

EDUCATORS' PERCEPTIONS OF DEVELOPMENTAL APPRAISAL

by

KAMALANATHAN ABBAYI NAIDOO

**B.Com. (UNISA), B.Ed.(General) (UNISA), B.Ed. (Edu. Man.)
(UNISA), LSED (SPRINGFIELD COLLEGE of EDUCATION),
MBA (UKZN)**

Submitted in fulfillment

of the requirements for the degree

DOCTORATE OF EDUCATION

in the

Department of Educational Psychology

of the

Faculty of Education

at the

University of Zululand

Promoter: Prof. M S Vos

Durban

January 2006

TO WHOM IT MAY CONCERN

Dr MM Spruyt
30 Gardenia Street
HELDERVUE 7130

18 January 2006

EDITING OF DOCTORAL THESIS

This is to certify that I have edited the thesis *Educators' Perceptions of Developmental Appraisal*, submitted by Mr Kamalanathan Abbayi Naidoo, to the best of my ability and declare it free of language errors.

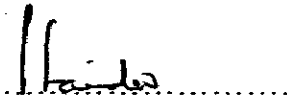
The changes I have indicated concerning the thesis have been made by Mr Naidoo.



DR MM SPRUYT
BA Hons MA D.Litt

DECLARATION

**“ I declare that this dissertation ‘*Educators’ perceptions of developmental appraisal*’
represents my own work and that all the sources that I
have used or quoted have been indicated and acknowledged by means
of complete references”**



**K. A. Naidoo
Durban**

January 2006

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation and gratitude to:

- The Almighty, for the spiritual guidance and immense power provided during the course of my study.
- Professor M S Vos, for her invaluable support and dedication in critically evaluating my work and her inspiration and continued and sustained motivation.
- Mrs. Dhanajachiemah Naidoo (my mother), for her encouragement and prayer.
- My wife, Yugarani Redhi, and my children, Davaksha, Vadanka and Yuvek, for their support during this study.
- Davaksha Naidoo, N K Naicker, A Sooklall, K Nayagar, and Reggie Naidoo for their computer expertise.
- My colleagues R B Soman, R Perumal and A Bholu for their assistance during the period of my study.
- Educators and members of school management teams of the schools that willingly participated in this research.
- The educators of Foresthaven Secondary School and other well-wishers for their support during my study.
- My Aunt, Nanajachiemah Rajoo and sister Shantha-devi Naidoo, for their moral support and words of encouragement.
- The staff, members of the Board of Management and patrons of the Verulam Child and Family Welfare Society for their support.
- My uncle, Mr. P M Rajoo and my cousin, Mr. K N Rajoo, for their encouragement and support during the course of my study.

DEDICATION

This work is dedicated to the following family members who have passed on.

SUBBAMMA RAJOO (grandmother)

CHENGAMMA RAJOO (aunt)

ABBAYI NAIDOO (father)

and

MAHAPREGASEN NAIDOO (brother)

CONTENTS: CHAPTERS**EDUCATORS' PERCEPTIONS OF DEVELOPMENTAL
APPRAISAL****CHAPTERS**

CHAPTER 1	ORIENTATION	3
CHAPTER 2	LITERATURE REVIEW OF THE DEVELOPMENTAL APPRAISAL SYSTEM	16
CHAPTER 3	PLANNING OF THE EMPIRICAL RESEARCH	60
CHAPTER 4	PRESENTATION AND ANALYSIS OF THE RESEARCH DATA	82
CHAPTER 5	SUMMARY, FINDINGS AND RECOMMENDATIONS	134
LIST OF SOURCES		146

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION	3
1.2 ANALYSIS OF THE PROBLEM	5
1.3 STATEMENT OF THE PROBLEM	7
1.4 HYPOTHESIS	7
1.5 ELUCIDATION OF CONCEPTS	8
1.5.1 Gender	8
1.5.2 Educator	8
1.5.3 Principal	9
1.5.4 School policy	10
1.5.5 Perception	10
1.5.6 Developmental appraisal (DA)	10
1.5.7 Performance management (PM)	11
1.5.8 Whole school evaluation (WSE)	12
1.5.9 Integrated quality management system (IQMS)	12
1.6 AIMS OF THE RESEARCH	12
1.7 METHOD OF RESEARCH	13
1.8 FURTHER COURSE OF THIS STUDY	13

1.9 SUMMARY

CHAPTER 2

LITERATURE REVIEW OF THE DEVELOPMENTAL APPRAISAL SYSTEM

2.1 INTRODUCTION	16
2.2 DEVELOPMENTAL APPRAISAL IN OTHER COUNTRIES	16
2.2.1 Introduction	16
2.2.2 England	17
(1) Characteristics of appraisal	17
(2) Educators' perceptions of appraisal in England	18
2.2.3 Australia	19
2.2.4 United States of America	21
2.2.5 Conclusion	23
2.3 FINALISATION OF APPRAISAL	24
2.4 PROCESSES OF THE APPRAISAL	26
2.5 LEGAL FRAMEWORK	27
2.6 THE STAFF DEVELOPMENT TEAM (SDT)	30
2.6.1 Composition of the SDT	30
2.6.2 Functions of the SDT	31
2.7 THE STAGES OF APPRAISAL	31

2.7.1 The pre - appraisal stage	32
2.7.2 The appraisal stage	34
2.7.3 The post-appraisal stage	39
2.7.4 Factors hampering the impact of appraisal	44
2.8 APPRAISAL AND STAFF DEVELOPMENT	47
2.9 DEVELOPMENTAL APPRAISAL AND INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)	52
2.10 SUMMARY	56

CHAPTER THREE

PLANNING OF EMPIRICAL RESEARCH

3.1 INTRODUCTION	60
3.2 PREPARATION FOR AND DESIGN OF THE RESEARCH	60
3.2.1 Permission	60
3.2.2 Selection of respondents	60
3.3 THE RESEARCH INSTRUMENT	61
3.3.1 The questionnaire as research instrument	61
3.3.2 Construction of the questionnaire	62
3.3.3 Characteristics of the questionnaire	64
3.3.4 Advantages and disadvantages of the questionnaire	66
(1) Advantages of the written questionnaire	66
(2) Disadvantages of the written questionnaire	68
3.3.5 Validity and reliability of the questionnaire	70
(1) Validity of the questionnaire	71
(2) Reliability of the questionnaire	72
3.4 PILOT STUDY	74
3.5 ADMINISTRATION OF THE QUESTIONNAIRE	76

3.6 THE PROCESSING OF THE DATA	76
3.6.1 Descriptive statistics	76
3.6.2 Inferential statistics	77
3.6.3 Application of data	78
3.7 LIMITATIONS OF THE INVESTIGATION	78
3.8 SUMMARY	79

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

4.1 INTRODUCTION	82
4.2 DESCRIPTIVE STATISTICS	82
4.2.1 Gender of respondents	83
4.2.2 Age of respondents	84
4.2.3 Qualifications of respondents	85
4.2.4 Years of completed service	86
4.2.5 Post levels	87
4.2.6 Type of post	88
4.2.7 Employer	89
4.2.8 Classification of schools	90
4.2.9 Implementation of developmental appraisal	91
4.2.10 Appraisal and staff development	97
4.2.11 <i>The integrated quality management system (IQMS)</i>	103
4.3 INFERENCE STATISTICS	107
4.3.1 Variables	108
(1) Independent variables	108
(2) Dependent variables	108

(3) The hypothesis	109
4.3.1 The Chi-Square (X^2 statistical test of significance)	109
4.3.3 The relation between the respondents' gender, age, qualifications, post level and their perceptions of the successful implementation of developmental appraisal (DA) in their schools	110
4.3.4 The relation between the respondents' gender, age, qualifications, post level and their perceptions that the successful implementation of appraisal promotes educator development	117
4.3.5 The relation between the respondents' gender, age, qualifications, post level and their perceptions of the effective implementation of the integrated quality management system (IQMS)	125
4.4 TESTING OF HYPOTHESIS	131
4.5 SUMMARY	132

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION	134
5.2 SUMMARY	134
5.2.1 Statement of the problem	134
5.2.2 Educators' perceptions of developmental appraisal	134
5.2.3 Planning of the research	137
5.2.4 Presentation and analysis of research data	138
5.2.5 Aims of the study	138
5.3 FINDINGS OF THE RESEARCH	138
5.4 RECOMMENDATIONS	141
5.4.1 Re-introducing incentives and rewards for further study	141
5.4.2 The appraisal process	142
5.4.3 Further research	144
5.5 CRITICISM	145
5.6 FINAL REMARK	145
5.7 LIST OF SOURCES	146

LIST OF TABLES

TABLE 1 Frequency distribution according to gender of respondents.

TABLE 2 Frequency distribution according to age of respondents.

TABLE 3 Frequency distribution according to qualifications of the respondents.

TABLE 4 Frequency distribution according to years of completed service of the respondents.

TABLE 5 Frequency distribution according to post levels of respondents.

TABLE 6 Frequency distribution according to the type of post held by the respondents.

TABLE 7 Frequency distribution according to the employer of the respondents.

TABLE 8 Frequency distribution according to the classification of the respondents' schools.

TABLE 9 Frequency distribution according to educators' perceptions concerning the requirements for the successful implementation of developmental appraisal.

TABLE 10 Frequency distribution according to respondents' perceptions that the successful implementation of appraisal promotes educator development.

TABLE 11 Frequency distribution according to educators' perceptions concerning the requirements for an integrated quality management system.

TABLE 12 The statistical relation between the respondents' gender, age, qualifications, post level and their perceptions of the successful implementation of developmental appraisal (DA)

TABLE 12.1 The relation between the gender of the respondents and their perceptions that DA was successfully implemented because the observation of the educator in the classroom helped to improve classroom practice (cross-table questions 1.1 and 2.12).

TABLE 12.2 The relation between the post level of the respondents and their perceptions that DA was successfully implemented because the appraisal report assisted in developing their potential as an educator (cross-table questions 1.5 and 2.8).

TABLE 13 The statistical relation between the respondents' gender, age, qualifications, post level and their perceptions that successful implementation of appraisal promotes educator development.

TABLE 13.1 Relation between the respondents' post level and their perceptions that successful implementation of appraisal promotes educator development if contextual factors are taken into account when completing the personal growth plan (PGP) (cross-table questions 1.5 and 3.2).

TABLE 13.2 The relation between the respondents' age and their perceptions that successful implementation of appraisal promotes educator development because better lesson planning and presentation were evident (cross-table questions 1.2 and 3.6).

TABLE 14 The statistical relation between the respondents' gender, age, qualifications, post level and their perceptions of the effective implementation of integrated quality management systems (IQMS).

TABLE 14.1 Relation between respondents' qualifications and their perceptions that effective implementation of the integrated quality management system encourages a better working relationship between the staff development team and school management team (cross-table questions 1.3 and 4.9).

TABLE 14.2 Relation between the respondents' age and their perceptions that effective implementation of the integrated quality management system will ensure that the purpose of developmental appraisal will not be undermined with the introduction of performance measurement (cross-table questions 1.2 and 4.8).

LIST OF FIGURES

FIGURE 1 The relation between the respondents' gender and observation of the educator in the classroom (questions 1.1 and 2.12).

FIGURE 2 The relation between the respondents' post level and the appraisal report *assisting in developing potential as an educator* (questions 1.5 and 2.8).

FIGURE 3 The relation between the respondents' post level and contextual factors taken into account when completing the PGP (Personal Growth Plan) (questions 1.5 and 3.2).

FIGURE 4 The relation between the respondents' age and their perceptions that developmental appraisal was successfully implemented because better lesson planning and presentation were *evident* (questions 1.2 and 3.6).

FIGURE 5 The relation between the respondents' qualifications and the working relationship between the staff development team and school management team (questions 1.3 and 4.9).

FIGURE 6 The relation between the respondents' age and their perceptions that the purpose of developmental appraisal will not be undermined with the introduction of performance measurement (questions 1.2 and 4.8).

ANNEXURES

- Annexure A** **Questionnaire**
- Annexure B** **Letter requesting permission to undertake the research**
- Annexure C** **Letter granting permission to undertake the research**

SUMMARY

The aim of this investigation was to establish educators' perceptions of developmental appraisal by means of a literature study and an empirical investigation.

As an introduction to the study, the developmental appraisal system in other countries was reviewed. In doing so the South African developmental appraisal system was compared with other countries, and the common characteristics were highlighted. Educators' perceptions of developmental appraisal in other countries were also focused on.

The literature review reflects that there has been a paradigm shift in teacher evaluation from a judgmental approach to a developmental approach. In the judgmental approach there is a tendency to find fault, to be negative in reports that are written and not to acknowledge the positive things that educators do. The main aim of the developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management. The primary aim of this investigation was to investigate educators' perceptions of developmental appraisal through the medium of literature and empirical study.

The implementation of developmental appraisal, appraisal and staff development and the integrated quality management system were investigated using the literature and empirical study. The study revealed that educators have a negative perception of developmental appraisal.

For the purpose of the empirical investigation, a self-structured questionnaire was utilized. An analysis was undertaken using 217 questionnaires completed by educators in the eThekweni Region. The data obtained from the completed questionnaires was processed and analysed by means of descriptive and inferential statistics.

Essentially the following were the main research findings:

- the process of developmental appraisal did not contribute to the development of educators;
- outside assessors were not invited when needed;
- the rating scale of A or B was not adequate;
- appraisal of educators did not result in improvement of qualifications;
- the quality management initiatives resulted in an unnecessary increase in educator's workload; and
- a better working relationship between the staff development team and the school management team was encouraged.

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

- The Department of Education must re-introduce incentives and rewards for further study.
- The inclusion of an appraisee from the outside on the appraisal panel should be made compulsory.
- The Department of Education, teacher unions, principal's forum and other educational organizations must convene seminars, workshops and training programmes for appraisal panel members.
- Further research should be conducted on the following:
 - The changing role of the educator and its impact on developmental appraisal.
 - The success of developmental appraisal based on the staff development team's leadership style.
 - Educators' perceptions of what role developmental appraisal serves in the integrated quality management system.

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION	3
1.2 ANALYSIS OF THE PROBLEM	5
1.3 STATEMENT OF THE PROBLEM	7
1.4 HYPOTHESIS	7
1.5 ELUCIDATION OF CONCEPTS	8
1.5.1 Gender	8
1.5.2 Educator	8
1.5.3 Principal	9
1.5.4 School policy	10
1.5.5 Perception	10
1.5.6 Developmental appraisal (DA)	10
1.5.7 Performance management (PM)	11
1.5.8 Whole school evaluation (WSE)	12
1.5.9 Integrated quality management system (IQMS)	12
1.6 AIMS OF THE RESEARCH	12
1.7 METHOD OF RESEARCH	13
1.8 FURTHER COURSE OF THIS STUDY	13

1.9 SUMMARY

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Before 1985 the system of evaluating educators' performance was very different from the current one. The principal would submit a report on the educators' performance in the first year of teaching to the circuit inspector and every three years starting from the third year of service, another similar report was submitted. The principal's report was followed by unannounced visits by inspectors. The inspector would observe the educators' lessons in two or three classes. The inspector would examine the written work of learners and record books of educators. The record books of educators included the mark book, forecast, journal, test records and lesson preparation. Thereafter similar visits were made in the third year of service and every three years thereafter. The same aspects of the educator's work were evaluated as in the first year. These visits did not take into account contextual factors such as situations of the school, its resources and the economic status of the community (Naidoo, 2004:1)

The above system was replaced by the new development appraisal system. Developmental appraisal is a process that was designed by the Department of Education in consultation with teacher organizations and unions and all ex-departments of education with the aim of facilitating the personal and professional development of educators. On 28 July 1998 a final agreement was reached within the Education Labour Relations Council (ELRC) on the implementation of the developmental appraisal system. Various stakeholders such as teacher unions/organizations, provincial departments and the National Department of Education signed this agreement. This agreement is reflected in Resolution Number 4

of 1998. The notion of appraisal is tied decidedly to a more “developmental approach”, as opposed to a “judgmental” one. In contrast, the formative form of evaluation is one that is qualitatively framed and emphasises process rather than products. The formative form of evaluation is linked to the developmental approach and does not only focus on what the educator does incorrectly, but also on what the educator does correctly. In this form of appraisal, there is recognition of the fact that teaching and learning are complex processes, and the reasons why desirable results may not be achieved may be due to various reasons. By observing an educator’s performance, the appraiser in the formative form of evaluation will look at ways in which the work occurs, how and why. The focus will be on the quality of the pedagogical processes (Manual for Developmental Appraisal, 1999b: 55).

Due to appraisal being located within a developmental approach it seeks to build on the strengths that educators have. Using what positively exists in an educator’s performance, the developmental approach attempts to erode the negative aspects of an educator’s performance by providing ways in which such negative aspects may be responded to in a developmental way on the basis of strengths that exist. In this process, the developmental approach ensures that the person being appraised is part of the appraisal process, and that the person is able to contribute to decisions about the person’s performance and ways it can be improved.

In England the history of the development of teacher appraisal can be traced back to the early 1970s or even earlier, but it was only in July 1991 that Teacher Appraisal Regulations were passed through the English Parliament. The model in England is similar to that in South Africa and includes awareness, self-appraisal, meeting between appraiser and appraisee, classroom observation and the appraisal interview and target setting (Horne & Pierce, 1996: 8).

1.2 ANALYSIS OF THE PROBLEM

The problem with the previous system of educator evaluation was that there was an overall tendency to find fault, to be negative in reports that were written and not to acknowledge the positive things that educators do. Further negative aspects of the traditional evaluation system for educators are, *inter alia*, the following (Naidoo: 2004: 4):

- The educator was not part of the evaluation process.
- An evaluation report was solely written by the school inspector.
- The evaluation was a judgmental report by the inspector.
- Inspectors used their powers to “inspect” and “police” educators.
- Educators were often left disillusioned and demotivated.

Between 1980 and 1985 educators started joining unions which questioned the Department of Education’s performance, including school inspection. The school inspection was a bone of contention as educators’ performance was gauged using panel inspectors. In this system a team of inspectors from the different subject areas visited the school and examined educators with a view to determining the state of teaching and learning. This system of inspection, because of the way it was carried out, led to a lot of criticism especially when the results (outcomes) of inspections, were publicized. According to Mokgalane, Carrim, Gardiner and Chisholm (1997: 25) one of the reasons why evaluation was unpopular in the past was the involvement of inspectors and subject advisors in the whole process and the manner in which they effected it.

Chetty (Mokgalane, Carrim, Gardiner & Chisholm, 1997:25) states that the widespread rejection of the previous evaluation system has not been against appraisal *per se*, as the majority of educators wanted appraisal to be an essential part of the development but not a mechanism for enforcing state control. The impetus for the historical development of the developmental appraisal system has been linked to the

breakdown of inspectorate and subject advisory services in the majority of schools in South Africa. Between 1985-1990 it became impossible for inspectors and subject advisors to go into schools (Manual for Developmental Appraisal, 1999b: 51). As an interim measure it was negotiated between teacher unions and the Department of Education that subject advisors be called to school if the need arose. If, for example, educators in a particular department required assistance the principal in consultation with the educators would call in the subject advisor. Thus there was a situation whereby the subject advisor was called in based on need. In the meantime, according to Mokgalane, Carrim, Gardiner and Chisholm (1997: 1), a project began at the end of 1992 when Tulas Nxesi and Ismail Vadi of the South African Democratic Teachers' Union (SADTU) approached the Wits Education Policy Unit to assist in developing an alternate form of educator appraisal. In the context of a national negotiated transition, the Union leadership felt the need to be proactive in developing alternate practices in schools that would have a bearing on restoring the culture of teaching and learning. Both the Union and the Education Policy Unit believed that the process needed to be educator based and participatory.

According to Naidoo (2004: 69), Wilcox (Bell, 1988: 29), Bell (1988: 29), Horne and Pierce (1996: 58) and Wilson (1998: 100) educators' perceptions on developmental appraisal may be shaped by a myriad of reasons. The following are, some of the reasons:

- The Department of Education's effort to implement developmental appraisal has not been a thoroughly researched exercise.
- Appraisal commenced as a result of a mandatory requirement and time frames set by the Department of Education.
- Appraisal is neither a simple nor a unitary concept. Teachers' responses to it will depend upon their perceptions of its purposes and, in particular, whether it is formative or summative.
- When sufficient resources are not available to undertake appraisal properly, including training appraisers and enacting the necessary consequences of appraisal, any attempt to introduce a system will lead to frustration.

- Educators saw no correlation between the developmental appraisal process and the raising of standards, nor did they view it as a mechanism for change.
- In many ways winning acceptance of appraisal is extremely difficult.

The problem seems to be that educators have a negative perception of developmental appraisal. Also by linking developmental appraisal, performance measurement and whole school evaluation there is a perception that developmental appraisal is now more complex, in comparison with other quality management systems.

1.3 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study pertains to educators' perceptions of developmental appraisal. This study attempts to find answers to, *inter alia*, the following questions:

- How do educators perceive developmental appraisal?
- To what extent are educators adequately prepared for the implementation of developmental appraisal?
- What purpose does developmental appraisal serve?

1.4 HYPOTHESIS

According to Rosnow and Rosenthal (1996: 407) a hypothesis is defined as a premise or supposition that organises facts and guides observations. In the formulation of the hypothesis, an experimental design is used in which the difference between the researcher's sample statistic (also known as the experimental group) and the hypothesized value of the population parameters (also known as the group control) is assessed. If the difference between the researcher's sample statistic and the hypothesized value of the population parameter is zero, this hypothesis is referred to

as a null hypothesis. In behavioural research, the statistical hypothesis is in most instances a null hypothesis expressed as H_0 . A hypothesis in which there is a difference between the researcher's sample statistic and the hypothesized value of the population parameter is known as a general hypothesis and is expressed as H_1 .

The researcher's hypothesis for this study is formulated in which a statement of an unknown parameter is known and is as follows: a relation exists between educators' perceptions of Developmental Appraisal in Education and the effective implementation thereof.

For the purpose of this study the research hypothesis is formulated as a null hypothesis (H_0) as follows: there is no relation between educators' perceptions of Developmental Appraisal and the effective implementation thereof.

1.5 ELUCIDATION OF CONCEPTS

In the interest of clarity and understanding, certain concepts in this study need to be elucidated.

1.5.1 Gender

Gender is understood as the way in which men and women are construed from birth and throughout their lives by the institutions of family, civil society and various state institutions to adopt female and male identities. In this study all reference to any gender includes reference to the other gender.

1.5.2 Educator

Many definitions are accorded to the term "educator" based on the various roles that he plays. According to Parker (1998: 3) an educator is a mediator, designer of

learning programmes and materials, leader and manager, citizen and community developer, learning area specialist or phase specialist.

According to the National Education Policy Act, Act No. 27 of 1998 an educator means any person who teaches, educates or trains other persons at any institution or assist in rendering educational services or education auxillary or support services provided by or in an education department. It would mean that practitioners outside the school do not fall within this description.

Van den Aardweg and Van den Aardweg (1990: 73) and Badenhorst (1996: 24) say that an educator accepts the responsibilities of leading a child into adulthood. An educator is more than the teacher of a subject, and seeks to impart to the child qualities that will enable him to reach responsible adulthood successfully. For the purpose of this study the educator is viewed as a classroom practitioner as well as a participant in the developmental appraisal process.

1.5.3 Principal

According to Smyth (1995: 8) the principal is deemed to be the instructional leader in the school, and ought, therefore, to be leading, managing and supervising programmes. Aspin, Chapman and Wilkinson (1994: 207) stress the role of a principal as a "bridge" or conduit in a devolved structure, and emphasise the dual accountability of the manager, both to the system and the school. According to the South African Schools Act, Act No. 84 of 1996 principal means an educator appointed or acting as head of a school. According to the Personal Administration Measures document (PAM) and the Educators' Employment Act, Act No. 76 of 1998, the principal is tasked with managing personnel at school, providing professional leadership, supervising work, observing class teachers, responsible for staff training programmes, workloads, appraisal and assessment. For the purpose of this study the principal is seen as a member of the staff development team who plays a key role in managing developmental appraisal at his institution.

1.5.4 School Policy

Westhuizen (1991: 150) states that policy is that resource by which means goals are interpreted and certain broad guidelines are laid down to serve as a basis for decision making. At the school, planning is undertaken with fixed policy at national and provincial level in mind. The goals are then formulated and form part of the unique policy of the school. A policy should be regarded as general statements or guidelines for decision making to guide those who are involved in the implementation or execution of planning. Policy provides guidelines and allows the executor to make decisions within a certain framework. In this way divergent decisions may be made in the context of the same fixed decision. The above definition will apply in this study.

1.5.5 Perception

According to Krietner, Kinicki and Buelens (1999: 151) perception is a cognitive process, which enables a person to interpret and understand his surroundings. Recognition of objects is one of the process's main functions. Social perception, also known as social cognition, is the study of how people make sense of other people and themselves. It focuses on how ordinary people think about people. Walkin (1991: 77) states that what is perceived may depend to some extent upon what the assessor expects or wishes to perceive rather than what is actually observed. Assessors should be mindful of the fact that in truth, things may not always be as they appear. For this study perceptions would focus on educators' understanding and attitudes towards Developmental Appraisal.

1.5.6 Developmental Appraisal (DA)

According to the Developmental Appraisal manual (1999b: 9) appraisal implies making judgments and decisions on the quality or effectiveness of a programme, project, thing or set of actions. There are two kinds of appraisal namely: Judgmental (summative) and Developmental (formative) appraisal. Judgmental refers to those

decisions that make judgments and do not necessarily help to improve things. Developmental appraisal is an appraisal process that will result in development in both the skills and career prospects of the individual educator and lead to improvement at school or institutional level.

The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management (Manual for Developmental Appraisal, 1999b: 3). The notion of appraisal is tied decidedly to a more developmental approach as opposed to a judgmental one. The main purpose of the developmental appraisal system is to promote school performance through approaches characterized by partnership, collaboration, mentoring and guidance (DoE, 2001: 7). According to the Department of Education (2003b: 7) purpose of developmental appraisal is to appraise individual educators in a transparent manner with a view to determining areas of strengths and weakness, and to draw up programmes for individual development.

1.5.7 Performance Measurement (PM)

Performance Measurement is the annual process of measuring performance. It is:

- part of a larger process of linking individual performance management and development to organizational goals;
- only one aspect of managing and developing the performance of individuals;
- a cyclic and recurring process aimed primarily at performance improvement through ongoing learning and development. (Integrated Quality Management System Training Manual, KwaZulu-Natal Department of Education, 2003a: 52-53).

The purpose of performance measurement (PM) is to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and achievements (DoE, 2003b: 7). For this study the correlation between developmental appraisal and performance measurement will be examined.

1.5.8 Whole School Evaluation (WSE)

Whole school evaluation is a collaborative transparent process of making judgments on the holistic performance of schools that is measured against agreed national criteria (DoE, 2001: 24).

The purpose of whole school evaluation (WSE) is to evaluate the overall effectiveness of a school - including the support provided by the district, school management, infrastructure and learning resources - as well as the quality of teaching and learning. For this study the correlation between development appraisal and whole school evaluation will be examined.

1.5.9 Integrated Quality Management System (IQMS)

Agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Management System that was agreed to on 10 April 2003 (Resolution 1 of 2003) and Whole School Evaluation (WSE). The IQMS is informed by Schedule 1 of the Employment of Educators Act, Act No. 76 of 1998 where the Minister is required to determine performance standards of educators in terms of which their performance is to be evaluated.

1.6 AIMS OF THE RESEARCH

The aims of the research are:

- To undertake a literature review to establish how educators perceive developmental appraisal.
- To conduct an empirical study into educators' perception of developmental appraisal.

- To determine in the light of the findings certain guidelines to change educators' negative perceptions of developmental appraisal.

1.7 METHOD OF RESEARCH

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

- A literature study of available, relevant literature on developmental appraisal.
- An empirical survey comprising a self-structured questionnaire to be completed by educators.

1.8 FURTHER COURSE OF STUDY

Chapter 2 will deal with a literature review of the developmental appraisal system.

Chapter 3 will explain the research methodology utilised.

Chapter 4 will consist of the presentation and analysis of the research data.

Chapter 5 will provide a summary, findings and recommendations.

1.9 SUMMARY

An explanation of the problem, statement of problem and aims of the study were presented in this chapter. The method of research was explained and certain relevant concepts were elucidated. In conclusion the further course of study was provided.

In Chapter 2 a literature review of the developmental appraisal system will be undertaken.

CHAPTER 2

LITERATURE REVIEW OF THE DEVELOPMENTAL APPRAISAL SYSTEM

2.1 INTRODUCTION	16
2.2 DEVELOPMENTAL APPRAISAL IN OTHER COUNTRIES	16
2.2.1 Introduction	16
2.2.2 England	17
(1) Characteristics of appraisal	17
(2) Educators' perceptions of appraisal in England	18
2.2.3 Australia	19
2.2.4 United States of America	21
2.2.5 Conclusion	23
2.3 FINALISATION OF APPRAISAL	24
2.4 PROCESSES OF THE APPRAISAL	26
2.5 LEGAL FRAMEWORK	27
2.6 THE STAFF DEVELOPMENT TEAM (SDT)	29
2.6.1 Composition of the SDT	30
2.6.2 Functions of the SDT	31
2.7 THE STAGES OF APPRAISAL	31
2.7.1 The pre-appraisal stage	32

2.7.2 The appraisal stage	34
2.7.3 The post-appraisal stage	39
2.7.4 Factors hampering the impact of appraisal	44
2.8 APPRAISAL AND STAFF DEVELOPMENT	47
2.9 DEVELOPMENTAL APPRAISAL AND INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)	52
2.10 SUMMARY	56

CHAPTER 2

LITERATURE REVIEW OF THE DEVELOPMENTAL APPRAISAL SYSTEM

2.1 INTRODUCTION

Larger processes of change motivate educational changes. It follows that if the whole of the South African society is moving towards democracy, the educational sector cannot be unaffected by it. The need to democratise educational processes and practices is necessitated by the democratisation of South Africa itself, as enshrined within the constitution of the Republic of South Africa.

The developmental appraisal system takes into account the constitutional provisions and ensures that what it allows for is consistent with such provisions. Apart from the legal reasons to guarantee this, it is also a way to ensure that developmental appraisal is in keeping with other processes of democratisation and transformation. The developmental appraisal system attempts to achieve this by engaging processes that are democratic, transparent and non-judgmental (Manual for Developmental Appraisal, 1999b: 66).

2.2 DEVELOPMENTAL APPRAISAL IN OTHER COUNTRIES

2.2.1 Introduction

The rationale for looking into developmental appraisal in England, Australia and United States of America is because the evolution of appraisal in South Africa is similar to these countries (Naidoo, 2004:28).

In previous systems of evaluation in South Africa there was an overall tendency to be negative in reports and not to acknowledge the positive things that educators do (Manual for Developmental Appraisal, 1999b: 55). Just as the system of panel inspections were negatively perceived in South Africa the perception in England with the old system of inspection was also negative. Wragg (1987: V) states that teachers in England have unhappy memories of inspectors known as “Black Ravens”, who sat at the back of the class writing a great deal, communicating little, but creating a distinct feeling of impending doom. A review of developmental appraisal systems in other countries seems necessary for this study because the system developed for South African schools is based on that used in other countries.

2.2.2 England

(1) Characteristics of appraisal

According to Thompson (1999: 10), the original approach to appraisal in England was that it was confidential in the sense that the individual might not get to know the full contents of the report. By contrast, today self-appraisal is a useful means to improve human resources. The full appraisal forms are completed after the self-assessment process has taken place. Both parties make preparations beforehand to try to achieve a useful outcome and spend time looking at potential for individual training and development. It is therefore an essential prerequisite for any appraisal process that reasonable attempts are made at constructive feedback on performance agreement of goals, and coaching to help improvement in a way that encourages the outputs from staff. According to Horne and Pierce (1996: 8) the appraisal process in England is made up of six steps, as follows:

- Awareness raising and introduction to appraisal, the aims, processes and links with the school development plan.

- Broad self-appraisal using the job description and any useful documentation provided by the local education authority in school.
- Initial meeting between appraiser and appraisee to set ground rules for the process, agree on dates, and decide on a focus or focuses.
- Classroom observation, which is compulsory, and other data collection, which is optional.
- The appraisal interview and target setting.
- Meetings between the appraiser and appraisee to review progress on targets.

(2) Educators' perceptions of appraisal in England

Wilson (1988: 100) states that in many ways winning acceptance of appraisal is the most difficult problem. The dispute over contract, conditions of service and salary makes teachers view appraisal with suspicion. If appraisal were to be linked initially to the assessment of probationers, it would be serving a purpose that the majority of teachers would willingly support. Turner and Clift (1988: 160-163) in a study conducted on teachers' perceptions of appraisal found the following negative views on appraisal:

- Despite attempts by senior management to "sell" the idea of appraisal and to point out its merits, many teachers viewed appraisal negatively, or at least had serious reservations about it. Just as some teachers took the view that appraisal was merely formalizing or systematizing something that already existed in some form or another, there were teachers who argued that there was no need to have an appraisal scheme because such existing procedures worked adequately. Some teachers believed that a scheme of appraisal was constraining. They preferred to have informal discussions when they wanted to.

- It was argued that having appraisals at specific times during the year precluded the possibility of going to see the appraiser at a more appropriate time.
- The more common negative perception was that appraisal was a threat to teachers. Teachers also found the prospect of appraisal to be a very threatening one.
- Teachers were reluctant to be appraised because they believed it would have negative outcomes: what was said in the appraisal might be held against them at some time in the future.
- Teachers believed that appraisal would be open to manipulation and that particular individuals would come out of it well, not because they were good teachers but because they could “charm” the appraiser
- Some teachers were sceptical about the introduction of an appraisal scheme because it seemed to be following a fashion.
- Teachers argued that appraisal would be a passing phenomenon and would quickly become just a formality.
- A further concern was that, despite the attempts to make appraisal a more systematic process, it would still operate in a very subjective way and even give more weight to subjective opinion.

It is evident from the above that educators in England perceived appraisal negatively, saw appraisal as a threat and felt that the appraisal process was open to manipulation.

2.2.3 Australia

Teacher Appraisal is well established in Australia (Turner and Clift, 1988: 9).

Lacey (1996: 1) talks about schools across Australia developing and implementing performance appraisal processes. She states that recent career structures have clouded the process in many schools. Is it appraisal for individual and school improvement or is it appraisal for accountability? Can one appraisal meet both these needs? With

increasing workloads for staff in schools educators are constantly looking for ways to streamline processes and eliminate duplication of tasks. In Australia the attitude among teachers is that one must be wary of falling into the trap of hoping that one appraisal process will meet both needs.

Appraisal for accountability enables the employer to ensure that teaching standards of individual teachers are at least satisfactory. Teacher performance is measured by the principal or an external evaluator against set criteria, which also allow for the identification and recognition of outstanding performance. The appraiser controls the process and outcomes.

Appraisal for individual teacher or school improvement enables teachers and schools to identify specific aspects of performance for development and to improve teaching performance in this focus area. Appraisal for improvement assumes at least a satisfactory level of competence and appraisal for individual and school improvement and must always be seen as competence plus. It also enables schools to identify, promote and develop the skills valued by the teachers. Performance is measured by the teachers themselves, by peers, co-ordinators and principals against criteria established by the school. Appraisal for improvement encourages teachers to identify specific areas of their teaching practice for focused improvement.

Effective appraisal for improvement is about identifying and building on strengths and seeking individual improvement. It is not about determining competence. One of the first steps to improving performance is to identify strengths rather than dwelling on a negative past. Appraisal can be seen as building on the things done well, exploring successes and achievements. Thus the appraisal process in Australia is also developmental and a shift from past practice.

At the Third International Teacher Development Conference at Flinders University of South Australia in 1993, it was stated that the educator determine what is realistic and appropriate, based on the relevance of overall teaching plans. In terms of their development educators have a professional responsibility to quarantine time for themselves to remain in touch with educational change (Smyth, 1995: 7).

2.2.4 United States of America

According to Cullingford (1995: 170) early models of teacher appraisal as practiced in some parts of the United States, were crude and simple. A teacher was expected to meet the expectations of a checklist. Was he fulfilling the criteria and meeting targets set down by a centrally controlled curriculum? It was all done on a pass or fail basis and the teacher had to pass. The outcome of this system, ironically, was that teachers began to make sure that they fulfilled the criteria and passed. They did this by the sensible expedient of lowering the standards they had to meet in order to ensure that they passed. The result was a lowering of standards - quite the opposite of what was intended.

Turner and Clift (1988: 10) state that in the USA staff appraisal has developed mainly along summative lines as a basis for initial certification of teachers and for the renewal of contracts. Concern over the competence of teachers to carry out their jobs successfully led some teacher training institutions to develop competency-based teacher training programmes. Many States have developed their own programmes of competency-based teaching, in many cases mandated either through legislation or State Department of Education regulations. Assessment is carried out by a team of experts, usually experienced teachers, using agreed instruments of appraisal such as observation schedules and knowledge tests. On the basis of these assessments made contracts are renewed or terminated.

Turner and Clift (1988: 13) state that the most common method of staff appraisal in the USA is the attempt to measure teacher effectiveness by some system of assessing pupil performance. Many have criticized appraisal based on pupil performance and it seems that whatever form the assessment takes raises questions of reliability and validity. Furthermore, there is a tendency for pupils who performed well at one particular time to perform less well on the next occasion and vice versa. Sour, Medley and Coker (Turner and Clift, 1988 : 13) argue that this regression effect makes assessment of pupil gains problematic if it is to be used for appraisal of teachers.

Cullingford (1988: 170) states that the purpose of teacher evaluation is to help and support good teaching. In the USA today there are three essential elements of teacher appraisal:

- Teachers need to be involved in every aspect of the process from the beginning, designing evaluation methods and discussing the criteria.
- There is an emphasis on formative and collaborative, rather than summative and authoritarian evaluation.
- The criteria on which the appraisal is based must not be just those which are easily observed and checked. Simple checklists tend to limit themselves to such an extent that the subtle art of teaching, with its long-term strategies, is hardly taken into account.

Fuller (Bollington, Hopkins & West, 1990 . 14) in a review of research on the individual effectiveness in America within the context of organizations, suggest with respect to teacher evaluation, both individual and organizational benefits will result from :

- Agreement between teachers and senior management in accepting the goals and means for appraisal.
- Increased communication between teachers and senior management.
- Lower prescriptiveness of work tasks.
- Teachers' perceptions that evaluations are soundly based.
- Teacher input into the production of a diversity of evaluation criteria.

Natriello and Dornbusch (Bollington, Hopkins & West, 1990: 14) found that teachers in America will be satisfied with the appraisal system if the following conditions were satisfied :

- Perceptions of all appraisers and appraisees share the same criteria for evaluation.
- Frequent sampling of teacher performance takes place.
- There is frequent communication and feedback.
- The teacher's ability to define the criteria for assessment.

The above findings suggest that teacher satisfaction with the appraisal system seem to rest on the perception that the process is soundly based, that it is relatively frequent, collaborative and developmental, and that the teacher has some control over the setting of criteria and the major elements of the process. These conditions also set the criteria against which readiness for appraisal can be assessed.

2.2.5 Conclusion

The evolution of appraisal in South Africa is similar to that of England. At present self-appraisal and constructive feedback are essential ingredients of the appraisal system both in England and in South Africa. It can also be gleaned that in England, Australia and the United States the previous system of evaluation was judgmental which was clearly a way of inspecting and policing educators. This has now shifted to a developmental approach that seeks to build on strengths that educators have and ensures that the negative aspects are responded to in a developmental way.

In South Africa the previous system of teacher evaluation was judgmental. In this approach there was an overall tendency to find fault, to be negative in reports that were written and not to acknowledge the positive aspects of educators work. Developmental Appraisal is located within a developmental approach and does not only focus on what the educator does incorrectly, but also on what the educator does correctly. Hence a paradigm shift from a judgmental to a developmental approach (Manual for Developmental Appraisal, 1999b: 55).

The remainder of the chapter will deal with a literature review on the developmental appraisal system in South Africa with special reference to KwaZulu-Natal.

2.3 FINALISATION OF APPRAISAL

Educators in KwaZulu-Natal generally have a negative perception about the appraisal system, because KwaZulu-Natal was the only Province that did not participate in a pilot project that was conducted between 1995 and 1996 by the Education Policy Unit of the University of Witwatersrand. The pilot project covered a representative sample of 93 schools throughout the country, with KwaZulu-Natal being the only Province that did not participate in the pilot due to a range of difficulties that could not be resolved within the scope of the pilot (Manual for Developmental Appraisal, 1999b:51).

A series of regional workshops were held with the teachers in the course of 1993 and 1994 in which new principles and procedures were developed on the basis of teachers' interests. As these were developed, a negotiating team of teachers ensured agreement by education departments to a new instrument. The main features of the new agreement included (Mokgalane, Carrim, Gardener & Chisholm, 1997: 3):

- *Acknowledgement of the significance of context in shaping teacher performance.*
- *Self-appraisal.*
- *A school-level appraisal team consisting of the principal/deputy, head of department/subject head, a peer nominated by the appraisee and a subject advisor.*
- *The right of the appraisee to nominate the appraisal team.*
- *A process of open discussion and feedback between appraisee and appraisers.*
- *A right to appeal by the appraisee through a moderation team consisting of a subject advisor, an independent body and a representative from the appraisal team.*
- *A development plan.*

Discussions and negotiations around the appraisal system took place in the Education Labour Relations Council (ELRC) in which teacher unions/organizations, provincial departments and the National Department of Education were involved. On 28 July 1998 a final agreement was reached within the ELRC on the implementation of the developmental appraisal system focusing on the following (Manual for Developmental Appraisal, 1999b: 52):

- The overall nature of the appraisal system would be in accordance with the pilot project that was conducted.
- The approach to appraisal would be developmental.
- Appraisal would be compulsory. It would apply to all levels of educators within departments, both inside schools and in the education department.
- Appraisal would be tied to the nature of the job and description of every post level.

Many educators are impressed by the fact that the appraisal system is not characterised by negative fault finding but is driven by a commitment to the professional development of educators (Mokgalane, Carrim, Gardiner & Chisholm, 1997: 54). According to Adendorff, Gultig and Mason (2001: 58) the Education Labour Relation Council's educator appraisal policy is another important means by which educators' professional accountability can be assured in South Africa. There is an important emphasis on educators' professional development rather than simply judging teachers' performance. The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management. It is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one's career in education.

2.4 PROCESSES OF THE APPRAISAL

Appraisal consists of the following processes (Adendorff, Gultig & Mason, 2001:59):

- **Reflective practice** : This requires the educator to interpret and analyse the extent to which their performance meets objectives in serving the needs of clients, with the intention to rethink current practice.
- **Self-appraisal** : The educator undertakes self-analysis and introspection in terms of his performance, client questionnaire results, and institution development plans. This is followed by self-evaluation in order to determine priorities for personal and professional growth.
- **Peer appraisal** : The involvement of a colleague in assisting the appraisee to review his performance with a view to prioritising professional development needs.
- **Collaboration**: Educators working together to assist in problem solving, e.g. teachers taking the same grade from different institutions involved in teaching a particular learning field, or educators consulting with the support services of the education department.
- **Interaction within panels** : Relationships have to be developed between members to work collectively in order to assist the appraisee to identify needs, formulate objectives, select professional development activities, implement such activities within time - frames and provide timeous feedback.

If the educator is serious and honest about the ongoing process in developmental appraisal then the personal and professional development of an educator will be facilitated. However, there is a perception among educators that processes within the institution are not effective and hence developmental appraisal is not serving its purpose. If, for example, self-appraisal is hurriedly conducted to meet timeframes or a

peer is not effective in assisting the appraisee then there would be a negative perception of the developmental appraisal process.

2.5 LEGAL FRAMEWORK

The ultimate purpose of developmental appraisal is to improve the quality of education in South African schools. This will ensure that all children are given an equal and ample opportunity to make the best use of their capabilities (National Education Policy Act, Act No. 27 of 1996: 4). This Act has as one of its objectives the monitoring and evaluation of education. The developmental appraisal system is informed by this objective.

The South African Schools Act, Act No. 84 of 1996, states that one of the functions of the governing body is to support the principal, educators and other staff of the school in the performance of their professional functions. Placing this in perspective with developmental appraisal means that in the core criteria for all levels of school personnel is classroom management in which discipline is an important factor. A sub-committee of the school governing body is the discipline, safety and security committee. This committee effects the school's code of conduct as well as the disciplinary procedures to be followed. When a school's code of conduct is ineffective or the governing body does not have proper procedures in place with respect to learner discipline, educators will negatively perceive classroom management as a core criteria for developmental appraisal. Good discipline is one of the most important characteristics of an effective school. A code of conduct must therefore be aimed at establishing a disciplined school environment that is conducive to effective teaching and learning. The code of conduct should be written and developed in such a way that it achieves this basic aim (Squelch & Squelch, 1999 . 2). In a school where there is an effective code of conduct the developmental appraisal system will not be impeded by, for example, disruptive behaviour.

In terms of the Employment of Educators Act, Act No. 76 of 1998 the performance of educators must be evaluated according to performance standards, which may be

presented by the minister. In developmental appraisal system these performance standards are given in terms of core criteria. In the case of level one educators the following are the core criteria (Manual for Developmental Appraisal, 1999b: 13):

- Curriculum development.
- Creation of a learning environment.
- Lesson presentation and methodology.
- Classroom management.
- Learner assessment.
- Recording and analysing data.
- Development of learning field competency.
- Professional development in field of work/career and participation in professional bodies.
- Human relations.
- Leadership.
- Community.
- Extra-curricular.
- Contribution to school development.

An educator who concentrates solely on actual teaching and learning and does little to contribute to the corporate life of the school will perceive the core criteria such as extra-curricular and contribution to school development as negative. The educator may not be involved outside the classroom and outside teaching hours in aspects such

as sport, cultural activities, meetings with parents and workshops arranged by the Department of Education (Naidoo, 2004: 71).

According to the South African Council of Educators Act, Act No. 31 of 2000 an educator acknowledges that exercising his professional duties occurs within a context requiring co-operation with and support of colleagues, and the educator thus promotes the ongoing development of teaching as a profession. The educator must accept that he has a professional obligation towards the education and induction into the profession of new members of the teaching profession. On the aspect of new members of the teaching profession, developmental appraisal can be used to assist a probationer to be declared permanent into the post he is holding, after a period of twelve months on the basis of satisfactory performance and conduct in keeping with applicable legislations and regulations.

Hence legislation such as the Labour Relations Act, Act No. 66 of 1995, the National Education Policy Act, Act No. 27 of 1996, the South African Schools Act, Act No. 84 of 1996, and the Employment of Educators Act, Act No. 76 of 1998, all attempt to transform the education sector so that it is in keeping with the provisions of the Constitution of South Africa. They all put into place ways in which democracy, human rights and justice may be upheld in education. More specifically negotiations around the developmental appraisal system took place in the Education Labour Relations Council (ELRC) in which teacher unions/organizations, provincial departments and the National Department of Education were involved. On 28 July 1998 a final agreement was reached within the ELRC on the implementation of the developmental appraisal system. This agreement is reflected in Resolution Number 4 of 1998 (Manual for Developmental Appraisal, 1999b: 52).

2.6 THE STAFF DEVELOPMENT TEAM (SDT)

Each school shall elect a SDT consisting of the principal, elected staff members and others agreed to by members of staff. Maximally the SDT is made up of five people and minimally, of three people. Most schools follow the democratic process of

electing a SDT. When the SDT is elected in this manner educators will willingly obey the functions of the team. However, educators view a team that is not selected democratically with suspicion. When members of the SDT are elected at a staff meeting convened by the principal they will enjoy the confidence and support of staff (Naidoo, 2004: 41). As such the establishment of the SDT should be discussed openly in both staff meetings and meetings of the school governing body. The purpose of the SDT in the developmental appraisal system is to initiate, co-ordinate and monitor the appraisal process in schools and ensure that training in the developmental appraisal system occurs. It is also incumbent upon the SDT to facilitate ongoing professional support (Manual for Developmental Appraisal, 1999b: 72).

2.6.1 Composition of the SDT

The SDT will consist of the following members (Naidoo, 2004: 42):

- **Head of the institution (e.g. school principal and circuit manager). It is mandatory that the principal is a member of the SDT.**
- **Elected members (educators are democratically elected irrespective of post levels). At a staff meeting nominations are called for. Each member of the SDT is moved and seconded. If more than the required number of five names are moved and seconded then selection is done by secret ballot or show of hands.**
- **Other members (the staff would decide on who the other member would be depending on the institution's contextual factors such as situation of the school, its resources, economic status of the community and affordability). A school may want to involve a person from the outside to serve on the SDT but may not afford the services of this person in terms of remuneration for time spent at the school.**

The SDT at its first meeting will democratically elect the chairperson. This means that the head of the institution is not necessarily the chairperson. Educators who do not have confidence in the members of the SDT will perceive the developmental appraisal process negatively.

2.6.2 Functions of the SDT

The SDT perform the following functions (Naidoo, 2004: 42; Manual for Developmental Appraisal, 1999b: 72 & 92):

- Train staff on appraisal.
- Prepare institutional management plan.
- Identify educators to be appraised in each phase.
- Facilitate formation of appraisal panels in collaboration with the appraisee.
- Co-ordinate panel meetings.
- Put together an indicator of needs.
- Monitor the appraisal process.
- Facilitate professional development.
- Open educator appraisal files and ensure that records are filed.
- Ratify or reject motivation to change core criteria to optional.
- Deal with appraisal grievances at institutional levels, but educators can still lodge their grievances using existing procedures.

If the above functions are not successfully or effectively conducted, educators will lose confidence in the staff development team and hence display a negative attitude to developmental appraisal.

2.7 THE STAGES OF APPRAISAL

Appraisal consists of the following three stages (Manual for Developmental Appraisal, 1999b: 91-92):

- Pre-appraisal stage.
- The appraisal stage.
- The post-appraisal stage

2.7.1 The pre-appraisal stage

This stage consists of setting up the appraisal panel, clarifying the role of members of the appraisal panel, and the appraisee filling in the personal details and professional growth plan forms. These are tabled and discussed at an appraisal panel meeting. The following are required to be followed in the pre-appraisal stage (Manual for Developmental Appraisal, 1999b: 52):

- Head of the institution calls a staff meeting to elect SDT members.
- SDT are elected and their roles are clarified.
- SDT ensures the training of the entire staff.
- SDT and staff identify appraisees for the first and second phases.
- Each appraisee nominates the composition of their appraisal panel.
- SDT compiles a list of appraisal panels and checks if their composition is appropriate and workable.
- The appraisal panel consists of the appraisee and at least three other educators (except in small schools where at least two are included), drawn from the following groups:
 - Peers.
 - Union representatives.
 - Senior staff members (for example HOD, Deputy Principal, Principal).

- Outside support (for example subject advisor, educators from other institutions recognised for expertise, district/circuit manager, NGO, university/college lecturer, others).
- Once established the appraisal panel elects a person who will act as chairperson and scribe of the panel and clarify the roles of all members of the panels. Two appraisers are identified, arrangements for submission of portfolios and dates for observation of the educator in practice are arranged and the appraisee fills in the personal details.
- SDT opens files for each appraisee. The first document to go into the file would be the personal details form (*Manual for Developmental Appraisal*, 1999b: 92).

McBride (1989: 99) states that essentially the pre-appraisal stage seeks to ensure the goodwill and involvement of educators by setting an invitational climate. In the first meeting due regard is given to the following (Horne & Pierce, 1999: 31):

- to confirm the purpose and clarify the context of the appraisal;
- to consider the teachers' job description;
- to agree on the scope of appraisal, in the context of school or departmental developmental plans;
- to agree on the scope of the appraisal, identifying areas of the appraisee's job on which the appraisal might usefully focus;
- to agree the arrangements for, and the scope of, specific self-appraisal and its relationships to the other components of the programme;
- to agree on arrangements for classroom observation, subject to requirements;
- to agree on the methods other than classroom observation by which data for the appraisal should be collected; and

- to agree on a timetable for the appraisal process.

If in the first meeting due regard is given to the above factors it would result in educators having a positive attitude to developmental appraisal.

According to Lacey (1996: 17) for successful implementation of an appraisal programme there needs to be a climate of trust among staff. If pre-appraisal training does not:

- brief appraisers and appraisees;
- train staff in gathering and analysing data; and
- train staff in giving and receiving feedback,

then educators will view the developmental appraisal process with suspicion.

Since the pre-appraisal stage is the preparation done for the appraisal stage it is vital that all steps are carefully followed. The role of the staff development team in this stage cannot be undermined and their clear direction will add value to the appraisal process. If there is a need for outside support in the appraisal panel the SDT must ensure that this is done, otherwise the appraisee will lose confidence in the appraisal process.

2.7.2 The appraisal stage

The following steps are required to be followed during the appraisal stage (Manual for Developmental Appraisal, 1999b: 92):

- Appraisee fills in prioritisation form for self-appraisal. This form contains the actual criteria that will be used in the appraisal of an educator. There are different criteria for different levels of educators. There are criteria for principals, heads of department, post level one educators and office based educators. With regard to post level one educators, the criteria covers three essential areas:

(1) Classroom expertise.

(2) Professional expertise.

(3) Leadership and communication skills.

- Submission of portfolios to appraisal panel members after the pre-observation conference.
- Observation of the educator in practice. The panel evaluates the following six aspects when the educator teaches:
 - (1) Whether the educator plans and designs teaching and learning activities where learning is a collective enterprise, integrative, active and goal orientated.
 - (2) Whether mutual interest and enthusiasm between educator and learners contribute to a conducive learning environment.
 - (3) Whether the classroom atmosphere encourages the exchange of ideas, questions and experiences and learning is understood as a co-operative and productive activity.
 - (4) Whether the educator has an excellent grasp of the learning process and is highly skilled at using many ways to promote the needs and expectations of learners.
 - (5) Whether the educator demonstrates effective ability to encourage, guide and support to learners.
 - (6) Whether the educator uses the assessment of learners creatively so that it serves many constructive purposes.
- Appraisal panel fills in the prioritisation form. Some of the components of the core criteria are:

- lesson presentation and methodology;
- classroom management; and
- curriculum development.

On each component rating is done by the appraisee, two identified appraisers and members of the panel. The rating is done separately by the appraisee and two identified appraisers. Thereafter the panel meet and the results of the appraisal will be discussed openly and honestly, giving the appraisee an opportunity to explain his own professional practices. Overall the panel will reach agreements about the rating. In this way the panel rating is completed (Manual for Developmental Appraisal, 1999b: 92).

Turner and Clift (1988: 122) found that in many schools more thought has been given to who should conduct appraisals than to what kind of skills, knowledge or other attributes an appraiser should have. Therefore it is not sufficient to allocate to anyone the role of the appraiser. An appraiser may not possess the skills that make him a good appraiser and educators may perceive this as negative. No matter how senior their position or what credibility they have with staff, they may not possess the skills that make them good appraisers. If an educator is appraised by someone who does not have a close knowledge of his everyday activities then the educator will not perceive the process as developmental.

Wideen and Andrews (1988: 192) state that a policy of staff appraisal should involve an examination of the educator's satisfactions and those of the school in his performance, and should seek to extend the way in which school support can enable maximum benefit to be derived and extend the skills of the educator to the full.

Self-appraisal involves an educator reflecting on his work. One purpose of appraisal is to encourage this type of reflection and to make it purposeful and systematic. Beyond this, self-appraisal is a means by which an appraisee can prepare for the various discussions in the formal appraisal process. For self-appraisal to serve a positive purpose to the appraisee it must (West and Bollington, 1990: 21):

- be carried out in a highly focused and structured manner;
- be seen as a major vehicle of professional development rather than an isolated event;
- encourage educators to analyse their own practice in precisely the way a formal appraisal system can support; and
- enable educators to analyse their own practice in a balanced way and discuss and exchange ideas freely with colleagues.

After self-appraisal is completed an educator is observed in practice by an appraisal panel member or a peer. Classroom observation is a sensitive area. It is one of the most potential aspects of the appraisal programme but it can easily be misused. Proper planning usually ensures success but the appraisee would be wary of the problem areas. The following are the potential pitfalls of peer observation (Lacey, 1996: 41):

- Conflict arising over misinterpretations of what was to be observed.
- Lack of objectivity.
- The observer affecting the behaviour of the educator and learners.
- Lack of preparation for the observation.
- Generalizing from an inadequate data collection.

The appraiser has to answer the following questions during the actual lesson observation (Lacey: 41-42):

- How efficient is the educator's use of time? How much time is spent in classroom business, in disciplining, in learning, in personal business?

- How effective is the teacher as an explainer of concepts? Does the teacher present an interview, relate the concepts to ones previously learned, provide clear definitions, give many examples?
- How effective is the teacher's listening skills? Does the teacher have a planned sequence in mind? Does the teacher ask difficult types of questions? For example, *thinking, memory, creative, reflective*.
- How effective is the teacher's responding skills? Does the teacher use learner answers? Does the teacher give negative and positive feedback as appropriate?
- How appropriate and clear are the learning objectives? Is the level of difficulty appropriate to learners? Are the objectives made clear? Does the teacher make the objectives relevant to learners?
- How appropriate and effective are the learning activities?
- Are there a sufficient number of active learning strategies? Do activities seem appropriate to the objectives? Is the relationship between objectives and activities made clear to learners?
- How effective are the assessment strategies? Does the teacher make frequent assessment of pupil learning? Is the learning of all pupils assessed adequately? Do pupils get feedback about performance?
- How appropriate is the teacher's interaction with learners? Who volunteers? Who is called on? How does the teacher respond to incorrect answers? To whom does the teacher talk before and after class? How would the classroom climate be characterized?
- How effective are the teacher's classroom management behaviours? Is the teacher clear about the kind of learning environment desired? Does the teacher make clear those expectations? Does the teacher keep the pupils on task without interfering

with learning? Does the teacher deal with off-task behaviour appropriately? Is the teacher aware of what is going on in the classroom?

If the above questions cannot be effectively answered by the appraiser it would render the actual lesson observation invalid. This could lead to a situation where educators could have a negative perception of observation of the educator in practice.

Honest self-appraisal is the first step towards development of the educator. The classroom observation is a vital part of the appraisal stage and should be conducted by an appraiser who possesses the skills that make him a good appraiser. If the appraisee has confidence in the appraiser and values the guidance that is given he will perceive the process as developmental.

2.7.3 The post-appraisal stage

The following are the post-appraisal stage steps to be followed (Manual for Developmental Appraisal, 1999b: 52):

- At the appraisal panel meeting the prioritisation form is discussed and agreed upon. On this basis the personal growth form is filled in. What is discussed is the rating with respect to the core criteria by the appraisee and two identified appraisers so that the panel rating can be finalized.
- Implementation of the personal growth plan. After the completion of the prioritisation form the personal growth plan is completed by the appraisee and finalized in consultation with the appraisal panel. The personal growth plan contains the following four aspects (Manual for Developmental Appraisal, 1999b: 92):

(1) The formulation of objectives.

(2) The identification of specific activities that are necessary to achieve the objectives.

(3) The resources needed to achieve the objectives.

(4) The key performance indicators.

- Discussion paper filled in with appraisal panel. The discussion paper is completed by the appraisee before the first appraisal meeting. In the discussion paper the appraisee answers the following eight questions (Naidoo, 2004: 11-12):

(1) Were the objectives for the period under review realistic?

(2) Given your programme what has not been completed?

(3) What are the answers for the backlog or shortfall if any?

(4) What has been the most difficult problems you had to cope with during this period?

(5) To what extent have you managed to improve your skills?

(6) Is there anything you need that could help you develop your job and become more effective?

(7) Do you receive sufficient support from your colleagues/senior staff/governing body/departmental officials?

(8) Are there any general matters you would like to discuss? E.g. factors affecting your work?

- The appraisal report is agreed upon and signed. The appraisal panel agrees to the following six aspects:

(1) Prioritized criteria.

(2) Identified needs.

(3) Strengths of the educator.

(4) Suggested development programme.

(5) Suggested provider for development programme.

(6) Dates for development programme delivery.

- Implementation of the recommendations in the appraisal report. The panel would have come to the conclusion that the educator's classroom management was a prioritized criterion. According to Naidoo (2004: 12) the development programme could be the workshopping of the school code of conduct with the educator in order to implement the school's code of conduct effectively and demonstrate a judicious application of discipline, guidance and support to learners. The person responsible for the development programme (e.g. the principal) and the dates for the development programme delivery need to be specified in the development programme. If the recommendation is effectively implemented then the aspect of classroom management would become a strength for the educator (Manual for Developmental Appraisal, 1999b: 92).

According to McBride (1989: 102) in the post-appraisal stage a plan of action has been agreed and now needs to be put into operation. The nature of follow-up is implied by the way data is gathered. However, if needs are not accurately identified, the plan will not solve problems or develop the educator in a way that he recognizes as important. If the appraisee feels that needs are not accurately identified then a negative perception towards appraisal will be developed.

Bell (1988: 17-18) states the following in respect of perceptions and responses of educators with regard to appraisal:

- Opposition to appraisal will be generated by the summative elements of appraisal. If appraisal is a part of a set of strategies by which educators will be held accountable, then this accountability must have a developmental emphasis.
- Educators could regard staff appraisal as a direct attack on their professional autonomy.

- A staff appraisal process which impinged on the right of educators solely and entirely to make professional judgments about activities within the confines of the classroom would threaten that jealously guarded privilege.
- Educators would be suspicious about the ability of their colleagues in middle or senior management to carry out an effective appraisal process or to implement such a process impartially.
- In the suggested development programme in the appraisal report the appraisal panel would indicate areas that the appraisee was experiencing problems. Educators might perceive that such information might prejudice promotion prospects or lead to a general diminution of their esteem.
- Staff appraisal if carried out badly would increase the level of cynicism within the schools and lead to lowering of teacher morale. There would be a lack of commitment to appraisal if this were to happen.

Horne and Pierce (1996: 40-41) refer to the appraisal interview as the professional discussion. At this stage professional targets for future action are set. These targets must be precise, realistic and capable of being monitored. The professional discussion should provide an opportunity for genuine dialogue and must take place without interruptions. The discussion will provide an opportunity to discuss the agreed areas of the teacher's work, while giving feedback and recognition on the basis of classroom observation and the data collected. It assists the appraisee to identify areas of professional and career development and it provides the forum to negotiate targets for that development. The professional discussion also provides the opportunity to negotiate and clarify points to be included in the appraisal report. Marland (1988: 51) refers to the interview as the heart of the appraisal process. The appraisal interview draws educators in teams, rather than leaving them in isolation. Thus there is the opportunity for educators to reflect on the appraisal process, question the ongoing cycle and consider steps to bring about change.

According to Bittel and Newstrom (1990: 197-198) there are seven steps that should be followed in an appraisal interview. These steps are as follows:

- Prepare the appraisee and appraiser to come to the meeting expecting to compare notes.
- Compare accomplishments with specific targets.
- Be sure to give adequate credit for what has been accomplished. It is a temptation to take for granted those things that have been done well and to concentrate on the deficiencies.
- Review those things that have not been accomplished. Emphasise where improvement is needed and acknowledge together with the appraisee how this can be done and why it is necessary for the appraisee to improve.
- Avoid the impression of sitting in judgement. If there is blame to be shared acknowledge it. Stick to a mutual explanation of facts and what they imply to both.
- Agree on specific targets to be met during the period ahead. This will set the stage for a more objective appraisal discussion next time round.
- Review what can be done to be of greater help. Improvement is always a mutually dependent activity. An appraisee who knows that responsibility for it is shared will approach the task with greater confidence and enthusiasm.

If the above steps are not followed in an appraisal interview, the appraisal interview process would be negatively perceived by the educator.

According to Naidoo (2004: 12-13) for educators in the pedagogical situation, that is for educators who teach, it is suggested that their teaching be observed at least twice. According to the management plan in the developmental appraisal manual (1999b: 8), both observations of the educator in practice must take place within a month. Observation will include such aspects as curriculum development, creation of a

learning environment, lesson presentation and methodology, classroom management and learner assessment. The appraisal panel will jointly decide with the appraisee, who will be involved in observations and when. It is also useful to have two people doing these observations so that they may check each other's views. The developmental nature of appraisal can call for a second or third observation. If, for example, it was jointly agreed that the appraisee did not use questioning effectively in his lesson, the appraisal panel will assist the educator with this aspect. A second observation will confirm whether progress has been made in this regard. The time period between the first and second observation will depend on the readiness of the appraisee. However, this must be done within the appraisal cycle. A cycle can last for one year within which all educators must be appraised. Naidoo (2004: 13) states that *in his experience as an evaluator he found that two people observing the lesson of the appraisee created practical problems. The practical problem experienced is who takes over the classes of the two appraisers. If the classes of the two appraisers are left unattended it poses a discipline problem for the school. From his discussion with colleagues he found that in practice a single appraiser does classroom observation. The purpose of having two people doing the observation is to obviate instances of bias.*

Disagreements with regard to the prioritisation form will result in a delay in the implementation of the personal growth plan. In the event of an appraisal form being signed only after intervention by the SDT one cannot be certain whether the personal growth plan will be taken seriously by the appraisee. Situations of the above nature will result in the appraisal process being perceived negatively by the appraisee. The SMT and the SDT must work together to implement the recommendations in the appraisal report. A recommendation that is effectively implemented and monitored could become a strength for the educator.

2.7.4 Factors hampering the impact of appraisal

Bradley (Bollington, Hopkins & West, 1993: 63) identified a number of factors which they believe affect the effectiveness of appraisal. These include:

- Lack of appropriate training or a gap between training of appraisers by the SDT and appraisal.
- The appraisee being appraised by an appraiser he does not have confidence in.
- Failure by the appraiser or appraisee to understand the appraisal process.
- Interruptions to classroom observation (e.g. attending to discipline problems that arise during the actual classroom observation process).
- Delays in the process, for example in giving feedback, or writing up an appraisal report.
- Too cosy an appraisal (e.g. familiarity between the appraiser and appraisee leading to a situation where appraisal becomes a form filling exercise).
- Vague targets with respect to improvement of the core criteria. If developmental appraisal shows that educators are lacking with the selection of appropriate teaching strategies with respect to curriculum development, then the school improvement plan must specifically reflect this as an area for development. This plan must provide targets in respect of teaching strategies, which are clear, measurable, realistic and attainable.
- Lack of attention by the SDT and SMT to monitor targets or follow up whether the targets have attained the desired outcome. If selection of appropriate teaching strategies was an area of concern then, within a specified timeframe, improvement on this aspect must be observed.
- Lack of commitment from the principal with regard to the appraisal process. If the principal as a mandatory member of the staff development team does not play a key role in managing developmental appraisal at his institution, then the aim of developmental appraisal will not be achieved.
- Pressure of other concerns which include, *inter alia*, the following:

- managing large classes;
- record keeping;
- coaching and umpiring in sports;
- dealing with underachievers;
- discipline;
- creating a learning environment;
- community involvement; and
- departmental support.

Naidoo (2004: 71) states that appraisal commenced as a result of a mandatory requirement and timeframes set by the Department of Education. Such a situation would result in educators perceiving the developmental appraisal process negatively. According to Bell (1988: 63) without the acceptance of the need for the introduction of appraisal, effectiveness suffers. Furthermore, if appraisal is just implemented but not managed, it will not facilitate the personal and professional development of educators. According to Fuller (1997: XII) projects like developmental appraisal are often implemented but seldom managed.

The following are the guiding principles in managing the developmental appraisal process (Developmental Appraisal for Educators, 1999b: 60):

- The process should be open, transparent and developmental.
- The appraisal of educators is in essence a developmental process, which depends on continuous support. It is designed and intended to entrench strengths, develop potential and overcome weakness.

- The process of appraisal should always involve relevant academic and management staff.
- The appraisal should be all-inclusive of stakeholders, and its members should be trained to conduct the process of appraisal.
- Educators should be informed of all aspects of the appraisal process, so that they take the initiative to conduct the process of appraisal.
- Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements of appraisal.
- The appraisee has the right to have access to and to respond to the appraisal report. The *audi alteram partem* rule (listen to both parties) should apply.
- The instruments for appraisal should have appropriate criteria to appraise the nature and level of work performed (Manual for Developmental Appraisal, 1999b: 90).

Adherence to the above guiding principles in managing the developmental appraisal process will enable educators to view the process of developmental appraisal positively. A badly conceived appraisal system would be distrusted and viewed as judgmental rather than developmental (Evarard & Morris, 1990: 90). Failure by the SDT and SMT to give effect to the factors hampering the impact of appraisal and to make timeous interventions will result in a negative perception of the appraisal process.

2.8 APPRAISAL AND STAFF DEVELOPMENT

The individual appraisee's development plan is recorded on the professional growth plan (PGP). The PGP will reflect what development is envisaged in a cycle. The PGP is completed by the appraisee and finalized in consultation with the appraisal plan.

The PGP reflects objectives, activities, resources and key performance indicators (Manual for Developmental Appraisal, 1999b: 6).

On the aspect of the PGP the appraisee in consultation with the appraisal panel could have reached the conclusion that the appraisee was not using different modes of assessment. The objective for the purpose of the PGP would be to make use of different modes of continuous assessment. The activities agreed to by the panel could be to:

- read literature on continuous assessment;
- hold discussions with peer;
- consult with subject advisor; and
- visit learning site to observe learner assessment.

The resources needed may have been subject reference books, journals and other literature. The stated key performance indicator could have been the integration of new methods of learner assessment in addition to existing ones. This will lead to the development of the educator. A PGP drawn up in consultation with the appraisal panel would be perceived positively by the appraisee (Manual for Developmental Appraisal, 1999b: 6).

Davidoff and Lazarus (1997: 36) see development as a normative re-educative strategy for managing change. This is aimed at facilitating development of people and the organization wholly for the purposes of optimizing human fulfillment. Through the use of certain techniques and procedures (e.g. the PGP), the organization's ability to accomplish its mission of providing a better service or product while at the same time enhancing staff satisfaction are the goals that need to be attained (Wragg, Wikeley, Wragg & Haynes, 1996 : 3).

The individual professional growth plans of appraisees will inform the school-based staff development. Staff development efforts involve people in interaction with one

another in particular contexts to accomplish professional growth and school improvement goals. The teachers' own positive perception of need and ability to manage their own learning are taken as a starting point for staff development. (Day & More, 1986: 211-212).

Dennison and Shenton (1987: 167) warn that any appraisal system that might be imposed on educators is perceived all too easily as a threat with little attention being paid to the positive effects. Thus staff development emanating from such a system would be perceived negatively by educators.

The question to be addressed is how can staff appraisal contribute to more effective professional development of educators. Appraisal must provide opportunities for the appraisee to explore his own staff development needs based on an open discussion of performance within the context of what the school has been trying to achieve (Bell, 1988: 165). On the basis of this, actions can be agreed to about improvements, developments and changes. It is the responsibility of the appraiser to ensure that the necessary resources are provided in order that agreed targets can be met. A negotiated programme of professional development based on the outcome of self-appraisal will be beneficial to the appraisee. Gough (Bell, 1988: 173) argues that staff development must be based, in part at least, on the teachers' own perceptions of what he is trying to achieve for the pupils, for the school and for himself.

Horne and Pierce (1996: 84) state that where appraisal has become an internalized part of school management and staff development, it is a more rewarding process at an individual, team or group level and for the school as a whole. The perception is that for appraisal to survive it must be recognized by teachers as a mechanism through which high quality and accurately targeted professional development can be delivered. Horne and Pierce (1996: 96-97) list the following staff development strategies that will enable educators to perceive staff development positively:

- **Shadowing** . A teacher who has expressed an interest in gaining knowledge and expertise in another area within a school and attaches himself to someone with

that knowledge. Learning takes place on the job, in a similar way to traditional trade apprenticeships.

- **Job sharing** . This involves team teaching and team planning. This method of staff development provides the opportunity for a teacher to gain confidence in a supportive environment and to expand expertise before trying things alone.
- **Observation and analysis**. A particular member of staff may lack confidence in developing group work or wish to observe some different teaching styles. This method of staff development provides an excellent opportunity to use existing expertise and allow teachers to observe a range of lessons.
- **Short-term contracts**. This is related to internal staff development and is when an allowance is given for specific responsibilities for a specific period of time. An educator can be given the opportunity for exam entry on a fixed term. This can be used as a staff development strategy to give a person experience.
- **Mentoring and buddy roles**. This method raises the self-esteem of the mentor and provides valuable support for the new educator. This strategy serves as an efficient and productive form of professional coaching.
- **Rotating responsibility**. Rotating the responsibility for simple tasks such as taking minutes at a meeting is an excellent and painless way to extend and encourage a considerable number of people's developmental potential.
- **Co-opting**. This is where a head of department is co-opted for one year on the senior management team. The individual could benefit by being given a wider perspective on management issues.
- **Involvement in in-service education and training (INSET)**. When a school need has been identified then it is quite possible that expertise is available within the school. This can be effective where a school decides to devote a training day to assessment or differentiation, for example, and a variety of staff lead different sections in the day's programme.

- Joint school venture. This is when a neighbouring school has expertise in introducing an initiative which it is willing to share, or vice versa.

A development action programme, which is informed by the educators professional growth plan, aims at job development and personal growth. It deliberately targets new areas, seeking out new challenges for the appraisee and identifying the necessary action by both appraiser and appraisee to facilitate this development (West & Bollington, 1990: 47).

According to Wideen and Andrews (1988: 5-11) educators will have a positive perception to staff development if:

- The vision that the educator has about improving their work provides the starting point.
- There is collaboration, collegiality and mutual adaptation in any school improvement plan.
- Staff development is not a single-minded policy.
- Educators are not manipulated into accepting a staff development programme.
- Educators are partners and prime movers in the process of change - there is a need for educators to take ownership of the process.
- Staff development is connected with various aspects of the school such as curriculum development and collaborate efforts are made.
- Change efforts are not one dimensional, top-down approaches designed to implement programmes that outsiders have developed.
- Schools are a satisfying place of work to maintain a productive educational environment.

- The centrality of the educator in the process of staff development, the need for comprehensive and collaborate efforts and the importance of school focus are maintained.
- Educator development programmes must not be dominated by psychological considerations, which emphasise such things as human development and teaching methods at the expense of sociological and cultural phenomenon as well as the actual functioning of the school.
- Programmes under the rubric of staff development is not attempted to be achieved on limited or non-existing budgets.
- Staff development is aimed at training teachers in skills that could result in improved learner performance.
- Staff development encourages the continuous, personal and professional growth of educators. within a respectful, supportive and positive climate.

Staff development is informed by the personal growth plans of educators. However if staff development is a single-minded policy and educators are manipulated into accepting a staff development programme it will be perceived negatively by educators. A negotiated programme of staff development based on the outcome of self-appraisal will be beneficial to the appraisee. It must be noted that even a negotiated staff development programme will be unsuccessful if the necessary resources are not provided to meet the agreed targets.

2.9 DEVELOPMENTAL APPRAISAL AND INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)

An agreement was reached in the Education Labour Relations Chamber (ELRC) (Resolution 8 of 2003) to integrate the existing programmes in education. The existing programmes were the Developmental Appraisal System (DAS) that came

into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System that was agreed to on 10 April 2003 (Resolution 1 of 2003) and Whole-School Evaluation (WSE). The IQMS is informed by schedule 1 of the Employment of Educators Act, Act No. 76 of 1998 where the minister is required to determine performance standards for educators in terms of which their performance is to be evaluated (DoE, 2003a: 1). According to the Department of Education (2003b: 8) the following are the features of IQMS:

- Developmental appraisal and performance measurement inform and strengthen one another without duplication of structures and procedures.
- Performance measurement and developmental appraisal must be linked to an annual cycle, which must be completed within a calendar year.
- Developmental appraisal and performance measurement inform and strengthen internal whole school evaluation.
- The separate purposes of DA, PM and WSE remain intact.

The question that comes to mind is that with the introduction of IQMS in schools, is it true that the three pillars of IQMS, namely developmental appraisal, performance measurement and whole school evaluation inform and strengthen each other? What perceptions do educators have of this at school?

How effective is self-evaluation by the educator? It must be noted that each educator should evaluate himself using the instrument that can be used for DA and PM. According to the Department of Education (2003a: 7) the emphasis on self-evaluation serves the following purposes:

- The educator becomes familiar with the instrument.
- The educator is compelled to reflect critically on his own performance and to set own targets and time-frames for improvement ... in short, the educator takes

control of improvement and is able to identify priorities and monitor his own progress.

- Evaluation, through self-evaluation, becomes an ongoing process.
- The educator is able to make inputs when the observation (for evaluation purposes) takes place and this process becomes more participatory.
- The educator is able to measure progress and successes and build on these without becoming dependent on cyclical evaluations.

Performance measurement (PM) which is used to evaluate individual teachers for salary progression, grade progression, affirmation of appointment and rewards and incentives is informed by performance standards such as creation of a positive learning environment. This performance standard is further informed by criteria namely learning space, learner involvement, discipline and diversity. In the case of developmental appraisal (DA) the terminology core criteria is used for performance standard. The equivalent for the above performance standard is given as: creation of a learning environment in developmental appraisal. In DA the rating is done by using the symbols A or B, which is as follows (Manual for Developmental Appraisal, 1999b:5):

- A = Priority need for development in the present cycle.
- B = Performance is in keeping with the expectation with room for further development in future cycles

In the case of PM the rate scale used is as follows (DoE, 2003b: 37):

- Rating 1: Unacceptable. This level of performance does not meet the minimum expectations and requires urgent attention.
- Rating 2: Satisfies minimum expectations. The level of performance is acceptable and is in line with minimum expectations, but development and support is still required.

- Rating 3: Good. Performance is good and meets expectations but some areas are still in need of development and support.
- Rating 4: Outstanding. Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

Educators who have positively perceived DA would welcome evaluation by way of performance standards in view of the congruence of the two concepts - congruence in terms of core criteria and performance standards. However, educators could negatively perceive the different rate scale in DA and PM.

In the case of DA the appraisal panel is constituted for each appraisee, whereas in the case of PM there is a development support group (DSG). However, the function of both groups is mentoring and support and to confirm (or otherwise) the educators' perception of his performance as arrived at through the process of self-evaluation (DoE, 2003b: 26). The mentoring and support will finally result in a personal growth plan which is developed by the educator in consultation with members of the development support group. The personal growth plan must be used to inform the school improvement plan (DoE, 2003b: 17). The school improvement plan, which is developed by the school management team and staff development team, enables the school to measure its own progress through a process of ongoing self-evaluation. Both DA and PM is to a large extent internal (unless appraisal panel members or development support members are drawn from the outside) and is an ongoing preparation for whole school evaluation (WSE). The WSE team is an external component, including supervisors appointed by the provincial departments. The WSE as a starting point will review all relevant documents received from the school. These must include reports on the implementation of developmental appraisal, the annual performance measurement process, internal WSE and progress made by the school in terms of its own school improvement plan as well as support (INSET and other programs) received from the regional/district /area office (DoE, 2003b: 32).

According to the Department of Education (2003b: 22) the developmental appraisal system (DAS), the performance management and development system (PMDS) and whole school evaluation must inform and strengthen one another. It is also intended that the original purpose of each is preserved within an integrated quality management system (IQMS). The question educators will be asking in respect of developmental appraisal are:

- How does DAS strengthen and inform PM?
- How does DAS strengthen and inform WSE?

Thus if DAS was negatively perceived by educators, then this has negative implications for both PM and WSE. Also DAS was the first quality management system introduced by the National Department of Education in schools, through negotiations, research and piloting of various proposals. Furthermore, the developmental appraisal system serves as the building block for the other quality management systems.

2.10 SUMMARY

Developmental appraisal as a process that is teacher based and participatory was initially intended to restore the culture of teaching and learning. It is based on the principles of openness and transparency, processes of feedback and follow-up, self-appraisal, inclusion of a peer in the process, significance attributed to contextual factors and emphasis on a school improvement plan.

Developmental appraisal aims to facilitate the personal and professional development of educators. The staff development team oversees the developmental appraisal in schools. All three stages of appraisal emphasise the democratic, transparent and non-judgmental nature of appraisal. Because the appraisee is part of the appraisal panel, the appraisee is in a position to explain his or her own performance. It is envisaged that the professional growth plans of educators will inform the school improvement plan.

According to Mokgalane, Cassim, Gardiner and Chisholm (1997: 2) appraisal has always been and will continue to be contentious. Any form of appraisal will not resolve all the problems in schools. Instead it seeks to emphasise two relatively simple facts: first, that the way in which things are done are crucial to success and second, that appraisal is not an end in itself but a means to a larger end, the democratisation and enhancement of learning in schools.

There are various reasons educators will have a negative perception with regard to developmental appraisal. The following are, *inter alia*, some of the reasons:

- Inadequate training by the SDT with regard to appraisal.
- Members of the SDT not carrying out their functions.
- Lack of confidence by the appraisee in panel members.
- Failure to draw in an appraiser from the outside, if necessary.
- Lack of preparation for classroom observation.
- Generalising from inadequate data collection.
- Lack of consensus in drawing up the appraisal report.
- Delays in the process, for example in giving feedback or writing up an appraisal report.
- Lack of commitment from the principal.
- Failure to understand how developmental appraisal fits into the integrated quality management system

CHAPTER THREE

PLANNING OF THE EMPIRICAL RESEARCH

3.1 INTRODUCTION	60
3.2 PREPARATION FOR AND DESIGN OF THE RESEARCH	60
3.2.1 <i>Permission</i>	60
3.2.2 <i>Selection of respondents</i>	60
3.3 THE RESEARCH INSTRUMENT	61
3.3.1 <i>The questionnaire as research instrument</i>	61
3.3.2 <i>Construction of the questionnaire</i>	62
3.3.3 <i>Characteristics of the questionnaire</i>	64
3.3.4 <i>Advantages and disadvantages of the questionnaire</i>	66
(1) <i>Advantages of the written questionnaire</i>	66
(2) <i>Disadvantages of the written questionnaire</i>	68
3.3.5 <i>Validity and reliability of the questionnaire</i>	70
(1) <i>Validity of the questionnaire</i>	71
(2) <i>Reliability of the questionnaire</i>	72
3.4 PILOT STUDY	74
3.5 ADMINISTRATION OF THE QUESTIONNAIRE	76

3.6 THE PROCESSING OF THE DATA	76
3.6.1 Descriptive statistics	76
3.6.2 Inferential statistics (chi-square test)	77
3.6.3 Application of data	78
3.7 LIMITATIONS OF THE INVESTIGATION	78
3.8 SUMMARY	79

CHAPTER 3

PLANNING OF THE EMPIRICAL RESEARCH

3.1 INTRODUCTION

The literature study in chapter two revealed that developmental appraisal is a process that is educator based and participatory, and was initially intended to restore the culture of teaching and learning. Various reasons were mentioned as to educators' positive perceptions of developmental appraisal but various reasons were also gleaned from relevant literature as to educators' negative perceptions of developmental appraisal. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents, namely the educators. To substantiate the findings in the literature survey, it is necessary to undertake an empirical study. Data to investigate educators' perceptions of developmental appraisal will be collected through administering a self-structured questionnaire to educators in both primary and secondary schools. This chapter will focus on the planning of the empirical research in discussing the questionnaire as research instrument and the processing of the data.

3.2 PREPARATION FOR AND DESIGN OF THE RESEARCH

3.2.1 Permission

The researcher planned to administer the questionnaire (Annexure A) to educators of schools in the eThekweni Region and therefore applied for permission (Annexure B) from the region in writing. This permission was granted (Annexure C) on condition that permission is obtained from the respective schools principals.

3.2.2 Selection of respondents

A total of fifty (50) schools from the region were randomly selected. In a random sample each individual in a given population has an equal chance of being selected

(Gillham, 2000: 18). Each school was supplied with five (5) questionnaires and a copy of the letter of permission from the Regional Co-ordinator. The questionnaires were to be completed by five randomly selected educators on the staff. A total of two hundred and fifty (250) questionnaires were thereafter distributed.

3.3 THE RESEARCH INSTRUMENT

3.3.1 The questionnaire as research instrument

A questionnaire is a set of questions dealing with the same topic or related group of topics, given to a selected group of individuals, for the purpose of gathering data on a problem under consideration (Van Rensburg, Landman & Bodenstein, 1994: 504). Data is any kind of information that researchers can identify and accumulate to facilitate answers to their queries (Van Wyk, 1996:130). The questionnaire is regarded as the most widely used survey data collecting technique (De Vaus, 1990: 80).

According to Van den Aardweg and Van den Aardweg (1990: 190), the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. It is not a list of questions to be filled out but a scientific instrument for measurement and collection of particular kinds of data.

Churchill and Peter (Schnetler, 1993: 77) have shown that the measuring instrument has the greatest influence on the reliability of research data. The careful construction of the questionnaire best controls the characteristics of measurement. The questionnaire serves two major purposes (Schnetler, 1993: 77):

- It translates the research objectives into specific questions, the answers to which will provide the data necessary to test or to explore the area set by the research objectives.
- It motivates the respondent to communicate the required information.

According to Czaja and Blair (1996: 3) the questionnaire, which is referred to as the research instrument, typically consists of a set of related questions for the respondent to answer. The questions are often, but not always, in a closed format in which a set of numbered responses are specified. By using the questionnaire as a research instrument, the researcher is able to reach respondents who are many kilometers away from the researcher (Leedy, 1985: 135). A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989: 12). In their criticism of questionnaires Berchie and Anderson (Schnetler, 1993: 61) object to poor design rather than to questionnaires as such.

Designing questionnaires does not take place in a vacuum. The length of individual questions, the number of response options and the format and wording of questions are determined by the following (Dane, 1990: 315-319):

- The choice of the subject to be researched.
- The aim of research.
- The size of the research sample.
- The method of data collection.
- The analysis of data collection.

It is for these reasons that the researcher looked at the principles that determine whether the questionnaire is well designed or not. It is therefore necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

3.3.2 Construction of the questionnaire

Designing a questionnaire should not take place in isolation. The researcher has consulted and sought the advice of specialists and colleagues during the construction and design of the questionnaire (Van den Aardweg & Van den Aardweg, 1990: 198).

An ideal questionnaire must be clear, unambiguous and uniformly workable. Its design and content must restrict potential errors from respondents. Questions to be included in the questionnaire were tested on colleagues, as a question may appear correct to the researcher when written down but can be interpreted differently when asked to another person, in this instance an educator.

Borque and Fielder (1995: 6) maintain that a questionnaire must be able to stand alone - all the information that the potential respondent needs must be provided in the questionnaire. A researcher should also ensure that sufficient time is budgeted for in the construction and preliminary testing of the questionnaire (Hlatshwayo, 1996: 149). All of the above was taken into account by the researcher during the designing of the questionnaire for this investigation. The researcher allowed a period of two weeks for the preliminary testing of the questionnaire.

A questionnaire has to engage the interest of people, since participation is voluntary. This will encourage their co-operation and elicit answers as close as possible to the truth (Cohen & Manion, 1994: 93). An important aim in the construction of the questionnaire was to present the questions as simple and straightforward as possible. An accompanying letter and instructions were also sent with the questionnaire. The researcher also aimed to avoid ambiguity, vagueness, bias, prejudice and technical language in the questions. The researcher made changes to the questionnaire after the preliminary testing of the questionnaire.

According to Dyer (1997: 298) and Sommer and Sommer (1980: 8) for a questionnaire to be successful it has to undergo pre-testing to ensure that it is perfect in all respects. A good questionnaire is one that has undergone several tests. Specialists in the field in which the research is being conducted should be consulted to criticize the questions and to make recommendations to improve the quality of the questions. The researcher revised and re-tested the questions until the questions were understood by all persons involved in the pre-testing process.

The aim of the questionnaire was to obtain information regarding educators' perceptions of developmental appraisal. The questionnaire was sub-divided into two categories as follows:

- Section one dealt with the biographical information of the respondents and consisted of questions 1 to 8.
- Sections two, three and four consisted of closed-ended questions. According to Gillham (2000: 5-6) a closed question is one where the possible answers are predetermined. Open questions are only occasionally used in questionnaires because they are more difficult to analyse. The questions focused on educators' perceptions of developmental appraisal. In this section respondents were requested to indicate educators' perceptions' of developmental appraisal in three ways namely, agree, disagree and uncertain.

3.3.3 Characteristics of a good questionnaire

Throughout the construction of the questionnaire the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for this research to be reliable.

According to Leedy (1985: 135-138), Van den Aardweg and Van den Aardweg (1990: 190), Mahlangu (1987: 84-85) and Czaja and Blair (1996: 83) the following aspects are essential to a good questionnaire:

- It must be relevant to the central topic of the research.
- It must be easy to answer. Most questionnaires include questions that vary in the degree of difficulty respondents have in answering them. The questionnaire should begin with easy questions, which would enable all respondents to answer them.
- It must be interesting to the respondent - the questions must be phrased in such a way that they interest the respondents.

- It should be applicable to and answerable by most of the respondents. The respondents should have knowledge of the topic researched for them to effectively answer the questions asked.
- It must have a closed format. This affords all respondents an opportunity to answer the questions asked because their efforts are directed.
- The topic must be significant. The respondent should recognise it as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter.
- *It seeks only that information that cannot be obtained from other sources.*
- It must be short as possible, but long enough to get the essential data. Long questionnaires are normally not answered.
- Questionnaires should be attractive in appearance and neatly arranged. It should be clearly duplicated or printed.
- Directions should be clear and complete and important terms clearly defined.
- Each question deals with a single concept and should be worded as simply and straightforwardly as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading suggestions should render the desired response.
- Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping helps respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude

before proceeding to those that are more intimate or delicate in nature. Annoying and/or embarrassing questions should be avoided if possible.

The above characteristics in the construction of the questionnaire were taken into account by the researcher.

3.3.4 Advantages and disadvantages of the questionnaire

Data can be gathered by means of a structured questionnaire in, *inter alia*, the following ways: a written questionnaire that is mailed, delivered or handed out personally, personal interviews and telephone interviews (Kidder & Judd, 1986: 221). Each mode has specific advantages and disadvantages which the researcher needs to evaluate for their suitability to the research question and the specific target population being studied, as well as the related cost.

(1) Advantages of the written questionnaire

The researcher used the written questionnaire as an instrument after taking into account the following advantages (Gall, Borg & Gall, 1996: 289; Borque & Fielder, 1995: 8-9; Mahlangu, 1987: 94-95 and Czaja & Blair, 1996: 34-35):

- The questionnaire allows for its administration in a wider geographical area.
- The cost of sampling respondents over a wide geographical area is lower.
- A larger sample of respondents can be reached simultaneously.
- The respondents may have the opportunity to make reference to the various sources available to them before answering the questionnaire.
- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- Written questionnaires preclude possible interviewer bias. The way the interviewer asks questions and even the interviewer's general appearance or

interaction may influence a respondent's answers. Such biases can be completely *eliminated with a written questionnaire.*

- A questionnaire permits anonymity. If it is arranged such that responses are given anonymously, this would increase the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
- They permit a respondent a sufficient amount of time to consider answers before responding.
- Questionnaires can be given to many people simultaneously.
- They provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.
- Generally the data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.
- Using a questionnaire solves the problem of non-contact when the respondent is not at home "when the interviewer calls". When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible method of approach.
- Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of survey results.
- A respondent may be more willing to answer questions of a personal or embarrassing nature on a questionnaire as compared to a face-to-face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.

- Questions requiring considered answers rather than immediate answers could *enable respondents to consult documents in the case of the mail questionnaire approach.*
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easy if the guidelines are followed.
- The administrating of questionnaires and the coding, analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can be compared and inferences made.
- Questionnaires can elicit information which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

(2) Disadvantages of the written questionnaire

The researcher also used the written questionnaire as an instrument after taking into account the following disadvantages (Gall, Borg & Gall, 1996: 289; Bourque & Fielder, 1995: 8-9; Van den Aardweg & Van den Aardweg, 1990: 190; Czaja & Blair, 1996: 36-37; Kidder & Judd, 1986: 223-224):

- A questionnaire cannot probe deeply into the respondents' opinions and emotions. *Accurate impressions and views of respondents regarding sensitive issues may not be obtained.*
- Once a questionnaire is distributed, it is not possible to modify the items.
- The answers of the respondent cannot be checked because the respondent is unknown.

- A researcher collects data from samples that can be considered representative of the population from which they are drawn. In many cases, there is an absence of the complete list of the sample that can be considered representative of the population sample.
- There is a possibility of there being a low response rate from the respondents.
- Questionnaires do not provide the flexibility of interviews.
- Mail questionnaires provide for the uninfluenced views of one person only.
- Some people, who may be illiterate or experience difficulty in reading, may not be able to respond even if they want to. Individuals with problems in reading (such as the elderly, the visually impaired or the dyslexic) may find the effort required to read the questionnaire in great detail taxing and this may contribute to their not completing the questionnaire.
- The range of languages spoken in the homes of respondents may affect the responses of the respondents. If the respondents are non-English speaking, their responses may be affected as this questionnaire is in English.
- The researcher may not be able to control the responses of the respondents as the respondent may resort to seeking the assistance of their colleagues.
- Each question may not be answered independently. The respondents may look at the questions before answering the questions.
- Response bias occurs when one sub-group is more or less likely to co-operate than another.
- Response bias is greater because a respondent can easily ignore a mail questionnaire.
- Because of the length of some questionnaires, respondents may ignore the questionnaire.

- The lack of understanding by the respondents may result in a questionnaire not being answered or being poorly answered.

3.3.5 Validity and reliability of the questionnaire

Validity and reliability are two concepts that are of critical importance in understanding issues of measurement in social science research (Huysamen, 1989: 1-3). All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is one reason why so many questionnaires are lacking in these two qualities (Cooper, 1989: 15). Questionnaires have a very limited purpose. They are often one-time data gathering devices with a very short life, administered to a limited population. There are ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. Terms must be clearly defined so that they have the same meaning to all respondents (Cohen & Manion, 1989: 111-112, Cooper, 1989: 60-62).

Kidder and Judd (1989: 53) mention the fact that although reliability and validity are two different characteristics of measurement, they “shade into each other”. They are two ends of a continuum but at points in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly.

Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to measure (Van den Aardweg & Van den Aardweg, 1990: 198). It is essential, therefore, to assess the validity and reliability of these instruments. An educational researcher is expected to include in his research report an account of the validity and reliability of the instruments he has employed.

Researchers must therefore have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability (Huysamen, 1989: 1-3)

(1) Validity of the questionnaire

Van Rensburg, Landman and Bodenstein (1994: 560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general the “validity” refers to the degree to which an instrument succeeds in measuring what it has set out to measure. Behr (1988: 122) regards validity as an indispensable characteristic of measuring devices.

Van den Aardweg and Van den Aardweg (1990: 237), Mulder (1989: 215-217) and Dane (1990: 257-258) distinguish three different types of validity:

- Content validity, where content and cognitive processes are included and can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterion validity, which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias or contamination.
- Construct validity, where the extent to which the test measures a specific trait or construct is concerned, for example, intelligence, reasoning ability, attitudes, etc.

The validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting a true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some “real” ability, attitude or prevailing situation

that the researcher can identify and characterise (Schnetler, 1993: 71). If the ability or attitude is itself stable, and if a respondent's answer to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990: 158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipate the potential arguments that sceptics might use to dismiss the research results (Cooper, 1989: 120; Dane, 1990: 148-149).

The researcher employed the questionnaire as an indirect method to measure educators' perceptions of developmental appraisal. Due to the complexity of the respondents' attributes one is never sure that the questionnaire devised will actually measure what it purports to measure. Items in the questionnaire cannot be measured like length, height, mass or size. From the interpretation of the results obtained and the sureness with which conclusions can be drawn the researcher is convinced that the questionnaire, to a great extent, did measure what it was designed for.

(2) Reliability of the questionnaire

According to Mulder (1989: 209) and Van Rensburg, Landman and Bodenstein (1994: 512) reliability is a statistical concept and relates to consistency of obtaining the same relative answer when measuring phenomena and dependability. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg and Van den Aardweg (1990: 194) and Kidder and Judd (1986: 47-48) distinguish between the following types of reliability:

- Test-retest reliability (coefficient of stability). This gives an indication of the dependability of a score on one occasion and on another occasion.

- Internal consistency reliability. This indicates how well the test items measure the same thing.
- Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, the split-half reliability can be calculated.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given are a true reflection of the respondent's feelings (Dane, 1990: 256). A demonstration of reliability is necessary but not conclusive evidence that an instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that affect reliability are, *inter alia*, the following (Mulder, 1989: 209; Kidder & Judd, 1986: 45):

- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
- Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

When the questionnaire as an empirical research instrument is used, there is no specific method, for example, the "test-retest" method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what extent the answers of the respondents were reliable. The researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and

sincerity required to render the maximum possible reliability. Frankness in responding to questions was made possible by the anonymity of the questionnaire. In the coding of the questions it was evident that questionnaires were completed with the necessary dedication.

3.4 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project (Dane, 1990: 42). The pilot study is a preliminary or "trial run" investigation using similar questions and similar subjects as in the final survey. According to Kidder and Judd (1986: 211-212) the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by changing procedures, instructions and questions.

The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target population. For the purpose of this study the researcher conducted a pilot run on his colleagues.

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

- It permitted a preliminary testing of the hypothesis that leads to testing more precise hypotheses in the main study.
- It provided the researcher with ideas, approaches and clues not foreseen prior to the pilot study.

- It permitted a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- It greatly reduced the treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.
- It saved the researcher major expenditures of time and money on aspects of the research, which would have been unnecessary.
- Feedback from other persons involved was made possible and led to important improvements in the main study.
- In the pilot study the researcher experimented with a number of alternate measures and selected only those that produced the best results for the final study.
- The approximate time required to complete the questionnaire was established in the pilot study.
- Questions and/or instructions that were misinterpreted were reformulated.

According to Goodwin (1998: 447) before a questionnaire is administered to the potential participants, the questionnaire should be written at least twice by the researcher and the questionnaire should be read by two people who are candid with their comments regarding the strengths and weaknesses of the items in the questionnaire.

Elmes, Kantowitz and Roediger (1999: 16) assert that a pilot research should test a small number of participants to ensure that the research procedure and instructions are clear.

Rosnow and Rosenthal (1996: 110-112, 207) confirm that pilot testing is carried out to identify problems that are likely to be encountered during the survey proper, to test the length of the questionnaire and to ascertain the time in which the questionnaire could be answered. For the purpose of this study, two pilot studies were undertaken – the first pilot study was undertaken with three educators and the second one with

twenty-five educators. These were undertaken to identify the problems that are likely to be encountered during the survey proper, to test the length of the questionnaire and to make modifications (if necessary) before administering the final research survey.

The first pilot testing was completed by educators in fifteen minutes. Ambiguities and unclear statements in the questionnaire were identified. The second pilot test was completed, on average, in seven minutes.

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaire is one of the best available instruments, if properly administered, for obtaining information from widespread sources or large groups simultaneously (Cooper, 1989: 39). The researcher personally delivered questionnaires to the selected schools and collected them after completion. A total of two hundred and fifty (250) questionnaires were distributed of which two hundred and seventeen (217) were returned to the researcher, which may be considered an adequate sample for reliable data analysis.

3.6 THE PROCESSING OF THE DATA

Once the data was collected, it was captured in a format which would permit analysis and interpretation. This involved the coding of the 217 questionnaires completed by educators of both primary and secondary schools. The coded data was subsequently transferred onto a computer spreadsheet using Microsoft Excel in Office 2000. The coded data was submitted to the Department of Statistics at the University of Kwa-Zulu-Natal and was computer-analysed using the SPSS programme in order to interpret the results by means of descriptive statistics.

3.6.1 Descriptive statistics

Descriptive statistics serve to describe and summarise observations (Van Rensburg, Landman & Bodenstein, 1994: 355). Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data.

According to Van den Aardweg and Van den Aardweg (1990: 65-76) and Schumacher and McMillan (1993: 192), frequency distribution is a method to organise data obtained from questionnaires in order to simplify statistical analysis. A frequency table provides the following information:

- It indicates how many times a particular response appears on the completed questionnaires.
- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.

3.6.2 Inferential statistics (Chi-square test)

According to Rosnow and Rosenthal (1996: 305-317) the chi-square test can assess differences between two or more independent groups with frequencies ranging from moderately small to very large. It can perform operations with frequency data that are analogous in function and complexity to single factor as well as multiple factor analysis of variance. The chi-square is a commonly employed test statistic for frequency differences (Venketsamy, 2000: 125).

The chi-square test takes the form of a ratio between observed frequency differences and random error differences. Its computing formula is:

$$\chi^2 = \sum \frac{(o-e)^2}{e}$$

where *o* represents the observed frequency in some particular group or category on a *nominal scale* and *e* refers to the expected frequency in the same group, meaning the frequency that could result from chance. Thus, for any one group, *x* represents observed minus expected frequencies squared, divided by expected error frequencies. The summation sign (Σ) appearing in the formula indicates that *x* can be used to assess significant differences among as many different groups and categories as needed, simply by adding the *o-e/e* ratio associated with each group (Rosnow & Rosenthal, 1996: 313; Venketsamy, 2000: 125).

3.6.3 Application of data

The questionnaire was designed to determine educators' perceptions of developmental appraisal. In order to obtain the information needed for the purpose of this study the questionnaire was subdivided into two sections:

- Section 1 required demographic information about the educators and included items 1.1 to 1.8.
- Section 2 gathered information regarding educators' perceptions of developmental appraisal.

3.7 LIMITATIONS OF THE INVESTIGATION

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the reliability and validity of the questionnaire:

- Although anonymity was required in the questionnaire the possibility exists that, because of educators' cautiousness, they might not have been frank and truthful in *their responses*.
- The sensitive nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.
- To restrict the investigation to manageable proportions, the researcher limited the study to the educators in schools in the eThekweni Region.
- The researcher also experienced problems with some principals mainly from previously white schools that were reluctant or totally against the questionnaires being given to their educators.

Despite the limitations, the researcher believes the investigation will provide a much-needed basis for future research regarding educators' perceptions of developmental appraisal.

3.5 SUMMARY

In this chapter the planning and design of the empirical research was discussed and a comprehensive description of the questionnaire as research instrument was given.

The data obtained from the completed questionnaires will be analysed and presented in the next chapter.

(2) Dependent variables	108
(3) The hypothesis	109
4.3.2 The Chi-Square (X^2 statistical test of significance)	109
4.3.3 The relation between the respondents' gender, age, qualifications, post level and their perceptions that the successful implementation of developmental appraisal (DA) in their schools	110
4.3.4 <i>The relation between the respondents' gender, age, qualifications, post level and their perceptions that successful implementation of appraisal promotes educator development</i>	117
4.3.5 The relation between the respondents' gender, age, qualifications, post level and their perceptions of the effective implementation of the integrated quality management system (IQMS)	125
4.4 TESTING OF HYPOTHESIS	131
4.5 SUMMARY	132

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

4.1 INTRODUCTION

The aim of this chapter will be to discuss the data which was collected through the questionnaires from two hundred and seventeen respondents, to analyse and interpret the findings, and to comment thereon. The analysis of the questionnaire data involved coding the two hundred and seventeen questionnaires and transferring the coded data onto a computer spreadsheet.

4.2 DESCRIPTIVE STATISTICS

Research aims, *inter alia*, to gain insight into a situation, phenomenon, community or person (Bless & Higson-Smit, 1995:42). Descriptive research is one of the methods of research used to study a person or persons scientifically in the educational situation. It attempts to describe the situation as it is without the researcher intervening or exercising control. According to Van Rensburg, Landman and Bodenstein (1994:355) descriptive studies find distribution of variables rather than set out with the idea of testing a hypothesis about relationships. In this study nomothetic descriptive research was employed with the aim of describing educators' perceptions of developmental appraisal. The researcher was primarily concerned with the nature and degree of existing situations in schools.

4.2.1 Gender of respondents

Table 1 Frequency distribution according to the gender of respondents

	Gender	Frequency	%
1	Males	85	39%
2	Females	132	61%
	TOTAL	217	100

Table 1 reflects that the research sample comprises 22% more females than males. Possible reasons for this finding might be the following:

- In terms of a KZN DoE profile as at 1 April 2005, there are 32,4% males and 67,6% females in the teaching profession (DoE, 2005:5). Hence the research sample is more or less in line with the KZN DoE profile as at 1 April 2005.
- There are more females in the teaching profession than males, especially in the primary school. The research sample involved 105 respondents from primary schools (cf. 4.2.8), which means that 48% of the respondents are primary school educators. Primary schools tend to appoint more females than male educators. A female educator represents a motherly figure and is more acceptable by younger children as *in loco parentis*.
- Females view teaching as an occupation that affords them time in the afternoon to attend to their household chores.
- Most females are not sole breadwinners and therefore see teaching as a second/additional income.

4.2.2 Age of respondents

Table 2 Frequency distribution according to age of respondents

	Age	Frequency	%
1	20-25	2	1%
2	26-30	18	8%
3	31-35	29	13%
4	36-40	50	23%
5	41-45	67	31%
6	46-50	30	14%
7	51-55	12	6%
8	56-60	7	3%
9	61-65	2	1%
10	Older than 65	-	-
	TOTAL	217	100%

The larger number of the respondents, nearly one third (31%), are in the age group 41 to 45 years while more than three quarters (76%) are younger than 45 years. Younger educators have more to offer in terms of time, energy and productivity. They could remain in school for a longer period thus ensuring long-term stability (Marsh, 1992:93; Smith, 1994: 55). It is evident from the table that educators over 50 years of age have probably opted for retirement as only a very small percentage (10%) of the respondents fall into this age group.

4.2.3 Qualifications of respondents

Table 3 Frequency distribution according to qualifications of the respondents

	Qualifications	Frequency	%
1	Degree(s) and Diploma(s)	123	57%
2	Diploma(s) and certificate(s)	94	43%
	TOTAL	217	100

According to Table 3, the majority of educators (57%) possess academic and professional qualifications. Educators have improved their qualifications in order to keep up with the rapid change of pace in knowledge, the advancement of technology and the increasing demands imposed upon them (Marsh, 1992: 88).

The contents of teaching diplomas and certificates are more practical than the theoretically orientated courses and therefore are more appropriate for teaching younger primary school children (Griessel, Louw & Swart, 1993: 71).

In order to be an efficient teacher the educator has to set an example by developing himself to his highest potential, both professionally and academically. Lack of suitable qualifications may result in inadequate execution of responsibilities by the educator, which may have a negative impact on the culture of teaching and learning (Naidoo, 2001: 95).

4.2.4 Years of completed service of respondents as at 2005: 12: 31

Table 4 Frequency distribution according to years of completed service of the respondents

	Completed years	Frequency	%
1	0-5	22	10%
2	6-10	24	11%
3	11-15	35	16%
4	16-20	56	26%
5	21-25	48	22%
6	26-30	17	8%
7	More than 30	15	7%
	TOTAL	217	100

Table 4 reveals that the largest percentage (26%) of the respondents have between 16 and 20 years teaching experience and more than sixty percent (63%) have more than fifteen years experience. Despite being offered the voluntary severance package (VSP) in 1997, 61,3% of the educators remained in the teaching profession (Venketsamy, 2000: 130). The following might be the reasons for educators remaining in the profession despite being offered more lucrative opportunities outside it (Mulvey, 2000: 10; Department of Education, 1999a: 59, 64-65; Singh 2001: 58-60):

- they do not want to lose their pension benefit by resigning;
- they are not qualified to pursue other career opportunities; and
- they do not have any guarantee that any other job pursued would be less stressful.

Experience together with adequate training is needed for the responsibilities and demands imposed on educators (De Witt, 1993: 21). The more experience and training educators have, the more confidence and experience they will have acquired over the years to be an effective educator (Naidoo, 2001: 97). Continuous professional development and experience are prerequisites for educators to keep up with the rapid pace of change in knowledge, advancement of technology and increasing demands imposed upon them (Milton, 1991: 20).

4.2.5 Post levels

Table 5 Frequency distribution according to post levels of respondents

Post	Frequency	%
Principal	18	8%
Deputy Principal	14	6%
H.O.D	32	15%
Educator (Level)	153	71%
TOTAL	217	100

The workforce profile of educators for KwaZulu-Natal is as follows (DoE, 2005: 19):

- Level 1: 57051 (74%)
- Level 2: 11943 (15%)
- Level 3: 3207 (4%)
- Level 4: 5203 (7%)

Table 5 shows that frequency distribution according to post level of respondents is similar to the workforce profile of educators for KwaZulu-Natal. The staff composition of schools consists of mainly level one educators and promotion posts/management forms the minority of staff. Generally, level one educators comprise a little over seventy percent of the teaching personnel (Department of Education, 2002b: 2-8).

4.2.6 Type of Post

Table 6 Frequency distribution according to the type of post held by the respondents

Post	Frequency	%
Permanent	200	92%
Temporary	16	7%
Part Time	1	1%
TOTAL	217	100

Table 6 shows that the majority of educators (92%) in the research sample are permanent educators. However, the Department of Education also employs temporary

educators when permanent educators are on accouchement or long leave. Such educators are classified as unprotected temporary educators (UTEs).

4.2.7 Employer

Table 7 Frequency distribution according to the employer of the respondent

Employer	Frequency	%
Department of Education	215	99%
Governing Body	2	1%
TOTAL	217	100

According to Table 7 nearly all the respondents (99%) are employed by the Department of Education. Due to limited funds at schools, governing bodies are not in a position to employ educators.

4.2.8 Classification of schools

Table 8 Frequency distribution according to the classification of the respondents' schools

School	Frequency	%
Primary	105	48%
Secondary	87	40%
Combined	25	12%
TOTAL	217	100

The distribution of schools in Table 8 is in accordance with the schools selected for the research.

4.2.9 Implementation of developmental appraisal

Table 9 Frequency distribution according to educators' perceptions concerning the requirements for the successful implementation of developmental appraisal

Question Number	Agree	Disagree	Uncertain	Total
2.1	126 58%	71 33%	20 9%	217 100%
2.2	61 28%	127 59%	29 13%	217 100%
2.3	57 26%	139 64%	21 10%	217 100%
2.4	71 33%	124 57%	22 10%	217 100%
2.5	48 22%	139 64%	30 14%	217 100%
2.6	15 7%	154 71%	48 22%	217 100%
2.7	39 18%	128 59%	50 23%	217 100%
2.8	53 25%	146 67%	18 8%	217 100%
2.9	33 15%	136 63%	48 22%	217 100%
2.10	56 26%	120 55%	41 19%	217 100%
2.11	58 27%	136 63%	23 10%	217 100%
2.12	51 23%	134 62%	32 15%	217 100%
2.13	40 18%	142 66%	35 16%	217 100%
2.14	114 53%	74 34%	29 13%	217 100%
2.15	125 58%	62 28%	30 14%	217 100%

According to Table 9 most of the respondents in the research sample did not agree that the requirements for the successful implementation of developmental appraisal were met in their schools.

The above finding is substantiated by the response to the following questions in Table 9:

Training (2.1)

Most respondents (58%) agreed that educators were properly trained by the staff development team (SDT). According to the Manual for Developmental Appraisal (1999b: 72) the purpose of the SDT in the developmental appraisal system is to initiate, co-ordinate and monitor the appraisal process in institutions (schools) and ensure that training in the developmental appraisal system occurs. It is also incumbent upon the SDT to facilitate ongoing professional support.

Readiness of educator (2.2)

The majority of the respondents (59%) said that self appraisal did not ensure that educators were ready for the appraisal process. The purpose of self -appraisal is to prepare for, and contribute to, the overall appraisal process. The overall purpose of self –appraisal is to help educators prepare for and be in readiness for the rest of the appraisal process (Horne & Pierce, 1996: 22-23).

Development of educators (2.3)

Nearly two thirds (64%) of the respondents in the research sample disagreed that DA contributes to educators' development. If developmental appraisal is successfully implemented it should enable the educator to (Bell, 1988: 22):

- become increasingly more effective in his current role;
- make better use of his strengths; and

- open up possibilities for major role changes within the school or elsewhere.

Furthermore, according to the Manual for Developmental Appraisal (1999b: 3), the aim of developmental appraisal is to facilitate the personal and professional development of educators.

SDT support (2.4)

The majority of the respondents (57%) believe that the SDT did not offer support during the appraisal process (e.g. a workshop on questioning techniques if this aspect is lacking). The function of the SDT is to organise workshops on the developmental appraisal system (Manual for Developmental Appraisal, 1999b: 72). According to Wideen and Andrews (1988: 193) a policy for staff appraisal and SDT support should involve an examination of the educator's satisfactions and those of the school in his performance, and should seek to extend the way in which school support can enable maximum benefit to be derived from such a policy. It should also seek goals that will utilize and extend the skills of the educator to the full.

Educators' needs (2.5)

The majority (64%) of the respondents disagreed that appraisal panels assisted educators in identifying their needs. In completing the discussion paper the appraisal panel has to focus on, amongst other aspects, whether the appraisee needs anything that would help him develop in his job and become more effective (Manual for Developmental Appraisal, 1999b: 39). Less than a quarter (22%) of the respondents are of the view that appraisal panels are fulfilling this role.

Outside assessors (2.6)

More than seventy percent (71%) of the respondents disagreed that outside assessors were invited when needed. Naidoo (2004: 69) states that he is mindful of the fact that secondary schools subjects such as Physical Science, Computer Studies, Woodwork and Art has only one educator per school in these subjects. How effective would an

internal panel be? Bell (1988: 28-29) states that any appraisal system worth the name requires the following:

- time and expenses where external appraisers are used;
- a temporary replacement for the appraiser ; and
- material resources necessary to carry out the teaching ideas that arise from appraisal.

Rating scale (2.7)

The larger number (59%) of the respondents in the research sample disagreed that the rating scale of A and B was adequate. In DA the rating is done by using the symbols A or B which is as follows (Manual for Developmental Appraisal, 1999b: 5):

- A = Priority need for development in the present cycle.
- B = Performance is in keeping with the expectation with room for further development in future cycles (Manual for Developmental Appraisal, 1999b: 5).

The responses indicate that a simplistic scale of A or B is inadequate and does not address the respondents' developmental needs. Hence educators are not buying into a simple scale to determine areas of priority. The scale is not separating the various levels of educator performance.

Appraisal report (2.8)

More than two thirds (67%) of the respondents in the research sample disagreed that the appraisal report developed their potential as an educator. According to Dennison and Shenton (1987: 166) the appraisal report should provide targets for improvement. Without appraising the activities of educators the schools efforts directed towards their improvement risk misdirection. Lacey (1996: 5) states that appraisal should be conducted for teacher improvement and as such should develop the potential of the educator.

Familiarity (2.9)

The majority of the respondents (63%) were of the view that familiarity did exist between the appraiser and the appraisee. According to Lacey (1996: 20) listening, giving feedback and questioning skills can be learned but appraisers must have professional respect for their colleagues. Familiarity between the appraiser and appraisee could result in the appraisee not obtaining honest feedback on his performance which is needed for introspection and educator development.

Discussion (2.10)

More than half (55%) of the respondents in the research sample disagreed that the appraisee benefitted from the discussion held with the appraisal panel. According to Bell (1988: 14) the cornerstone of appraisal schemes is the benefit that educators wish to improve their performance in order to enhance the education of learners. Following from this is the assumption that the appraisee must benefit and develop professionally as an educator. The appraisal panel meeting is a vital part in that the prioritisation form is discussed and agreed upon and on this basis the personal growth plan is completed (cf. 3.6.3).

Feedback (2.11)

Nearly two thirds (63%) of the respondents felt that feedback during the appraisal process was not prompt. An appraisal system must not only be implemented but it must also be properly managed (cf. 3.6.4). Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements of appraisal (Fuller, 1997: X11). Just over a quarter (27%) of the respondents indicated that feedback during the appraisal process was prompt.

Classroom observation (2,12)

The majority of the respondents (62%) disagreed that observation of the educator in the classroom helped to improve the educators' classroom practice. With regard to observation of the educator in practice, the panel evaluates, amongst other aspects,

whether the educator uses the assessment of learners creatively (cf. 3.6.2). It is intended that shortfalls are remedied with a view to improving classroom practice.

Appraisers' skills (2.13)

Two thirds (66%) of the respondents responded negatively to the statement that appraisers possessed skills that made them good appraisers. Bell (1988: 18) found that educators expressed suspicion about the ability of their colleagues in middle or senior management to carry out an effective appraisal process or to implement such a process impartially. Horne and Pierce (1996: 14-15) state that the issue that is rumbled about is the quality of the appraisers and how well they do their job of appraising. Without doubt the best person to judge whether an appraiser is doing the job well is the appraisee. A small minority (18%) of the respondents were of the view that appraisers possessed skills that made them good appraisers.

Needs identification (2.14)

More than half (53%) of the respondents agreed that in the post appraisal stage the needs identification and prioritisation form were completed jointly. Hence the principle that the panel meet and the results of the appraisal be discussed is being followed. The appraisee thus has an opportunity to explain his professional practices (cf. 3.6.2). The post appraisal stage is the appraisee's best opportunity to express his opinions, ambition, fears, problems, positive and negative feelings about the appraisal process (Jay, 1995: 102). However, more than a third (34%) of the respondents disagreed with the statement. A possible reason for the disagreement could be that the needs identification and prioritisation forms were completed separately either by the appraiser or the appraisee in order to meet time frames. These forms could have then been handed to the staff development team (SDT) who would have assumed that the forms were completed jointly.

Appraisal report (2.15)

Most of the respondents (58%) agreed that room for discussion was provided before finalizing the appraisal report. It is a requirement that the results of appraisal be

discussed openly and honestly before a report is finalized (Manual for Developmental Appraisal, 1999b: 62). Of concern is the twenty eight percent of the respondents who were of the view that this was not being done. This may have been due to external pressures to submit the appraisal report to the circuit office by a certain date.

4.2.10 Appraisal and staff development

Table 10: Frequency distribution according to respondents' perceptions that the successful implementation of appraisal promotes educator development

Question Number	Agree	Disagree	Uncertain	Total
3.1	103 47%	73 34%	41 19%	217 100%
3.2	69 32%	92 42%	56 26%	217 100%
3.3	23 11%	142 65%	52 24%	217 100%
3.4	71 33%	117 54%	29 13%	217 100%
3.5	66 30%	114 53%	37 17%	217 100%
3.6	59 27%	119 55%	39 18%	217 100%
3.7	72 33%	111 51%	34 16%	217 100%
3.8	16 7%	150 69%	51 24%	217 100%
3.9	46 21%	129 59%	42 19%	217 100%
3.10	65 30%	106 49%	46 21%	217 100%

Responses in Table 10 show that the majority of respondents did not agree that the successful implementation of the appraisal system promotes staff development. According to Horne and Pierce (1996: 84-85) for appraisal to survive it must be recognized by educators as a mechanism through which high quality and accurately targeted professional development can be delivered, where individual and school needs are recognized and reconciled to available resources. A well-structured appraisal process could be a highly effective way of determining where individuals, teams and the school are on the journey through school improvement to school effectiveness.

The above findings is substantiated by the responses to the following questions in Table 10:

Professional individual growth plan (3.1)

The larger percentage (47%) of the respondents agreed that the professional growth plan (PGP) for the individual contains relevant areas for improvement. Of concern is the finding that more than a third (34%) disagreed that this was the case. A possible reason for the disagreement could be that these educators have no confidence in their professional growth plan. The individual appraisee's development plan is recorded on the PGP (cf. 3.7). The professional growth plan is a form in which the appraisee's development plan is recorded and if properly implemented and managed can lead to professional development of the educator.

Contextual factors (3.2)

Through the use of certain techniques and procedures (e.g. provision of financial resources) the organisation can accomplish its mission of providing a better service (cf. 3.7). According to Horne and Pierce (1996: 11) the main problem with funding is that of classroom observation. How are schools with all their staff engaged in full-time teaching supposed to find someone to teach the appraiser's class while he is observing an appraisee. Leaving a class unattended can result in discipline problems that can harm the image of the school. The larger percentage of the respondents

(42%) was of the view that contextual factors were not taken into account when completing the PGP. A possible reason for this is that the larger percentage of the respondents was level one educators who may not have been consulted on the contextual factors. Gultig (2002: 24) states that contextual factors confront teachers in South Africa with considerable challenges and are bound to affect the way they experience teaching and the way they teach.

Improvement of qualifications (3.3)

Appraisal must provide opportunities for the appraisee to explore his own professional development needs (cf. 3.7). Presently the incentives offered to educators who improve their qualifications do not cover the cost incurred in the obtaining of these qualifications. The present incentive scheme is a once off bonus payable to educators on completion of the qualification. The majority of respondents (65%) disagreed that the appraisal of educators has resulted in improvement of their qualifications. Chetty (2004: 144) established that educators who improve their qualifications often cope better in the classroom. According to Singh (2001: 128) the incentive for educators to embark on studies decreases due to the policy that as an educator's qualification improves, there is no salary benefit for him. It is probably in this context that only eleven percent (11%) of the respondents agreed that appraisal of educators resulted in the improvement of qualifications.

Development programme (3.4)

More than half (54%) of the respondents disagreed that educators have followed the suggested development programme (e.g. attending workshops where necessary). The vision that the educators have about improving their work provides the starting point of staff development (cf. 3.7). According to Bollington, Hopkins and West (1993: 57) those responsible for appraisal schemes must look for opportunities to encourage educators to work together during the process. They will also need to provide the correct mixture of encouragement, pressure and support to facilitate change. The fact that just one third (33%) of the respondents agreed that educators followed the suggested development programme could indicate that the development programme

mapped out for the educator is just a paper exercise. This is of serious concern given the fact that the aim of developmental appraisal is to facilitate the personal and professional development of educators.

School development plan (3.5)

Most of the respondents (53%) in the research sample disagreed that the school development plan was based on the educators PGPs. A possible reason for this could be that management compiled a school development plan and there was no consultation with educators. Day and More (1986: 211-212) allude to the fact that the individual professional growth plans of appraisees will inform the school-based staff development (cf. 3.7). Thirty percent (30%) agreed that the school development plan was based on educators' professional growth plans.

Lesson planning and presentation (3.6)

The larger percentage (55%) of the respondents were of the view that better lesson planning and presentation was not evident in the daily planning of educators. According to Day and More (1986: 45) one of the reasons for appraising the work of educators is to help them improve their classroom performance. Moon, Isaac and Powney (1990: 131) state that there should be real returns from appraisal in terms of more effective performance. Better classroom performance, better deployment of teachers, more effective preparation of lessons and a greater degree of co-operation are potential gains from appraisal. Only 27% of the respondents agreed that better lesson planning and presentation were evident in the daily planning of educators after the appraisal.

Professional growth plan (3.7)

Valuing an individual professional growth plan means that an appraisee is taking ownership of the appraisal process and to this end he will make an endeavour to improve in identified weak areas. For appraisal to be effective it must be recognized by educators as a mechanism through which high quality and accurately targeted professional development can be delivered (cf. 3.7). Of concern is the finding that

more than half (51%) of the respondents disagreed that educators valued their professional growth plan (e.g. making an endeavour to improve identified weak areas). This probably means that the professional growth plan, a mechanism used in developmental appraisal to improve performance, is of no significance to the educator. A possible reason for this is that educators may have felt that the professional growth plan did not contain relevant areas for improvement.

Outside personnel (3.8)

Close to seventy percent of the respondents (69%) disagreed that where necessary personnel from outside assisted with staff development. A possible reason for not using personnel from the outside could be attributed to costs. Maharaj (2004: 117) found that most schools do not have sufficient financial resources to obtain personnel from outside the school to assist with staff development. Day and More (1986: 222-223) maintain that inviting a person from the outside as a facilitator for staff development can be of general use to the school as a change agent. According to Scheerens (1992: 94) external stimuli such as exchanging ideas with other schools help with the level of knowledge and skills acquired by learners and make schools more effective. Schools must make use of external support and this must be included in the staff development policy (Hargreaves & Hopkins, 1991: 88).

Professional development (3.9)

Most of the respondents (59%) indicated that staff appraisal did not contribute to more effective professional development of the educator. A significant feature of a staff appraisal scheme is the extent to which opportunities are provided for the appraisee to explore his own staff development needs based on an open discussion of performance within the context of what the school or department had been trying to achieve. Marland (1988: 51) states that the primary purpose of staff appraisal is to contribute to the professional development of educators. Appraisal must make a difference to the educator (e.g. improvement in the assessment methods of the educator). Only twenty one percent (21%) of the respondents agreed that this is the case.

School improvement plan (3.10)

Almost fifty percent (49%) of the respondents disagreed that appraisal prompted the school to develop an improvement plan in respect of, *inter alia*, curriculum, managing diversity and learning programmes. Every school should have an improvement plan, which takes into account departmental policies, needs of learners, the abilities of educators and the aspiration of the school governing body (DoE, 2002: 2). Based on priorities, a detailed improvement plan for the year should be drafted.

4.2.11 The integrated quality management system (IQMS)

Table 11: Frequency distribution according to educators' perceptions concerning the requirements for an integrated quality management system.

Question Number	Agree	Disagree	Uncertain	Total
4.1	72 33%	110 51%	35 16%	217 100%
4.2	87 40%	104 48%	26 12%	217 100%
4.3	69 32%	112 52%	36 16%	217 100%
4.4	54 25%	119 55%	44 20%	217 100%
4.5	71 33%	98 45%	48 22%	217 100%
4.6	66 30%	110 51%	41 19%	217 100%
4.7	32 15%	125 58%	60 28%	217 100%
4.8	32 15%	110 51%	75 34%	217 100%
4.9	118 54%	62 29%	37 17%	217 100%
4.10	36 17%	152 70%	29 13%	217 100%

Responses in Table 11 show that the majority of the respondents did not agree with the requirements for the effective implementation of the integrated quality management system (IQMS).

The above finding is substantiated by the responses to the following questions in Table 11:

Performance measurement (4.1)

More than half (51%) of the respondents in the research sample disagreed that developmental appraisal (DA) strengthens the performance measurement (PM). A possible reason for this could be that schools are presently concentrating on the evaluation of educators for performance measurement. According to Department of Education (2003b: 8), developmental appraisal and performance measurement must inform and strengthen one another without duplication of structures and procedures (cf. 3.8). Only one third of the respondents (33%) agreed that this was the case.

Whole school evaluation (4.2)

Nearly half (48%) of the respondents disagreed that developmental appraisal (DA) ensures that educators are better prepared for whole school evaluation (WSE). In schools where the developmental appraisal system is in place, and educators are being appraised and evaluated regularly, educators will be willing to be evaluated in terms of whole school evaluation (Maharaj 2004: 52). According to Mgijima (2001: 1) whole school evaluation involves the establishment of processes to improve, monitor, evaluate and report publicly on the school's performance against predetermined goals and agreed outcomes. To this end developmental appraisal is a process that is meant to strengthen whole school evaluation (cf. 3.8).

DAS-WSE protocol (4.3)

More than half (52%) of the respondents were in disagreement with the statement that all educators are familiar with the DAS-WSE protocol. It is possible that educators responded in this way because many schools have not yet been evaluated in terms of whole school evaluation. The process of appraisal is in essence a developmental process that is ongoing. In whole school evaluation a sample of educators are evaluated by an external whole school evaluation (WSE) team in a period of one week. According to the Department of Education (2003b: 11) the protocol is a set of

step-by-step processes and procedures that have to be followed (e.g. pre-evaluation visit by WSE team leader to meet the SMT and SDT).

DAS and PM (4.4)

The majority of the respondents (55%) were of the view that DAS and PM is not planned together in a coherent way to avoid duplication. This response can be attributed to the fact that schools could be concentrating on performance measurement for pay progression and not developmental appraisal. All quality management initiatives should be planned together in schools, and aligned in a coherent way to avoid duplication and repetition (DoE, 2003b: 7). Only a quarter of the respondents (25%) agreed that this was the case.

Rating improvement (4.5)

Most of the respondents (45%) disagreed that the congruence between the core criteria in DA and performance standards in PM will assist educators to improve their rating. It is possible that educators responded in this way because they lack confidence in the developmental appraisal system. In performance measurement an educator who satisfies the minimum expectation qualifies for a salary progression. In the case of a level one educator a score of 56 out of 112 (50%) enables the educator to obtain a one percent (1%) increase in salary. The fact that only a third of the respondents (33%) agreed that DA will assist educators to improve their rating in PM could imply that PM has not been strengthened by DAS. According to the Department of Education (DoE, 2003b: 8) developmental appraisal and performance measurement must inform and strengthen one another. Hancock (Bell: 11) states that the linking of appraisal to pay and/or promotion should not be seen as payment by results. This linking should rather be seen as an attempt to ensure that informed decisions are taken about the career progression of educators.

Rating scale in PM (4.6)

Rating can be regarded as feedback given to a person. According to Kreitner, Kinicki and Buelens (1999: 242) feedback is objective information about individual or

collective performance. Performance feedback, the numerical type at least, is at the heart of most approaches to total quality management. Over fifty percent (51%) of the respondents disagreed that the rating scale in PM is suitable to determine areas for development. The rate scale in PM ranges from 1 to 4 (cf. 3.8). Wragg (1988:26) draws a distinction between low and high inference categories. In the former the observer notes the occurrence of discrete events requiring relatively little personal judgement while in the latter much more analysis and evaluation is required.

Bollington, Hopkins and West (1993:8) state that research in industry has shown the value of using ipsative rating scales, that is, scales that ask raters to compare the performance of the individual on one dimension with his performance on the other dimensions to indicate relative strengths and weaknesses.

Nature of DA (4.7)

The larger percentage of the respondents (58%) disagreed that the internal nature of DA will not affect the external nature of WSE. One possible reason for this disagreement is that the appraisal panels in DA are largely internal, unless outside appraisers are invited when required. Another possible reason could be that even with regard to staff development personnel from the outside are hardly invited. The WSE team is an external component, including supervisors appointed by the provincial departments (cf. 3.8). Only 15% of the respondents agreed that the internal nature of DA will not affect the external nature of WSE.

Purpose of DA with the introduction of PM (4.8)

More than half of the respondents (51%) was of the view that the purpose of DA will be undermined with the introduction of PM. The purpose of developmental appraisal (DA) is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development (DoE, 2003b: 7). A possible reason for the respondents' perception that the purpose of DAS is undermined with the introduction of DA could be the attention and time presently given to PM to evaluate teachers for salary

progression. The educator's workload coupled with insufficient time to carry out the different initiatives could be another contributory factor.

Relationship between the SDT and SMT (4.9)

Most of the respondents (54%) agreed that the integrated quality management system encourages a better working relationship between the SDT and the SMT. The SDT is made up of the principal, the WSE co-ordinator, democratically elected members of the school management team and democratically elected post level one educators. The SMT and SDT work together on all matters pertaining to IQMS and mutually support one another (DoE, 2003a: 8).

Educators' workload (4.10)

According to the Personnel Administration Measures (PAM) document the workload of educators includes, *inter alia*, scheduled teaching time, relief teaching, pastoral duties, extra and co-curricular duties. The scheduled teaching time for post level one educators in the primary school is between 85% and 92% whilst that of post level one educators in the secondary school is between 85% and 90%. This effectively means that educators on an average teach for 28 out of 30 periods a week. According to the Department of Education (1999: 14), educators are required to work for a minimum of 1800 hours per annum. It is probably within this context that the overwhelming majority of the respondents (70%) agreed that the quality management initiatives do result in an unnecessary increase in an educator's workload.

According to Singh (2001: 129) there is a demand for excessive administrative and clerical tasks that is seen to be unnecessary, as it takes educators away from quality preparation time. Chetty (2004: 142) maintains that decreasing their workload could reduce educator stress.

4.3 INFERENCE STATISTICS

According to Huysamen (1989: 5) inferential statistics are estimates which are used to make inferences about the population, on the basis of corresponding values obtained

for samples that are drawn randomly from the population. Kidder and Judd (1986: 263) state that calculations in inferential statistics are used to make inferences about variables, and not simply to describe the data that are captured from the sample.

4.3.1 Variables

De Vos (1998:112) says that a variable is a characteristic, property, or attribute of a concept that takes on different values. Such variables have numbers, values, or symbols assigned to them. Variables may be dependent or independent.

(1) Independent variables

An independent variable is a variable that is thought to influence or predict another variable, but no outside or previous influence on itself is being investigated. The value that is hypothesized (thought to be), as the cause of an effect, is the independent variable. It is under the direct control of the researcher who may vary it in any way he desires (Huysamen, 1989: 48-50).

For the purpose of this study, the researcher selected the following as independent variables:

- the gender of the respondents;
- the age of the respondents;
- the qualifications of the respondents; and
- the post level held by the respondents.

(2) Dependent variables

For the purpose of this study the researcher selected the following dependent variables:

- implementation of developmental appraisal (cf. Table 12);

- appraisal and staff development (cf. Table 13); and
- the integrated quality management system (IQMS) (cf. Table 14).

(3) The hypothesis

A hypothesis predicts the relationship between variables and can be tested empirically. A hypothesis is therefore proof that the researcher has come to grips with the problem under investigation and can pinpoint and control the main variables which it can contain. It provides the basis for interpreting the results and drawing conclusions. Researchers do not try to prove a hypothesis but collect data to enable them ultimately to accept or refute it. In behavioural research, the statistical hypothesis is most always a null hypothesis, i.e. “no difference” statistical hypothesis. The null hypothesis is a statistical hypothesis in which the parameter in question is hypothesized to be zero. The hypothesis to be tested is referred to as the null hypothesis, because it states that the difference between the researcher’s sample statistic and the hypothesized value of the population parameter is “null”. It is therefore a statement about an unknown parameter.

For the purpose of this study the research hypothesis is formulated as a null hypothesis H_0 as follows:

4.3.2 The Chi-Square (X^2 statistical test of significance)

The Chi-square technique (cross-tabulation) is a test of significance, which is used to compare observed frequencies with expected frequencies, and is in order to establish if any relationships exist between the independent variables and the dependent variables (Ary, Jacobs & Rozavieh, 1985: 47). This technique is used to measure the discrepancy between observed and expected frequencies. Observed frequencies are obtained empirically and expected frequencies are based on hypotheses or theoretical speculation. The following independent variables have been identified:

- the gender of the respondents;

- the age of the respondents;
- the qualifications of the respondents; and
- the post level held by the respondents.

The above independent variables were cross-tabulated with the dependent variables (indicators) which were the question items concerning the prerequisites for the educators' perceptions of developmental appraisal (cf. questions 2.1 – 2.15; 3.1 – 3.10; 4.1 – 4.10). The Chi-square (X^2) and P – value have been calculated and the results tabulated followed by an analysis and discussion thereof.

For each table representing the cross-tabulation, three research hypotheses can be formulated. Each one of these research hypotheses can be further formulated in a number of null hypotheses in accordance with the questions stated in each table. According to the Chi-Square (X^2) and P- value of each question in the table, the null hypotheses can be accepted or rejected as follows:

- If the value of $P < 0,05$, the statistical relation is significant.
- If $P < 0,01$, the statistical relation is highly significant.
- If $P > 0,05$, the statistical relation is insignificant.

Critical values for X^2 are taken at the 5% and 1% levels.

4.3.3 The relation between the respondents' gender, age, qualifications, post level and their perceptions of the successful implementation of development appraisal (DA) in their schools.

Hypothesis 1

The respondents' (educators') perceptions of the successful implementation of developmental appraisal (DA) have no relation with the:

- gender of the respondents;

- age of the respondents;
- the qualifications of the respondents; and
- the post level of the respondents.

Table 12: The statistical relation between the respondents' gender, age, qualifications, post level and their perceptions of the successful implementation of developmental appraisal (DA).

		Gender	Age	Qualifications	Post level
		χ^2 P - value	χ^2 P - value	χ^2 P - value	χ^2 P - value
2.1	Educators were properly trained by the staff development team	6.020 0.049**	4.441 0.617	2.607 0.272	0.896 0.639
2.2	Self appraisal ensured that the educator was ready for the appraisal process	3.613 0.164	4.300 0.636	2.074 0.354	1.199 0.549
2.3	The process of DA contributed to the professional development of educators	1.094 0.579	2.875 0.824	3.067 0.216	1.553 0.460
2.4	The SDT offered support during the appraisal process	4.215 0.122	3.897 0.691	0.400 0.819	2.566 0.277
2.5	Appraisal panels assisted educators in identifying their needs	2.579 0.275	4.927 0.553	2.413 0.299	5.316 0.070
2.6	Outside assessors were invited when needed	1.549 0.461	14.864 0.021**	6.812 0.033**	11.421 0.003**
2.7	The rating scale of A or B was adequate	0.121 0.941	5.729 0.454	0.146 0.930	0.905 0.636
2.8	The appraisal report assisted in developing my potential as an educator	6.988 0.030**	5.161 0.523	1.013 0.603	0.232 0.890
2.9	Familiarity between appraiser and appraisee was eliminated	0.908 0.635	2.411 0.878	1.894 0.388	0.384 0.825
2.10	The appraisee benefited from the discussion held with the appraisal panel	5.044 0.080	3.554 0.737	0.168 0.920	2.096 0.351
2.11	Feedback during the appraisal process was prompt	5.035 0.081	3.062 0.801	0.918 0.632	5.170 0.075
2.12	Observation of the educator in classroom helped to improve classroom practice	12.861 0.002**	1.253 0.974	0.102 0.951	4.258 0.119
2.13	Appraisers possessed skills that made them sound appraisers	4.091 0.129	4.326 0.633	0.704 0.703	0.656 0.720
2.14	The needs identification and prioritisation forms was completed jointly	0.664 0.718	11.360 0.078	3.256 0.196	7.327 0.026**
2.15	Room for discussion was provided before finalizing the appraisal report	0.255 0.880	17.337 0.008**	0.843 0.656	4.672 0.097

Table 12 shows that a statistical significant relation ($P < 0,05$) exists between the gender of the respondents and their perceptions that development appraisal (DA) in their school was successfully implemented because:

- educators were properly trained by the staff development team (2.1);
- the appraisal report assisted in the development of educators' potentials (2.8); and
- the observation of the educator in the classroom helped to improve classroom practice (2.12).

There is a significant statistical relation ($P < 0,05$) between the age of the respondents and their perceptions that DA was successfully implemented because:

- outside assessors were invited when needed (2.6); and
- room for discussion was provided before finalising the appraisal report (2.15)

A significant statistical relation ($P < 0,05$) exists between the qualifications of the respondents and their perceptions that DA was successfully implemented because outside assessors were invited when needed (2.6).

The finding that the value of $P < 0,05$ indicates that there is a significant relation between respondents' post level and their perceptions that DA was successfully implemented because:

- outside assessors were invited when needed (2.6); and
- in the post appraisal stage the needs identification and prioritisation form was completed jointly (2.14).

The above findings show that there is no significant relation ($P > 0,05$) between the majority of independent and dependent variables (cf. 5.3.1) in Table 12. The majority of null hypotheses formulated for the Table must thus be accepted. This means the respondents' perceptions of the successful implementation of developmental appraisal (DA) have no relation to their gender, age, qualifications and post level.

Table 12.1: The relation between the gender of the respondents and their perceptions that DA was successfully implemented because the observation of the educator in the classroom helped to improve classroom practice (cross-table questions 1.1 and 2.12).

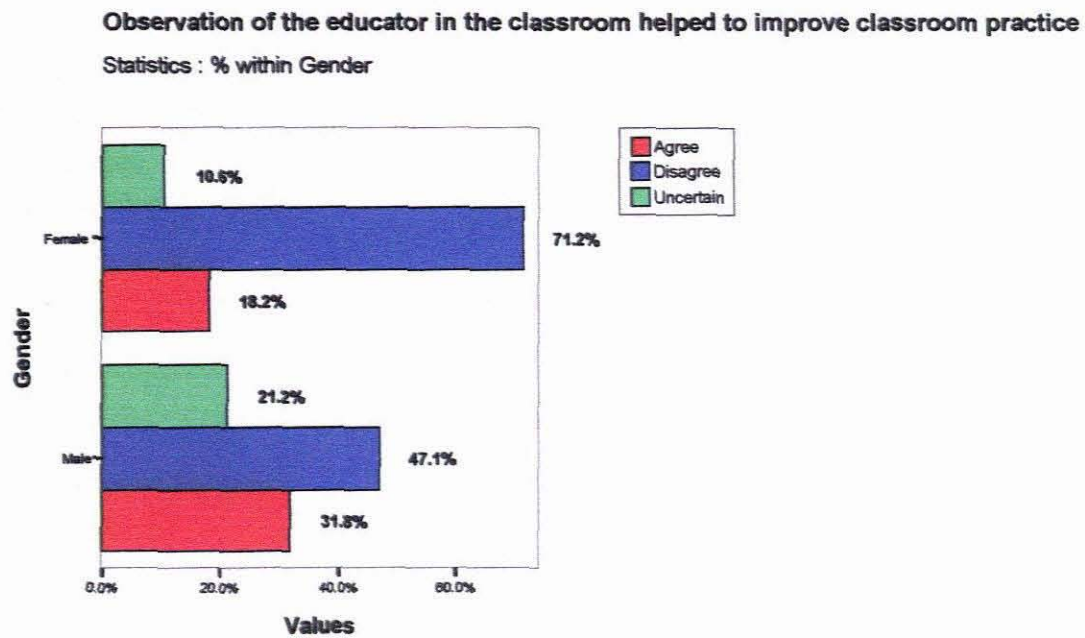
Gender		Agree	Disagree	Uncertain	Total
Male	Count	27	40	18	85
	% within Gender	31.8%	47.1%	21.2%	100.0%
	% of Total	12.4%	18.4%	8.3%	39.2%
Female	Count	24	94	14	132
	% within Gender	18.2%	71.2%	10.6%	100.0%
	% of Total	11.1%	43.3%	6.5%	60.8%
	Count	51	134	32	217
	% within Gender	23.5%	61.8%	14.7%	100.0%
	% of Total	23.5%	61.8%	14.7%	.0%

$$X^2 = 12,861$$

$$P = 0,002$$

$P < 0,05$ which means that there is a significant statistical relation between the gender of the respondents and their perceptions that DA was successfully implemented because the observation of the educator in the classroom helped to improve classroom practice.

Figure 1 The relation between the respondents' gender and observation of the educator in the classroom (questions 1.1 and 2.12)



The above graph reflects the percentage within gender only. From the graph it can be inferred that male and female educators responded differently to the observation of the educator in the classroom. Male educators benefited more from classroom observation than females. Gender is therefore a determining factor whether observation of the educator in the classroom helped to improve classroom practice (e.g. questioning techniques).

Table 12.2: The relation between the post level of the respondents and their perceptions that DA was successfully implemented because the appraisal report assisted in developing their potential as an educator (cross-table questions 1.5 and 2.8).

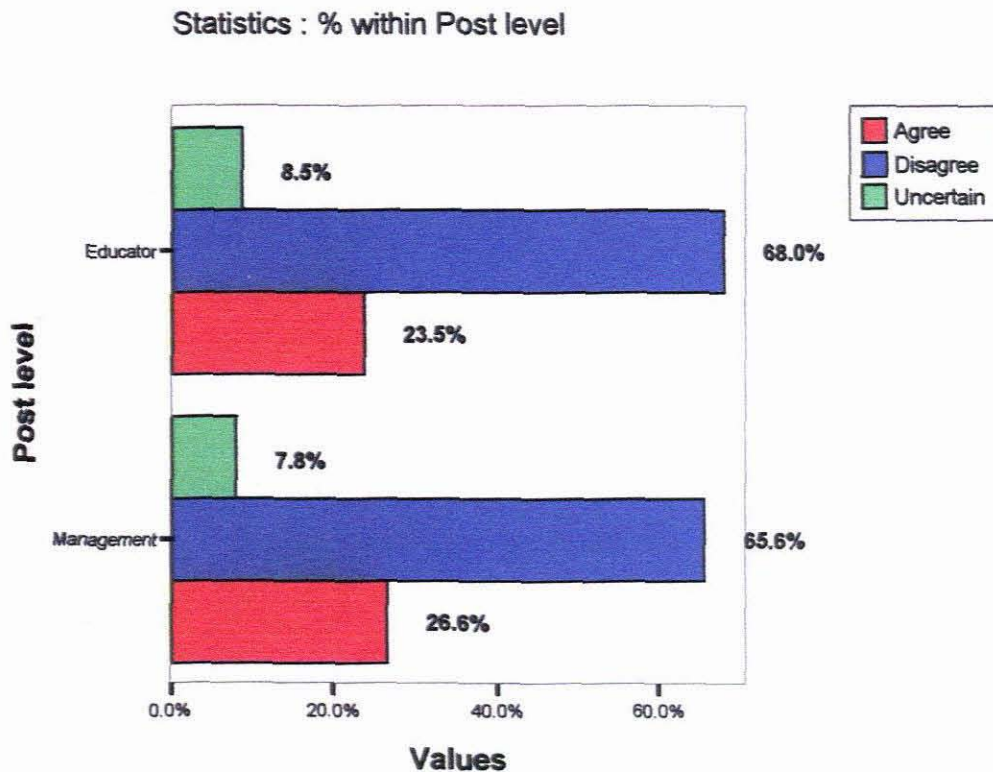
Post Level		Agree	Disagree	Uncertain	Total
Management Principal, Deputy, HOD	Count	17	42	5	64
	% within Post level	26.6%	65.6%	7.8%	100.0%
	% of Total	7.8%	19.4%	2.3%	29.5%
Educator	Count	36	104	13	153
	% within Post level	23.5%	68.0%	8.5%	100.0%
	% of Total	16.6%	47.9%	6.0%	70.5%
	Count	53	146	18	217
	% within Post level	24.4%	67.3%	8.3%	100.0%
	% of Total	24.4%	67.3%	8.3%	100.0%

$$X^2 = 0,232$$

$$P = 0,890$$

$P > 0,05$ which means that there is no significant statistical relation between the respondents' post level and their perceptions that DA was successfully implemented because the appraisal report assisted in developing their potential as an educator.

Figure 2 The relation between the respondents' post level and the appraisal report assisting in developing potential as an educator (questions 1.5 and 2.8).



The above graph reflects the percentages within the post level only. It can be deduced from the graph that both educators and management personnel responded similarly. This possibly implies that both educators and management personnel did not benefit from the appraisal report.

4.3.4 The relation between the respondents' gender, age, qualifications, post level and their perceptions that successful implementation of appraisal promotes educator development

Hypothesis 2

The respondents' (educators') perceptions that the successful implementation of appraisal promotes educator development have no relation with the:

- gender of the respondents;
- age of the respondents;
- the qualifications of the respondents; and
- the post level of the respondents.

Table 13 The statistical relation between the respondents' gender, age, qualifications, post level and their perceptions that successful implementation of appraisal promotes educator development

		Gender	Age	Qualifications	Post level
		χ^2 P - value	χ^2 P - value	χ^2 P - value	χ^2 P - value
3.1	The professional growth plan for the individual contains relevant areas for improvement	1.898 0.387	3.298 0.771	1.647 0.439	2.701 0.259
3.2	Contextual factors were taken into account when completing the PGP	3.392 0.183	4.601 0.596	5.258 0.072	12.444 0.002**
3.3	Appraisal of educators resulted in the improvement of qualifications	6.712 0.035**	6.573 0.362	0.049 0.976	4.903 0.086
3.4	Educators have followed the suggested development programme	10.403 0.006**	5.297 0.506	2.840 0.242	6.167 0.046**
3.5	The school development plan was based on the educators' PGPs	4.555 0.103	6.759 0.344	2.550 0.279	11.721 0.003**
3.6	Better lesson planning and presentation were evident	5.039 0.081	2.012 0.919	1.409 0.494	2.370 0.306
3.7	Educators valued their individual professional growth plan	4.870 0.088	2.114 0.909	0.230 0.891	2.684 0.261
3.8	Where necessary personnel from the outside assisted with staff development	1.137 0.566	4.333 0.632	1.110 0.574	6.886 0.032**
3.9	Staff appraisal contributed to a more effective professional development of the educator	1.978 0.372	4.628 0.592	1.952 0.377	5.815 0.055
3.10	The school developed an improvement plan in respect of, <i>inter alia</i> , curriculum, managing diversity and learning programmes	6.847 0.033**	7.654 0.265	1.879 0.391	11.189 0.004**

According to Table 13 there is a statistical significant relation between the gender of the respondents and their perceptions that the successful implementation of appraisal promotes educator development because:

- educator appraisal resulted in improvement of qualifications (3.3);
- educators have followed the suggested development programme (3.4); and
- the school developed an improvement plan in respect of, *inter alia*, curriculum, managing diversity and learning programmes (3.10).

Statistical significant relations ($p < 0,05$) exist between the post level of the respondents and their perceptions that the successful implementation of appraisal promotes educator development because:

- contextual factors were taken into account when completing the PGP (3.2);
- educators have followed the suggested development programme (3.4);
- the school development plan was based on the educators' PGPs (3.5);
- where necessary personnel from the outside assisted with staff development (3.8); and
- the school developed an improvement plan in respect of, *inter alia*, curriculum, managing diversity and learning programmes (3.10).

The above findings show that there is no significant relation ($P > 0,05$) between the majority of independent and dependent variables (cf. 5.3.1) in Table 13. The majority of the null hypotheses formulated for the Table must thus be accepted. This means that the respondents' perceptions of appraisal and successful staff development have no relation to their gender, age, qualifications and post level.

Table 13.1 Relation between the respondents' post level and their perceptions that successful implementation of appraisal promotes educator development if contextual factors are taken into account when completing the personal growth plan (PGP) (cross-table questions 1.5 and 3.2).

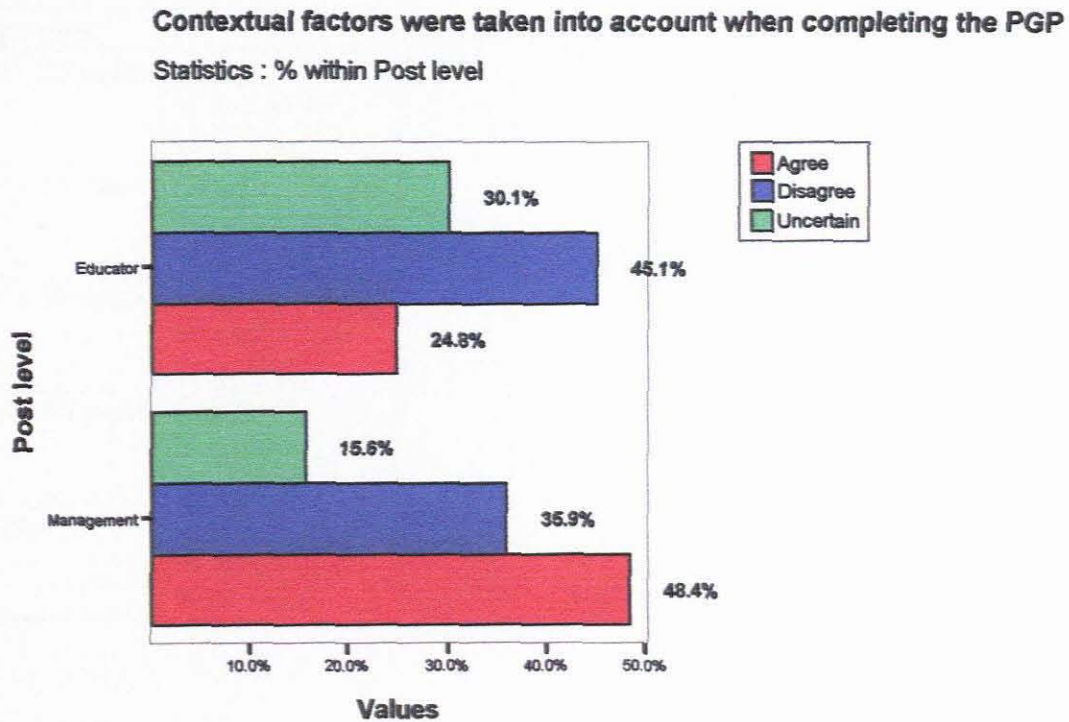
	Post Level		Agree	Disagree	Uncertain	Total
Post level	Management	Count	31	23	10	64
		% within Post level	48.4%	35.9%	15.6%	100.0%
		% of Total	14.3%	10.6%	4.6%	29.5%
	Educator	Count	38	69	46	153
		% within Post level	24.8%	45.1%	30.1%	100.0%
		% of Total	17.5%	31.8%	21.2%	70.5%
Total		Count	69	92	56	217
		% within Post level	31.8%	42.4%	25.8%	100.0%
		% of Total	31.8%	42.4%	25.8%	100.0%

$$X^2 = 12,444$$

$$P = 0,002$$

Table 13.1 shows that there is a significant statistical relation ($P < 0,05$) between the respondents' post level and their perceptions that successful implementation of appraisal promotes educator development if contextual factors are taken into account when completing the personal growth plan (PGP).

Figure 3 The relation between the respondents' post level and the contextual factors taken into account when completing the PGP (Personal Growth Plan) (questions 1.5 and 3.2).



The above graph reflects the percentages within the post level only. From the graph it can be inferred that there was a greater disagreement amongst educators than management. A possible explanation is that management members have a greater say in decision making than level one educators.

Table 13.2 The relation between respondents' age and their perceptions that successful implementation of appraisal promotes educator development because better lesson planning and presentation were evident (cross table questions 1.2 and 3.6).

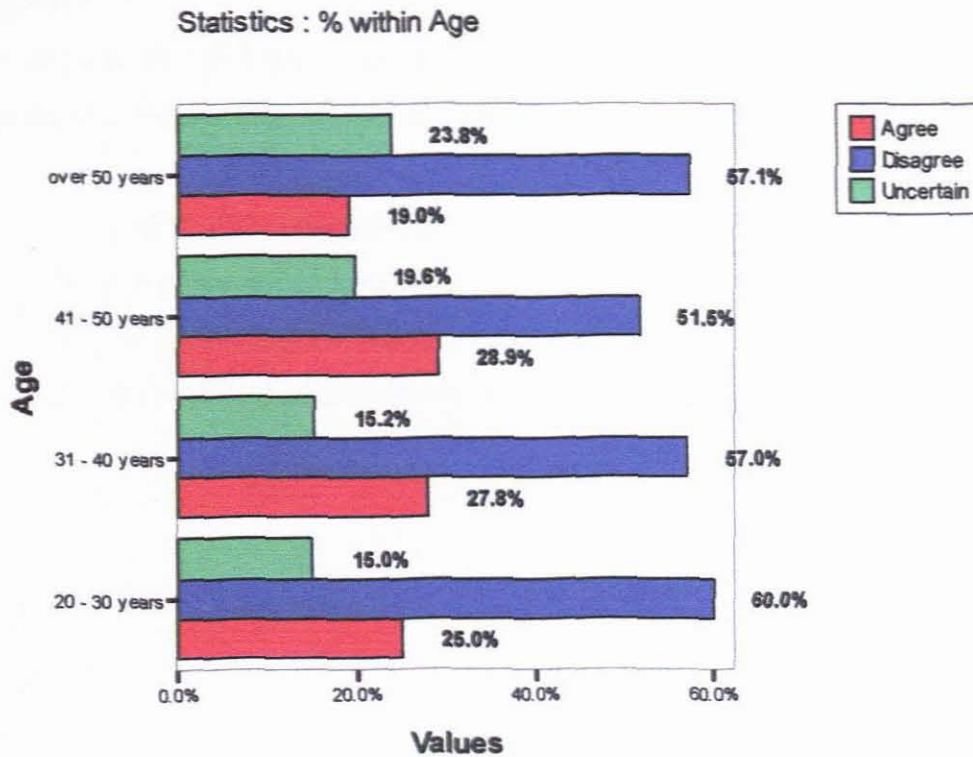
Age group		Agree	Disagree	Uncertain	Total
20 - 30 years	Count	5	12	3	20
	% within Age	25.0%	60.0%	15.0%	100.0%
	% of Total	2.3%	5.5%	1.4%	9.2%
31 - 40 years	Count	22	45	12	79
	% within Age	27.8%	57.0%	15.2%	100.0%
	% of Total	10.1%	20.7%	5.5%	36.4%
41 - 50 years	Count	28	50	19	97
	% within Age	28.9%	51.5%	19.6%	100.0%
	% of Total	12.9%	23.0%	8.8%	44.7%
over 50 years	Count	4	12	5	21
	% within Age	19.0%	57.1%	23.8%	100.0%
	% of Total	1.8%	5.5%	2.3%	9.7%
Total	Count	59	119	39	217
	% within Age	27.2%	54.8%	18.0%	100.0%
	% of Total	27.2%	54.8%	18.0%	100.0%

$$X^2 = 2,012$$

$$P = 0,919$$

$P > 0,05$ which means that there is no significant statistical relation between the respondents' age and their perceptions that developmental appraisal was successfully implemented because better lesson planning and presentation were evident.

Figure 4 The relation between the respondents' age and their perceptions that developmental appraisal was successfully implemented because better lesson planning and presentation were evident (questions 1.2 and 3.6).



The above graph reflects the percentages within age only. From the graph it can be ascertained that educators in all age groups responded similarly. This implies that age was not a factor when determining whether better lesson planning and presentation were evident as a result of the successful implementation of developmental appraisal.

4.3.5 The relation between the respondents' age, gender, qualifications, post level and their perceptions of the effective implementation of integrated quality management systems (IQMS)

Hypothesis 3

The respondents' perceptions of the effective implementation of integrated quality management systems (IQMS) have no relation to the:

- gender of the respondents;
- age of the respondents;
- the qualifications of the respondents; and
- the post level of the respondents.

Table 14 The statistical relation between the respondents' gender, age qualifications, post level and their perceptions of the effective implementation of integrated quality management systems (IQMS)

		Gender	Age	Qualifications	Post level
		χ^2 P-value	χ^2 P-value	χ^2 P - value	χ^2 P - value
4.1	Developmental appraisal strengthens the performance measurement	6.702 0.035**	7.794 0.254	2.171 0.338	9.304 0.010**
4.2	Developmental appraisal ensures that educators are better prepared for whole school evaluation	7.938 0.019**	11.846 0.065	0.412 0.814	1.639 0.441
4.3	All educators are familiar with the DAS-WSE protocol	3.266 0.195	11.902 0.064	3.436 0.179	4.847 0.089
4.4	DAS and PM is planned together in a coherent way to avoid duplication	5.355 0.069**	8.912 0.179	3.699 0.157	7.485 0.024**
4.5	The congruence between the core criteria in DA and performance standards in PM will assist educators to improve their rating	3.470 0.176	8.200 0.224	3.432 0.180	4.978 0.083**
4.6	The rating scale in PM is suitable to determine areas for development	10.714 0.005	9.892 0.129	2.127 0.345	4.287 0.117
4.7	The internal nature of DA will not affect the external nature of WSE	8.009 0.018**	5.823 0.443	2.060 0.357	0.686 0.710
4.8	The purpose of DA will not be undermined with the introduction of PM	2.891 0.236	3.322 0.767	0.846 0.655	1.133 0.567
4.9	A better working relationship between the SDT and the SMT is encouraged	0.878 0.645	7.215 0.301	7.074 0.029**	2.414 0.299
4.10	The quality management initiatives does not result in an unnecessary increase in educators' workload	1.193 0.551	5.655 0.463	1.838 0.399	3.807 0.140

Table 14 shows that a statistical significant ($P < 0,05$) exists between the gender of the respondents and their perceptions that the effective implementation of integrated quality management systems (IQMS) requires that:

- development appraisal strengthens the performance measurement (4.1);
- development appraisal ensures that educators are better prepared for whole school evaluation (4.2);
- DAS and PM are planned together in a coherent way to avoid duplication (4.4); and
- the internal nature of DA will not effect the external nature of WSE (4.7).

A statistical significant ($P < 0,05$) exists between the qualifications of the respondents and their perceptions that the effective implementation of integrated quality management systems (IQMS) requires that a better working relationship between the SDT and the SMT is encouraged.

The value of $P < 0,05$ indicates a statistical significant relation between the post level of the respondents and their perceptions that the effective implementation of integrated quality management systems (IQMS) requires that:

- development appraisal strengthens the performance measurement (4.1);
- DAS and PM are planned together in a coherent way to avoid duplication (4.4); and
- the congruence between the core criteria in DA and performance standards in PM to assist educators to improve their rating (4.5).

The above findings show there is no significant relation ($P > 0,05$) between the majority of the independent and dependent variables (cf. 5.3.1) in Table 14. The majority of null hypotheses formulated for the Table must thus be accepted. This means that the respondents' perceptions of the effective implementation of the

integrated quality management systems (IQMS) have no relation to gender, age, qualifications and post level.

Table 14.1 Relation between respondents' qualifications and their perceptions that effective implementation of the integrated quality management system encourages a better working relationship between the SDT and SMT (cross-table questions 1.3 and 4.9).

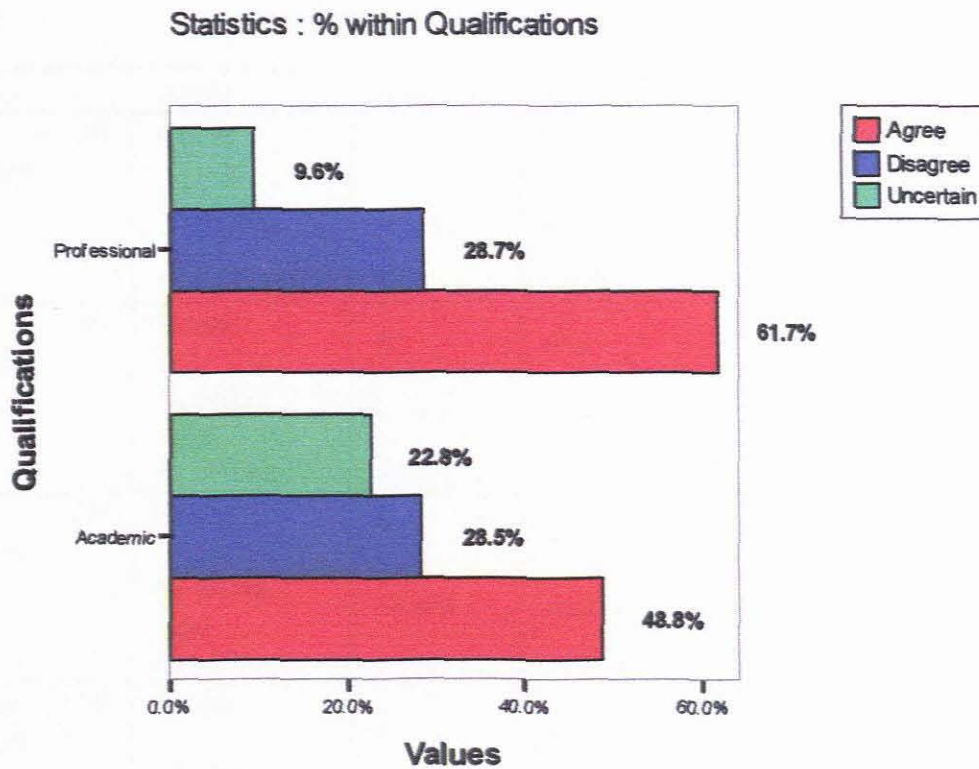
Qualifications		Agree	Disagree	Uncertain	Total
Academic	Count	60	35	28	123
	% within Qualifications	48.8%	28.5%	22.8%	100.0%
	% of Total	27.6%	16.1%	12.9%	56.7%
Professional	Count	58	27	9	94
	% within Qualifications	61.7%	28.7%	9.6%	100.0%
	% of Total	26.7%	12.4%	4.1%	43.3%
	Count	118	62	37	217
	% within Qualifications	54.4%	28.6%	17.1%	100.0%
	% of Total	54.4%	28.6%	17.1%	100.0%

$$X^2 = 7,074$$

$$P = 0,029$$

Table 14.1 shows that there is a significant statistical relation ($P < 0,05$) between the respondents' qualifications and their perceptions that effective implementation of the integrated quality management system encourages a better working relationship between the SDT and SMT (1.3 and 4.9).

Figure 5 The relation between the respondents' qualifications and the working relationship between the SDT and SMT (questions 1.3 and 4.9).



The above graph reflects the percentages within qualifications only. From the graph it can be inferred that there was greater agreement amongst educators with professional qualifications. A possible explanation is that educators with a professional qualification could have been level one educators and by being part of the SDT have fostered a good relationship with members of management.

Table 14.2 Relation between the respondents' age and their perceptions that effective implementation of the integrated quality management system will ensure that the purpose of DA will not be undermined with the introduction of PM (cross-table questions 1.2 and 4.8).

Age	Agree	Disagree	Uncertain	Total	
20 - 30 years	Count	2	10	8	20
	% within Age	10.0%	50.0%	40.0%	100.0%
	% of Total	.9%	4.6%	3.7%	9.2%
31 - 40 years	Count	9	45	25	79
	% within Age	11.4%	57.0%	31.6%	100.0%
	% of Total	4.1%	20.7%	11.5%	36.4%
41 - 50 years	Count	18	45	34	97
	% within Age	18.6%	46.4%	35.1%	100.0%
	% of Total	8.3%	20.7%	15.7%	44.7%
over 50 years	Count	3	10	8	21
	% within Age	14.3%	47.6%	38.1%	100.0%
	% of Total	1.4%	4.6%	3.7%	9.7%
Total	Count	32	110	75	217
	% within Age	14.7%	50.7%	34.6%	100.0%
	% of Total	14.7%	50.7%	34.6%	100.0%

$$X^2 = 3,322$$

$$P = 0,767$$

$P > 0,05$ which means that there is no significant statistical relationship between the respondents' age and their perceptions that effective implementation of the integrated quality management system ensures that the purpose of DA will not be undermined with the introduction of PM.

Table 14.2 Relation between the respondents' age and their perceptions that effective implementation of the integrated quality management system will ensure that the purpose of DA will not be undermined with the introduction of PM (cross-table questions 1.2 and 4.8).

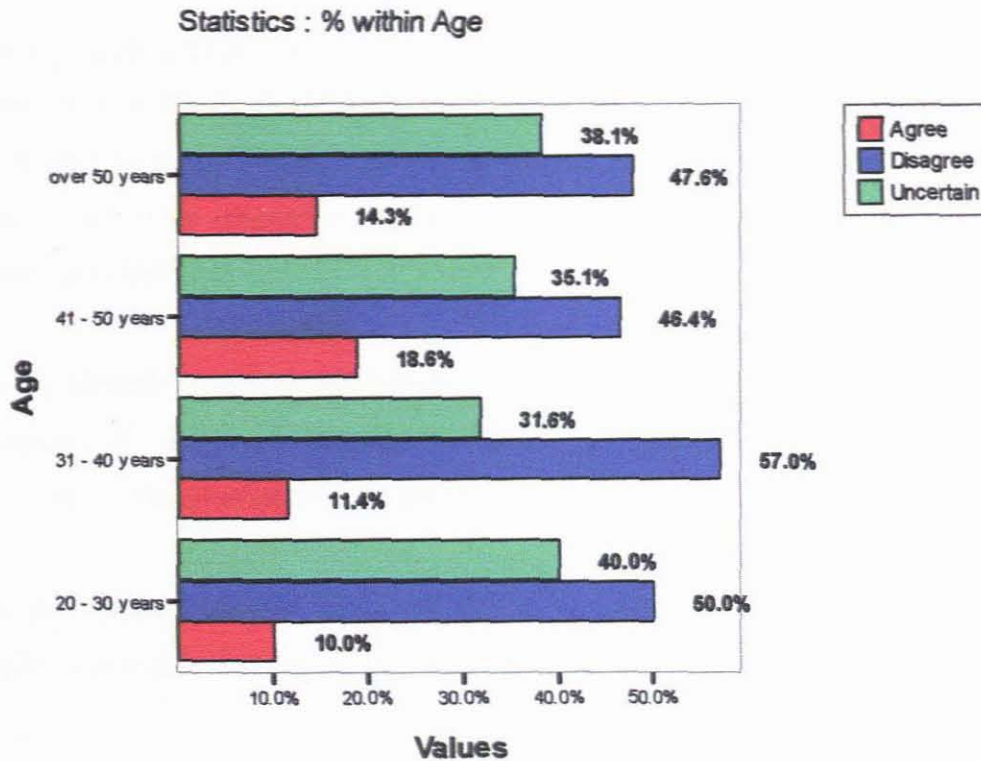
Age	Agree	Disagree	Uncertain	Total	
20 - 30 years	Count	2	10	8	20
	% within Age	10.0%	50.0%	40.0%	100.0%
	% of Total	.9%	4.6%	3.7%	9.2%
31 - 40 years	Count	9	45	25	79
	% within Age	11.4%	57.0%	31.6%	100.0%
	% of Total	4.1%	20.7%	11.5%	36.4%
41 - 50 years	Count	18	45	34	97
	% within Age	18.6%	46.4%	35.1%	100.0%
	% of Total	8.3%	20.7%	15.7%	44.7%
over 50 years	Count	3	10	8	21
	% within Age	14.3%	47.6%	38.1%	100.0%
	% of Total	1.4%	4.6%	3.7%	9.7%
Total	Count	32	110	75	217
	% within Age	14.7%	50.7%	34.6%	100.0%
	% of Total	14.7%	50.7%	34.6%	100.0%

$$X^2 = 3,322$$

$$P = 0,767$$

$P > 0,05$ which means that there is no significant statistical relationship between the respondents' age and their perceptions that effective implementation of the integrated quality management system ensures that the purpose of DA will not be undermined with the introduction of PM.

Figure 6 The relation between the respondents' age and their perceptions that the purpose of DA will not be undermined with the introduction of PM (questions 1.2 and 4.8).



The above graph represents the percentages within age only. From the graph it can be deduced that educators in all age groups did not differ with their responses. This possibly means most educators, regardless of age, were of the view that the purpose of DA will be undermined with the introduction of PM.

4.4 TESTING OF HYPOTHESES

According to the findings emanating from the inferential statistics it can be concluded that the null hypotheses, as stated in 1.4 must be rejected. The rejection of the

hypothesis is based on the finding that most of the hypotheses (as represented by the questions) have a Chi-square value of $P > 0,05$ which indicates no relationship.

4.5 SUMMARY

In the preceding pages of this chapter an attempt was made by the researcher to give some order to the range of information provided by the educators in their answers to the questions in the questionnaire. Some of the data were of a demographic nature, which enabled the researcher to construct a broad profile of the sample selected for this investigation.

Data collected regarding educators' perceptions of developmental appraisal were organized in frequency distribution tables to simplify statistical analysis. The responses to the questions were interpreted and the findings discussed.

The last chapter of this study consists of a summary, the main findings of the empirical investigation and certain recommendations.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION	134
5.2 SUMMARY	134
5.2.1 <i>Statement of the problem</i>	134
5.2.2 <i>Educators' perceptions of developmental appraisal</i>	134
5.2.3 <i>Planning of the research</i>	137
5.2.4 <i>Presentation and analysis of research data</i>	138
5.2.5 <i>Aims of the study</i>	138
5.3 FINDINGS OF THE RESEARCH	138
5.4 RECOMMENDATIONS	141
5.4.1 <i>Re-introducing incentives and rewards for further study</i>	141
5.4.2 <i>The appraisal process</i>	142
5.4.3 <i>Further research</i>	144
5.5 CRITICISM	145
5.6 FINAL REMARK	145
5.7 LIST OF SOURCES	146

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

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

5.2 SUMMARY

5.2.1 Statement of the problem

This study investigated educators' perceptions of developmental appraisal. In the literature study, and through empirical research, it was found that most educators have a negative perception of the developmental appraisal system. Educators experience difficulties with developmental appraisal because of, *inter alia*, the rating scale, the internal nature of developmental appraisal, skills of appraisers and the additional workload it entails.

5.2.2 Educators' perceptions of developmental appraisal

In both South Africa and England self-appraisal and constructive feedback are essential ingredients of developmental appraisal. The previous system of evaluation in South Africa and other countries such as England, Australia and the United States was judgmental and a way of policing and inspecting educators.

In finalizing the appraisal system provision was made for, *inter alia*, the following:

- Self-appraisal and a school based appraisal team.
- Nomination of the appraisal team by the appraisee.

- Open discussion and feedback and a right to appeal if necessary.
- A developmental plan.

On his road to appraisal the appraisee will undertake self-analysis and introspection to gauge whether there is development taking place during the discussion and feedback.

In terms of the legal framework the ultimate purpose of developmental appraisal is to improve the quality of education in South Africa. In terms of the Employment of Educators Act, Act No. 76 of 1998, the performance of educators must be evaluated according to performance standards, which in developmental appraisal is the core criteria. At school level educators will pass judgement as to whether they are benefiting from the developmental appraisal system - by implication a positive response would mean the development of the educator.

The key purpose of the staff development team (SDT) is to:

- initiate, co-ordinate and monitor the appraisal process in schools;
- ensure that training in the developmental appraisal system occurs; and
- facilitate ongoing professional support.

Educators will also ascertain whether the SDT helped to monitor the appraisal process and to facilitate professional development. The ability of the SDT in monitoring appraisal and putting together an indicator of needs will be examined and assessed.

For appraisal to be successful the prescribed stages in the appraisal process must be followed. These stages are the pre-appraisal stage, the appraisal stage and the post-appraisal stage. In the pre-appraisal stage the SDT, amongst other duties, compiles a list of panels and checks if their composition is appropriate and workable. Thus although the appraisee selects his panel the SDT has to establish whether the panel is appropriate in terms of being able to offer guidance and support to the appraisee.

Thus if the SDT accepts an inappropriate panel it would not lead to the development of the educator and such a situation would lead to educators losing confidence in the developmental appraisal system. Also outside assessors must be invited when required especially where there is just one educator with expertise in a subject.

In the appraisal stage the criteria for post level one educators covers classroom expertise, professional expertise, leadership and communication skills. The appraisal panel in evaluating the classroom expertise of the appraisee must be able to make a difference in terms of essential aspects such as classroom atmosphere, the learning process, designing of lessons, assessment of learners and questioning techniques. Thus the results of appraisal must be discussed openly and honestly, giving the appraisee an opportunity to explain their own professional practices. If overall the panel reaches ratings honestly and sincerely and if the educator implements the suggestions, then development of the educator can take place.

Discussion and agreeing to the prioritisation form takes place in the post-appraisal stage. After the completion of the prioritisation form the personal growth plan is completed by the appraisee and finalized in consultation with the appraisal panel. The personal growth plan will contain the resources needed to achieve the objectives and the key performance indicators. Educators will make judgement and report on the effectiveness of the personal growth plan. However, if needs are not accurately identified, the plan will not solve problems or develop the educator in a way that he recognizes as important. If the appraisee feels that needs are not accurately identified then a negative perception towards appraisal will be developed.

The individual personal growth plans of appraisees will inform the school based staff development. A negotiated programme of staff development based on the outcome of appraisal will be beneficial. In order to have positive outcomes staff development must not be a single-minded policy and educators must not be manipulated into accepting a staff development programme. Educators will be positive about staff development if the programme is aimed at training educators in skills that could result in improved learner performance.

The integration of the existing programmes on quality management, the Developmental Appraisal System (DAS), the Performance Measurement System (PMS), and Whole School Evaluation (WSE) is called the Integrated Quality Management System (IQMS). Schedule 1 of the Employment of Educators Act, Act No. 76 of 1998, informs the IQMS. Each quality management initiative is meant to inform and strengthen one another without duplication of structures and procedures. The question that educators will ask is with the introduction of IQMS in schools is it true that the three pillars of IQMS inform and strengthen one another? With schools concentrating on PM for salary and grade progression will this not erode the importance of DAS? Educators will make judgement on the effectiveness of the quality management initiatives and if these initiatives are properly managed and controlled at schools then the original purpose of each will be preserved within an integrated quality management system (IQMS).

5.2.3 Planning of the research

The study utilized a questionnaire, constructed by the researcher as a database. The questionnaire was aimed at educators. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents, namely the educators. When this situation exists, the most appropriate source of obtaining data is the questionnaire, as it is easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding educators' perceptions of developmental appraisal. The questions were formulated to establish how educators perceive developmental appraisal with regard to the following:

- Implementation of developmental appraisal.
- Appraisal and staff development.
- The integrated quality management system (IQMS).

5.2.4 Presentation and analysis of research data

The purpose of chapter 5 was to statistically analyse and discuss data collected from questionnaires completed by 217 educators. Comments were offered and the findings interpreted. At the outset, an explanation and description was provided as to the methods employed in the categorization of the responses and the analysis of the data. This was followed by the presentation and discussion of responses to the questions in the questionnaire.

5.2.5 Aim of the study

The researcher formulated specific aims to determine the course of the study (cf. 1.6). The aims were realized through the literature study, together with an empirical survey consisting of a structured questionnaire that was completed by educators. On the basis of this study, certain recommendations will be offered.

5.3 FINDINGS OF THE RESEARCH

Findings from the literature review:

It has been found that in the final assessment the benefit from developmental appraisal depends to a large extent on how efficiently the process is managed at school. If developmental appraisal is driven by a commitment to professional development of educators and improves the quality of education then it serves a positive purpose in education.

An effective SDT during the stages of developmental appraisal must ensure that their role function in respect of initiating, co-ordinating, monitoring and training is effected to the best of their ability. If, for example, an appraisal panel requires an outside assessor to make a difference to the professional development of the appraisee, then the SDT must intervene to ensure that an outside assessor is drawn into the panel. If members of the panel do not have the necessary expertise then the appraisee loses

confidence, and this could mean that the personal and professional development of educators is not facilitated.

Not following the steps required during the three stages of the appraisal process or having an appraiser being appraised by an appraisee he does not have confidence in are some of the factors that can hamper the impact of appraisal (2.7.4). For the staff development programme to be successful it must be informed by the individual professional growth plans of educators. However, a staff development programme that is imposed on educators will be perceived as a threat, and any development emanating from such a system would be perceived negatively by educators (2.8).

Some important findings from the descriptive statistics:

- Nearly two thirds (64%) of the respondents in the research sample did not agree that DA contributes to educators' development. The appraisal process should enable an educator to become increasingly effective in his current role and should make possible adjustments to the present role so that better use would be made of his strengths (cf. 2.3).
- The majority of the respondents (71%) disagreed that outside assessors were invited when needed. In secondary school subjects such as Physical Science, Computer Studies, Woodwork and Art there is only one educator per school. The effectiveness of an internal panel would be questioned in this case (cf. 2.6).
- More than half of the respondents (55%) were of the view that better lesson planning and preparation was not evident in the daily planning of lessons. One of the reasons for appraising the work of educators is to help them improve their classroom performance. Better classroom performance, better deployment of educators and more effective preparation of lessons should be some of the gains of appraisal. (cf. 3.6).

- Most of the respondents (59%) indicated that staff appraisal did not contribute to a more effective professional development of the educator. A significant feature of a staff appraisal scheme is the extent to which opportunities are provided for the appraisee to explore his own staff development needs. Appraisal must make a difference in contributing to the professional development of the educator (cf.3.9).
- A large percentage of the respondents (58%) felt that the internal nature of DA will affect the external nature of WSE. The appraisal process is largely internal unless appraisers from the outside are drawn into the appraisal panel. An external team appointed by the provincial department conducts whole school evaluation. Respondents were of the view that the external evaluation will affect internal appraisal (cf. 4.7).
- A large majority of the respondents (70%) agreed that the quality management initiatives would result in an unnecessary increase in an educator's workload. Excessive administrative and clerical tasks take educators away from quality preparation time. Educators are required to work for a minimum of 1800 hours per annum. Educators, in most cases, do school-related work after teaching hours (cf. 4.10).

Finding from the inferential statistics:

The respondents' perceptions of the successful implementation of developmental appraisal (DA) have no relation to their gender, age, qualifications and post level (cf. 4.3.3).

The respondents' perceptions of appraisal and successful staff development have no relation to their gender, age, qualifications and post level (cf. 4.3.4).

The respondents' perceptions of the effective implementation of the integrated quality management systems (IQMS) have no relation to the gender, age, qualifications and post level (cf. 4.3.5).

5.4 RECOMMENDATIONS

5.4.1 Re-introducing incentives and rewards for further study

(1) Motivation

The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management (cf. 2.3). The personal development of educators includes, *inter alia*, improvement of qualifications (e.g. motivation for further studies). The empirical evidence shows that almost two thirds of the respondents (65%) disagreed that appraisal of educators has resulted in improvement of qualifications (cf. 4.2.8).

In the present system educators are not given an additional salary notch for relevant studies. An educator on post level one with relative education qualification value 14 (REQV 14) or higher, or an educator on post level two to four with REQV 13 or higher, who improves his education qualifications such that his REQV improves, would receive a bonus equal to one year's salary increment. This once off bonus does not cover the cost of the studies. If an educator studies, for example, towards a Further Diploma in Education this will make a significant difference to the personal development of the educator. Also educators with relevant knowledge will benefit appraisal panels as they will share their experience with others. By regularly updating qualifications educators will be better equipped to serve as appraisers and members of staff development teams. When individuals receive insufficient rewards following expenditure of energy, there is a tendency to attribute additional value to the consequences of expended energy. Educators become discouraged and disheartened when their efforts are not recognized. This results in a negative attitude towards the job and a decline in motivation. The present system of awarding just a once off payment for studies could be a contributory factor as to why appraisal of educators has not resulted in improvement of qualifications.

(2) Recommendation

The recommendation is that incentives for further study must be re-introduced and include, *inter alia*, the following:

- A salary notch for relevant studies.
- One level upgrade for every 120 credits obtained in terms of the National Qualifications Framework (NQF).
- Merit bursaries for educators.
- Study loans with easy repayment options.
- Study leave in cases where further qualifications require full-time study.
- The Department of Education in partnership with higher educational institutions, must offer teacher development courses and educators must be recommended for these courses on the basis of the developmental appraisal system.

5.4.2 The appraisal process

(1) Motivation

Various aspects of the appraisal process are areas of concern. On the question of the skills of the appraiser it is not sufficient to allocate to anyone the role of the appraiser. They must possess skills that make them good appraisers (cf.2.7.2). Furthermore having an appraiser the educator does not have confidence in threatens the impact of appraisal (cf. 2.7.1). The empirical finding shows that over seventy percent (71%) of the respondents maintained that outside assessors were not invited when needed (cf. 4.2.9). Having an appraisal panel that does not address the needs of the appraisee will not promote and improve the standard of education.

The present rating scale is given by:

A = Priority for development in present cycle.

B = Performance is in keeping with the expectation with room for further development in the future cycles (cf. 2.9).

The empirical finding shows that the majority of the respondents (59%) disagreed that the rating scale of A or B is adequate (cf. 4.2.9). The present rating scale is simplistic and does not invoke sufficient thinking when completing the needs identification and prioritization form. The scale does not take cognisance of the different levels of educator performance.

The empirical finding also reveals that the majority of the respondents disagreed that educator development was promoted during the appraisal process (cf. 4.2.9 & 4.2.10). The role of the staff development team is to initiate, co-ordinate, monitor appraisal and facilitate ongoing professional support (cf. 2.6). Furthermore the process of appraisal is in essence developmental and is designed to entrench strengths, develop potential and overcome weakness (cf. 2.7.4). As such appraisal must make a positive contribution to the personal development of educators.

(2) Recommendation

The recommendation is that the following changes be made to the appraisal process in an attempt to realize the aim of developmental appraisal:

- The inclusion of an appraisee from the outside be made compulsory. This will ensure cross-pollination of ideas. Also by keeping in constant contact with the outside appraisee, ongoing professional development can take place.
- The rating scale be changed from A or B (cf. 2.9) to a numerical scale ranging from 1 to 7. The rationale behind the choice of a 7 point scale is that with an odd number there is a clear medium. Thus an assessor can consider 4 to be the middle performance and use this as a benchmark for assessment. The following rating scale is suggested:

- 1 = Unacceptable performance.
- 2 = Elementary performance.
- 3 = Moderate performance.
- 4 = Adequate performance.
- 5 = Good performance.
- 6 = Meritorious performance.
- 7 = Outstanding performance.

- The Department of Education, teacher unions, principal's forum and other educational organizations convene seminars, workshops and training programmes for appraisal panel members with a view to improving and making appraisal panels more effective.

5.4.3 Further Research

(1) Motivation

Over the years the role function of the educator has dramatically changed and the educator workload has increased. The educator is today an evaluator of fellow colleagues and has to face the challenges that come with this. Moreover developmental appraisal, the first quality management initiative, is now integrated with other quality management initiatives, which are performance measurement and whole school evaluation. Other problems in schools, such as overcrowded classrooms, lack of resources and unnecessary paperwork have resulted in additional workload for educators. This has resulted in ineffective functioning of schools that may result in developmental appraisal not having its desired effect.

Taking all the above into consideration, effective monitoring of developmental appraisal, with the emphasis on facilitating the personal and professional development of educators, should become available to educators. Circuit, district and regional office personnel are equally responsible in ensuring that the developmental appraisal system is effective.

(2) Recommendation

Based on the research findings the recommendations is that further research should be done on:

- The changing role of the educator and its impact on developmental appraisal.
- The success of developmental appraisal based on the staff development team's leadership style.
- Educators' perceptions of what role developmental appraisal plays in the integrated quality management system.

5.5 CRITICISM

Criticism that emanates from the study includes the following:

- Some principals were reluctant to allow their staff to be involved in the investigation. A possible reason for this behaviour is because principals may have felt intimidated by the questionnaire.
- In certain schools educators answered positively to all questions in the questionnaire. This did not seem to be a true reflection of their attitude.
- Due to the heavy workload experienced by educators, they may have completed the questionnaire in haste.
- The investigation was limited to schools in the eThekweni region. If the investigation covered a wider area, the results may have been different.

5.6 FINAL REMARK

It is hoped that this study will prove useful to educators and will help educators prepare for developmental appraisal, as this will enhance teaching and learning in schools.

6.8 LIST OF SOURCES

Adendorff M, Gultig J & Mason M 2001. *Being a teacher*. Cape Town: Oxford University Press.

Ary D, Jacobs L & Ragavieh A 1985. *Introduction to research in education*. New York: Harper and Row.

Aspin D N, Chapman J D & Wilkinson V R 1994. *Quality schooling: a pragmatic approach to some current problems, topics and issues*. London: Cassell.

Badenhorst D C (ed.) 1996. *School management: the task and role of the teacher*. Pretoria: Haum.

Behr A L 1998. *Psychology and the school: a textbook on the psychology of education*. Durban: Butterworths.

Bell L 1988. *Appraising teachers in schools*. London: Routledge.

Bittel L R & Newstrom J W 1990. *What every supervisor should know?* New York: McGraw-Hill.

Bless C & Higson-Smith C 1995. *Fundamentals of social research methods: an African perspective*. Cape Town: Juta.

Bollington R, Hopkins D & West M 1990. *An introduction to teacher appraisal*. London: Cassell.

Borque L B & Fielder E P 1995. *How to conduct self-administered and mail surveys*. Thousand Oaks: Sage Publications.

Chetty U P 2004. *The effect of stress on teacher efficacy*. Durban: University of Zululand (DEd thesis).

Cohen L & Manion L 1994. *Research methods in education*. London: Croom Helm.

Constitution of the Republic of South Africa, Act No. 108 of 1997. Pretoria: Government Printer.

Cooper H M 1989. *Integrating research*. London: Croom Helm.

Cullingford C 1995. *The effective teacher*. London: Cassell.

Czaja R & Blair J 1996. *Designing surveys: a guide to decisions and procedures*. Thousand Oaks: Pine Forge Press.

Dane F C 1990. *Research methods*. London: Brooke-Cole.

Davidoff S & Lazaras S 1997. *The learning school: an organization approach*. Kenwyn: Juta.

Day C & More R 1986. *Staff development in the secondary school*. London: Croom Helm.

De Vaus D 1990. *Surveys in social research*. London: Unwin Hyman.

De Vos A S 1988. *Research at grassroots: a primer for the caring profession*. Pretoria: J L van Schaik.

De Witt J T 1993. *Educational management. Tutorial letter 102 1993*. Pretoria: Unisa.

Dennison W F & Shenton K 1987. *Challenges in educational management: principles into practice*. London: Croom Helm.

Department of Education 1999a. *Education law and policy handbook*. Kenwyn: Juta & Co.

Department of Education 1999b. *Manual for developmental appraisal*. Pretoria: Government Printer.

Department of Education 2001. *The national policy on whole-school evaluation*. Pretoria: Government Printer.

Department of Education 2002. *School development plan*. Pretoria: Government Printer.

Department of Education 2003a. *Integrated quality management system training manual*. Pretoria: Government Printer.

Department of Education 2003b. *Integrated quality management system: collective agreement number 8 of 2003*. Pretoria: Government Printer.

Department of Education 2005. *Employment equity plan for 2005-2009*. Pretoria: Government Printer.

Dyer C 1997. *Beginning research in psychology*. Massachusetts: Blackwell Printers.

Education Labour Relations Council 2003. *Policy handbook for educators*. Durban: Universal Printers.

Elmes D G, Kantowitz B H & Roediger H L 1999. *Research methods in psychology*. Pacific Cove: Brooks.

Employment of Educators Act, Act No.76 of 1998. Pretoria: Government Printer.

Everard B & Morris G 1990. *Effective school management*: London: Harper and Row.

Fuller J 1997. *Managing performance improvement projects*. San Francisco: Pfeiffer.

Gall M D, Borg W R & Gall J P 1996. *Educational research: an introduction*. New York: Longmans Publishing Company.

Gillham B 2000. *Developing a questionnaire*. London: Continuum.

Goodwin C J 1998. *Research in psychology: methods and design*. New York: John Wiley & Sons.

Government Gazette No. 19767 1990. *Personnel Administration*. Pretoria: Government Printer.

- Griessel G A J, Louw C & Swart C A 1993. *Principles of educative teaching*. Pretoria: Acacia.
- Gultig J 2002. *Being a teacher: professional challenges and choices*. Cape Town: Oxford University Press.
- Hargreaves D H & Hopkins D 1991. *The empowered school: the management and practice of development planning*. London: Cassell.
- Hlatshwayo B C 1996. *Black parents' perception of their educational responsibilities in a changing educational dispensation*. Durban: University of Zululand (DEd thesis).
- Horne H & Pierce A 1996. *A practical guide to staff development and appraisal in schools*. London: Kogan Page.
- Huysamen G K 1989. *Introductory statistics and research design*. Cape Town: Academica.
- Jay R 1995. *Build a great team: choose the right people for the right roles*. London: Prentice Hall.
- Kidder H K & Judd C M 1986. *Research methods in social relations*. New York: Holt, Rinehart & Winston.
- Krietner R, Kinicki A & Buelens M 1999. *Organisational behaviour*. London: McGraw-Hill.
- Labour Relations Act, Act No.66 of 1995. Pretoria: Government Printer.
- Lacey K 1996. *Performance appraisal and career planning*. Melbourne: Macmillan.
- Leedy P D 1985. *Practical research: planning and designing*. New York: Macmillan.
- Maharaj L 2004. *Principals' preparedness for whole school evaluation*. Durban: University of Zululand (DEd thesis).
- Mahlangu D M D 1987. *Education research methodology*. Pretoria: Haum.

- Mahlangu D M D 1987. *Educational research methodology*. Pretoria: Haum.
- Marland M 1988. *School management skills*. London: Heinemann.
- Marsh C A 1992. *Parental involvement in the school: to be or not to be*. New York: Routledge.
- Marsh D D 1992. Enhancing instructional leadership, *Education and Urban Society*, 24(3): 85-93.
- McBride R 1989. *The in-service training of teachers*. London: The Falmer Press.
- Mgijima N 2000. *The South African Model for whole school evaluation*. <http://pwv.gov.za//education>.
- Milton C R 1991. *Organisational behaviour in organizations: three levels of behaviour*. London: Prentice-Hall.
- Mokgalane E, Carrim N, Gardiner M, & Chisholm L 1997. *National teacher appraisal pilot project report: education policy unit*. Johannesburg: University of Witwatersrand.
- Mulder J C 1989. *Statistical techniques in education*. Pretoria: Haum.
- Mulvey R 2000. *Stress management*. Durban North: Perception Printers.
- Naicker S & Waddy C 2002. *Towards effective school management*. Durban: Maskew Miller Longman.
- Naidoo J 2001. *The motivational role of the school principal*. Durban: University of Zululand (DEd thesis).
- Naidoo K A 2004. *Challenges that come with the implementation of the developmental appraisal system*. Durban: University of KwaZulu-Natal (MBA thesis).
- National Education Policy Act, Act No. 27 of 1996. Pretoria: Government Printer.

- Parker B 1998. *Revising norms and standards for educators*. Johannesburg: SAIDE.
- Plug C, Meyer W F, Louw D A & Gouws L A 1991. *Psigologiewoordeboek*. Johannesburg: Lexicon.
- Rosnow R & Rosental R 1996. *Beginning behavioural research*. New York: Prentice Hall.
- Scheerens J 1992. *Effective schooling: research, theory and practice*. London: Cassell.
- Schnetler J (ed) 1993. *Survey practice*. Pretoria: HSRC.
- Schumacher S & McMillan J M 1993. *Research in education: a conceptual introduction*. New York: Harper Collins.
- Singh S K 2001. *Teacher resignations: perceptions of teaching as a career*. Durban: University of Durban-Westville (MEd thesis).
- Smith J A J 1994. *Group management in schools*. Johannesburg: Southern Books.
- Smyth J 1995. *Critical discourses on teacher development*. London: Cassell.
- Sommer B & Sommer R 1980. *A practical guide to behavioural research*. New York: Oxford University Press.
- South African Council of Educators Act, Act No. 31 of 2000. Pretoria: Government Printer.
- South African Schools Act, Act. No. 84 of 1996. Pretoria: Government Printer.
- Squelch A & Squelch J 1999. *Developing a code of conduct*. <http://www.edulaw.co.za>
- Thompson R L 1990. *Constructive appraisals*. London: Marshall Publishing.
- Turner G & Clift P 1988. *Studies in teacher appraisal*. London: Falmer Press.

- Van den Aardweg E M & Van den Aardweg E D 1990. *Dictionary of empirical education: educational psychology*. Pretoria: E & E Enterprises.
- Van Rensburg C J J, Landman W A & Bodenstein H C A 1994. *Basic concepts in education*. Halfway House: Orion.
- Van Wyk J N 1996. *Parental involvement in Black urban communities in Gauteng*. Pretoria: Unisa (DEd thesis).
- Venketsamy T 2000. *The educator-learner-ratio and its effect on invitational learning*. Durban: University of Zululand (DEd thesis).
- Walkin L 1991. *The assessment of performance and competence*. Cheltenham: The Bath Press.
- West M & Bollington R 1990. *Teacher appraisal*. London: David Fulton.
- Westhuizen P C 1991. *Effective educational management*. Pretoria: Haum.
- Wideen M F & Andrews I 1988. *Staff development for school improvement*. London: Falmer Press.
- Wilson J D 1988. *Appraising teaching quality*. London: Hodder and Stoughton.
- Wragg E C 1987. *Teacher appraisal*. Hong Kong: Macmillan.
- Wragg E C, Wikeley F J, Wragg C M & Haynes G S 1996. *Teacher appraisal observed*. London: Routledge.

ANNEXURE A

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

**EDUCATORS' PERCEPTIONS OF DEVELOPMENTAL
APPRAISAL**

KAMALANATHAN ABBAYI NAIDOO

SEPTEMBER 2005

1 Fairview Place
Lotusville
Verulam
4340

P.O. Box 407
Verulam
4340

Dear Educator

Questionnaire: Educators' Perceptions of Developmental Appraisal


At present I am engaged in a research project towards my Doctorate in Education degree at the University of Zululand under the guidance of Prof. M.S. Vos. The research is concerned with Educators' Perceptions of Developmental Appraisal.

As one of the selected respondents, I have taken the liberty of writing to you in order to seek your assistance in acquiring information about your experience relating to the research.

All information will be regarded as confidential, and no personal details of any respondent or school will be mentioned in the findings, nor will any of the results be related to any particular educator or school.

Thanking you for your co-operation

Yours Sincerely



K.A. NAIDOO

23/09/15

DATE

Instructions to the respondent

1. Please read through each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question, or skip page.
3. Please be frank when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please return the questionnaire after completion.

Kindly answer all the questions by supplying the requested information by making a cross(x) in the appropriate block.

KEY

DA = Development Appraisal

DAS = Developmental Appraisal System

SDT = Staff Development Team

SMT = School Management Team

PGP = Professional Growth Plan

PM = Performance Measurement

WSE = Whole School Evaluation

IQMS = Integrated Quality Management System.

Section one: Biographical Information

1.1. My gender is?

GENDER		CODE
Male		1
Female		2

1.2. My Age in completed years as at 2005: 12: 31:

AGE GROUP		CODE
20 – 25 Years		1
26 – 30 Years		2
31 – 35 Years		3
36 – 40 Years		4
41 – 45 Years		5
46 – 50 Years		6
51 – 55 Years		7
56 – 60 Years		8
61 – 65 Years		9
Older than 65 years		10

1.3. My qualifications are:

QUALIFICATIONS		CODE
Academic qualification(s) (e.g. B.A., M.A., etc.)		1
Professional qualification(s) (e.g. HDE, FDE, PTC, etc.)		2

1.4. Total number of completed years in the Teaching Profession as at 2005:12:31:

NUMBER OF YEARS		CODE
0 – 5 Years		1
6 – 10 Years		2
11 - 15 Years		3
16 – 20 Years		4
21 – 25 Years		5
26 – 30 Years		6
More than 30 years		7

1.5. My post level is:

POST		CODE
Principal		1
Deputy Principal		2
H.O.D.		3
Educator (Level 1)		4

1.6. Type of post held by me:

POST		CODE
Permanent		1
Temporary		2
Part Time		3

1.7. My employer is:

NAME		CODE
Department of Education		1
Governing Body		2

1.8. My school is classified as:

SCHOOL		CODE
Primary		1
Secondary		2
Combined		3

Section Two: Implementation of Developmental Appraisal

		Agree	Disagree	Uncertain
	Developmental Appraisal (DA) in my school was successfully implemented because the following requirements for effectiveness were met:			
2.1	Educators were properly trained by the staff development team (SDT) (e.g. training to discuss the three stages of DA).			
2.2	Self appraisal ensured that the educator was ready for the appraisal process (e.g. if the educator is lacking in learner assessment this area is improved before the actual appraisal takes place).			
2.3	The process of DA contributes to the professional development of educators (e.g. improvement of lesson presentation).			
2.4	The SDT offered support during the appraisal process (e.g. a workshop on questioning techniques if this aspect is lacking).			
2.5	Appraisal panels assisted educators in identifying their needs (e.g. providing reading material to educators not keeping up with development in their learning area).			
2.6	Outside assessors were invited when needed (e.g. in subjects where only one educator had expertise).			
2.7	The rating scale of A or B was adequate (e.g. A= priority needed for development or B= performance inkeeping with expectation).			
2.8	The appraisal report assisted in developing my potential as an educator (e.g. an identified need such as exercising discipline).			
2.9	Familiarity between appraiser and appraisee was eliminated.			
2.10	The appraisee benefitted from the discussion held with the appraisal panel (e.g. extent to which appraisee improved skills such as classroom management).			
2.11	Feedback during the appraisal process was prompt (e.g. there were timeous discussions and written communication to those who were being appraised).			
2.12	Observation of the educator in the classroom helped to improve classroom practice (e.g. such as questioning techniques).			
2.13	Appraisers possessed skills that made them sound appraisers (e.g. appraisers had a sound knowledge of subject matter to guide the presentation of lessons).			
2.14	In the post appraisal stage the needs identification and prioritisation form was completed jointly.			
2.15	Room for discussion was provided before finalizing the appraisal report.			

Section Three: Appraisal and Staff Development

		Agree	Disagree	Uncertain
	Successful implementation of appraisal promotes educator development because:			
3.1	The professional growth plan (PGP) for the individual contains relevant areas for improvement (e.g. development of learning materials).			
3.2	Contextual factors (e.g. lack of financial resources) were taken into account when completing the PGP.			
3.3	Appraisal of educators has resulted in the improvement of qualifications (e.g. motivation for further studies).			
3.4	Educators have followed the suggested development programme (e.g. attending workshops where necessary).			
3.5	The school development plan was based on the educators' PGPs (e.g. work-shopping educators who can't exercise effective discipline).			
3.6	Better lesson planning and presentation were evident.			
3.7	Educators valued their individual professional growth plan (e.g. making an endeavour to improve identified weak areas).			
3.8	Where necessary personnel from the outside assisted with staff development (e.g. aspects that could not be handled by existing staff).			
3.9	Staff appraisal contributes to a more effective professional development of the educator (e.g. improvement of assessment methods).			
3.10	The school developed an improvement plan in respect of, <i>inter alia</i> , curriculum, managing diversity and learning programmes.			

Section Four: The integrated quality management system (IQMS)

		Agree	Disagree	Uncertain
	The effective implementation of integrated quality management system (IQMS) requires that:			
4.1	Developmental appraisal (DA) strengthens the performance measurement (PM).			
4.2	Developmental appraisal (DA) ensures that educators are better prepared for whole school evaluation (WSE).			
4.3	All educators are familiar with the DAS-WSE protocol.			
4.4	DAS and PM is planned together in a coherent way to avoid duplication.			
4.5	The congruence between the core criteria in DA and performance standards in PM will assist educators to improve their rating.			
4.6	The rating scale in PM is suitable to determine areas for development.			
4.7	The internal nature of DA will not affect the external nature of WSE.			
4.8	The purpose of DA will not be undermined with the introduction of PM.			
4.9	A better working relationship between the SDT and the SMT is encouraged.			
4.10	The quality management initiatives does not result in an unnecessary increase in educators workload.			

ANNEXURE B

2005-09-23

For Attention: Mr Sibusiso Alwa
Provincial Education Research Department
Phone: (033) 3418610
Fax: (033) 3418612

Dear Sir

**PERMISSION TO CONDUCT RESEARCH ON EDUCATORS' PERCEPTIONS
OF DEVELOPMENTAL APPRAISAL**

Good day. I am an employee of the KwaZulu-Natal Provincial Education Department teaching at Foreshaven Secondary in Phoenix (eThekweni Region/Pinetown District).


I hereby apply for permission to conduct research on the topic "Educators' perceptions of developmental appraisal".

Please find enclosed the following:

- (1) My research proposal.
- (2) List of schools that I would like to approach.
- (3) A copy of my questionnaire.
- (4) My student number and proof of registration as a student at the University of Zululand

I thank you in advance for your assistance and co-operation and await a positive response.

Yours faithfully



K.A Naidoo

ANNEXURE C



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8610
Fax: 033 341 8612

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201

INHLOKOHHOVISI

PIETERMARITZBURG

HEAD OFFICE

Enquiries:
Imibuzo: Sibusiso Alwar
Navrae:

Reference:
Inkomba: 0061/05
Verwysing:

Date:
Usuku: 24 October 2005
Datum:

To: **Mr Kamalanathan Abbayi Naidoo**
1 Fairview Place
Verulam
4340

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted**, except in exceptional cases with special approval of the KZNDoe.

The research is not to be conducted during the fourth school term, except in cases where the KZNDoe deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

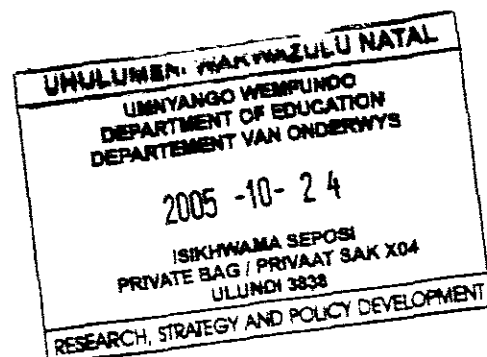
The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.



SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education





PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8610

Fax: 033 341 8612

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201

NHLOKOHHOVISI

PIETERMARITZBURG

HEAD OFFICE

Enquiries:
Imibuzo: Sibusiso Alwar
Izivrae:

Reference:
Inkomba: 0061/05
Verwysing:

Date:
Usuku: 24 October 2005
Datum:

RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that **Mr Kamalanathan Abbayi Naidoo** has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, he/she must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.
- Attached is the list of schools she/he has been granted permission to conduct research in. however, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDoe project.
- **Mr Kamalanathan Abbayi Naidoo** has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, conduct his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.


SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

