

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE PROBLEM

In terms of the Education Labour Relations Council (ELRC) resolution number 4 of 1998(ELRC 2003(a)), the new developmental appraisal system was expected to be implemented by 1999, with all structural and other arrangements being put in place by the end of 1998. The effectiveness of this system will be monitored throughout the implementation process. The developmental appraisal system was reviewed in April 2000 (Anon., 1998: 52).

In view of this statement we can see that efforts have been made to introduce the process. We realize now, in 2004, that we still do not have a workable process for effective educator appraisal in place. This study forms part of a more comprehensive ongoing study on “Whole School Evaluation” (WSE), which focuses on ten areas concerning school evaluation. The possible dimensions set out are as follows:

- Basic functionality
- Leadership, management and communication
- Governance and relationships
- Quality teaching and teacher development
- Curriculum provision and resources
- Learner achievement
- School infrastructure
- Parents and community
- Values in education
- Schools safety, security and discipline

The topic of this mini-dissertation “Educator perceptions of developmental appraisal: Implications for Whole School Evaluation

(WSE)", falls within the dimension of "Quality teaching and educator development".

1.2 MOTIVATION

As a result of the objections of trade unions for educators against the developmental appraisal system (DAS), educators find themselves in a peculiar situation. Most educators have not been formally appraised since the implementation of the development appraisal system (DAS) and little progress has been made. The ELRC in Collective Agreement Number 3 of 2003 (ELRC 2003(a)) agreed to the implementation of the new combined instrument which is named: Protocol and instrument for use when observing educators in practice for the purpose of Whole School Evaluation (WSE) and Developmental Appraisal System (DAS).

One of the objectives of this research project as a whole is to assist educators to develop a culture of utilizing appraisal as a development tool. It can also benefit staff in their careers and personal development. The idea is to create more competent and well-rounded educators. Owens (Peterson, 1995:30) believes that: "a greater motivational need than for pay, security and advancement is for teachers to achieve feelings of professional self-worth, competence and respect. They would like to be seen as people of achievement, professionals who are influential in their workplaces, growing persons with opportunities ahead to develop even greater competence and a sense of accomplishment."

In education, we find that educators, as in most other occupations, are threatened by the thought of any form of appraisal. Educators, seen as so-called professionals and who are evaluated on a basis of a single class visit or an isolated incident, can never be judged fairly and need to be treated with the respect they deserve (Wragg, Wikeley, Wragg & Haynes, 1996:129).

A universal objection is that people with little knowledge of such a system of appraisal are managing the system (Chauke, 2001:5). It also happens that educators are evaluated on a yearly basis and that this process of evaluation is just a matter of formality. In most instances it would appear that little or no development has taken place. Evaluators need to get into the mindset where they understand the importance of appraisal and to adopt it as a personal philosophy. Evaluators have to understand the appraisal system and know how to apply any experience gained in the process. Understanding educators who are appraised must empower appraisers to utilize the criteria set to their best advantage (Chauke, 2001: 5-6).

To further illuminate the motivation it is essential to state the research problems concisely.

1.3 STATEMENT OF THE RESEARCH PROBLEM

The purpose of this research is to determine the perceptions of educators regarding specific assessment criteria. These criteria will be identified via a literature survey and posed to educators via a structured questionnaire. The research problem can probably best be encapsulated by means of the following questions:

- What is Whole School Evaluation (WSE)?
- How should educators in schools that focus on “Barriers to Learning”(BTL) be appraised and what criteria should be applied?
- What are the perceptions of educators in schools aimed at learners with “Barriers to Learning” regarding the aspects that will be applicable when they are appraised?
- What recommendations can be provided to improve the process of appraisal in “BTL” schools?

After establishing the research questions, the focus will be on the aims of the research.

1.4 AIMS OF THE RESEARCH

The general aim of the research project is to determine what assessment criteria should be used to appraise educators in “BTL” schools. In order to attain the general goal, the following objectives need to be realized, namely, to:

- Clarify what the process of WSE involves.
- Investigate which criteria are the most appropriate to use when assessing educators in “BTL” schools.
- Probe the perceptions of educators regarding the aptness of the identified criteria with respect to educator appraisal in “BTL” schools.
- Provide recommendations regarding the criteria used to appraise educators in “BTL” schools.

1.5 RESEARCH METHODOLOGY

JOHANNESBURG

The methodology being applied in this research will be a literature review and an empirical investigation using a structured questionnaire. Mouton (2001: 90) set criteria for a good literature review which require the following:

- It should be exhaustive in terms of its coverage of the main aspects of the themes of the study.
- A good review is fair in the treatment of all authors.
- A literature review should be topical and dated.
- A literature review must not just be confined to the Internet.
- A literature review must be well organized.

- A literature review should focus explicitly on finding the answers to the research questions formulated in the study (Eiselen and Uys, 2002:6).

According to Mouton (2001:152) surveys are usually quantitative in nature and it aims to provide a broad overview of a representative sample of a large population. A questionnaire that will investigate educator appraisal will be circulated in “BTL” schools in Gauteng.

1.6 DEMARCATION OF THE RESEARCH

The research will be undertaken in “BTL” Schools in Gauteng. The investigation will take place in public schools under the jurisdiction of the Gauteng Department of Education (GDE). An investigation of educators’ perceptions of performance appraisal in schools currently classified, as “Specialized Education” supports the aims of this study. In order to accomplish this, a structured questionnaire will be circulated in “BTL” schools to therapists, educators, heads of departments, psychologists, deputy principals and principals.

After the demarcation of the research a clarification of concepts will now be provided.

1.7 CLARIFICATION OF CONCEPTS

Clarification of the terms most commonly used in this investigation will enhance understanding.

1.7.1 Appraisal

Appraisal implies making judgements and decisions on the quality of effectiveness of a program, project, thing or set of actions. There are two kinds of appraisal namely: Judgemental (summative) appraisal and Developmental (formative) appraisal, (DoE, 1998:9)

Appraisal is a systematic process to guide educators in their professional development, career planning and in-service training (Montgomery & Hatfield, 1989:10).

Appraisal is the ongoing, two-way communication process, which assesses and reviews capabilities, performance and needs of appraisees. It is about letting people know what is required and expected of them, assessing how they are doing, reviewing outcomes and agreeing on follow-up actions (Taylor, 1998.10).

Appraisal must help educators to develop so that they can contribute more effectively to society. They need to improve through an effective appraisal system and understand their own true value. Bacal 1999 ceo@work911.com refers to Dulewicz's statement that "a basic (human) tendency is to make judgements about those one is working with, as well as about oneself". Appraisal is both inevitable and universal.

The Developmental Appraisal System (DAS) is an important aspect of educator development and support. It outlines the processes and structures that need to be in place in order to identify the professional needs of educators. DAS aims to improve and enhance the competence of educators' teaching and learning. The process also involves self-appraisal and lesson observation by means of a panel of people agreed to by the appraiser (ELRC 2003(b):2).

The fact that humans easily judge can create serious problems in the workplace. A structured appraisal system can help to avoid serious conflict in the workplace (Bacal,1999:ceo@work911.com).

As a final remark can it be said that appraisal is the process where the appraisee and the appraiser establish a common understanding of what is expected of each other. They have to come to a common understanding regarding performance, capabilities and needs. This

understanding must be based on mutual cohesion and a joint understanding of the process. This understanding does not imply complete acceptance of the appraisal by the appraiser but serves as a springboard for acceptable appraisal. Appraisal must be developmental in its approach to harvest understanding, performance and growth.

1.7.2 Schools for Learners with Barriers to Learning (BTL)

Such schools are unique and supplies education to learners with specialized needs over a vast area of disabilities. Such schools can have learners who have the following disabilities:

- Hearing impaired
- Visually impaired
- Cerebral impaired
- Specific learning impaired
- Physically impaired
- Epileptic
- Mentally impaired
- Learners with behaviour dysfunctionality
- Autistically impaired



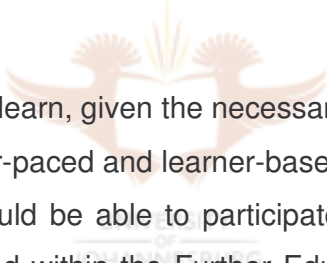
Schools for learners with “BTL” often have to accommodate learners with one or a combination of the above-mentioned disabilities. There are other disabilities, not mentioned, that also have to be addressed at such schools (Du Toit, 1995:49).

According to the Education White Paper 6 on (DoE,2003:3) Special Needs Education in the National Curriculum Statement are schools, which cater exclusively for learners with “Barriers to learning” and they are currently under revision and may be included into the mainstream of education. Education can promote cohesion if it strives to take the diversity of individuals and groups into consideration. It has to take care that it does not itself contribute to social exclusion and marginalisation.

With the introduction and implementation of Outcomes Based Education the system opted for inclusivity for learners. One of the system's fundamental principles is to show regard for diversity and individuality of all learners. The outcomes-based approach must also make provisioning for flexible teaching methodologies (DoE, 2003:6).

Inclusion expects society and the school to facilitate the acceptance of exceptional learners by accepting them just as they are. This implies that the school and classroom should adjust in order to accommodate these learners (Lemmer & Badenhorst,1997:251).

The Education White Paper 6 on Special Needs Education (DoE, 2003:3-4) underscores the principles of Outcomes Based Education by insisting that all teaching practices must be consistent with the following:

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- All learners can learn, given the necessary support.
 - OBE is a learner-paced and learner-based approach;
 - All learners should be able to participate in the various pathways; which are offered within the Further Education and Training (FET) band;
 - Schools create conditions for learning to succeed; and
 - Support for learners should be based on levels of support needed for overcoming individual barriers to learning and development, rather than the categorization of learners according to their abilities or disabilities.


In the light of inclusion, normalization and integration, this policy of progressive mainstreaming is currently being adopted in South Africa. (Lemmer & Badenhorst, 1997:251)

1.7.3 Whole School Evaluation (WSE)

In Collective Agreement Number 3 of 2003, the ELRC agreed on the Protocol and instrument for use when observing educators in practice for the purpose of Whole School Evaluation (WSE) and Developmental Appraisal System (DAS).

In Collective Agreement Number 8 of 2003 an Integrated Quality Management System was developed and educators were exposed to the process through workshops and training in the latter part of 2004. This new process will only be implemented in 2005 (ELRC 2003(c)).

According to Collective Agreement Number 8 of 2003:3, there are three programmes which have to be in place in the new Integrated Quality Management System to enhance and monitor performance of the education system. These are:

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- Developmental appraisal:
 - Performance Measurement; and
 - Whole School Evaluation.

WSE has as its main purpose the facilitation and improving of school performance through approaches characterized by partnership, collaboration, mentoring and guidance. It enables a school and external supervisors to provide an account of the school's current performance and to show the extent to which a school is able to meet the national goal whilst also able to meet the needs of the community and public in general. WSE involves both internal and external evaluation processes (ELRC, 2003(b):1).

WSE implies an approach of involving all possible role players to evaluate the overall effectiveness of the school. This includes the support provided by the district, school management, infrastructure and

learning resources as well as the quality of learning and teaching (ELRC, 2003(b):3).

WSE is a system developed by the Department of Education to provide an instrument for the assessment of the quality of teaching provided by a specific institution. The aim of this system is to provide a connection between the internal system of appraisal, DAS and the external system, WSE.

The whole institutional development approach is to ensure that when comprehensive changes do occur, all people and levels in the school are carried together in the process (Anon., 1998: 68).

When observing schools as institutions where educators have to function within the confines of the specific schools unique environment WSE can be seen as an instrument to optimize the schools performance and in a way hide the performance of the individual. This may sound like a contradiction but not all educators perform at optimum level. In the ideal setting, the educator can contribute positively to the learner's best advantage. The educator's appraisal and institution evaluation cannot be separated. The one has to be evaluated in the light of the other. When development then takes place, education as a whole will benefit.

After clarification of concepts the focus will briefly be on the plan of the study.

1.8 PLAN OF STUDY

Chapter 1: This chapter consists of the following subheadings:

Introduction

Motivation

Statement of the research problem

Aims of the research

Research methodology

Demarcation of research

Clarification of concepts

Conclusion

Chapter 2: A literature review will be undertaken on educators' perceptions of developmental appraisal: implications for Whole School Evaluation (WSE).

Special reference will be made to the perceptions of educators in schools currently exclusively aimed at learners with "Barriers To Learning" (BTL).

Chapter 3: The research design and methodology that will be used in this investigation will be discussed. The survey material will include a structured questionnaire compiled by the researchers. A description of the empirical investigation conducted will also be provided.

Chapter 4: Research findings and interpretation of analyzed data will be conducted.

Chapter 5: Summary of research findings. Recommendations will be made to improve the process of educator appraisal in BTL schools.

1.9 CONCLUSION

All educators and institutions need constant improvement and development. The perceptions of educators towards the new systems of Developmental Appraisal (DA) and Whole School Evaluation (WSE) will be positive, negative or neutral. To determine a specific attitude can help appraisers to improve the system. This research is aimed at determining the perceptions of educators regarding developmental appraisal as positive, negative or neutral.



CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

In this chapter, a literature study will be conducted to investigate the perceptions of educators towards DAS and its possible implications for WSE. It is essential that every research project start with a literature review of existing literature. Mouton (2001:90–91) proposes the following criteria for a good literature review namely:

- it should be exhaustive in its coverage of the main aspects of the study;
- a good review is fair in its treatment of authors;
- a literature review should be topical and not dated;
- a literature review cannot be limited just to the internet; and
- a good literature review should be a well-organized empirical study.
- to further investigate the perceptions of educator perceptions towards certain assessment criteria in Developmental Appraisal System (DAS).

The Collective Agreement no 3 of 2003 (ELRC, 2003(b):1) is proposed to provide a Protocol and instrument for use when observing educators in practice for the purpose of Whole School Evaluation (WSE) and Developmental Appraisal System (DAS) (ELRC, 2003(b):2). The agreement implies the implementation of a new assessment instrument.

The new system consists of only one instrument, which has to provide for all educators in all types of schools. This implies that all educators

on the same post level will be evaluated by means of the same measuring instrument. Educators in the BTL system might argue that no provision has been made for their own particular situation. The process of inclusion as mentioned earlier, focuses on an inclusive system that has to be based on levels of support needed to overcome barriers to learning (DoE, 2003:5). The provision of guidelines by the ELRC (Protocol: an instrument for use when observing educators in practice), simplify the system and contribute to easier implementation.

It is however important to note that the Department of education in its draft document on educator appraisal procedures for CS educators has proposed fifteen contextual factors. These factors carried a weighting at the end of the appraisal. This proposal was rejected in the final DAS document. In the DAS document provision is made in the form of a pre-appraisal meeting. In this meeting core criteria can be made optional criteria. Performance cannot be appraised on optional criteria. The appraisee and the appraiser can coincide on these factors. This leaves room for malpractice where the system can be manipulated to hide educators incompetence.

In the light of a thorough investigation of appraisal is it necessary to pursue the motivation for educator appraisal.

2.2 MOTIVATION FOR EDUCATOR APPRAISAL

Educator appraisal is an important and essential requirement for educator improvement. Formal systems of educator appraisal must be seen as a push for accountability. Teacher's accountability became a general requirement and the financial contribution of society towards education in the form of demands increased accountability (Wragg, et al. 1996:6).

The effective educator is one of the most important resources a country can have. To ensure professional and committed educators, quality becomes important. The effective educator ignites enthusiasm,

responsibility, curiosity and creativity in learners and guides them to become accomplished, self-directed learners and eventually productive citizens (Airasian, 1996:vii). Schools have to appraise educators effectively to assess and improve performance and ensure competency. To investigate educator appraisal, Wragg et al. (1996:6-7) focused on three aspects namely accountability, cost and quality assurance. A closer study of these aspects revealed the following:

- Accountability can tangibly be experienced with demands set by parents and governing bodies of school. In any activity involving the expenditure of large sums of private or public money, the sponsors are likely to ask for an account to be rendered. With the great financial contributions of parents, accountability implies feedback to parents of all expenditure and performance of educators.
- Costs can be seen as one of the monetary forces that become part of the process when appraisees have to benefit from positive assessments. To gain from a positive report will contribute to performance and improve quality.
- Quality assurance. Educators are now compared, unfairly perhaps, with the finest communicators in the world. They have to perform at levels equal to that of television and filmmakers who have unlimited resources (Wragg, et al. ., 1996: 6-7 and Wells, 1994:15).

Ineffective educators can influence learners, families and society negatively. They can misdirect and deter learners from fulfilling their potential to become self-actualizing, informed and productive citizens. With poor teaching, learner development suffers and schools with poor educators put the nation at risk, morally, socially and economically (Airasian, 1996: vii).

Jones & Mathias (1995:17) identified eight principles to motivate why educator appraisal is imperative. It aims to:

- inform the teacher of current performance and to provide feedback and recognition;
- stimulate and improve performance, where necessary;
- encourage the acquisition of new skills to improve performance;
- assess the professional skills present within the school;
- aid planning;
- identify strengths and weaknesses;
- help satisfy the demands for greater accountability; and
- aid the development of the institution and individuals within it.

Educator appraisal is essential to determine the level of performance of educators. This performance has to be evaluated in the context of a prescribed system and in a specific environment with its unique circumstances. The system prescribed by the Department of Education is DAS and a discussion of factors influencing the perceptions of educators towards appraisal will follow.

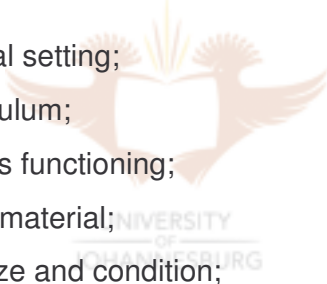
2.3 FACTORS INFLUENCING THE PERCEPTIONS OF EDUCATORS TOWARDS APPRAISAL

Educator appraisal is often discussed as if it were merely a technical problem: “What instrument should be used?” or “How can we get valid and reliable information about educator performance?” These statements are very important but educator evaluation goes beyond technical questions to sociological and political dimensions (Peterson, 1995:51). Peterson (1995:53) states that appraisal has two major uses as feedback to shape performances, to build practice, or to alter existing practice. This implies a formative type of appraisal. This appraisal focuses on the positive aspects of educator performance. The formative (developmental) approach aims to improve practice. A

developmental appraisal approach can be of great value to the individual and the institution. Sergiovanni and Starratt (1979:87) states that an environment created with a formative emphasis are conducive for a supportive school climate.

A second use for appraisal is to make decisions or judgments. Appraisal implies making judgments and decisions on the quality of effectiveness of a program, project, thing or set of actions (Montgomery & Hadfield, 1989:15). This implies a judgmental (summative) appraisal. This type of appraisal is narrower in scope and requires more rigor and systematic application in practice (Peterson, 1995:53).

When pursuing the factors that influence educator's perceptions on appraisal the research underlined the following aspects:

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- the contextual setting;
 - kind of curriculum;
 - organization's functioning;
 - instrumental material;
 - classroom size and condition;
 - types of learners;
 - social environment of the school;
 - disabilities of learners in a BTL school;
 - qualifications of teachers;
 - quality of teaching; and
 - "BTL" pupils' emotional problems.

Further aspects that could have an impact on educators' perceptions might include the following:

- the implementation of DAS;
- moral factors;
- training of educators;

- sustainability of the system; and
- the DAS instrument.

Further illumination of these aspects now follows.

The implementation of DAS

The introduction of the Developmental Appraisal System (DAS) was supposed to be seen as something new to educators without any prior knowledge of the instrument. Educators were not invited to be part of its design. Trade Unions had the opportunity to ask questions about the system but this only happened after its implementation. The general feeling of educators was that it was just another name for inspection (Gunter,2002:66). Trade unions rejected the system and ELRC had to introduce a new improved system in 2003.

Implementation of the Integrated Quality Management Statements (IQMS) will only be in place in 2005 after thorough training of all stakeholders in 2004 (ELRC 2003(c)).

Moral factors

Aspects that are not negotiable are the following: The process has to be dealt with in a democratic way. The process has to be transparent and not be done in secret. It has to promote open communication among all parties and facilitate an effective learning culture in school.

Training of educators

All educators have to be developed professionally. Educators on all post levels have to be trained. Educators have to be trained to do self-evaluations. The ratings of different assessors have to reflect the same conclusion.

The sustainability of the system

The system has to enjoy the support of all educators. Educators have to realize that DAS has to be part of the culture of life long learning. To strengthen the system all stakeholders must support the potentiality of improvement of the standard of education (Weavers & Steyn, 2002 : 207-208).

To further investigate appraisal we will concentrate on the nature of educator appraisal.

2.4 THE NATURE OF EDUCATOR APPRAISAL

Because education forms part of every person's life, it cannot be an isolated event. To understand educator appraisal, we have to look at appraisal as applied in the broader society, but we have to keep in mind that it has to be specific to the needs of education. To understand appraisal, Taylor (1998:14) expresses its true worth by stating the following:

- It has to be a creative tool for improving standards.
- People must utilize appraisal to know where they stand in developing and improving their careers.
- Problem areas must be identified and rectified. It must be an ongoing process and not a yearly revisiting of the same process, merely creating additional paper work.
- It has to be a two-way situation where appraiser and appraisee's intentions are openly discussed and it must be done in a democratic way.

To understand the general vocabulary of appraisal, Montgomery and Hatfield (1989:23) illustrated the structure of appraisal.

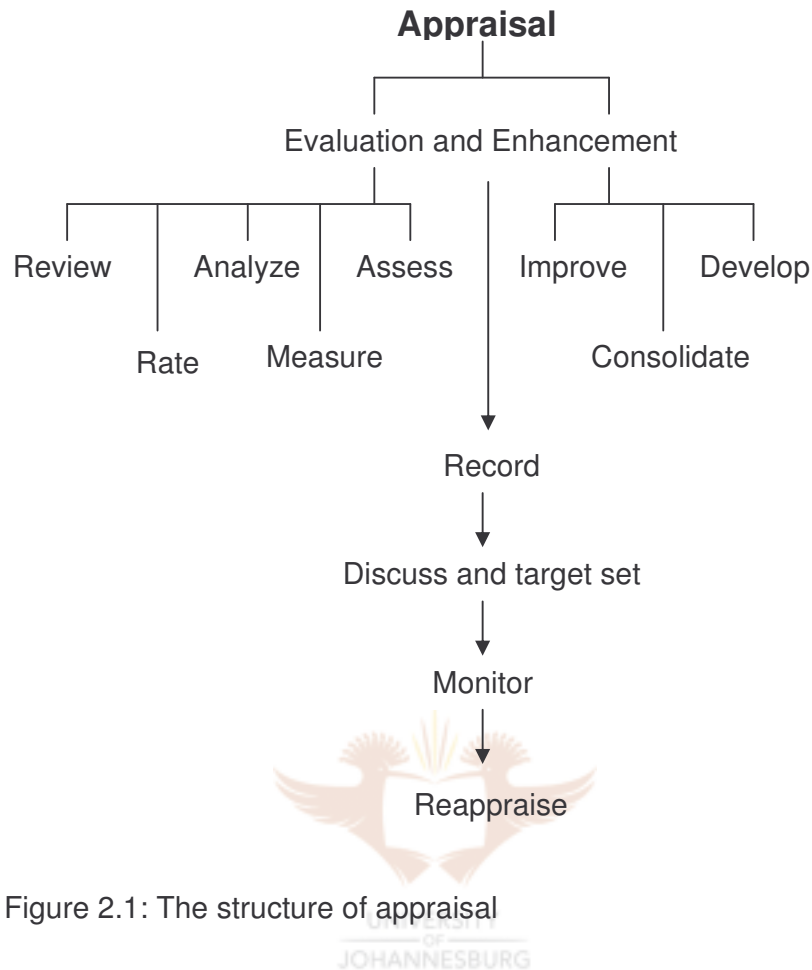


Figure 2.1: The structure of appraisal

Appraisal of educator performance is crucial in enhancing the effective management of the teaching process. Appraisal is something done for the educator and not done to the educator. It is a two-way situation and both parties have to be actively involved. Appraisal must not contribute to added pressures in education, but must divert energy to the essential rather than the superficial. The principal performance is to aim at, enhance and maximize the educational opportunities of learners through the professional development of educators, thus leading to both institutional and individual growth (Mathias & Jones , 1995:16).

In nature, appraisal is a personal process because it reflect on the person in a personal way and appraisees have to reveal themselves to the appraisers. Appraisees have to evaluate themselves (self-evaluation) and thereafter be evaluated by peers and higher ranked

personnel. Appraisal is a means of promoting the organization through the use of certain techniques and procedures. Appraisal can enhance the organization's ability to accomplish its mission of maintaining or improving what it provides, while at the same time seeking to maintain or enhance staff satisfaction and development (Poster & Poster, 1993:1).

An important aspect of educator appraisal is the problem of over quantification of the evaluation system. A numerical design of utilizing numbers alone to quantify performance excludes a vast array of aspects in education. The human factor and specific situations to the classroom needs an approach that will provide a more personalized approach (Peterson, 1995:23).

To understand the structure of appraisal (Figure 2.1) Montgomery and Hadfield (1989:23) illustrated the structure of appraisal in this diagram. Certain terms used in the diagram might lead to confusion and hence these concepts need to be clarified. Words briefly dealt with in Chapter 1 were BTL, WSE and appraisal. The concept evaluation also needs to be illuminated.

2.5 **Evaluation**

An electronic dictionary search ([Http//www.m-w.com](http://www.m-w.com)) gave the following explanation namely to determine or fix the value of, to determine the significance, worth or condition of, usually by careful appraisal and study. The term states that the making of judgments is a human phenomenon and it may vary from person to person (Grobler, 2001:3).

Wragg, et al. (1996:3) defines evaluation as a general term to describe any activity by the institution where the quality of the provision is the subject of systematic study.

Scriven (Peterson, 1995:32) defines evaluation as the process where judgments of worth, or merit are given objective substantiation. It involves the development of a framework of value criteria, in which to insert the observational data and to substantiate the framework.

Redfern (1980:8) proposed that evaluation must be regarded as a diagnostic process, which will enable the individual and the evaluator to focus on appropriate objectives. If these objectives are accomplished, it will produce better and more effective service.

Vella, Beradinelli & Burrows, 1998:12) suggests that the following characteristics of evaluation are necessary for effectiveness, namely:

- It must be objective;
- It should identify the important elements of an educational program;
- It should match the organizational philosophy;
- Evaluation measures should be identifiable and accessible; and
- Evaluation should focus on both the outcomes and the process.

Nesbesniuck (Dean, 1991:181) defines evaluation as the process of conceiving, obtaining, analyzing and communicating information and forming judgments for the guidance of educational decision making, with regard to specific aspects of education.

Michael Scriven (Sergiovann & Starratt, 1979:269) distinguishes between two types of evaluation namely summative evaluation and formative evaluation.

Evaluation can therefore be seen as putting a value by means of certain criteria to the study and to judge behavior in such a way that different evaluators would come to the same conclusion. The goal is to finally accomplish an outcome where perceived behavior and performances tandards realize successful evaluation. Evaluation is closely related to terms like assessment and appraisal

and commonalities include formative and summative elements. All these elements have qualities linked to educator performance and institution performance.

Educator appraisal is essential to determine the level of performance of educators. This performance has to be evaluated in the context of a prescribed system and in a specific environment with its unique circumstances. The system prescribed by the Department of Education is DAS and a discussion of the system will follow.

2.6 THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS)

DAS is an important aspect of educator development and support. It outlines processes and structures that have to be implemented to identify the professional needs of educators (Bartlett 2000:5). DAS intends to develop relevant programmes that will enhance professional competences and growth. It envisages improving the quality of teaching and learning. DAS involves self-appraisal and lesson observation of the appraiser by one or two members of the agreed upon panel (ELRC,2003:2(a)).

DAS has its emphasis on the development of educators. The manual issued in April 1999 had its main focus on support and assistance of educators to realize the philosophy of lifelong learners.

Sergiovanni and Starratt (1988:407) proposed a co-operative and individualized professional development. Co-operative development deals with educators agreeing to work together. Individualized development focuses on individual educators becoming responsible for their own professional development. This implies that the responsibility lies with the educator to develop his/her own professional development. With the implementation of the new developmental appraisal system the co-operative approach was adopted.

With the implementation of DAS schools voiced great concern because it was not integrated with Whole School Evaluation (WSE) (Bartlett, 2000:24). The process has subsequently been addressed and will be discussed in the following few pages.

2.7 **WHOLE SCHOOL EVALUATION**

Institutional evaluation is seen as a corporate professional exercise and cannot be carried out in isolation. It refers to the systematic review of a school in terms of procedures and achievements based on its aims, objectives and targets. WSE is the assessment of performance of staff based in the context within the work situation. Staff appraisal can only be viewed as forming part of a whole school approach to evaluate professional development. Viewed in isolation, staff appraisal can only be damaging rather than rewarding (Bell,1988:85 – 87).

The South African Schools Act (SASA) (RSA,1996) focuses on the improvement of quality in education on in all levels. The Department of Education's aim to ensure the improvement of quality in education has to be viewed in a holistic way. To accomplish improvement on a broad level a "whole institutional evaluation" would set specific performance standards.

WSE is the evaluation of the staff, and the institution, on all levels and in all departments. This evaluation has its aim at evaluation of the whole school and to use this evaluation to develop all departments.

Whole school evaluation makes provision for all people on all levels within the school to be "carried" together in the process (Ntombela, 2000:27). This statement contributes to the viewpoint that the institution's progress has to be in all departments on all levels.

WSE has the acquisition of quality as a priority. The quality of education and the institution has to improve and strengthen both

teaching and management. This has to enhance the quality of education for all learners (Wragg et al., 1996:10).

It is imperative for everyone involved in the school to be part of determining the school's aims and objectives. This involvement makes provision for ownership of all participants (Bell, 1988: 86).

A question to be asked is "Can WSE contribute to the development of staff and of institutions?" An evaluation should establish the level of performance of the staff and of the institution. This can contribute to realistic goal setting. A negative perception of WSE is that it is merely a form of inspection. This perception is not completely unsubstantiated because educators are evaluated. This evaluation is directed at development on a broad scale and not the focussed on an individual. WSE is essential for improving schools and an explanation of its purpose will follow.



2.7.1 **The purpose and principles of Whole School Evaluation (WSE)**

The main focus of Whole School Evaluation is to facilitate improvement of school performance. This has to be established through approaches characterized by partnership, collaboration, mentoring and guidance. It enables a school and external supervisors to provide an account of the school's current performance. It also has to show the extent to which a school is able to meet the national goals, whilst also meeting the needs of the community and public in general. WSE involves both internal and external evaluation processes (ELRC, 2003:1(b)).

The following principles of WSE are stipulated as National Policy in Gauteng's Provincial Government (www.education.gpg.gov.za).

- WSE will be carried out openly and consistently, in line with nationally agreed procedures.

- WSE will seek to measure a school's success in relation to its circumstances.
- WSE will identify the extent to which a school adds to a learner's knowledge, understanding and skills.
- WSE will affirm the efforts of staff, learners and other stakeholders in improving a school's performance.
- WSE will use a common set of indicators against which to evaluate a school's performance.
- WSE is a process designed to enable schools and external supervisors (Office for Standards of Education (OFSTED 2003), Gauteng) to work together to identify the school's strengths and areas for development. and
- To ensure that schools which needs support receive it.

The DoE and the trade unions, however, opted for an integrated approach towards WSE and DAS.

2.7.2 Integration of WSE and DAS

With the establishment of the "Protocol and Instrument for use when observing educators in practice for the purpose of WSE and DAS" the Department of Education and educator unions, have jointly developed an integrated approach to lesson observation of educators in practice as required by both DAS and WSE. This is to avoid duplication and greatly simplify implementation of these two processes (ELRC, 2003(b):1). This action of the DoE is plausible because it simplifies the process and educators are evaluated and developed on contextual grounds.

The two processes, WSE and DAS, therefore require lesson observation. Hence the integration of the two processes, with regard to lesson observation of educators in practice, becomes critical. The outcomes of the lesson observations will be included in the final report

of the WSE supervisory team. This WSE report will not identify the strengths or weaknesses of any individual educator but the status report on the overall teaching and learning of the identified areas. The outcome of the lesson observation for DAS should inform the Staff Development Teams (SDTs) on the areas of development and support (ELRC,2003(b):2). This external evaluation will contribute to the development of the whole institution. This objective evaluation will provide the Staff Development Team with information of the school's own strengths and weaknesses in comparison with other schools.

The integration of WSE and DAS has been discussed and we will now investigate the principles of WSE and DAS.

2.7.3 Principles of WSE and DAS

Observation of educators in practice includes observing educators' skills in facilitating teaching and learning. Both DAS and WSE require such observation. The observations results needs to inform the individual educator's of the professional growth plan towards more effective curriculum delivery. WSE validates the quality of teaching and learning opportunities. These opportunities are more realistically realized in an environment conducive to learning. If an institution is committed to be successful in all areas it will reinforce the ongoing implementation of DAS.

Observing educators in practice must attempt to limit disturbances of normal school operations. Observation by the school management team (SMT) implies class visits but the implementation might be complicated because of limitations on staff provision. The process must be conducted in school time and the appraisers are also required to teach to maximum capacity.

In the process of lesson observation so called gateway learning areas have to enjoy priority. These priorities include Languages, Mathematics

and Natural Sciences and areas that should address barriers to learning and development of learners.

Educators' identifications, (discoveries made during observations) and any discussions ensuing from the WSE observations, must be kept confidential.

The school management team (SMT), the staff development teams (SDTs) and the WSE teams, must work in a collaborative manner in order to ensure effective implementation of all these processes in a school (ELRC, 2003(b):3).

To observe educators in practice for the purpose of WSE and DAS, the agreement has to provide a protocol and provide an "observing instrument." This instrument provided by the DoE is a management plan to implement the system. A comprehensive explanation with critical reflection and comments of the protocol will follow. Understanding the model will empower educators to utilize it to their own advantage.



2.7.4 **Protocol**

The Protocol is a set of step-by-step processes and procedures to be followed in order to harmonize both the internal and external evaluation for purposes of DAS and WSE. This protocol should be read and applied in conjunction with WSE and DAS policies.

The first aspect that needs to be addressed is the planning and timing.

2.7.5 **Planning and timing**

It is advisable that departments and schools establish a procedure that allows schools to prepare their programmes during external evaluations. There should be adequate time given to schools. Schools

are provided with dates well in advance to be prepared for such visits. through giving them notice of external evaluations well in advance. This will assist schools to make sure the two processes coincide. We will now look at Process A and go through steps 1 to 5.

2.7.6 **Process A: Internal Appraisals and Evaluations**

STEP 1

The District and the principal of a school should facilitate the establishment of DAS structures in the school and its implementation.

STEP 2

The first step in the process for the educator is self-appraisal. The educator should make an assessment of the qualities and limitations of his / her teaching. This will be done before any lesson observation of educators will be conducted in practice. This appraisal might be seen as subjective but the educators' perception of his or her performance might contribute to improvement. This self-assessment should focus educators on their own professional needs and interests (Humphreys, 1992:115).

STEP 3

Lesson observation of educators in practice for the purposes of both DAS and WSE must coincide, to utilize human resources and time efficiently. The principal, the school management team and the staff development team, in consultation with staff members, develop an implementation plan for lesson observation of educators in practice, as required by these two processes.

This so-called implementation plan has to be planned with great care and insight to safeguard the process. A detailed example of such a plan must be provided.

The implementation plan must indicate clearly who should be appraised, by whom and when. This information must be reflected in the school composite timetable. The DoE will supply this timetable in the form of a management plan. This plan will indicate how DAS and WSE will coincide. The DoE will provide precise directives well in advance for implementation.

STEP 4

The DAS panelist (one member) observes the lesson using the prescribed instrument and discusses the outcomes of the lesson observation with the educator observed. Observations made by panelists might be limited with restrictions on availability of evaluators and time constraints because of a full schedule. The appraisee may request copies of the lesson observation records and should not be denied access to this information.

STEP 5

The DAS panelist will make the information on lesson observation available for WSE internal processes. This information has to be made available for the process of WSE.

With the integration of WSE and DAS we will now investigate Process B which focuses on the external appraisal and evaluation steps 1 – 6b.

2.7.7 Process B: External appraisals and evaluations

STEP 1

The WSE team leader has to determine a suitable date for the external evaluation, after consultation with the Principal and SMT of the school. Schools are to be informed well in advance (at least 4 weeks in advance – excluding recess) of the dates of a forthcoming visit for the

purpose of conducting WSE. Where necessary, the Department and the principal of a school will facilitate the establishment of DAS structures in the school, and its implementation.

STEP 2

If not already done, the WSE team leader is to request the District to provide the advocacy and training around WSE and DAS. The District has to make the necessary arrangements with the school principal to do so, and to inform the principal of documentation required before the visit, including assessment reports, learner profiles, learning programmes, timetables, school policies and DAS documentation. The school management should also inform parents, educators and learners of the forthcoming evaluation, and its purpose.

STEP 3

With the Pre-evaluation visit by team leader to the school, he or she has to meet with SMT and SDT and;

- Collect documentation – self-evaluation forms, professional growth plans, and DAS reports.
- Finalize dates of the Whole School Evaluation.
- Confirm the appointment of a school-based WSE coordinator (need not to be the principal) in accordance with WSE Policy.
- Discuss the process to be followed, and impress the need to maintain the normal routine of the school.



STEP 4

On the basis of documentation received, and their own priorities, the team leader and supervisors are to identify a representative cross-section of educators for observation in practice. They have to communicate this to the school as soon as possible, preferably during the week prior to the external evaluation. The WSE team should consist of supervisors with appropriate knowledge of learning areas to be evaluated.

STEP 5

The external evaluation

School management is to introduce the WSE team to the staff, and explain to them the purpose of the visit,

The supervisors are to confirm which educators are to be observed and finalise a timetable for the week with the SMT and SDT.

Evaluation of educators in the other 8 areas goes on simultaneously with the lesson observations;

Supervisors involved in observations are to meet with DAS panels and appraisees to consider and to complete the pre-evaluation educator profile checklist and collect other significant information on the individual educator, including the professional growth plans;

A member of the DAS panel with appropriate learning area knowledge has to accompany the supervisor in relevant lesson observations;

The DAS panelist and the WSE supervisor are to observe the lesson using the same instrument (each completes a separate form); compare

findings and discuss these with the appraisee. The appraisee may request copies of evaluation forms.

Confidentiality regarding the identity of the appraisee is assured in any documentation leaving the school as part of the WSE. This will ensure that the individual will not be victimized (the name of the appraisee is written in the form for DAS purposes only) (Block,1992:35).

STEP 6a

The DAS processes must inform educators and focus on the professional development of individual educators.

- The Professional Development Plan (PDP) is prepared after the observation.

STEP 6b

The supervisor prepares a written report after the observation to include:

- WSE of the quality of learning and teaching.
- WSE of the quality of DAS process.

A consolidated report on the quality of teaching and learning is to be incorporated into the final WSE report for the school (ELRC 2003(b):3-6).

2.7.8 Resolution of grievances

Where agreement on the written report cannot be reached, the matter will be referred to the next level. A supervisor (reviewing officer) will address the grievance within a week.

If there is still no resolution within 5 working days, and where there are:

- serious breaches of the guidelines or of due process; or
- serious grounds for challenging the overall performance rating either party may request a formal review. This request should be in writing and must state the reasons why the educator believes there are grounds for challenging the process, or the result.

A Review Committee, consisting of a peer (senior manager), observers from trade unions admitted to Council, and a neutral person, will then be appointed by the Regional Manager / District Manager (or his/her delegate). The Review Committee will then make a recommendation to the Head of Department (ELRC, 2003(b):6).

After the discussion of the internal- and external appraisal and evaluation process is it imperative to investigate the lesson observation instrument.



2.7.9 **The lesson observation instrument**

The instrument is designed for lesson observation of educators in practice for both Whole School Evaluation and Developmental Appraisal Systems.

The instrument has four focus areas, which should be assessed:

- the creation of a positive learning environment;
- knowledge of the curriculum and learning programmes;
- lesson planning, preparation and presentation; and
- learner assessment.

Each focus area prompts a question:

- Does the educator create a suitable environment for teaching and learning?
- Does the educator demonstrate adequate knowledge of the learning area and does she/he use this knowledge effectively to create meaningful experiences for learners?
- Is lesson planning clear, logical and sequential, and is there evidence that individual lessons fit into a broader learning programme?
- Is assessment used to promote teaching and learning?

The lesson observation instrument was designed for lesson observation of educators in practice and for WSE. This observation of educators has the implication of performance ratings. The four levels of performance will now be discussed.



2.7.10 Assessment in terms of the Four Levels of Performance

- Rating 1: Unacceptable. This level of performance does not meet minimum expectations and requires urgent interventions and support. The implication is that this performance lies between 0% and 25%. To provide just 4 levels of performance limits the appraiser to just these categories.
- Rating 2: Satisfies minimum expectations. This level of performance is acceptable and is in line with minimum expectations, but development and support are still required. To function the implication at between 26% and 50% predicts disastrous results but it is accepted as a minimum expectation.

- Rating 3: Good. Performance is good and meets expectations, but some areas are still in need of development and support. Between 51% and 74% is seen as good and a person will be in line for a yearly increment. The difference between 51% and 74% is however just too substantial to reflect the same category of performance.
- Rating 4: Outstanding. Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised. The implication is the performance lies between 75% and 100%. This indication is accepted but the implication is that some educators who perform outstanding and people above 90% will qualify for the same performance rating. Reference to the specific levels of rating on each level of performance has been made and is now also necessary to investigate the appraisal of educators in the BTL sector.

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2.8 APPRAISAL OF EDUCATORS IN THE “BTL” SECTOR

An educator, who teaches learners with “Specialized Educational Needs”, has to be equipped to deal with learners with diverse and various needs. An appropriate qualification or experience in Special Needs Education is a requirement to deal with such needs. Educator appraisal in “BTL” schools has to be judged differently than mainstream appraisal, because of the diversity of criteria in a classroom with a multitude of differences. Ainscow (1994:35) identified three aspects that indicates the importance of these differensialities:

- human behavior can only be understood with respect to the particular context;

- this understanding can only be achieved by consideration of these contexts as “wholes”; and
- events can only be understood by taking account of the multiple realities.

Appraisers in the BTL context must appraise educators in the context of the environment and the specific disability of the learners.

To appraise all educators with the same measurement tool and in the same context, categorizes appraisal and begs the question as to whether the observation is isolated and the “whole” ignored. The realities of a school as complicated as a school for learners with “BTL” is, has to be taken into account when observations are made. The appraiser must have prior knowledge of BTL teaching and have grounded knowledge of the circumstances of such institutions.

2.9 BARRIERS TO LEARNING (BTL)

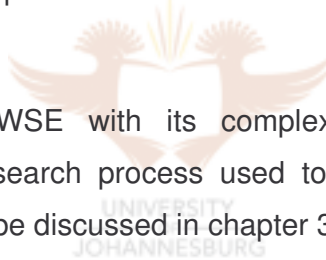
Up to one in five children are likely to have special needs at some time in their school careers. Children with specialized needs are not just the 2% of more obviously handicapped children but if a child has a difficulty, which is substantially greater than that of their peers, a call for special educational provision has to be made. The needs of children with “Barriers to Learning” are no different from other children. They have the same needs to achieve as other children, but they will be heavily dependent on well-organized and enthusiastic teaching. These difficulties will be more pronounced than those of their peers’. They will make high demands on the system and when the system does not provide, these learners will become low attainers, disruptive and school failures (Ramasut, 1989:8-9).

2.10 CONCLUSION

With the adoption of the Collective Agreement Number 3 of 2003 (ELRC 2003(b)) the department made definite improvements in the acceptance of the process of appraisal. Aspects such as a pre-lesson observation checklist now provide educators with guidelines for self-assessment. To accommodate each school with its own particular need, the SMT (School Management Team) meets with the department to motivate certain aspects more appropriate to each school's specific needs. The streamlining and accommodating of both the DAS and WSE in one process can certainly be seen as an improvement.

Educators have to get acquainted with the content of the DAS and WSE processes to empower themselves with knowledge and with clear guidelines to self-improvement. This will also contribute to the progress of the institution.

The process of WSE with its complex ramifications has been discussed. The research process used to probe the perceptions of educators will now be discussed in chapter 3.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter one and two a literature study was undertaken to support the specific aims of the empirical study in chapter 3. The study focuses mainly on educator perceptions of Developmental Appraisal and its implications for Whole School Evaluation (WSE). The area of research was directed at educators involved in school specifically focussed at learners with Barriers To Learning (BTL).

When designing the study the researcher had to decide whether the focus would be exploratory, descriptive or explanatory. The latter has been adopted because this specific phenomenon needs explanations as to why it exists and why people behave in this particular way (Eiselen & Uys, 2002:11).

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3.2 THE RESEARCH INSTRUMENT

The most popular method of collecting data in quantitative research is the use of surveys. Surveys are usually quantitative in nature and aims to provide a broad overview of a representative sample of a large population (Mouton, 2001:152). Surveys are descriptive and often use inferential statistics. In the analysis of large survey data sets, typical techniques would include tabulations, correlation, regression analysis, factor analysis and the use of statistical graphics (bar charts, plots, pie charts) for a more visual presentation (Mouton, 2001:153).

Advantages of using a questionnaire.

Questionnaires are:

- convenient to use;
- easily administered to large numbers of people;
- relatively economical;
- provide a type of “anonymity”

(Rosnow & Rosenthal, 1996:112). People respond more spontaneously when a questionnaire is anonymous.

Disadvantages of using a questionnaire might include:

- lack of depth and “insider” perspective; and
- survey data are sometimes very sample and context specific.

(Mouton, 2001:153)

After investigation of the advantages and disadvantages of the questionnaire will we elucidate the design of the questionnaire.

3.2.1 DESIGN OF THE QUESTIONNAIRE

A structured questionnaire consisting of 40 closed-ended questions guided the empirical part of the research. The aim of this questionnaire is to probe educator perceptions of developmental appraisal and determine the implications for whole school evaluation. The questionnaire was designed to obtain the perceptions of educators in specialized education in schools in Gauteng. BTL schools are not as numerous as the mainstream schools and it was difficult to encourage these institutions to take part in this survey. Eight former model C-schools in the BTL sector took part in the survey.

A brief discussion of the composition of the questionnaire now follows.

3.2.2 COMPOSITION OF THE QUESTIONNAIRE

There are two sections to the questionnaire, which are intended to elicit responses and which shall be useful in bearing more clarity on the research questions as depicted in chapter one. The following is a summary of the components of the instrument:

Section A: In this section the biographical details of respondents are presented. The researcher requested the following details:

- gender;
- age;
- number of complete years of teaching experience;
- highest educational qualifications;
- present post level;
- religious commitment;
- type of school where greater part of teaching experience was gained;
- classification of school where you are currently teaching;
- language of instruction at your school;
- gender of principal of your school;
- attendance of learners;
- attendance of educators; and
- image of school in community.

Section B: In this section 40 questions are presented to establish the following:

- Questions 1-10 deals with educators perceptions of the implementation of DAS in BTL schools.

These questions endeavor to establish what educator's perceptions are regarding the process of the implementation of DAS.

- Questions 11-21 deals with educators perceptions regarding the moral factors associated with DAS.

These questions are focussed on aspects such as a democratic climate, open communication, transparent process and an effective learning culture.

- Question 22-31 deals with educators perceptions on the training of educators in DAS.

With these questions the study probed aspects such as professional development, training, guidance from supervisors, quality of teaching, self-evaluation, union involvement, quality of the approach used.

- Question 32-40 deals with educators perceptions on the sustainability of DAS.

Utilizing these questions the study aimed to establish whether the aspects involved could sustain the system in the “long run”. Aspects probed focused on: lifelong learning, staff support of the system, improvement of the system, goal setting, and monetary rewards supporting it.

The opinions of educators in section B were indicated on a 5-point scale. By far the most commonly used measurement tools are rating scales of the numerical, forced choice, and graphic kinds (Rosnow & Rosenthal, 1996:98).

In this section the following standardized numerical scale was utilized.

Strongly disagree

1	2	3	4	5
---	---	---	---	---

 Strongly agree

- 5 Strongly agree
- 4 Agree
- 3 Neither agree or disagree (undecided)
- 2 Disagree
- 1 Strongly disagree

A discussion of the sampling technique and administration of the instrument now follows.

3.3 SAMPLING TECHNIQUE AND ADMINISTRATION OF THE INSTRUMENT

Sampling is the process by which units are selected from a large population to draw wider conclusions about it. Sampling occurs when researchers do not have the time, opportunity or resources to include every unit of the research population in their study (Deacon, 1999:398). To be able to investigate the perceptions of educators on appraisal in schools with learners with barriers to learning the following respondents were selected from schools with a main focus on the following disabilities:

- learning disabled;
- cerebrally palsied;
- physically disabled;
- mentally handicapped; and
- remedial schools.



The five categories selected represent samples of educators and support staff (psychologists and therapists) with their own situational or contextual factors during performance- and developmental appraisal.

Educators, psychologists and therapists were randomly selected in sample groups from each stratum to perceive specific contextual factors during appraisal.

3.3.1 Rationale of the sampling technique

According to Deacon, Pickering, Golding & Murdock (1999:399) random sampling is sometimes ordered into different strata before the random selection begins (for example males and females). This provides the researcher with greater control over the final sample composition.

Random sampling is sometimes alternatively referred to as probability sampling. Random sampling covers all sampling methods that share two attributes. First the selection of sample units from the sampling frame is left to chance; the researcher has no final control in deciding which sample units are selected. Second, each unit of a research population has an equal and calculable chance of selection (Deacon, et al., 1999:397).

The administration of the questionnaire will now follow.

3.3.2 Administration of the questionnaire

The questionnaires were distributed to specific schools focused on specialized education in the Gauteng province. The completed questionnaires were then collected by the researcher, checked for completeness and categorized according to the school's specific focus of expertise.

The questionnaires were then submitted to statistical consulting services of RAU where the data was transcribed and processed.

3.4 THE STRUCTURED QUESTIONNAIRE AS INSTRUMENT OF RESEARCH

The questionnaire consisted of 40 items in section B with the intention of eliciting the educator's perceptions of developmental appraisal:

implications for whole school evaluation. Thirty two (32) of the items formed a single underlying dimension (factor one) of aspects contributing to the effective implementation of DAS. These 32 items had a Chronbach Alpha value of 0,9195. This scale is reliable since $0,9195 > 0,7$ (Eiselen & Uys, 2002:109). Items B8, B10, B21inv and B7 were eliminated on grounds of a too low MSA in the second round factor analysis. Factor 2 consisted of 2 questions B14 and B15 with an Cronbach Alpha value of 0,4682. Factor 3 consist of 2 questions B25 and B9 with an Cronbach Alpha value of 0,4318. Both these factors $< 0,7$ which indicate that they are not reliable (Eiselen & Uys, 2002: 107). Questions were formulated around aspects of:

- implementation of DAS;
- moral factors (processes involved in DAS);
- training received in DAS; and
- sustainability of DAS.

The following discussion reveals the overall results that were obtained from the questionnaire as administered to the sample.

3.4.1 Items associated with section B of the questionnaire.

Respondents had to answer according to the header “To what extent do you agree / disagree with the following statements regarding the Developmental Appraisal System (DAS)”.

The respondents had to indicate the extent to which they agree or disagree with the statements in the questionnaire; where

- 5 = strongly agree with the statement;
- 1 = strongly disagree with the statement; and
- 2 to 4 = form intervals between 1 and 5.

The 32 items belonging to the factor “aspects contributing to the effective implementation of DAS” are presented in Table 3.1. A more detailed analysis of 10 of the items follows the table.

Table 3.1: Aspects contributing to the effective implementation of DAS.

Item	Description		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
B1	Educators had the opportunity to be involved in its design	Count %	64 35.9%	59 32.6%	33 18.2%	17 9.4%	8 4.4%	181 100%
B2	Educators unions had the opportunity to be involved in its implementation	Count %	11 6.2%	51 28.7%	83 46.6%	27 15.2%	6 3.4%	178 100%
B3	I believe that it is a fair educator appraisal system	Count %	44 24.3%	66 36.5%	44 24.3%	22 12.2%	5 2.8%	181 100%
B4	Educators trust that it will improve their professional practice	Count %	38 21.0%	65 35.9%	43 23.8%	31 17.1%	4 2.2%	181 100%
B5	Educators are committed to its implementation	Count %	40 22.1%	70 38.7%	46 25.4%	19 10.5%	6 3.63%	181 100%
B6	It is designed in such a way that it will be easy to implement	Count %	37 20.4%	69 38.1%	54 29.8%	20 11.0i%	1 .6%	181 100%
B7	The assessment (appraisal) panel should include a member of the school management team	Count %	24 13.3%	21 11.6%	48 26.5%	65 35.9%	23 12.7	181 100%
B8	Professional experience should be the key criterion when selecting your appraisal panel	Count %	7 3.9%	17 9.4%	28 15.5%	72 39.8%	57 31.5%	181 100%
B9	The process must be moderated by your Institutional Development Supervisor (IDAS) official	Count %	19 10.5%	15 8.3%	79 43.6%	56 30.9%	12 6.6%	181 100%
B10	Educators must be assessed on the most important aspects as contained in their job description	Count %	4 2.2%	7 3.9%	18 9.9%	92 50.8%	60 33.1%	181 100%
B11	The DAS process was communicated in a democratic way	Count %	34 18.8%	57 31.5%	62 34.3%	22 12.2%	6 3.3%	181 100%
B12	I have a positive attitude towards it	Count %	34 18.9%	49 27.2%	55 30.6%	36 20.0%	6 3.3%	180 100%
B13	I do not feel threatened when appraised using this approach	Count %	19 10.5%	33 18.2%	51 28.2%	59 32.6%	19 10.5%	181 100%
B14	It is judgmental with respect to deciding whether an educator falls into the A or B category	Count %	8 4.4%	26 14.4%	56 30.9%	55 30.4%	36 19.9%	181 100%
B15	It is not clear which aspects are to be appraised	Count %	8 4.4%	38 21.0%	49 27.1%	58 32.0%	28 15.5%	181 100%

Item	Description		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
B16	Educator's teaching performances are appraised in a transparent way	Count %	24 13.4%	41 22.9%	63 35.2%	43 24.0%	8 4.5%	179 100%
B17	It facilitates a democratic appraisal climate for appraising performance	Count %	18 9.9%	44 24.3%	82 45.3%	30 16.6%	7 3.9%	181 100%
B18	It promote an open climate for communication between the appraiser and appraisee	Count %	17 9.4%	38 21.0%	55 30.4%	64 35.4%	7 3.9%	181 100%
B19	It facilitates an effective learning culture in the school	Count %	17 9.4%	30 16.6%	55 30.4%	51 28.2%	28 15.5%	181 100%
B20	The inclusion of a peer in the appraisal panel may affect interpersonal relationships negatively	Count %	17 9.4%	30 16.6%	55 30.4%	51 28.2%	28 15.5%	181 100%
B21	Assessment by learner is an effective way of appraising educators	Count %	76 42.0%	46 25.4%	32 17.7%	18 9.9%	9 5.0%	181 100%
B22	It is aimed at the professional development of educators	Count %	17 9.4%	37 20.4%	49 27.1%	64 35.4%	14 7.7%	181 100%
B23	Educators were well trained in the process of appraising educators	Count %	61 33.7%	63 34.8%	35 19.3%	20 11.0%	2 1.1%	181 100%
B24	The school management team was trained to a higher level in DAS than the rest of the educators	Count %	41 22.8%	48 26.7%	68 37.8%	19 10.6%	4 2.2%	180 100%
B25	It can be administered within different types of schools	Count %	24 13.3%	33 18.2%	62 34.3%	56 30.9%	6 3.63%	181 100%
B26	Educators believe supervisors will provide guidance to such an extent that the process is trustworthy	Count %	30 16.6%	54 29.8%	57 31.5%	33 18.2%	7 3.9%	181 100%
B27	It improves the quality of classroom teaching	Count %	26 14.4%	61 33.7%	42 23.2%	44 24.3%	8 4.4%	181 100%
B28	Self-evaluation is an important component	Count %	6 3.3%	8 4.4%	22 12.2%	99 55.0%	45 25.0%	180 100%
B29	Having a union representative on the appraisal panel protects to rights of the educator	Count %	10 5.5%	23 12.7%	54 29.8%	67 37.0%	27 14.9%	181 100%
B30	The A/B rating scale used adequately distinguishes between the performances of different educators	Count %	57 31.5%	37 20.4%	57 31.5%	25 13.8%	5 2.8%	181 100%
B31	The rating that an educator receives should be similar even if assessed by different people	Count %	15 8.3%	20 11.0%	37 20.4%	68 37.6%	41 22.7%	181 100%

Item	Description		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
B32	I feel that it is an integral part of lifelong learning	Count %	19 10.5%	44 24.3%	62 34.3%	42 23.2%	14 7.7%	181 100%
B33	I support performance appraisal	Count %	19 10.5%	33 18.2%	45 24.9%	59 32.6%	25 13.8%	181 100%
B34	The system has the potential to improve the standard of education	Count %	23 12.8%	35 19.4%	44 24.4%	65 36.1%	13 7.2%	180 100%
B35	I support the view that appraisal goals be set before appraisal occurs	Count %	4 2.2%	7 3.9%	28 15.5%	96 53.0%	46 25.4%	181 100%
B36	It is at least something that can be used to develop the performance of educators	Count %	15 8.3%	19 10.5%	49 27.1%	82 45.3%	16 8.8%	181 100%
B37	I believe that it is an integral part of Whole School Evaluation	Count %	12 6.6%	28 15.5%	67 37.0%	62 34.3%	12 6.6%	181 100%
B38	Development appraisal should be accompanied by an appropriate monetary incentive	Count %	17 9.4%	11 6.1%	37 20.4%	58 32.0%	58 32.0%	181 100%
B39	I believe that the monetary rewards that accompany performance appraisal will reinforce DAS,	Count %	16 8.8%	20 11.0%	42 23.2%	60 33.1%	43 23.8%	181 100%
B40	Previous performance appraisal should count when educators apply for promotion	Count %	19 10.5%	9 5.0%	31 17.1%	71 39.2%	51 28.2%	181 100%

A discussion of items regarded as important will now follow.

Table 3.1 reveals the following statistical data:

Item B12: I have a positive attitude towards it.

- mean score: 2,63
- rank order: 23
- standard deviation: 1,11

“I dread it – the annual round of filling out pointless forms, asking the staff stupid questions and then getting them to fill out their own self – assessment forms. Does this negative attitude strike a cord in you?”(Taylor, 1998:9) The attitude of educators reflects a negative attitude with 76,7% of respondents being either neutral, disagreeing or strongly disagreeing. This poses a definite

threat for the DAS process. Educators (like in most other institutions) are opposed to the system of appraisal. It has to be taken into account that all types of appraisal imply some form of control and people have a natural resistance towards it. Educators have to face the realities of appraisal and the fact that it is a prerequisite for a monetary incentive. A positive attitude towards appraisal can only benefit appraisees.

Item B11: The DAS process was communicated in a democratic way.

- mean score: 2,50
- rank order: 24
- standard deviation: 1,05

The proper procedures are usually followed in a process as important as a new appraisal system. All parties were invited to be part of the process from conceptualization to development but it did not contribute positively towards better communication. Respondents indicated that they were under the impression that a democratic process was not followed. Educators only realized that they were part of DAS when training started at institutions. Respondents negative attitudes are reflected in the responses of 34% neutral and 53% disagree or strongly disagree that the process was communicated in a democratic way.

Item B4: Educators trust that it will improve their professional practice.

- mean score: 2,44
- rank order: 25
- standard deviation: 1,08

Attitudes of respondents clearly indicate a reluctance to accept the statement that it will improve professional practice. The use of the word “trust” may have a further negative impact on the response.

Item B24: The school management team was trained to a higher level in DAS than the rest of the educators.

- Mean score: 2,43

- Rank order: 26
- Standard deviation: 1,03

Respondents do not accept the statement that management was trained to a higher level than the rest of the educators. Respondents present a negative attitude towards management's competence with only 12,8% to agree or strongly agree that the school's management was indeed trained to a higher level. With 49,5% of respondents who disagree or strongly disagree management can surely not feel confident that the appraisal process will succeed.

Item B30: The A/B rating scale adequately distinguishes between the performances of different educators.

- mean score: 2,40
- rank order: 27
- standard deviation: 1,16

People in general have the need to be treated in a fair and honest way. With a large component of educators who feel they were treated unfairly in the past, great emphasis is placed on fairness, honesty, reliability and equal opportunities for all. When an appraisee is evaluated by someone with little knowledge of the appropriate subject a feeling of mistrust is created and a report of such appraiser is viewed with animosity. If a second appraiser comes to the same conclusion the appraisee might accept both reports with greater ease. An objective conclusion from someone with insight and experience in an appraisee's field might be the acceptable norm.

Item B5: Educators are committed to its implementation.

- mean score: 2,34
- rank order: 28
- standard deviation: 1,10

Educators present reluctance towards the appraisal system with a spontaneous rejection of its implementation. Only 13,8% agrees or strongly agrees with the statement that educators are committed to its implementation.

The first attempt of the newly elected government was to present educators with a system of developmental appraisal. It was advocated to be transparent with a developmental approach, opposed to the so – called judgmental approach utilized in the apartheid era. This attempt of the government does not enjoy the support off respondents with 60,8% who disagree or strongly disagree that educators are committed to the implementation of DAS.

Item B6: It is designed in such a way that it is easy to implement.

- mean score: 2,33
- rank order: 29
- standard deviation: 0,93

Without grounded knowledge of the new developmental appraisal system respondents indicate reluctance towards its implementation. The indication is that the majority of respondents experienced the old system of inspection and believes that it is just the same system with a few alterations. The fact that it is a new system and that educators were not exposed to it contribute to the response that it is believed not to be easy to implement.

Item B3: I believe it is a fair educator appraisal system.

- mean score: 2,33
- rank order: 30
- standard deviation: 1,67

As mentioned in item 30, people have the need to be treated in a fair and honest way. Great emphasis is placed on fairness, honesty, reliability and equal opportunities. This system was designed to move on from a system perceived by the majority of educators as unfair and with prejudice. This perception still prevails with 60,8% respondents not in agreement that the system is fair. Only 15% of the respondent's attitudes were favorable to this item.

Item B1: Educators had the opportunity to be involved in its design.

- mean score: 2,15
- rank order: 31

- standard deviation: 1,13

Educators were aware that the new model was going to be introduced but with limited knowledge of any form of appraisal (except the inspection model used before 1994) they had to accept what was presented. Possible reasons why educators could not be involved in its design are the following:

- people were not trained in DAS;
- people are opposed to appraisal in general;
- appraisal might be reactive (The appraiser might use an isolated incident to punish the appraisee);
- educators might be suspicious of the motives behind DAS;
- one-way appraisal (The judgmental approach used in the past might still be in the mind of many respondents);
- negative and confrontational appraisal of educators' experiences of principals with dictatorial and dominating attitudes out of the current and old system might be experienced); and
- irregular appraisal (with the implementation of DAS in 1999 the process has not been accepted or fully implemented by schools) (Taylor 1998:12 – 13).

Item 23: Educators were well trained in the process of appraising educators.

- mean score: 2,11
- rank order: 32
- standard deviation: 1,05

The statement implies the following:

- Educators have to do self-appraisal.

To appraise one self one has to understand the system optimally to accommodate maximum potential development.

- Educators have to appraise peers.

Understanding of the system is even more pertinent with peer-appraisal. Ignorance of the system might have serious implications.

- Appraisal by an educator in a higher position.

An appropriate norm might be that an appraisee has to be appraised by someone with appropriate insight and experience in the same field of expertise.

- Appraisal by an outsider.

To be appraised externally an important requirement for acceptance is that the outsider must be qualified as an educator.

Following the item discussion is the biographical details of respondents.

3.4.2 SOME BIOGRAPHICAL DATA ON THE RESPONDENTS OF THE STUDY

The following tables on biographical details provide examples of the extent of representatively in the samples used in Gauteng.

**TABLE 3.3
GENDER OF RESPONDENTS**

RESPONDENTS	FREQUENCY	%
Male	25	13,8
Female	155	85,6
Missing system	1	0,6
TOTAL	181	100

The indication that just 14% of respondents were male, indicate that very few men are still in the education system. BTL schools might experience a smaller percentage of male teachers than mainstream education.

**TABLE 3.4
AGE OF RESPONDENTS (4 groups)**

RESPONDENTS	FREQUENCY	%
Younger than 35	44	24,3
35 – 45	53	29,2
46 – 50	44	24,3
Older than 50	39	21,5
Missing system	1	0,7
TOTAL	181	100

The representation of experienced teachers in BTL schools (75% are older than 35) can be seen as beneficial for this sector. BTL schools require that educators with prior teaching experience are appointed. An aspect that might indicate future shortage is the small percentage of educators in the grouping younger than 35.

**TABLE 3.5
TEACHING EXPERIENCE (3 groups)**

RESPONDENTS	FREQUENCY	%
Less than 10 years	42	23,2
10 – 20 years	79	43,6
More than 20 years	59	32,5
Missing system	1	0,7
TOTAL	181	100

The majority of educators have 10 or more years of teaching experience. Thus most of the educators were subjected to inspection in the previous dispensation.

**TABLE 3.6
PRESENT POST LEVEL (Grouped for convenience)**

RESPONDENTS	FREQUENCY	%
Educator	105	58,1
Heads of Department / Deputy Principal / Principal	37	20,4
Therapist / Psychologist	39	21,5
TOTAL	181	100

The career path in education is limited to 4 levels of post positioning (educator, head of department, deputy principal and principal).

**TABLE 3.7
LANGUAGE OF INSTRUCTION (grouped for convenience)**

RESPONDENTS	FREQUENCY	%
English	57	31,5
Afrikaans / Double medium	55	30,3
Parallel medium	68	37,5
Other	1	0,7
TOTAL	181	100

Schools, which took part in the survey, had both English and Afrikaans as language of instruction. With the inclusion of all South Africans in the system the change is towards English.

**TABLE 3.8
IMAGE OF SCHOOL IN COMMUNITY**

RESPONDENTS	FREQUENCY	%
Excellent	37	20,4
Good	99	54,6
Average	43	23,6
Poor	1	0,7
Missing system	1	0,7
TOTAL	181	100

Respondents might look at the image of the school in the community from their own point of reference. Knowledge of a variety of schools might enhance objectivity.

3.5 SUMMARY

The return rate of questionnaires was not as positive as expected. Of the 250 questionnaires handed out to respondents only 181 were completed and sent back in time. This implies a return rate of 72,4%.

In chapter 3 the focus of the study was on the empirical study. This area of research was directed at educators' involved in schools specifically focussed on learners with Barriers To Learnings and their perceptions of DAS.

The following aspects were discussed in this chapter:

the research instrument, design of questionnaires, composition of the questionnaire, sampling technique and administration of the instrument, rationale of the sampling technique, administration of the questionnaire, the structured questionnaire as instrument of research, and biographical details of the respondents.

In Chapter 4 the analysis of the data using appropriate statistical techniques will be examined.



CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA.

4.1 INTRODUCTION

In chapter 3 the focus of the study was on the design of the research instrument. Aspects of the empirical investigation were also discussed. In this chapter an empirical analysis will be conducted on data obtained from the respondents. Data used in the questionnaire consisting of sections A and B shall be analyzed in terms of two independent groups and those with three or more independent groups.

In this chapter the discussion will focus on the following:

- the validity and reliability of the research instrument;
- a discussion of the various factors involved;
- a comparison of the independent pairs by stating appropriate hypotheses and interpreting the statistical data using univariate statistical tests;
- a discussion of the difference between the average mean scores of the independent variables; and
- a conclusion.

It is essential to establish the reliability and validity of the research instrument used in the research. A discussion of these aspects now follows.

4.2 RELIABILITY AND VALIDITY

In an attempt to determine the perceptions of educators using a structured questionnaire, it is of the utmost importance that the

instrument is valid and reliable. In order to establish reliability and validity of this instrument it is necessary to clarify various concepts and indicate how it relates to the research.

Reliability, broadly speaking, refers to consistency or stability, for instance, whether measurements can be repeated and confirmed by further component measurements (Rosnow & Rosenthal, 1996:122). It refers to the extent to which research findings can be replicated. If the study is repeated will it yield the same results? Reliability is problematic in the social sciences simply because human behavior is never static (Merriam,1998:205). Neuman (1999:368) describes reliability in his research under "Internal consistency" which attempts to establish a coherent picture and "External consistency" with its focus on how it all fits together in the overall context.

Validity refers to whether the measurements measure what they are supposed (or claim) to measure (Rosnow & Rosenthal, 1996:122).

Validity is the degree to which what was observed or measured is the same as what was purported to be observed or measured (Rosnow & Rosenthal, 1996:417). Neuman (1999:369) describes validity as the confidence placed in the analysis of the data, and the accuracy of the data representing the setting.

Rosnow & Rosenthal, (1996:130-132) points out that validity has different facets. To assess the validity of a test or questionnaire means finding out the degree to which it measures what it is supposed to measure. The assessment is considered the most important criterion in instrument evaluation and, in questionnaire construction, involves accumulating evidence in three categories: (1) content validity; (2) criterion validity; and (3) construct validity:

- Content validity: A type of test validity that addresses whether the test adequately samples the relevant material. To achieve this

requirement the questionnaire was submitted to the Statistical Consulting Services of the Rand Afrikaans University for scrutiny. Each item was scrutinized to such an extent that it could represent the content for which it was designed to measure.

- Criterion validity: The extent to which a measure correlates with one or more criterion variables.
- Construct validity: A type of test or research validity that addresses the psychological qualities contributing to the relation between X and Y (Rosnow & Rosenthal, 1996:403).

The construct validity of the measuring instrument was investigated by means of successive first and second order factor analytic procedures. It is a useful tool to examine the validity of tests or the measurement characteristics of attitude scales (Rosnow & Rosenthal, 1996 : 403).

4.3 FACTOR ANALYSIS

The basic aim of factor analysis is to determine the underlying factors or dimensions in a set of opinion-related questions. Factor analysis helps the researcher to reduce the number of questions to a few, interpretable factors or dimensions. It also enables the researcher to describe the results of a survey in a concise manner by concentrating on the factors rather than the individual questions (Eiselen & Uys, 2002:98-99).

Once the questions contributing the most to a factor is established each factor's score for each respondent can then be determined.

In this research 40 items were intended to elicit information on the perceptions of educators towards the Developmental Appraisal System. The construct validity of the instrument was investigated by the use of successive first and second order factor analytic procedures.

The first order procedures involve Principal Axis Factoring analysis. These procedures were performed using the SPSS programme to identify a number of factors that could induce the processing of the statistics. The first-order factor analysis of Section B of the questionnaire reduced the 40 items to 11 first-order items. Some items were eliminated on grounds of a too low MSA ($< 0,70$). These first-order factors were now subjected to a second-factor analytic procedure.

These procedures resulted in the following second-order factors namely:

- Factor 1 consisting of 32 items that was named. “Aspects contributing to the effective implementation of DAS” with a Cronbach-Alpha reliability coefficient of 0,9195. The 32 items can thus be regarded as forming one scale with a minimum value of $32 \times 1 = 32$ and a maximum value of $32 \times 5 = 160$.
- Four items (B8, B10, B21 inv and B7) with a low correlation with the scale were deleted. These items were deleted to obtain a substantially larger Cronbach-Alpha and to measure the same dimension (Eiselen, 2002:108).

Factor 2 and 3 were eliminated because of a too low Cronbach-Alpha value. Factor 2 (B14 and B15) has a Cronbach-Alpha reliability coefficient of 0,4682; and

Factor 3 (B9 and B25) Cronbach-Alpha = 0,4318

The items in Section B that constitute “Aspects contributing to the effective implementation of DAS” are shown in Table 4.1.

TABLE 4.1 ITEMS ASSOCIATED WITH SECTION B OF THE QUESTIONNAIRE

RANK	ITEM	DESCRIPTION	MEAN SCORE	STANDARD DEVIATION
1	B35	I support the view that appraisal goals be set before appraisal occurs	3,9558	0,8825
2	B28	Self-evaluation is an important component	3,9389	0,9177
3	B38	Development appraisal should be accompanied by an appropriate monetary incentive	3,7127	1,2157
4	B40	Previous performance appraisal should count when educators apply for promotion	3,6961	1,2260
5	B31	The rating that an educator receives should be similar even if assessed by different people	3,5525	1,1953
6	B39	I believe that the monetary rewards that accompany performance appraisal will reinforce DAS	3,5193	1,2012
7	B29	Having a union representative on the appraisal panel protects the rights of the educator	3,4309	1,0604
8	B36	It is at least something that can be used to develop the performance of educators	3,3591	1,0634
9	B33	I support performance appraisal	3,2099	1,2116
10	B37	I believe that it is an integral part of Whole School Evaluation	3,1878	0,9953
11	B13	I do not feel threatened when appraised using the approach	3,1436	1,1563
12	B22	It is aimed at the professional development of educators	3,1160	1,1170
13	B34	The system has the potential to improve the standard of education	3,0556	1,1788
14	B18	It promotes an open climate for communication between the appraiser and appraisee	3,0331	1,0641
15	B32	I feel that it is an integral part of lifelong learning	2,9337	1,1082
16	B16	Educator's teaching performances are appraised in a transparent way	2,8324	1,0762
17	B2	Educators unions had the opportunity to be involved in its implementation	2,8090	0,8762
18	B17	It facilitates a democratic appraisal climate for appraising performance	2,8011	0,9813
19	B20 Inv	Inverse – The inclusion of a peer in the appraisal panel may affect interpersonal relationships negatively	2,7624	1,1592
20	B19	It facilitates an effective learning culture in the school	2,7127	1,0698
21	B27	It improves the quality of classroom teaching	2,7072	1,1307
22	B26	Educators believe supervisors will provide guidance to such an extent that the process is trustworthy	2,6298	1,0927
23	B12	I have a positive attitude towards it	2,6267	1,1118
24	B11	The DAS process was communicated in a democratic way	2,4972	1,0457
25	B4	Educators trust that it will improve their professional practice	2,4365	1,0782
26	B24	The school management team was trained to a higher level in DAS than the rest of the educators	2,4278	1,0275
27	B30	The A/B rating scale used adequately distinguishes between the performances of different educators	2,3591	1,1589

RANK	ITEM	DESCRIPTION	MEAN SCORE	STANDARD DEVIATION
28	B5	Educators are committed to its implementation	2,3425	1,0580
29	B6	It is designed in such a way that it will be easy to implement	2,3315	0,9336
30	B3	I believe that it is a fair educator appraisal system	2,3260	1,663
31	B1	Educators had the opportunity to be involved in its design	2,1492	1,1328
32	B23	Educators were well trained in the process of appraising educators	2,1105	1,0510

Having discussed reliability and validity of the research instrument used, the appropriate hypotheses will now be formulated and the statistical analysis discussed.

4.4 HYPOTHESES

Hypotheses for the second order factor, namely “Aspects contributing to the effective implementation of DAS” were formulated in respect of all independent groups.

The comparison of two independent groups will now follow.

4.4.1 COMPARISON OF TWO INDEPENDENT GROUPS

The Student t-test was used at the univariate level to test for possible statistically significant differences. The t-test is very useful in comparing the means of two groups. The t-test allows us to test the likelihood that the population means represented by the two groups reflects a true difference in the mean score or whether they are equal (Rosnow & Rosenthal, 1996:269).

Possible differences between pairs of independent groups as identified in the questionnaire data will now be discussed.

TABLE 4.2 Hypotheses with male and female respondents as independent variable

Dimension	Variable	Symbol	Description	Test
Differences at the univariate level	Gender of respondents	Hot	There is statistically no significant difference between the mean scores of males and females in respect of aspects contributing to the effective implementation of DAS	Student t-test
		Hat	There is a statistically significant difference between the mean scores of males and females in respect of aspects contributing to the effective implementation of DAS	

TABLE 4.3 Significance of difference between male and female respondents regarding aspects contributing to the effective implementation of DAS.

Factor	Group	Mean score	Student t-test (p-value)
Aspects contributing to the effective implementation of DAS	Males	2,7977	0,337
	Females	2,9605	

N (Males) = 24

N (Females) = 147

** statistically significant at the 1% level (p less than 0,01)

* statistically significant at the 5% level (p greater than 0,01 but less than 0,05)

Table 4.3 indicates that there is no statistically significant difference (p = 0,337) between the mean scores of males and females regarding aspects contributing to the effective implementation of DAS. Hat is

therefore rejected and Hot accepted. Both male and female educators thus disagree with being neutral regarding this factor.

Table 4.4 Hypotheses with type of school where greater part of teaching experience was gained either in Mainstream education or in Specialized education.

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at the univariate level	Type of school where greater part of teaching experience was gained	Hot	There is statistically no significant difference between the mean scores of the two teaching experience groups with respect to aspects contributing to the effective implementation of DAS.	Student t-test
		Hat	There is a statistically significant difference between the mean scores of the two teaching experience groups in respect of aspects contributing to the effective implementation of DAS.	

Table 4.5 Significance of difference between educators who gained most of their experience in either mainstream or specialized education.

FACTOR	GROUP	MEAN SCORE	Student t-test (p-value)
Aspects contributing to the effective implementation of DAS	Primary plus Secondary schools	2,9076	0,475
	Specialized schools	2,9720	

N (Primary-/Secondary school education) = 73

N (Specialized education) = 97

** Statistically significant at the 1% level (p less than 0,01)

* Statistically significant at the 5% level (p greater than 0,01 but less than 0,05)

Table 4.5 indicates that according to the respondents there is statistically no significant difference ($p = 0,475$) between the mean scores of the teaching experience groups (primary- and secondary mainstream schools) and specialized schools regarding the type of schools where the greater part of teaching experience was gained.

Hot for the two teaching experience groups with respect to “aspects contributing to the effective implementation of DAS” is thus accepted and we can conclude that educators from both mainstream education and specialized education view DAS in much the same way.

Table 4.6. Hypothesis with average learner and educator attendance groups as independent variable.

Dimension	Variable	Symbol	Description	Test
Differences at the univariate level	Educator and learner attendance	Hot	There is statistically no significant difference between the mean scores of the educator and learner attendance groups with respect to aspects contributing to the effective implementation of DAS	Student t-test
		Hat	There is a statistically significant difference between the mean scores of the educator and learner attendance groups with respect to aspects contributing to the effective implementation of DAS	

Table 4.7 Significance of difference between the average school attendance of learners and educator groups with respect to the factor “aspects contributing to the effective implementation of DAS”.

VARIABLE	GROUP	MEAN SCORE	Student t-test (p-value)
Average school attendance of learners	Excellent	2,9736	0,576
	Average / poor	2,9233	
Average school attendance of educators	Excellent	2,9060	0,525
	Average / poor	2,9629	

** Statistically significant at the 1% level (p less than 0,01)

* Statistically significant at the 5% level (p greater than 0,01 but less than 0,05)

Table 4.7 reveals that in the two independent groups depicted, the mean score in aspects contributing to the effective implementation of DAS have no statistical significant difference between them. On this basis Hot will be accepted because all the p-values are greater than 0,05.



The comparison of three or more independent groups will be discussed in the next section

4.4.2 COMPARISON OF THREE OR MORE INDEPENDENT GROUPS

In respect of three or more independent groups, univariate differences are investigated by means of ANOVA (Analysis Of Variance) in respect of aspects contributing to the effective implementation of DAS. The mean scale scores are compared and should any differences be revealed at this level then the Dunnett T3 test or the Scheffé test is used to determine which of the pairs differ in their mean scores from one another.

The following discussion is based on comparisons of three or more independent groups.

4.4.2.1 Differences between the opinions of respondents based on their age groups relevant to aspects contributing to the effective implementation of DAS.

Table 4.8 Hypotheses with age as the independent variable

DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at the univariate level	Age of respondents	HoA	The average scale scores of the four age groups do not differ in a statistically significant way from one another in respect of aspects contributing to the effective implementation of DAS	ANOVA
		HaA	The average scale scores of the four age groups differ statistically significantly from one another in respect of aspects contributing to the effective implementation of DAS	
DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
Pair-wise differences	Age of respondents	HoS	The average scores of four age groups do not differ in a statistically significant way from one another when compared pair-wise in respect of aspects contributing to the effective implementation of DAS	Scheffé
		HaS	The average score of the four age groups differ in a statistically significant way from one another when compared pair-wise in respect of aspects contributing to the effective implementation of DAS	

Table 4.9 Significance of differences between four age groups of the respondents in respect of the factor aspects contributing to the effective implementation of DAS

FACTOR	GROUP	AVERAGE MEAN SCORE	ANOVA (p-value)	SCHEFFÉ			
				A	B	C	D
Aspects contributing to the effective implementation of DAS	A	3,1594	0,014 **	A	-	*	-
	B	2,8751		B	-	-	-
	C	2,7797		C	*	-	-
	D	2,9137		D	-	-	-

** Statistically significant at the 1% level (p less than 0,01)

* Statistically significant at the 5% level (p greater than 0,01 but less than 0,05)

- | | |
|---------------------|--------|
| A = Younger than 35 | N = 44 |
| B = 35 to 45 | N = 48 |
| C = 46 – 50 | N = 42 |
| D = Older than 50 | N = 37 |



Using table 4.9, it can be seen that the average mean scores of the four age groups differ statistically significantly from one another (p = 0,014) in respect of aspects contributing to the effective implementation of DAS. The null hypotheses HoA is thus rejected at the 1% level.

A pair-wise analysis of the group in table 4.9 reveals the following:

- There is a statistically significant difference at the 5% level between the age groups of educator’s in group C (46 to 50 years) and group A (younger than 35) in respect of aspects contributing to the effective implementation of DAS. Younger educators are more likely to accept guidance and support while older people are sceptical and more suspicious.

- Group D represent an older generation with people “above 50 years”. A feeling of defending and securing one’s position and not to be effected by the process of appraisal might be this group’s concern. This group also represents a large component of promotional posts with experience of previous appraisal systems that were mostly negatively perceived.
- Group A represent the category “35 years and younger”. The younger generation represents respondents with relatively less experience than the older respondents. They have a more positive outlook than the other groups but their mean score is just higher than the average. This group has little or no prior experience of the inspections of the previous dispensation. They might also lack experience of any form of appraisal and are thus more acceptable of it.

The next to be presented are hypotheses and tests with regard to years teaching experience as independent variable.



4.4.2.2 Perceptions of respondents based on years of teaching experience

Table 4.10 Hypotheses with years of teaching experience as independent variable

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Univariate level	Years of teaching experience	HoA	The average scores of the three teaching experience groups do not differ statistically significantly from one another in respect of aspects contributing to the effective implementation of DAS	ANOVA
		HaA	The average scores of the three teaching experience groups differ statistically significantly from one another in respect of aspects contributing to the effective implementation of DAS	
Pair-wise differences	Years of teaching experience	HoS	The average scores of the three teaching experience groups do not differ statistically significantly when compared pair-wise in respect of aspects contributing to the effective implementation of DAS	Scheffé
		HaS	The average scores of the three teaching experience groups differ statistically significantly when compared pair-wise in respect of aspects contributing to the effective implementation of DAS.	

Table 4.11 Significance of difference between the number of teaching years and independent variables

Factor	GROUP	AVERAGE MEAN SCORE	ANOVA (p-value)	SCHEFFÉ			
				A	B	C	
Aspects contributing to the effective Implementation of DAS	A	3,1963	0,002 **	A	-	**	-
	B	2,8503		B	**		-
	C	2,8347		C	**	**	-

** Statistically significant at the 1% level (p less than 0,01)

* Statistically significant at the 5% level (p greater than 0,01 but less than 0,05)

A = Less than 10 years

N = 42

B = 10 to 20 ears

N = 75

C = More than 20 years

N = 54

Using table 4.11 it can be seen that the average scale scores of the three groups with respect of years of teaching experience differ statistically significantly (p = 0,002) in respect of aspects contributing to the effective implementation of DAS at the univariate level. HoA is therefore not accepted.

The next to be presented are hypotheses and tests on highest educational qualifications of educators as independent variable.

4.4.2.3 Educator’s highest educational qualification as independent variable.

Table 4.12 Hypotheses with highest educational qualifications of educators as independent group

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Differences at univariate level	Highest educational qualification	HoA	There is statistically no significant difference in the mean scores of the three educational qualification groups in respect of aspects contributing to the effective implementation of DAS	ANOVA
		HaA	There is a statistically significant difference in the mean scores of the three educational qualification groups in respect of aspects contributing to the effective implementation of DAS	
Pair-wise differences	Highest educational qualification	HoS	There is statistically no significant difference between the mean scale scores of the three educational qualification groups considered pair-wise in respect of aspects contributing to the effective implementation of DAS	Scheffé
		HaS	There is statistically a significant difference between the mean scale scores of the three educational qualification groups considered pair-wise in respect of aspects contributing to the effective implementation of DAS	

Table 4.13 Significance of difference in the mean sores between the highest educational qualifications of educators in respect of aspects contributing to the effective implementation of DAS

FACTOR	GROUP	AVERAGE MEAN SCORE	ANOVA (p-value)	SCHEFFÉ		
				A	B	C
Aspects contributing to the effective implementation of DAS	A	2,9272	0,108	A	-	-
	B	2,8183		B	-	-
	C	3,0943		C	-	-

** Statistically significant at the 1% level (p less than 0,01)

* Statistically significant at the 5% level (p greater than 0,01 but less than 0,05)

A = Grade 12 + post diploma/certificate + Teachers diploma N = 42

B = Teachers diploma + further educational diploma N = 48

C = Bachelor's degree and higher N = 31

Using table 4.13 the following can be derived from the data. The mean scale scores of the three highest educational qualification groups do not differ statistically significantly ($p = 0,108$). With respect to pair-wise comparison of the groups the following deduction can be made:

- There is statistically no significant difference between the mean scores of the three groups and HoS cannot be rejected.

A brief discussion of the remaining independent groups will now. Due to the fact that remaining aspects under discussion did not show any significant statistically effects they will be discussed together.

Table 4.14 Mean scale scores of independent groups in respect of aspects contributing to the effective implementation of DAS.

NAME	GROUP	MEAN SCALE SCORE	ANOVA (p-value)
Post level	A = Head Educator	2,8935	0,075
	B = Head of Department / Deputy Principal / Principal	2,8516	
	C = Therapist / Psychologist	3,1230	
Language of instruction	A = English	2,8322	0,184
	B = Afrikaans / Double medium	2,9283	
	C = Parallel medium	3,0261	
Image of school	A = Excellent	2,9291	0,166
	B = Good	2,9995	
	C = Average	2,7987	

** Statistically significant at the 1% level (p less than 0,01)

* Statistically significant at the 5% level (p greater than 0,01 but less than 0,05)

4.4.2.4 A short discussion on post level, language of instruction and image of the school is presented.

- Post level: There is statistically no significant difference between the mean scale scores of the different post levels groups (p = 0,075). However, the mean scale score of Therapists / Psychologists seems just over the 3 level and the other two groups under 3. A possible reason is that the attitudes of non-teachers are not clouded by large groups of learners. Sometimes they work in small groups but most of the time they are in a one-to-one situation.
- Language of instruction: There is statistically no significant difference between any one of the groups (p-value = 0,184). It is however interesting to see that respondents in the English group scored the lowest with Afrikaans / Double medium also under the value of 3. Parallel medium schools scored over 3. A possible reason for the neutral response may indicate that the acceptance of the system in these institutions is more pertinent.

- Image of the school: The three groups indicated a neutral attitude in their mean scores. There is statistically no significant difference between the mean scores of the three groups ($p = 0,166$). It is encouraging however to see that the mean scale scores to describe the image of the schools are relatively low. The lowest scale score is recorded for schools with perceptions of an average image.

The above discussion of the mean scales of the various independent groups is followed by a summary of this chapter.

4.5 SUMMARY

In this chapter an analysis and interpretation of the empirical data related to the questionnaire was undertaken. The construct validity of the research instrument was investigated by means of a first-order factor analysis followed by a second-order factor analysis. The 40 items of section B were reduced to 11 first-order factors. A second-order analysis reduced it to 3 factors with the first factor consisting of 32 items (Cronbach Alpha = 0,9195).

Both factor 2 (Cronbach Alpha = 0,4682) and factor 3 with a too low reliability (Cronbach Alpha = 0,4318) were not accepted for testing. Hypotheses were formulated and were tested for a number of selected variables. A summary of the rest of the variables concluded the chapter.

In chapter 5 a summary of the research will be given. Important findings and recommendations will be discussed.

CHAPTER FIVE

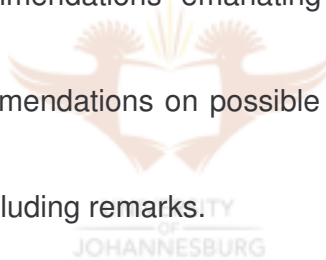
SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter four data collected from a structured questionnaire was analyzed and interpreted. In chapter five a summary of important findings and recommendations emanating from the study is made.

The aim of chapter five is to:

- summarize the first four chapters;
- report findings from the literature study and questionnaire;
- make recommendations emanating from the findings of the research;
- make recommendations on possible topics for further research; and
- provide concluding remarks.



5.2 SUMMARY

In chapter 1 the focus was on defining the research problem, setting out general and specific aims of the research, the research methodology used, and clarification of concepts used in the study. A plan of the study was also provided.

Chapter 2 focused on the literature review of educator perceptions of Developmental Appraisal and the possible implications for WSE. Aspects dealt with include DAS, WSE and the integration of the two concepts. A special reference was made as to how educators in schools with specific provision for learners with “Barriers to Learning” perceive DAS.

In Chapter 3 the design and outline of methodology used to collect data was given. The sampling technique and administration of the instrument was conducted. A discussion of the questions used by the researcher and response analysis were conducted. Scales used and a description of the items were conducted in the form of tables and summaries of data obtained by means of the research instrument.

In Chapter 4 the discussion focused on the validity and reliability of the research. A discussion of the various factors included comparisons, hypotheses, interpretations of tests and conclusions. The 40 items in section B was reduced to one second order (acceptable) factor with 32 items labeled "Aspects contributing to the effective implementation of DAS."

The summary above is now followed by the literature and empirical findings of the research.



5.3 FINDINGS

A discussion on findings classified as literature and empirical findings will now be conducted.

5.3.1 FINDINGS FROM THE LITERATURE REVIEW

FINDING 1

Only one instrument for educator appraisal is provided which has to provide for educators in all schools without recognition of unique circumstances (See 2.9).

The educators in a unique setting cannot be appraised contextually but have to be appraised to set criteria.

FINDING 2

Appraisal is not an isolated part of education, it forms part of every person's life. However, it is specific to the needs of education

Appraisal must lead to institutional and individual growth

FINDING 3

An important aspect of educator appraisal is the problem of over quantification of the evaluation system. A numerical design of utilizing numbers alone to quantify performance excludes a vast array of aspects in education. The educators' responsibility and commitment can not be limited to the mere limitation of a measuring tool

FINDING 4

Formal systems of educator appraisal can be seen as a requirement for accountability. Educators' accountability became a general requirement and the financial contribution of society towards education demands an increased accountability.

FINDING 5

The effective teacher is one of the most important resources a country can have. The "quality" of committed teachers becomes increasingly important. Demands from society include accountability, cost and quality assurance.

FINDING 6

With the establishment of "Protocol and Instrument for use when observing educators in practice for the purpose of WSE and DAS" an integrated approach of lesson observation of educators in practice as

required by both DAS and WSE in order to avoid duplication is now being implemented. An Internal appraisal (Process A) focuses on DAS and an External appraisal (Process B) focuses on WSE.

5.3.2 FINDINGS FROM THE RESEARCH QUESTIONNAIRE

Findings from the research questionnaire are based on the four aspects of:

- implementation of DAS;
- processes involved in DAS (Moral factors);
- training of educators; and
- sustainability of DAS.

FINDING 1

Implementation of DAS.

The aspect of assessment of educators on the most important aspects contained in their job description had a positive response of more than 82%. A deduction that can be drawn from the data is that educators need guidelines (a job description) and are prepared to be appraised depending on the parameters drawn beforehand. In support of the above statement a high premium is placed on goal setting (nearly 80% positive).

FINDING 2

Implementation of DAS and WSE.

Self-evaluation seems to feature high on the positive side (more than 80%). Educators feel they want to be part of the assessment. The conclusion might be partly that they feel confident to display their own qualities on the one hand but on the other hand they trust themselves

to oversee proceedings. Too many educators felt marginalized in previous appraisal procedures.

FINDING 3

Training of educators.

The educators seem reluctant to be part of developmental appraisal when it is just for development. It seems that if it is just of developmental value and money is not part of the equation educators feel the appraisal should count for possible promotion. A clear finding is that people want something tangible not just a good report.

FINDING 4

Training of educators.



Staff members are not inclined to accept any person on the appraisal panel. They have to insist that people with professional experience are nominated. Educators are tired of incompetent evaluators and believe well-trained professionals could contribute to an improved system of DAS and WSE.

FINDING 5

Moral factors.

More than 60% of respondents either disagree or strongly disagree with learner assessment. The feeling that learners will only contribute to further frustrations of educators and with a shortage of experienced professional knowledge. To expose oneself in front of learners might just add unwanted pressure.

FINDING 6

Sustainability of the system.

Educators want money as minimum factor when they have to endure the process of developmental appraisal. To motivate educators to accept the process of appraisal it has to be accompanied by an appropriate incentive. If educators have a choice to be assessed but do not get awarded according to their performance they will evade the process and not expose themselves for “nothing”.

FINDING 7

Implementation of DAS.

The DAS and WSE processes according to respondents in this study were clearly not consulted and educators never had the opportunity to be part of its design. The process is seen as a “top down” concept and was not democratically consulted with educators. The fact that all educators have to be appraised but were left out in its development jeopardizes the trustworthiness of the system.

FINDING 8

Sustainability of the system.

For a long period trade unions and the government had disagreement on the instrument available for appraisal. With DAS staff realize that it provides at least something (a tool to develop) for possible development.

Having presented the key findings of this study, recommendations will now be presented.

5.4 RECOMMENDATIONS

In view of the findings that was made in the foregoing section we can make the following recommendations:

- An important aspect of appraisal is self-appraisal. With the implementation of DAS and WSE respondents indicated that they need clear guidelines. These guidelines must be provided as to what criteria will be used to assess staff. Staff needs goals and objectives within guided parameters with manageable quantities;
- The instrument utilized for appraisal must make provision for contextual factors. In the literature study it became apparent that the specific needs differ from school to school. The specific setting with its unique circumstances must be taken into account with appraisal.
- Appraisees must be treated with dignity and respect. To quantify and reduce professional people to mere numbers can lead to a negative attitude towards DAS. Teachers must be valued as the countries most important resource. It is also important to come to the same conclusion when appraised by a second appraiser.
- It can only be beneficial if staff accept the concept of DAS. Taking ownership of the process can only benefit the profession. Trade unions can also foster an attitude of encouragement rather than just objecting for the sake of objecting. Consultation with unions can result in these unions being part of the successful re-implementation of the process (The process has been re-introduced in 2004 with implementation in 2005) ; and
- Staff needs proper training in DAS. Intensive training has to be done to produce competent educators and officials. Training of

educators and the presentation of material have to be executed in a professional manner. The image and profile of a supervisor needs to be trustworthy and impeccable.

- One of the most important requirements for WSE and DAS to succeed is a positive attitude towards the system and to inspire educators to give the system a fair change.

5.5 TOPICS FOR FURTHER RESEARCH

With the focus of this study on DAS and aspects concerning the effective implementation of DAS a number of areas for further research became eminent.

The focus of these areas should be to:

- provide an appraisal tool that will focus on the specific type of school with its own unique complexities;
- investigate the concept of benchmarking criteria set out to establish a set standard for all institutions;
- establish a career path for educators; and
- motivate staff, and to enhance the appraisal system.

5.6 CONCLUSION

To facilitate good appraisal systems a clear and comprehensive outline of guidelines and responsibilities for each person in each post level has to be established. The expectations for all positions need to be understood by both appraiser and appraisee.

Educators in South Africa dealt with so called inspections over a number of years with the majority of educators doubtful if they were treated fairly (Gunter, 2002 : 66).

An aspect of concern is that the so-called appraisers are educators with limited knowledge of human resources and developmental appraisal. Pitfalls like the appraisal of the person, but not the persons performance, threatens to derail the process.

Another problem experienced with appraisal is that it is not an ongoing process but rather an annual revisiting of a problematic exercise.

An aspect of concern drawn from the questionnaire's results is the fact that most respondents indicate a so-called neutral stance in most of the questions. This shows a reluctance to commit or to be drawn into the process.

Educators need to become part of the developmental appraisal system and learn how to make the process work for them. The DAS process can not succeed in isolation because the WSE process runs in conjunction with DAS. The educators, and institutions, will in future be assessed on aspects involving the success of the school and of the individual educator. WSE can no longer be viewed separately but has to be part of the criteria associated with DAS.

Both DAS and WSE are part of a system with the property of development. This development needs to be distributed to the individual and the institution.

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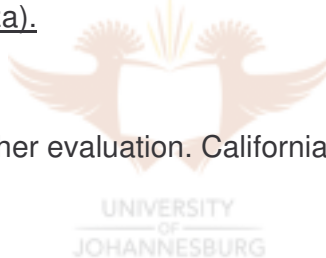
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APPENDIX A

YOUR OPINION IS VITAL IN DETERMINING HOW PERFORMANCE APPRAISAL SYSTEMS EFFECT THE PRESENT EDUCATION SYSTEM

Dear Sir/Madam

A questionnaire is one of the most effective ways of eliciting educator's opinions and perceptions regarding performance appraisal. Your opinion is an important component of the school system since you are directly affected by the educational changes that are taking place. We are therefore committed to the fact that without your opinion, the information is not credible. Would you kindly spare about 15 minutes of your time to complete this questionnaire.

Please bear the following in mind when completing this questionnaire:

- Do not write your name on the questionnaire – it remains anonymous
- There are no correct or incorrect answers. We merely require your honest opinion in order to obtain reliable and trustworthy data.
- Please answer all the questions.
- Pages are printed on both sides.
- Please return the questionnaire to the person from whom it was received as soon as possible.

Thank you once again for your valuable opinion.



UNIVERSITY
OF
JOHANNESBURG

Dimitri Theron

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THE QUESTIONNAIRE

SECTION A - PERSONAL AND GENERAL INFORMATION

Remember the questionnaire is anonymous please do not write your name.

Circle the appropriate code or fill in the answer where necessary.

EXAMPLE FOR COMPLETING SECTION A

QUESTION 1: Your gender?
(If you are male then circle 1 as follows:)

Male	1
Female	2

1. Gender

Male	1
Female	2

2. Your age in complete years

(eg. if you are 35 years old then enter) 3 5

3. Your number of complete years of teaching experience

(e.g. if you have 5 years experience, then enter) 0 5

4. Your highest educational qualification (mark one only)

Grade 12	1
Post school diploma or certificate	2
Grade 12 plus a Teacher's Diploma	3
Teacher's Diploma & Further Educational Diploma	4
Bachelor's Degree	5
Bachelor's Degree & Teacher's Diploma	6
Honours Degree	7
Masters Degree	8
Doctoral Degree	9
Other please specify	10

5. Your present post level

Educator	1
Head of Department	2
Deputy Principal	3
Principal	4
Therapist	5
Psychologist	6

6. \Your religious commitment

None	1
Christian	2
Islam	3
Hindu	4
Jewish	5
African Traditional	6
Other (Specify)	7

7. Type of school where the greater part of your teaching experience was gained (mark one only)

Primary School (Gr 1 – Gr 7)	1
Secondary School (Gr 8 – Gr 12)	2
Specialized education	3

8. Classification of the school where you are currently teaching (mark one only)

Primary School	1
Secondary School	2
Combined School	3
Special School	4
Other (Specify)	5

9. Language of instruction at your school (mark one only)

English	1
Afrikaans	2
Double medium (two languages simultaneously in every class)	3
Parallel medium (two languages for all subjects, in different classes)	4
Other (Specify)	5

10. The Principal in your school is a

Male	1
Female	2

11. In your opinion how would you describe the average school attendance of the learners

Excellent (36 or more present per week out of every 40 i.e. 90% or more)	1
Average (32-35 present per week out of every 40 i.e. 80-89%)	2
Poor (28 or fewer present per week out of every 40 i.e. less than 80%)	3

12. In your opinion how would you describe the average school attendance of the educators

Excellent (18 or more present per week out of every 20 i.e. 90% or more)	1
Average (16-17 present per week out of every 20 i.e. 80-89%)	2
Poor (15 or fewer present per week out of every 20 i.e. less than 80%)	3

13. How would you describe the image of your school in the community

Excellent	1
Good	2
Average	3
Poor	4

SECTION B

Please remember that this is not a test of your competence. Mark your opinion by circling the appropriate number/code on the scale provided for each question.

Remember the questionnaire is anonymous please do not write your name.

Please indicate to what extent you agree/disagree with each of the following statements regarding performance appraisal at your school. Give your opinion using the following 5-point scale:

5	Strongly agree
4	Agree
3	Neither Agree or Disagree
2	Disagree
1	Strongly Disagree

Example: Staff meetings are an opportunity for learning and sharing ideas (If you disagree but not strongly then mark 2 as follows):

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	----------	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(ASSESSMENT OF THE IMPLEMENTATION OF DAS:)

1. Educators had the opportunity to be involved in its design.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

2. Educators unions had the opportunity to be involved in its implementation.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

3. I believe that it is a fair educator appraisal system.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(ASSESSMENT OF THE IMPLEMENTATION OF DAS:)

4. Educators trust that it will improve their professional practice.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

5. Educators are committed to its implementation.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

6. It is designed in such a way that it will be easy to implement.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

7. The assessment (appraisal) panel should include a member of the school management team.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

8. Professional experience should be the key criterion when selecting your appraisal panel.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

9. The process must be moderated by your Institutional Development Supervisor (IDS) official.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

10. Educators must be assessed on the most important aspects as contained in their job description.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(MORAL FACTORS:)

11. The DAS process was communicated in a democratic way.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

12. I have a positive attitude towards it.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

13. I do not feel threatened when appraised using this approach.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14. It is judgmental with respect to deciding whether an educator falls into the A or B category.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

15. It is not clear which aspects are to be appraised.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

16. Educator's teaching performances are appraised in a transparent way.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

17. It facilitates a democratic appraisal climate for appraising performance.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(MORAL FACTORS:)

18. It promotes an open climate for communication between the appraiser and appraisee.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

19. It facilitates an effective learning culture in the school.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

20. The inclusion of a peer in the appraisal panel may affect interpersonal relationships negatively.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

21. Assessment by learners is an effective way of appraising educators.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(TRAINING OF EDUCATORS:)

22. It is aimed at the professional development of educators.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

23. Educators were well trained in the process of appraising educators.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

24. The school management team was trained to a higher level in DAS than the rest of the educators.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

25. It can be administered within different types of schools.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

26. Educators believe supervisors will provide guidance to such an extent that the process is trustworthy.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(TRAINING OF EDUCATORS:)

27. It improves the quality of classroom teaching.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

28. Self-evaluation is an important component.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

29. Having a union representative on the appraisal panel protects the rights of the educator.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

30. The A/B rating scale used adequately distinguishes between the performances of different educators.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

31. The rating that an educator receives should be similar even if assessed by different people.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(CAN THE APPRAISAL SYSTEM SUSTAIN ITSELF?:)

32. I feel that it is an integral part of lifelong learning.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

33. I support performance appraisal.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

34. The system has the potential to improve the standard of education.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

35. I support the view that appraisal goals be set before appraisal occurs.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

36. It is at least something that can be used to develop the performance of educators.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

37. I believe that it is an integral part of Whole School Evaluation.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

38. Development appraisal should be accompanied by an appropriate monetary incentive.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS REGARDING THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS):

(CAN THE APPRAISAL SYSTEM SUSTAIN ITSELF?:)

39. I believe that the monetary rewards that accompany performance appraisal will reinforce DAS.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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40. Previous performance appraisal should count when educators apply for promotion.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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