respectively, it might be necessary to restructure the system and their roles in it.

### **7.3.8 IMPACT OF TEACHER EVALUATION**

Related to the overall quality of evaluation is the impact of evaluation on teachers. Teachers and inspectors of education perceived evaluation as having an impact on teachers' attitudes to their work, while principals and inspectors of education did not perceive it as having an impact on teachers' work. Teachers also showed that they perceived evaluation as having a strong impact on their behaviours and teaching strategies while principals and inspectors of education perceived it as having a low impact.

Teachers were of the opinion that the evaluation process has a strong impact on their understanding of teaching and learning, while principals and inspectors of education were of the opinion that the evaluation process had less impact.

In all three categories of impact of evaluation, it appears that teachers perceived the evaluation as having a strong impact on their work while principals and inspectors of education did not. Although teachers saw evaluation as having a strong impact it is difficult to conclude that evaluation does have an impact on teachers because this study could not produce tangible proof such as student achievements to substantiate teachers' perception. According to principals and inspectors of education, the evaluation process did not bring any changes to teachers attitudes to their work, to their behaviours and teaching strategies, and to their understanding of teaching and learning. Hence the proposed new evaluation process could be outcomes based to ensure that it impacts positively on teachers.

### **7.3.9 DIFFERENCES IN PERCEPTION AND PROFESSIONAL LEVEL**

The following conclusions were reached with regard to perception and grade level:

#### **7.3.9.1 Self evaluation**

Teachers, principals and inspectors of education differ in their perception of their self evaluation. Teachers show a higher regard of themselves than do principals and inspectors of education whose perception of their self evaluation was low. It seems teachers view themselves as risk takers, as having a high professional expectations, as experimenting frequently and as open to criticism. On the other hand, principals and inspectors of education seem to be closed to criticism, to be slow to change, to be reserved and to avoid risk. It might be necessary to encourage principals and inspectors of education to constantly evaluate themselves in order for them to gain

confidence in themselves. This can be achieved by giving principals and inspectors of education more chances to evaluate themselves.

### **7.3.9.2 Perception of Evaluators**

Teachers, principals and inspectors of education differ in their perception of evaluators. Teachers have shown a higher regard of their evaluators than did principals and inspectors of education. Principals and inspectors of education rated themselves significantly low as evaluators. Although teachers had a high regard of evaluators, they were also positive about themselves. But, the perception indicated by principals and inspectors of education shows that evaluators need thorough training and that their roles in evaluation need to be clarified. This will assist evaluators to be more positive about themselves.

### **7.3.9.3 Performance criteria**

Teachers, principals and inspectors of education did not differ in their perception of performance criteria. Although, the mean for inspectors of education was higher than the mean for teachers and principals, all three perceived performance criteria positively. It seems teachers, principals and inspectors of education are satisfied with performance criteria as a measure of teacher performance. However, these results contradict the results achieved by Mda (1989), Jarvis (1982) and Pillay (1991). These researchers found that performance criteria used in the merit assessment of teachers was not acceptable because it did not provide for the professional development of

teachers. These results suggest that it is necessary for the performance criteria to include as its main objective, the professional development of teachers.

#### **7.3.9.4 Feedback from the evaluation**

Feedback from evaluation is the essence of any evaluation system designed to develop of teachers. Results of the analysis conducted showed strong evidence of differences in the way teachers, principals and inspectors of education perceived feedback from the evaluation. Teachers and inspectors of education perceived feedback as adequate for the successful development of teachers, while principals perceive the feedback as inadequate. It seems teachers and inspectors of education are satisfied with the type of feedback teachers were provided with during evaluation. However, principals who are constantly in contact with teachers are of the opinion that feedback is inadequate. From the principals' point of view, it would be necessary to improve the way evaluators provide feedback to teachers.

#### **7.3.9.5 Context of evaluation**

The results of this study, indicated that teachers and principals perceived the context of evaluation as too weak to successfully develop teachers while, inspectors of education were moderate in their perception. This implies that teachers and principals believe that the context under which teacher evaluation takes place does not make provision for professional development of teachers. In general, there is lack of professional development resources to improve teachers' understanding of recent trends in their subject matter,

teaching methods, teaching aids and classroom management. This study recommends that in the development of a new evaluation system should be directed towards improving the quality of teachers.

#### **7.4 LIMITATIONS OF THE STUDY**

As stated in Chapter One, paragraph 1.7, four major limitations had to be taken into account: First, the researcher would like to note that this study does not concentrate on summative evaluation such as merit awards, probation and promotion but on formative evaluation. It concentrates mainly on evaluation for professional development. Second, one should note that not all categories of teachers and principals are included in the study but only those who teach or head at secondary schools. Third, the vastness of the KwaZulu-Natal province poses a problem for the researcher who could not visit all the schools and inspection circuits in the province. Fourth, although some areas may be included in the study sample due to violence, the researcher found it difficult to visit them.

#### **7.5 RECOMMENDATIONS**

With the above findings in mind, the researcher provides the following recommendations:

##### **7.5.1 THE EVALUATION SYSTEM**

The evaluation process consumes a lot of time on the part of evaluators because its concern is to have a formalised report on the teacher's

performance. To improve the evaluation process, it is necessary to move away from a formal and structured evaluation system in favour of an informal system that requires regular feedback and minimum written reports. In order to improve the performance of teachers and achieve maximum results with minimum effort, it is necessary to consider the following aspects of performance management: appropriate selection of teachers for specific tasks, their induction and probation, on the-job-training, supervision and management, performance evaluation, incentives and rewards, and managing under-performance.

#### **7.5.1.1 Appropriate selection of teachers for specific task**

The success of any teaching task depends on the ability of the teacher to do it properly. Hence, it should be necessary for principals and heads of departments to play an important role in the selection of the best teachers for the job. The selection of appropriate teachers depends on a clearly defined job description, on proper advertising, short listing, interviewing and appointment. If a teacher's job description is clearly stated, selecting the appropriate candidate will be easy. Such a selection process minimises chances of appointing an incompetent teacher.

#### **7.5.1.2 Induction and probation**

Once the teacher has been appointed, it is important to orientate him or her. The first step is to provide him or her with a detailed job description. The teacher should be given as much information about the job as possible. The principal should introduce him or her to the his or her head of department as well as to other teachers. The procedures and policies of the school should be explained to him or her. The expectations of the school should be clearly defined, allowing the teacher to ask question where necessary.

The head of the department should explain departmental procedures and policies to him or her. He or she should also be informed about teacher evaluation procedures and how these influence performance within the school.

### **7.5.1.3 On the job training**

Most departments of education have provided on-going in-service training for teachers. However, the problem has been teachers were often referred to these centres without clearly identified areas of development being spelled out. In most cases, the centres provided programmes for development to meet their own needs.

The purpose of on-the-job training is to allow teachers and their heads of departments to develop one another in their own environment without disrupting teaching and learning. New teachers should be introduced to this environment at an early stage of their career to assist them plan their own development.

The principal of the school should ensure that on-the-job training is available within the school as a first step towards in-service training.

### **7.5.1.4 Supervision and management**

The most important task of the principal is supervise and manage members of his staff and to ensure coordination and effective accomplishment of their tasks. Without supervision and management, teachers may not achieve the required results within the given time frame.

### **7.5.1.5 Performance evaluation**

The principal and the heads of departments have a role to play in the development of teachers. The placement of performance evaluation within the context of performance management allows teachers to constantly evaluate themselves within the framework of agreed task and responsibilities. The principal, heads of departments and teachers themselves need to be clear about and understand the principles underlying performance evaluation.

Performance evaluation should not be considered as a once-off activity that occurs when inspectors of education visit the school. But, it should be an on-going process that starts with the teacher himself on completion of each task. Teachers' self-evaluation is supervised by the head of department. The head of department should attempt to use a collegial approach to evaluation of teachers and constantly evaluate teachers in his or her department.

### **7.5.1.6 Incentives and rewards**

In most cases incentives and rewards are given in the form of money for good performance. However, good performance need not necessarily be rewarded by financial incentives. Acknowledging good performance by showing appreciation is a positive way of rewarding good performance.

For principals and heads of departments to be effective in providing incentives and rewards for teachers, they need to constantly evaluate teachers. Evaluation will allow them to learn the strengths and weaknesses of their teachers. This knowledge help them appreciate tasks well done.

### **7.5.1.7 Managing under performance**

While incentives and rewards are good for those teachers whose performance is exceptional, principals and heads of departments are likely to be faced with under-performing teachers. In most cases, principals and heads of departments are not properly equipped to tackle and solve under-performing teachers.

With regular and properly utilised teacher evaluation in place, under-performance can be detected and dealt with at a very early stage. After each evaluation these teachers need to be given adequate time to explain and identify areas for development.

## **7.5.2 RESTRUCTURED ROLES**

The researcher is of the opinion that roles of stakeholders in the evaluation process need to be restructured and clarified. This will allow for clear distribution of work and effective evaluation of teachers. Day (1989) also emphasises the use of teacher evaluation as an instrument for the development of human resources. He supports and recommends negotiated change, teacher autonomy, and the movement towards collegial relationships as a means to professional development.

### **7.5.2.1 Role of inspectors of education**

In order to change the perceptions of stakeholders in the evaluation, it is necessary to change the roles of inspectors of education in the evaluation process. Inspectors of education have to ensure that regular evaluations take place within their circuits or areas. They can do this by visiting schools and chatting to principals and teachers to determine their needs as well as areas that require development. They can also ensure that these needs are

met by delegating subject advisors to assist schools in areas considered problematic during the evaluation. Inspectors of education can also assist principals in areas of school management by providing management development workshops, seminars and conferences. These should concentrate on all aspects of school management as part of whole school development.

#### **7.5.2.2 Role of subject advisors**

Subject advisors, as the name entails, can play an important role in evaluation of teachers by providing a support mechanism for teachers and principals. They are specialist in fields such as languages, humanities, natural sciences and commercial subjects. Teachers who feel they need assistance or who were identified during the evaluation as lacking in certain areas can be referred to them. More importantly, teachers themselves have to identify areas that require development. Subject advisors should be given a briefing on teachers' needs in specific areas. This briefing will allow them to concentrate on and develop those areas that require attention.

#### **7.5.2.3 Role of principals**

Principals should be coordinators and managers of teacher evaluation within their school. They should see to it that teachers are constantly evaluated by deputy/vice principals in collaboration with heads of departments. Principals should provide opportunities for teachers, heads of departments and deputy/vice principals to plan their activities around achievable outcomes. Their role should also be concerned with the development of programmes for development in conjunction with teachers, heads of departments, deputy/vice principals and subject advisors. Furthermore, principals need to know where to refer teachers with specific problems.

#### **7.5.2.4 Role of deputy/vice principals**

Since the task of principals is likely to increase with more structured evaluation, it may be necessary to delegate some of the responsibilities to deputy/vice principals. It should be noted that delegated responsibilities should be such that they facilitate the effective evaluation of teachers. They should not be responsibilities delegated because the principal does not have time for them or they are so minor that they deserve to be delegated to the lowest level.

#### **7.5.2.5 Role of heads of departments**

The least utilised officers in our education system particularly in the evaluation process, are heads of departments. Heads of departments are the ones who have direct and daily contact with teachers. They are also more likely to be specialist in the field they teach. They are likely to know the strengths and weaknesses of teachers under them. From the researcher's point of view, one of their duties should be the evaluation of teachers' performance. They should be able to evaluate teachers and provide feedback to them in a form of probing questions. This will allow teachers themselves to provide solutions to their own problems. Heads of departments should then work with teachers to develop programmes of action to address identified weaknesses.

#### **7.5.2.6 Role of teachers**

Teachers should take it upon themselves to ensure that they are evaluated. They should see evaluation as an opportunity for development. Ideally, teachers should utilise self evaluation constantly after completing each task to ensure that they are still working towards the targets or objectives they have set for themselves. Teachers can also make use of other teachers and

students feedback as measure of the performance. Without commitment on the part of teachers to utilise teacher evaluation for development, there is little that an imposed or formalised system of evaluation can do to help.

### **7.5.3 TRAINING OF EVALUATORS**

It is recommended that a training programme dealing with evaluation process be developed. The programme should include account teachers, heads of departments, deputy/vice principals, subject advisors and inspectors of education. This does not mean that the training programme should be conducted once but these programmes should be conducted annually. The programme has to concentrate on the development of teachers. The need to have a reward system attached to evaluation should be secondary. Preferably, it should be completely excluded or scrapped.

For evaluation to be successful, the training programme has to consider the restructured roles of various participants in the evaluation process. Moreover, roles of the various participants should be clearly defined. This would assist teachers understand how heads of departments, deputy/vice principals, principals, subject advisors and inspectors of education contribute to their development. At the same time, it would allow evaluators to understand how to help teachers develop.

### **7.6 DIRECTIONS FOR FUTURE RESEARCH**

The results of this study cannot be generalised to the whole country, hence it is necessary to conduct research in other parts of the country.

The study indicated that teachers perceived evaluation as having a strong impact regarding their attitudes towards work, work behaviours, and their understanding of teaching and learning, but it was difficult for the researcher

to examine whether student feedback had an influence in the way teachers responded. Therefore, research is still needed to determine how teachers assess the impact of evaluation.

Since the department of education would be introducing the evaluation system for teachers, it would be necessary to investigate how teachers perceive the new system in relation to the current study. Furthermore, attention should be paid to racial differences in the perception of the evaluation system. The reasoning behind this is that the new system should be introduced without racial prejudice to any group. It will also be necessary to determine whether the evaluation system satisfies the professional development and growth needs of teachers. This means that applied research needs to be conducted once the new evaluation is in place.

An area that requires additional research is the capacity of evaluators to evaluate teachers effectively and objectively. Principals and inspectors of education in this study have shown lack of confidence in themselves as evaluators. Hence, an in-depth research on the capacity of these evaluators to evaluate teachers needs to be conducted.

In addition, research needs to be conducted to determine whether the restructuring of participants' roles can have an influence on the way teachers, principals and inspectors of education perceive teacher evaluation and the impact these roles have on the evaluation and professional development of teachers.

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## **APPENDIX A**

### **TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT: A COMPARATIVE ANALYSIS OF THE PERCEPTIONS OF TEACHERS, PRINCIPALS AND INSPECTORS OF EDUCATION**

**TO: TEACHERS AND HEADS OF DEPARTMENTS**

You are earnestly requested to complete the questionnaire in full and return it to the researcher in charge of the study. Your responses will be treated as confidential.

The study aims to:

- a) to determine the whether personal variables of the respondents such as gender, race, age, experience and qualification have an influence in their perception of teacher evaluation factors.
- b) to examine the differences in the perceptions held by teachers, principals and inspectors of education with regard to the overall quality and impact of teacher evaluation.
- c) to examine the differences in perception of teachers, principals and inspectors of education with regard to various factors of teacher evaluation which promote positive, meaningful and successful teacher evaluation and professional development.

Please do not write your name anywhere on the questionnaire.

Thanking your in anticipation.

Yours faithfully.

Stephen Khehla Ndlovu (Mr)

Researcher

Prof. NV magi

Supervisor

## TEACHER EVALUATION EXPERIENCE QUESTIONNAIRE FOR TEACHERS

### SECTION A

#### PERSONAL PARTICULARS

Circle the number that indicates your personal particulars.

1. Gender

- 1 Male
- 2 Female

2. In which racial group do you belong

- 1 African
- 2 Coloured
- 3 Indian
- 4 White
- 5 Other (specify)

3. Indicate your age group.

- 1 less than 20
- 2 21 - 30
- 3 31 - 40
- 4 41 - 50
- 5 51 - 60
- 6 61 and above

4. Are you a:

- 1 Head of Department
- 2 Teacher

5. Experience in present work

- 1 1 - 3 years
- 2 4 - 6 years
- 3 7 and above

6. What qualifications do you have

- 1 Degrees and teacher's diploma (specify) \_\_\_\_\_
- 2 Degrees only (specify) \_\_\_\_\_
- 3 Teacher's diploma only (specify) \_\_\_\_\_
- 4 Other (specify) \_\_\_\_\_

7. Size of the school (If you are in a school)

- 1 100 - 300
- 2 301 - 500
- 3 501 - 700
- 4 701 - 900
- 5 901 and above

**SECTION B**

Please circle the number that best describe your circumstance or perception of the items listed below.

9. Have you ever been evaluated in the past 2 years?

- 1 Yes
- 2 No

9.1 If "Yes" how would you rate the overall quality of evaluation given the overall evaluation process, including purpose of the evaluation, planning for evaluation, classroom observation, and feedback.

Low quality 1 2 3 4 5 High quality

9.2 If "No" how do you perceive the overall quality of evaluation given the overall evaluation process, including purpose of the evaluation, planning for evaluation, classroom observation, and feedback.

Low quality 1 2 3 4 5 High quality

12. Please indicate the impact of the evaluation process on your attitudes about your work.

No impact 1 2 3 4 5 Strong impact

13. Please indicate the impact of the evaluation process on your work behaviors and strategies.

No impact 1 2 3 4 5 Strong impact

14. Please indicate the impact the evaluation process has on your understanding of the teaching and learning process.

No impact 1 2 3 4 5 Strong impact

**SECTION C**

**Describe your attributes as a teacher/head of department/deputy or vice principal/principal:**

15. Rate your overall performance.

Minimal 1 2 3 4 5 Outstanding

16. Rate the strength of your professional expectations of yourself

I demand little 1 2 3 4 5 I demand a great deal

*Describe your interpersonal manner:*

17. Orientation to risk taking

I avoid risk 1 2 3 4 5 I take risk

18. Orientation to others

Reserved 1 2 3 4 5 Open

19. Your reason for your success

I hold others responsible 1 2 3 4 5 Myself responsible

20. Orientation to change

Slow to change 1 2 3 4 5 Flexible

21. Orientation to experimentation

I don't experiment 1 2 3 4 5 I experiment frequently

22. Openness to criticism I'm closed 1 2 3 4 5 I'm open
23. Knowledge of technical aspects of your work Little 1 2 3 4 5 A great deal
24. Knowledge of the subject matter Little 1 2 3 4 5 A great deal

#### SECTION D

**Describe your perceptions of the person who evaluated your performance (in the past 2 years)**

25. Credibility as a source of feedback Not credible 1 2 3 4 5 Very credible
26. Working relationship with you Adversary 1 2 3 4 5 Helper
27. Level of trust Not trustworthy 1 2 3 4 5 Trustworthy
28. Interpersonal manner threatening Threatening 1 2 3 4 5 Not
29. Temperament Impatient 1 2 3 4 5 Patient
30. Flexibility Rigid 1 2 3 4 5 Flexible
31. Knowledge of subject matter and its aspect of teaching Not knowledgeable 1 2 3 4 5 Knowledgeable
32. Capacity to demonstrate or model needed improvements Low 1 2 3 4 5 High
33. Familiarity with classroom Unfamiliar 1 2 3 4 5 Very familiar
34. General experience in the classroom Little 1 2 3 4 5 A great deal
35. Usefulness of suggestions Not useful 1 2 3 4 5 Useful
36. Persuasiveness of rationale for suggestions Not persuasive 1 2 3 4 5 Very persuasive

#### SECTION E

**Describe the attributes of the information gathered on your performance during your most recent evaluation:**

What procedures were used to address the dimensions of your teaching.

37. Were standards communicated to you? Not at all 1 2 3 4 5 In great detail
38. Were standards clear to you? Vague 1 2 3 4 5 Clear
39. Were standards endorsed by you as appropriate for your classroom? Not endorsed 1 2 3 4 5 Endorsed
48. Were standards the same for all teachers? The same for all 1 2 3 4 5 Unique to me

To what extent were the following sources of information tapped as part of the evaluation?

41. Observation of your classroom performance Not considered 1 2 3 4 5 Used extensively

42. Examination of classroom or school records Not considered 1 2 3 4 5 Used extensively
43. Examination of student achievement Not considered 1 2 3 4 5 Used extensively

Extent of observation in your classroom

44. Number of formal evaluations per year
- 1 = 0  
2 = 1  
3 = 2  
4 = 3  
4 = 4 or more
45. Approximate frequency of informal evaluations

- 1 = none  
2 = less than 1 per month  
3 = once per month  
4 = once per week  
5 = daily

Average length of evaluation

46. Formal Brief(few min) 1 2 3 4 5 Extended (40 min)
47. Informal Brief(few min) 1 2 3 4 5 Extended (40 min)
48. Number of different people observing and evaluating you
- 1 = supervisor  
2 = supervisor with one person  
3 = supervisor with 2 other people  
4 = supervisor with 3 or more other people  
5 = other

**SECTION F**

**Please describe the attributes of the feedback you received:**

49. Amount of information received None 1 2 3 4 5 A great deal
58. Frequency of feedback Infrequent 1 2 3 4 5 Frequent
51. Formality of feedback Informal 1 2 3 4 5 Formal
52. Depth of information provided Shallow 1 2 3 4 5 In-depth
53. Quality of ideas and suggestions Low 1 2 3 4 5 High
54. Specificity of information General 1 2 3 4 5 Specific
55. Nature of information provided Judgmental 1 2 3 4 5 Descriptive

56. Timing of feedback Delayed 1 2 3 4 5 Immediate
57. Feedback focused on teaching standards Ignored them 1 2 3 4 5 Reflected them

## SECTION G

### Describe the attributes of the context of evaluation

58. Amount of time spent on the evaluation None 1 2 3 4 5 Great deal

### Resources available for professional development:

59. Time allocated during teaching time for professional development None 1 2 3 4 5 Great deal

68. Available professional development programs in general None 1 2 3 4 5 Many

61. To improve subject matter (most recent trends) None 1 2 3 4 5 Many

62. To improve teaching methods None 1 2 3 4 5 Many

63. To improve the use of teaching aids None 1 2 3 4 5 Many

64. To improve classroom management None 1 2 3 4 5 Many

### Values and policies in evaluation

65. Clarity of policy statement from the department Vague 1 2 3 4 5 Clear

66. Intended role of evaluation Teacher accountability 1 2 3 4 5 Teacher growth

67. Impact of bargaining agreement on evaluation process None 1 2 3 4 5 Great deal

## **APPENDIX B**

### **TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT: A COMPARATIVE ANALYSIS OF THE PERCEPTIONS OF TEACHERS, PRINCIPALS AND INSPECTORS OF EDUCATION**

**TO: DEPUTY/VICE PRINCIPALS AND PRINCIPALS**

You are earnestly requested to complete the questionnaire in full and return it to the researcher in charge of the study. Your responses will be treated as confidential.

The study aims to:

- a) to determine the whether personal variables of the respondents such as gender, race, age, experience and qualification have an influence in their perception of teacher evaluation factors.
- b) to examine the differences in the perceptions held by teachers, principals and inspectors of education with regard to the overall quality and impact of teacher evaluation.
- c) to examine the differences in perception of teachers, principals and inspectors of education with regard to various factors of teacher evaluation which promote positive, meaningful and successful teacher evaluation and professional development.

Please do not write your name anywhere on the questionnaire.

Thanking your in anticipation.

Yours faithfully.

Stephen Khehla Ndlovu (Mr)

Researcher

Prof. NV magi

Supervisor

## TEACHER EVALUATION EXPERIENCE QUESTIONNAIRE FOR PRINCIPALS

### SECTION A

#### PERSONAL PARTICULARS

Circle the number that indicates your personal particulars.

1. Gender

- 1 Male
- 2 Female

2. In which racial group do you belong

- 1 African
- 2 Coloured
- 3 Indian
- 4 White
- 5 Other (specify)

3. Indicate your age group.

- 1 less than 20
- 2 21 - 30
- 3 31 - 40
- 4 41 - 50
- 5 51 - 60
- 6 61 and above

4. Are you a:

- 1 Principal
- 2 Deputy/Vice Principal

5. Experience in present work

- 1 1 - 3 years
- 2 4 - 6 years
- 3 7 and above

6. What qualifications do you have

- 1 Degrees and teacher's diploma (specify) \_\_\_\_\_
- 2 Degrees only (specify) \_\_\_\_\_
- 3 Teacher's diploma only (specify) \_\_\_\_\_
- 4 Other (specify) \_\_\_\_\_

7. Size of the school (If you are in a school)

- 1 100 - 300
- 2 301 - 500
- 3 501 - 700
- 4 701 - 900
- 5 901 and above

**SECTION B**

Please circle the number that best describe your circumstance or perception of the items listed below.

9. Have you ever been evaluated in the past 2 years?

- 1 Yes
- 2 No

9.1 If "Yes" how would you rate the overall quality of evaluation given the overall evaluation process, including purpose of the evaluation, planning for evaluation, classroom observation, and feedback.

Low quality 1 2 3 4 5 High quality

9.2 If "No" how do you perceive the overall quality of evaluation given the overall evaluation process, including purpose of the evaluation, planning for evaluation, classroom observation, and feedback.

Low quality 1 2 3 4 5 High quality

12. Please indicate the impact of the evaluation process on your attitudes about your work.

No impact 1 2 3 4 5 Strong impact

13. Please indicate the impact of the evaluation process on your work behaviors and strategies.

No impact 1 2 3 4 5 Strong impact

14. Please indicate the impact the evaluation process has on your understanding of the teaching and learning process.

No impact 1 2 3 4 5 Strong impact

**SECTION C**

**Describe your attributes as a teacher/head of department/deputy or vice principal/principal:**

15. Rate your overall performance.

Minimal 1 2 3 4 5 Outstanding

16. Rate the strength of your professional expectations of yourself

I demand little 1 2 3 4 5 I demand a great deal

Describe your interpersonal manner:

17. Orientation to risk taking

I avoid risk 1 2 3 4 5 I take risk

18. Orientation to others

Reserved 1 2 3 4 5 Open

19. Your reason for your success

I hold others responsible 1 2 3 4 5 Myself responsible

20. Orientation to change

Slow to change 1 2 3 4 5 Flexible

21. Orientation to experimentation

I don't experiment 1 2 3 4 5 I experiment frequently

22. Openness to criticism

I'm closed 1 2 3 4 5 I'm open

23. Knowledge of technical aspects of your work Little 1 2 3 4 5 A great deal
24. Knowledge of the subject matter Little 1 2 3 4 5 A great deal

#### SECTION D

Describe your perceptions of the person who evaluated your performance (in the past 2 years)

25. Credibility as a source of feedback Not credible 1 2 3 4 5 Very credible
26. Working relationship with you Adversary 1 2 3 4 5 Helper
27. Level of trust Not trustworthy 1 2 3 4 5 Trustworthy
28. Interpersonal manner threatening Threatening 1 2 3 4 5 Not
29. Temperament Impatient 1 2 3 4 5 Patient
30. Flexibility Rigid 1 2 3 4 5 Flexible
31. Knowledge of subject matter and its Knowledgeable aspect of teaching Not knowledgeable 1 2 3 4 5
32. Capacity to demonstrate or model needed improvements Low 1 2 3 4 5 High
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35. Usefulness of suggestions Not useful 1 2 3 4 5 Useful
36. Persuasiveness of rationale for suggestions Not persuasive 1 2 3 4 5 Very persuasive

#### SECTION E

Describe the attributes of the information gathered on your performance during your most recent evaluation:

What procedures were used to address the dimensions of your teaching.

37. Were standards communicated to you? Not at all 1 2 3 4 5 In great detail
38. Were standards clear to you? Vague 1 2 3 4 5 Clear
39. Were standards endorsed by you as appropriate for your classroom? Not endorsed 1 2 3 4 5 Endorsed
48. Were standards the same for all teachers? The same for all 1 2 3 4 5 Unique to me

To what extent were the following sources of information tapped as part of the evaluation?

41. Observation of your classroom performance Not considered 1 2 3 4 5 Used extensively

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Extent of observation in your classroom

44. Number of formal evaluations per year

1 = 0  
 2 = 1  
 3 = 2  
 4 = 3  
 4 = 4 or more

45. Approximate frequency of informal evaluations

1 = none  
 2 = less than 1 per month  
 3 = once per month  
 4 = once per week  
 5 = daily

Average length of evaluation

46. Formal Brief(few min) 1 2 3 4 5 Extended (40 min)

47. Informal Brief(few min) 1 2 3 4 5 Extended (40 min)

48. Number of different people observing and evaluating you

1 = supervisor  
 2 = supervisor with one person  
 3 = supervisor with 2 other people  
 4 = supervisor with 3 or more other people  
 5 = other

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**Please describe the attributes of the feedback you received:**

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53. Quality of ideas and suggestions Low 1 2 3 4 5 High
54. Specificity of information General 1 2 3 4 5 Specific
55. Nature of information provided Judgmental 1 2 3 4 5 Descriptive

56. Timing of feedback Delayed 1 2 3 4 5 Immediate
57. Feedback focused on teaching standards Ignored them 1 2 3 4 5 Reflected them

## SECTION G

### Describe the attributes of the context of evaluation

58. Amount of time spent on the evaluation None 1 2 3 4 5 Great deal
- Resources available for professional development:
59. Time allocated during teaching time for professional development None 1 2 3 4 5 Great deal
68. Available professional development programs in general None 1 2 3 4 5 Many
61. To improve subject matter (most recent trends) None 1 2 3 4 5 Many
62. To improve teaching methods None 1 2 3 4 5 Many
63. To improve the use of teaching aids None 1 2 3 4 5 Many
64. To improve classroom management None 1 2 3 4 5 Many
- Values and policies in evaluation
65. Clarity of policy statement from the department Vague 1 2 3 4 5 Clear
66. Intended role of evaluation growth Teacher accountability 1 2 3 4 5 Teacher
67. Impact of bargaining agreement on evaluation process None 1 2 3 4 5 Great deal

## APPENDIX C

### TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT: A COMPARATIVE ANALYSIS OF THE PERCEPTIONS OF TEACHERS, PRINCIPALS AND INSPECTORS OF EDUCATION

TO: CIRCUIT INSPECTORS, INSPECTORS AND SUBJECT ADVISORS

The researcher has been granted provisional permission to conduct research on the abovementioned topic in KwaZulu/Natal. You are, therefore, earnestly requested to complete the questionnaire in full and return it to the researcher in charge of the study. Your responses will be treated as confidential. For your convenience a postage paid envelope and addressed to the researcher is enclosed. Please return the completed questionnaire **no later than 31 May 1996**.

The study aims to:

- a) to determine the whether personal variables of the respondents such as gender, race, age, experience and qualification have an influence in their perception of teacher evaluation factors.
- b) to examine the differences in the perceptions held by teachers, principals and inspectors of education with regard to the overall quality and impact of teacher evaluation.
- c) to examine the differences in perception of teachers, principals and inspectors of education with regard to various factors of teacher evaluation which promote positive, meaningful and successful teacher evaluation and professional development.

Please do not write your name anywhere on the questionnaire.

Thanking your in anticipation.

Yours faithfully.

Recommended By

Stephen Khehla Ndlovu (Mr)

Prof NV Magi

**TEACHER EVALUATION EXPERIENCE QUESTIONNAIRE FOR INSPECTORS**

**SECTION A**

**PERSONAL PARTICULARS**

Circle the number that indicates your personal particulars.

1. Gender

- 1 Male
- 2 Female

2. In which racial group do you belong

- 1 African
- 2 Coloured
- 3 Indian
- 4 White
- 5 Other (specify)

3. Indicate your age group.

- 1 less than 20
- 2 21 - 30
- 3 31 - 40
- 4 41 - 50
- 5 51 - 60
- 6 61 and above

4. Are you a:

- 1 Chief Inspector
- 2 Inspector
- 3 Subject Advisor

5. Experience in present work

- 1 1 - 3 years
- 2 4 - 6 years
- 3 7 and above

6. What qualifications do you have

- 1 Degrees and teacher's diploma (specify) \_\_\_\_\_
- 2 Degrees only (specify) \_\_\_\_\_
- 3 Teacher's diploma only (specify) \_\_\_\_\_
- 4 Other (specify) \_\_\_\_\_

7. Size of the school (If you are in a school)

- 1 100 - 300
- 2 301 - 500
- 3 501 - 700
- 4 701 - 900
- 5 901 and above

## SECTION B

Please circle the number that best describe your circumstance or perception of the items listed below.

9. Have you ever been evaluated in the past 2 years?

- 1 Yes  
2 No

9.1 If "Yes" how would you rate the overall quality of evaluation given the overall evaluation process, including purpose of the evaluation, planning for evaluation, classroom observation, and feedback.

Low quality 1 2 3 4 5 High quality

9.2 If "No" how do you perceive the overall quality of evaluation given the overall evaluation process, including purpose of the evaluation, planning for evaluation, classroom observation, and feedback.

Low quality 1 2 3 4 5 High quality

12. Please indicate the impact of the evaluation process on your attitudes about your work.

No impact 1 2 3 4 5 Strong impact

13. Please indicate the impact of the evaluation process on your work behaviors and strategies.

No impact 1 2 3 4 5 Strong impact

14. Please indicate the impact the evaluation process has on your understanding of the teaching and learning process.

No impact 1 2 3 4 5 Strong impact

## SECTION C

Describe your attributes as a teacher/head of department/deputy or vice principal/principal:

15. Rate your overall performance.

Minimal 1 2 3 4 5 Outstanding

16. Rate the strength of your professional expectations of yourself

I demand little 1 2 3 4 5 I demand a great deal

Describe your interpersonal manner:

17. Orientation to risk taking

I avoid risk 1 2 3 4 5 I take risk

18. Orientation to others

Reserved 1 2 3 4 5 Open

19. Your reason for your success

I hold others responsible 1 2 3 4 5 Myself responsible

20. Orientation to change

Slow to change 1 2 3 4 5 Flexible

21. Orientation to experimentation

I don't experiment 1 2 3 4 5 I experiment frequently

22. Openness to criticism

I'm closed 1 2 3 4 5 I'm open

23. Knowledge of technical aspects of your work Little 1 2 3 4 5 A great deal
24. Knowledge of the subject matter Little 1 2 3 4 5 A great deal

#### SECTION D

**Describe your perceptions of the person who evaluated your performance (in the past 2 years)**

25. Credibility as a source of feedback Not credible 1 2 3 4 5 Very credible
26. Working relationship with you Adversary 1 2 3 4 5 Helper
27. Level of trust Not trustworthy 1 2 3 4 5 Trustworthy
28. Interpersonal manner threatening Threatening 1 2 3 4 5 Not
29. Temperament Impatient 1 2 3 4 5 Patient
30. Flexibility Rigid 1 2 3 4 5 Flexible
31. Knowledge of subject matter and its Knowledgeable aspect of teaching Not knowledgeable 1 2 3 4 5
32. Capacity to demonstrate or model needed improvements Low 1 2 3 4 5 High
33. Familiarity with classroom Unfamiliar 1 2 3 4 5 Very familiar
34. General experience in the classroom Little 1 2 3 4 5 A great deal
35. Usefulness of suggestions Not useful 1 2 3 4 5 Useful
36. Persuasiveness of rationale for suggestions Not persuasive 1 2 3 4 5 Very persuasive

#### SECTION E

**Describe the attributes of the information gathered on your performance during your most recent evaluation:**

What procedures were used to address the dimensions of your teaching.

37. Were standards communicated to you? Not at all 1 2 3 4 5 In great detail
38. Were standards clear to you? Vague 1 2 3 4 5 Clear
39. Were standards endorsed by you as appropriate for your classroom? Not endorsed 1 2 3 4 5 Endorsed
48. Were standards the same for all teachers? The same for all 1 2 3 4 5 Unique to me

To what extent were the following sources of information tapped as part of the evaluation?

41. Observation of your classroom performance Not considered 1 2 3 4 5 Used extensively

42. Examination of classroom or school records Not considered 1 2 3 4 5 Used extensively

43. Examination of student achievement Not considered 1 2 3 4 5 Used extensively

Extent of observation in your classroom

44. Number of formal evaluations per year

- 1 = 0
- 2 = 1
- 3 = 2
- 4 = 3
- 4 = 4 or more

45. Approximate frequency of informal evaluations

- 1 = none
- 2 = less than 1 per month
- 3 = once per month
- 4 = once per week
- 5 = daily

Average length of evaluation

46. Formal Brief(few min) 1 2 3 4 5 Extended (40 min)

47. Informal Brief(few min) 1 2 3 4 5 Extended (40 min)

48. Number of different people observing and evaluating you

- 1 = supervisor
- 2 = supervisor with one person
- 3 = supervisor with 2 other people
- 4 = supervisor with 3 or more other people
- 5 = other

**SECTION F**

**Please describe the attributes of the feedback you received:**

49. Amount of information received None 1 2 3 4 5 A great deal

58. Frequency of feedback Infrequent 1 2 3 4 5 Frequent

51. Formality of feedback Informal 1 2 3 4 5 Formal

52. Depth of information provided Shallow 1 2 3 4 5 In-depth

53. Quality of ideas and suggestions Low 1 2 3 4 5 High

54. Specificity of information General 1 2 3 4 5 Specific

55. Nature of information provided Judgmental 1 2 3 4 5 Descriptive

56. Timing of feedback Delayed 1 2 3 4 5 Immediate
57. Feedback focused on teaching standards Ignored them 1 2 3 4 5 Reflected them

**SECTION G**

**Describe the attributes of the context of evaluation**

58. Amount of time spent on the evaluation None 1 2 3 4 5 Great deal
- Resources available for professional development:
59. Time allocated during teaching time for professional development None 1 2 3 4 5 Great deal
68. Available professional development programs in general None 1 2 3 4 5 Many
61. To improve subject matter (most recent trends) None 1 2 3 4 5 Many
62. To improve teaching methods None 1 2 3 4 5 Many
63. To improve the use of teaching aids None 1 2 3 4 5 Many
64. To improve classroom management None 1 2 3 4 5 Many
- Values and policies in evaluation
65. Clarity of policy statement from the department Vague 1 2 3 4 5 Clear
66. Intended role of evaluation growth Teacher accountability 1 2 3 4 5 Teacher
67. Impact of bargaining agreement on evaluation process None 1 2 3 4 5 Great deal

**APPENDIX D**

2 April 1996

The Chief Education Planner  
Department of Education  
Private Bag X04  
ULUNDI

Dear Sir/Madam:

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KWAZULU-NATAL**

*I hereby request permission to conduct research in KwaZulu-Natal secondary schools. The study will enable me to fulfill the requirements for the degree of Doctor of Education at the University of Zululand.*

The topic of my research is:

**Teacher evaluation and professional development: A comparative analysis of the perceptions of teachers, principals and inspectors of education.**

My promoter is Prof NV Magi of the University of Zululand, Private Bag X1001, KwaDlangezwa, 3886.

Please find a copy of my registration card, proposal and questionnaire to be used. The research topic has been registered with the HSRC.

Yours faithfully,

Stephen Khehla Ndlovu  
Mr

Lecturer: Faculty of Education  
History of Education and Comparative Education