THE IMPLEMENTATION OF DEVELOPMENT APPRAISAL SYSTEM IN EDUCATIONAL INSTITUTIONS OF THE NORTH-WEST PROVINCE IN THE MAFIKENG DISTRICT

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The implementation of Developmental Appraisal system in Educational institutions of North-West Province in the Mafikeng District.

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DECLARATION

I **Ratlhagana Harry** declare that the dissertation for the degree of Masters of Administration at the North-West University (Mafikeng Campus) hereby submitted has not previously been submitted by me for a degree at this or any other University, that it is my own work in design and execution and that all materials contained have been duly acknowledged.

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ABSTRACT

The implementation of Development Appraisal System in Educational Institutions of North-West Province in the Mafikeng District.

The main purpose of this study is to determine the implementation of Developmental Appraisal System in Educational Institutions of North-West Province in the Mafikeng District and the essential strategies needed for effective implementation.

Furthermore the study carefully examines past and current guidelines for policy implementation. It also aims at facilitating improvement of school performance throughout approaches characterized by partnership, collaboration, mentoring and guidance. It enables a school and external supervisors to show to what extent it meets national goals and the needs of the public and communities.

The subjects of this study are educators and school principals of the mentioned 30 schools in six(6) circuits. The study reveals that policy implementers in developing countries like South Africa are more concerned about lack of support and recognition to their position. Other concerns revealed are the inhibiting role of the educator unions in the policy implementation, policy implementers who need self confidence, flexible strategies, critical competencies and the necessary skills for effective policy implementation.

On the basis of the challenges and skills identified from both the literature and empirical study, implementation guidelines consist of four phases as follows: pre-implementation, actualization, cascading and monitoring. Each and every phase has a set of objectives to be realized. Furthermore, the guidelines also take into account the role of the various key

stakeholders teacher unions and parental bodies. These guidelines therefore came about the implementation of Integrated Quality Management Systems (IQMS) and this new policy included new programs, resources, objectives and aims that were not there in the implementation of developmental institutions of North-West Province in the Mafikeng District.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Through negotiations, research and piloting of the various proposals which teacher unions participated, a document which represents the good faith exists between various stakeholders, and embraces the democratisation that is prevalent in education in South Africa today was finalised. The need to restore an appraisal system for educators thus was a concern shared by all teacher formations and ex-educational departments.

According to the National Education Policy Act (1996), subsection 3(4), the Minister shall be responsible for " national policy for the planning, provisioning, financing, staffing, management, monitoring, evaluation and the well-being of the education system". In this connection, the organisational structure strategically placed all the relevant stakeholders in education in close proximity of the school system with the aim of facilitating policy implementation (Annual report, 1996:3)

The need to ensure successful implementation of transformation policies in education is made more pronounced by the fact that South Africa has joined the globalisation of the world economy and has to raise the educational standard to an acceptable level. This seems to be an added challenge to the task of transforming apartheid policies and also to provide a human resource management framework for policy implementers Cannon (1997:1) supports this view when he argues that, it is clear from both public and private sector developments around the world that the way people are treated and managed, is central to achieving maximum performance for outcomes program delivery.

However, in developed countries like the USA and JAPAN, the importance of policy implementers in education is highlighted. For instance, Carter et al (1993:134-135) confirmed the point in saying principals and superintendents must play a crucial leadership role in developing school communities' support for the reforms proposed and

that school boards must provide them with the professional development and other support material to carry out their leadership roles effectively. It can therefore be deduced that policy implementers need the support of the department and the community as well as training in order to do their jobs effectively. (Fullan 1993).

In South Africa, particularly in the North West Province, the tradition of assigning policy implementers the task of implementing new policies without any capacity building programme and the role specification is still swaying. A body of literature shows that circuit managers and superintendents' problems at operational level could be stated as follows: (Blumberg, 1985 and Carter et al, 1993).

I. **Transformative roles:** they either lack the willingness to change their role approach, or too much is expected of them without being given necessary support.
II. **Educational Politics:** they seem not to be in position to concretise and reconcile the formulation and implementation of the policies with the value system. For example, policies indicate the path by which particular principles and objectives are to be realised. For instance democratic value will lay emphasis on unity, equality and non-racism. According to Prunty (1985:136) policy is the legitimisation of values. Implementers had to have an insight into the philosophy, objective, to ensure effective policy implementation.

Availability of resources: more often than not, policy makers have access to better resources than policy implementers in terms of money, skills, time and infrastructure.

1.2 PROBLEM STATEMENT

1.2.1 Main Problem

The effectiveness of DAS is seriously impaired due to its flawed implementation.

1.2.2 Causes

The incentive for the historical development of DAS has been linked to the breakdown of the inspectorate and subject advisory services in the majority of schools in South Africa.

It became almost impossible for inspectors and subject advisors to visit schools between 1985 and 1990.

The tradition of assigning policy implementers the task of implementing new policies, without any capacity building programme and the clear role specification still sway.

1.2.3 Effects

Due to its flawed implementation, educators now view DAS as an obstacle to the progress of education.

DAS became a very serious problem in South African Democratic Teachers Union (SADTU) because of its flawed implementation.

It was not well organised, evenly controlled and financed, and during its implementation, there was little or no support material to cater for the entire process. The appraises did not get sufficient and clear opportunities to respond to negative appraisals.

1.2.4 Sub-Problems

- No clear-cut job criteria were identified prior to the implementation of DAS.
- Implementers were not properly trained to implement DAS.
- During implementation there were little or no proper training in order to do their job effectively.
- Job standards of particular jobs were not considered when appraisal was taking place.
- The appraisal methods were not adequately discussed with employees prior to the appraisal interview.

1.3 HYPOTHESIS

- Proper implementation of DAS will motivate employees to work hard for better results.
- Identification of job criteria prior to the implementation of DAS will encourage employees to consider the job standards of particular jobs.

- Prior training for implementers of DAS will motivate the employees to contribute positively towards the organization.
- Detailed knowledge, skills, attitudes and values of the appraisal methods prior to the appraisal interview will encourage employees to perform their duties well.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are to determine:

- The extent to which DAS was implemented.
- The extent to which Job criteria were identified prior to the implementation of DAS.
- The extent to which the implementers of DAS were trained.
- The extent to which the job standards of particular jobs were considered when appraisal was implemented.
- The extent to which the employees have knowledge of the appraisal method prior to the appraisal interview.

1.5 RESEARCH DESIGN

1.5.1 Introduction

The focus of this study will be on the department of Education North West Province in the Mafikeng district. The department comprises of the District office, circuit offices and 154 schools that are situated in the district of Mafikeng.

Among the 154 schools found in the district of Mafikeng, only 20 will be selected to participate in this study. It will be 10 Primary schools, 3 Middle schools and 7 High schools. In all these 20 schools, Principals, Deputy Principals, Heads of department, Office based educators and educators will be the participants in the study.

Most of the employees in the Department of Education are female as compared to males. Leedy (1997:220) states that in the discussion of descriptive research methodology, there will be a discussion of how to unite data from the general population with appropriate techniques i.e. questionnaire and in this case, with the Department of Education North West Province, Mafikeng district.

The descriptive research and historical research uses documents, locales, objects and other written accounts as information sources. Its main purpose is to describe, clarify and interpret aspects of education as they presently exist. The researcher in this study uses people who will involve the distribution of questionnaires, with the employees in the Department of Education.

The descriptive method is important in this study because along the course of the enquiring, issues will have to be described, compared, analysed and classified.

1.5.2. Sample

A sample is a small part, which represents the whole (Berenson & Levine, 1996: 23). .The educators, head of department and a Principal will be given questionnaires from each selected school. This simply implies that 20 Principals, 20 Heads of departments and 40 educators will be given the questions.

1.5.3. Sampling technique

Random sampling: In this technique each member of the identified population has an equal chance of being selected for the sample. (Mulder 1989:57). Random sampling is often necessitated because some populations are too large that all their subjects cannot be observed or subjected to any level of treatment, Such situation requires that a representative and manageable group of subjects be randomly selected for scientific study. In order to ensure representation of selected schools a random sample will be conducted. In this instance, educational phase will be the only stratification factor in selecting school and educators.

1.5.4. Data collection Methods

Questionnaires: this is a written set of questions, which a large number of people are asked. A questionnaire will be set, developed and pre-tested. Therefore it will be distributed among all educators in selected schools to gather information about the implementation of Developmental Appraisal System. This questionnaire will be classified into open ended, closed and scaled questions.

Questions basically will be based on the implementation of DAS, knowledge of employees about DAS, training of employees and the job standards of particular jobs.

1.5.5. Data analysis techniques

The study will employ the implementation of DAS policies and procedures as provided in the DAS manual. Statistical analysis and computer aided statistical analysis through the North-West University Statistics department will be performed on the responses by the selected stake holders in the department of education. Some exploratory data analysis techniques will be used and these include the use of tables and charts, frequency analysis and reliability analysis. Chi-square tests and correlation analysis are also used to discover any associations and relationships among the variables.

1.6 LIMITATIONS OF THE STUDY

The study is limited to schools in the Mafikeng District. As a result its findings and conclusions cannot be generalised to other schools in the North-West province.

CHAPTER 2

REVIEW OF LITERATURE

2.1. INTRODUCTION

The objective of this chapter is to give a brief review of literature on the Implementation of DAS in education of the North-West Province in the Mafikeng District.

2.2. DEFINITION OF CONCEPTS

Major concepts and their related aspects will be defined and discussed in this section.

2.2.1 Performance or Developmental Appraisal System (DAS)

It may be defined as formal and Systematic process, by means of which the job relevant strengths and weaknesses of employees are identified, observed, measured, recorded or developed. This definition captures the essential components of what the process of performance appraisal should ideally entail. (Cardy and Dobbins 1994: 2)

- **Identification** refers to the determination of the performance dimensions to be examined.
- **Observation** indicates that all appraisal aspects should be observed sufficiently for accurate and fair judgement to be made.
- **Measurement** refers to the appraisers' translation of the observation into value judgement about the rates' performance
- **Recording** concerns the documentation of the performance appraisal process outcomes.
- **Development components** indicates that appraisal is not simply an assessment of the past but that it should also focus on the further and on the improvement of individual performance

Therefore, developmental/performance appraisal finds its true definition only by its application or the purpose it serves on the attainment of organisation goals.

Spangenberg (1994) describes performance management as" an approach to managing the people that entails planning employees' performance facilitating the achievement of work related goals and reviewing performance as a way of motivating employees to achieve their full potential in line with the organisation's objectives."

2.2.2 Policy

Harman (1984:) defines policy as" the implicit or explicit specification of causes of purposive action being followed or to be followed in dealing with a recognised problem or matter of concern and directed towards the accomplishment of some intended or desired set of goals." Inferences made from Harman's conceptualisation of policy seem to suggest a functionalist view about the field of policy. The definition does not consider the fact that policy as a process takes place within a particular context driven by certain ideologies and value systems. This view is supported by Taylor (1997: 24) when he says policy is much more than a specific policy document or text." Rather, policy is both process and product. He further says that, policy involves the production to the text and process implementation into practice. The view of Taylor (1997: 25) is supported by Ball (1994: 10) when he says that policy is a statement of intent and also both text and action, words and deeds, it and is what it is enacted as well as what is intended. Policies are always incomplete in so far as they relate to or map on to the wild profusion of local practice'. Both Ball and Taylor's expositions appear to highlight the synergy among the different cycles of the policy process.

Furthermore, the implication of Ball's (1994) exposition about policy seems to indicate the dynamism of policy as a process thus implying that policy is not something static or existing in a vacuum. His exposition also recognises the political character of the policy process. It can be argued that the values or ideologies attached to policy development makes it a contested field, more so in education, since the education system is driven by particular policies underpinned by a set of values.

Van der Walt and Due toot (1997:208) view policy as a series of related decisions, taken after liaison with public managers and political office bearers, that convert certain needs of the community into objectives to be pursued by public institutions. Inferences made from this statement seem to suggest close co-operation between public management (policy implementers) and politicians (policy developers). Synergy is implied between policy developers and implementers. This synergy appears to form a vital link between policy development and implementation.

Taylor et al (1997:13 presents these views about a policy:

- Policy is more than text
- Policy is multi-dimensional
- Policy is value laden
- Policy exists in context

These statements about policy seem to highlight the complexity of policy as a process, at the same time taking into account various competing forces at play, influencing the process of policy. This again points to the dynamism of policy as a product and process of certain activities and action.

According to Dunn (1994:9) policy is a purposive course of action based on currently acceptable societal values, followed in dealing with a problem or matter of concern and predicting the state of affairs, which would prevail when the purpose has been achieved. Dunns' conceptualisation of policy seems to be functional and fairly simple. Furthermore, the conceptualisation recognises the importance of the values of society, for example, democracy has different value systems than communism or an autocratic state. By implication, policy can be viewed as the mirror of the society it attempts to regulate.

Dunn (1994:9) further identifies four general concerns or tasks of public policy as follows:

- It communicates society values

- It provides guidelines for the many decisions and actions that organizations and institutions take daily.
- It embraces a very broad sphere of governance from the generalised creation of formation values to the formation of rules and criteria for enforcing law.
- The tasks set up by policy as pointed out by Dunn (1994:9) can be viewed as contributing to stability of an organization since they appear to set the order of things right.

All these conceptualisations clearly show that policy is a highly complicated concept which described how organisations attempt to regulate the activities by formulating particular policy. Policy then is a contested and balanced activity and therefore none of the definitions above can either be emphasised or accepted per se. Therefore, it is of utmost significant to view policy as a purposive course of action based on the currently acceptable societal values followed in dealing with a problem or matter of concern and predicting the state of affairs which will prevail when that purpose has been achieved (Dunn 1994:9)

2.2.3. Policy development and analysis

According to Patton and Sawicky (1986:3) policy analysis itself could be seen as the breaking up of a policy problem into its component parts, understand them and develop ideas about what to do. Furthermore, Dunn (1994:30) views policy analysis as the activity pf creating knowledge of the policy making process. In doing so, the policy analysts investigate the causes, consequences and performance of public policies and programmes. Subscribing to the views of Dunn (1994), Patton and Sawicky (1986) and Downey (1998:12) conceptualise policy analysis as the generation of information for the purpose of informing the policy-making process.

The conceptualisation of policy analyses by Patton and Sawicky (1986:46) seem to view policy analysis as an intellectual activity intended to look at the usefulness, importance and applicability of the policy as a process. In the same vein Downey's' view is

confirmed by Van Der Walt and Du Toit (1997:211) in saying 'constant analysis should take place to evaluate the desirability of policy in changing circumstances and adjustments should be made'

This may imply that policy analysis should take into account the changing environment of policy development and factors that are associated with policy.
Downey (1988:43) says that, policy analysts must ask how can policy making authority be persuaded to realise that it must at once use the technical knowledge available to it and take account of the political process in which its policy making activities are embedded. This statement assumes that policy analysts must be well-informed about the policy development process.

2.2.4. Policy implementation

The conceptualisation of implementation as a process differs, depending on the point of view of the researcher concerned. In other words, there seems to be a variety of definitions on what implementation is, as there are many authors on the subject. The word implementation is sometimes used interchangeably with practice or installation. In other words, implementation of policies can be viewed as the actual task of putting policy into practice. Thus Grindle (1980; 155), implementation is seen as a set of activities of a very different nature such as the construction of physical infrastructure or the provision of specific technical or professional services.

It can be inferred from both the definitions of Grindle (1980) and Dunn (1984) that implementation implies the actual operationalisation of the plan into action. Honaddle (1976:6) observes that in the context of project implementation, implementation refers to the process of converting resources into goods and services which support behavioural changes. Furthermore, the conversion of resources or policy or plans into services suggests the presence of skilful management at operational level. Such a service can either be a better or transformed one or excellent service.

NB. It is the purpose of this research to understand the terminology used in this study i.e. the implementation of Developmental or Performance Appraisal System in educational institutions of the Northwest Province in the Mafikeng District.

Researchers in both developed (USA and Canada) and developing (Nigeria and RSA) countries share common views on the functional definition of the concept implementation (Taylor et al, 1997: Downey, 1988: Dunn, 1994: etc). They all look at implementation as the process of putting policy plans into practice or action is stressed by De Coning and Fick (1995:26) who alludes to the fact that the practicality of policy option developed during the policy analysis stage has to be tested in the real world. This implies that we can only talk of the success or failure of policy after the implementation stage.

2.2.5. Transformation

The process of transforming an organization seems to differ markedly from process of reform. According to White paper on Transformation of the Public Services of 1995 in South Africa, the Government of National Unity regards transformation as a dynamic focussed and relatively short term process designed fundamentally to reshape the public service for its appointed role in the new dispensation.

For the purpose of this research study, the process of transformation will be restricted to one of the transformation will be restricted to one of the transformation policies which is the implementation of Developmental or Performance Appraisal System in the educational institution of South Africa. Within the frameworks of the constitution of South Africa, White Paper on Education and Training (1995), the National Education Policy Act (1995), circuit managers and other organs of the state are expected to implement policies such as National Educator Appraisal System etc. within the school system.

From the above mentioned statement, the government's main objective is to transform the education system from the discriminating education to a democratic system of

education that will promote lifelong learning, equity, access and quality assurance (Manganyi, 1997:3)

2.3. PERFORMANCE MANAGEMNT PROBLEMS IN SOUTH AFRICA.

2.3.1. Spangenberg's research problems.

As indicated clearly in the statement of the problem that, the effectiveness of DAS is seriously impaired due to its flawed implementation. It is clear that Spangenberg's research (1993:30-34) is correct and easy to understand. The following are some of the major problems highlighted by Spangenberg's research about the flawed implementation of DAS :

- A lack of culture of productivity and quality.
- Insufficient line management support.
- Employee's mistrust of the real goals of performance review.
- Performance management systems becoming mechanistic and control orientated.
- Dwindling enthusiasm due to long implementation period.
- Difficulties in linking other systems, for example the reward system to the performance management system.

The abovementioned problems in Performance Appraisal typically stem from the technical issues in the system itself (choice of format and administrative procedures: purposes of which it is designed) and human issues related to the interaction process between supervision and subordinates.

2.3.2 Appraisal system design

It would be safe to state that there is not a single method or format of performance of development appraisal that is not subject to some limitations. Indeed the very fact that there are so many different formats of varying complexity from which to choose is a direct result of trying to overcome deficiencies of previously conceived formats. Such deficiencies in the design of developmental appraisal instruments are mostly related to

concerns regarding their reliability and validity as basic psychometric requirements for any measuring instrument.

Reliability in assessment refers to the consistency and stability of the measurement process. Szolagy and Wallace (1990:535) suggest four approaches for improving reliability in performance measures:

- Increasing the number of items in the rating instrument that measure the same performance dimension.
- Using more than one evaluator in order to obtain multiple observations.
- Increasing the frequency of observations.
- Standardising the administration of the appraisal process.

The question of validity addresses the "what and how well " an instrument measures and whether it measures what it is supposed to measure. In terms of format design the use of irrelevant performance criteria or reliance on personality trait measures may compromise validity, while certain rater biases may detract from validity during the evaluation process. The imperfect nature of appraisal system often prompts organisations to modify or totally redevelop their current systems. Naturally this is more often than not a futile exercise, which does little for establishing the credibility of the appraisal process or convincing line management of its essential purposes.

2.3.3. Conflicting purposes and roles

Within two general categories of purposes which are as follows:
Administrative or judgemental and developmental, the basic objectives are in direct conflict. Administrative objectives focus on the evaluation of the past performance of educators to enable managers to make decisions regarding the differential award of pay increases, candidates for promotion etc. to allow supervisors to make comparisons between employees, an appropriate system will have to utilise some relative rating format such as ranking procedures. However, the nature of such employee-to-employee comparison method does not only make the process of appraisal feedback difficult but

also provides little information for the identification of individual performance deficiencies and how to address them in terms of training and development interventions.

To address the developmental objective, an appraisal system needs to focus on absolute rating formats where each individual is evaluated against several specified performance standards. Since these formats require the rater to evaluate the employee without direct reference to other employees, valid comparisons across individuals or groups are not possible and administrative purposes cannot thus be effectively served. Managers feel uncomfortable about first criticising an employee and then trying to set a positive tone for constructively discussing future improvement and setting new performance goals.
In keeping with the philosophy of the performance management approach, the best way to resolve the judgement versus development dilemma would probably be the emphasis on developing effective and ongoing supervision –subordinate interaction. If a supervisor manages performance on daily basis, all subordinates will have a reasonable idea of where they have succeeded and where they have failed and no formal appraisal session will hold unexpected surprises. (Szilagy and Wallace, 1990:537). If this is not done, the supervisor will have to lump together all the praise, criticism, blame and advice into one mixed bundle, the annual delivery of which will hold little joy for either the supervisor or his subordinates.

2.3.4. Rating errors or judgement biases

Developmental Appraisal requires the supervisor to observe and judge behaviour as objectively as possible. Since these processes are conducted by humans, the appraisal process is necessarily prone to distortions and biases, which confound any attempts at total objectivity. In order to evaluate the effectiveness of an employee's behaviour, the supervisor must first have observed such behaviour. Unless the rater is able to observe his subordinates continuously and to provide regular evaluative feedback, annual appraisal judgements will have to be based on a limited sample of observed performance events. Since many managers may simply not have the time to practice management by walking around and observing their subordinates at work, sampling errors such as the

recency effect and infrequent observations may lead to invalid and subjective evaluations. (Aamodt 1999:320-322).

The recency effect refers to the tendency to emphasise recent behaviour rather than the individual performance over the entire review period. Good performers who may have slacked towards the end of the rating period may thus be penalised unfairly. The error or infrequent observation usually manifests itself in ratings based on non-representative samples of behaviour and unsubstantiated inferences. The following are some of the commonly encountered judgemental biases or so called rater errors:

2.3.4.1. Leniency or strictness error.

This is the tendency of some evaluators to assign either mostly favourable rating or very harsh ratings to all employees.

2.3.4.2. Central tendency

This is the tendency to assign all ratings towards the centre of all scales, thus evaluating all workers as average.

2.3.4.3. Halo error

This is a tendency to allow the rating assigned to one performance dimension to excessively influence, either positively or negatively, the ratings on all subsequent dimensions.

2.3.4.4. Same-as-me and different-from-me error.

This refers to the tendency to assign more favourable ratings to employees who are perceived by the rater to be similar to or to behave in a similar way to the rater or, alternatively, to rate less favourably those workers who demonstrate traits or behaviours different from those of the rater.

2.3.4.5. Contrast error.

This is the tendency to allow the rating of an individual to be positively or negatively influenced by the relative evaluation of the preceding ratee. Thus an average performer may receive a proper rating than would otherwise have been the case if his appraisal follows of the company's' star performer.

2.4 APPRAISAL TECHNIQUES.

Appraisal Techniques may be categorised according to the type of criteria utilised namely: trait oriented method, behaviour oriented methods, results oriented methods.

2.4.1. Ranking

Straight ranking entails simply the rank ordering of individuals, according to overall merit or according to other performance factors, from the best performer through to the worst performer. Clearly this is a very basic evaluation procedure and it is suggested that its use should be limited to cases where only small numbers of individuals are to be rated, only the " better than ", employees will not be compared across groups and the evaluation is not arrived at feedback to employees (Singer 1999: 213).

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2.4.2. Paired comparisons.

This procedure requires the evaluator to compare each worker separately with each other worker. The eventual ranking of an individual is then determined by the number of times he was judged to be better than the other worker. The number of comparisons required may be calculated by the formula N(N-1)/2 where N refers to the number of individuals to be ranked. The more workers to be ranked, the more unwieldly the method becomes. Limitations are similar to those identified for ranking.

2.4.3. Forced distributions

When using these techniques, the evaluator is required to assign certain portions of his workers to each of a number of specified categories on each performance factor. The forced distribution chosen can specify any percentage per category and need not necessarily comply with the requirements of a normal curve. Whilst this format controls rating errors such as leniency and central tendency, the forced distribution chosen may differ substantially from the performance characteristics of the rates as a group.

2.4.4. Absolute rating techniques

2.4.4.1. Essay method.

The rater is required to write a report on each employees describing individual strengths and weaknesses. The format of the report may be left entirely to the discretion of the rater, or certain specific points of discussion may have to be addressed. This is generally a time consuming method, the success of which is very much dependent on the writing skills of the raters. If done well, however, it may prove valuable as a feedback tool for the ratees.

2.4.4.2 Critical incidents.

This technique requires the supervisor the supervisor to record continuously actual job behaviours that are typical of success or failure, as they occur. Whilst this method focus on behaviour rather than on traits as a basis of appraisal and thus has the potential for meaningful feedback, the recording of incidents is both time consuming and burdensome for supervisors. This obstacle may often lead supervisors to try to recall and document incidents only towards the end of the review period, thus confounding objectivity and opportunities for timely feedback.

2.4.4.3. Behavioural

This format provides the rater with a list of descriptions of job – related behaviours which have to be marked if they are descriptive of the individual being rated. In a variant of this format, the summated ratings method, the behavioural statements are followed by a Likert-type scales of response categories, each of which is weighted, for example "strongly disagree" = 1. The weights of the checked response for each item are then summed and represent the overall performance score of the individual.

2.4.4.4. Graphic rating scales.

As this is a very popular format, many variations of graphic rating scales can be found. Basically, a scale for a specific trait or characteristic consists of a continuum between two poles on which the rater indicates to what degree the ratee possesses that characteristic. The variations on this basic format stem from the dimensions on which individuals are to be rated, the degree to which the dimensions are defined and the degree to which the points on the scale are defined. The popularity of graphic rating scales is due to advantages such as the fact that they are easy to understand, they allow for comparisons across individuals because they are standardised, they are acceptable to users and they are less time consuming to develop and administer than some other formats.

2.4.4.5 Behaviourally anchored rating scales (BARS)

In essence BARS are a variation of graphic rating scales with the difference that performance dimensions are defined in behavioural terms and the various levels of performance are anchored by examples of critical incidents. Behaviourally anchored rating scales are job specific and require a high level of participation from supervisors. The development of BARS is a complex process, the details of which are beyond the scope of this chapter. Only rudimentary details regarding the different steps in the construction of BARS are provided.

2.4.4.5.1. Steps in the development of BARS.

1. Behavioural statement describing effective, average and ineffective behaviour are gathered from job knowledgeable employees and supervisors.
2. Supervisors classify the statements in terms of performance dimensions and reject those that are ambiguous.
3. A different group of judges then retranslates each statement by rating it on a scale ranging from outstanding to poor performance.
4. Specific statements are then chosen as anchors on the final scale, with the calculated average of the judges' ratings determining where on the scale the statement will feature.

These scales have the advantage of behavioural emphasis, job relevance and a high level of user participation. On the other hand, the complex development procedure makes it a relatively time consuming and expensive method Rice 1996 : 245). In addition, their job relatedness does not allow them to be used across dissimilar jobs and, if job requirements should change, new BARS have to be constructed.

2.4.5. Other Appraisal methods.

There are other performance appraisal methods as well. Two appraisal methods referred to in this section management by objective (MBO) and assessment centres did not originate as appraisal techniques, although they may be utilised as such. Finally, the implications of the growing use of team based work processes on performance management practices are explored briefly.

2.4.5.1. Management by Objectives (MBO)

Management by objectives (MBO) is a management philosophy which focuses on the motivation of individual performance, but due to its process can also be used for evaluating performance. This method typically entails supervisors and employees mutually establishing and discussing specific goals and formulating action plans, supervisors aiding their employees to reach their set goals and each supervisor and employee reviewing at a preset time the extent to which objectives have been attained. As a results-based method of appraisal, MBO does not address the how of performance and is therefore unable to appraise whether achievements are really the outcome of individual excellence or of external factors. MBO's valuable components are its emphasis on mutual-goal-setting, opportunities for participation and regular supervisor-employee interaction and all these are applied in many developmental management system.

2.4.5.2. Assessment centres.

An assessment centre is a procedure originally adopted to assess managerial potential. It is an assessment method that consists of a standardised evaluation of behaviour based on multiple raters and multiple measures such as in-basket exercises, paper and pencil ability tests, leaderless group discussions, simulations and personality questionnaires.

Vecchio (1996) correctly points out that, strictly speaking, an assessment centre is designed to appraise individuals' current managerial ability, rather than their past performance. This future orientation would therefore make the method quite suitable for developmental purposes. This realisation has led to the evolution of assessment centre technology ranging from early selection orientation to the current developmental centres which focus on diagnosing development recommendations and providing participants with comprehensive feedback.

In the South African context assessment centres enjoy a relatively high level of popularity. The application of the technology is monitored through an assessment centre study group in terms of professional guidelines adapted from international standards (Spangenberg 1991: 29-32), and already a substantially body of evidence has been amassed to confirm the value and utility of the technique.

Despite its potential advantages, the assessment centre has fundamental shortcomings as a practical performance appraisal technique for all levels of employees. Such limitations emanate from the inherently costly nature of the procedure, its overwhelming emphasis on managerial jobs and its exclusive future orientation.

2.4.5.3. 360-degree appraisal

Another approach that has gained increasing popularity is so called 360-degree performance appraisal technique. Essentially this is a multiple rater/multiple source approach to the assessment of an individuals work performance. In South Africa more and more organisations are making use of this method. e.g. Fedsure limited company. The essence of the process revolves around gathering and processing performance assessments on individual employees involving persons such as customers, suppliers, peers and team members, superiors, subordinates as well as the person assessed. The data collection process normally includes aspects like formal and structured interviews as well as informal discussions, surveys and observations. The assessment information is used as feedback to the employee and serves as important input for career development and management and training development.

Because of the use of multiple sources, a broader perspective can be developed regarding the strengths and weaknesses of an individual. This enhances self-insight in the process of developing to one's full potential. This approach fits more comfortably with the latest trends in leadership thinking and with strategies emphasising aspects like empowerment, self-responsibility and teamwork. Using multiple data sources can also go long way in helping to make performance appraisal more fair, simply because elements of subjectivity are lessened and a more balanced view of person's actual work can be created. This can hence also lead to more realistic personal development plans. It also provides a rich source on which to base one-to-one developmental processes like mentoring and coaching. It furthermore serves the purpose of opening up communication and information flows in the organisation, and in this way it supports more transparent and democratic management. Because it involves customers, it is also a valuable means to demonstrate to the customers that the organisation is really customer focused.

Best practices for multi-rater 360-degree appraisal.

Appraisal instrument must be reliable and validated. The purpose and process of multirater feedback must be clear and well communicated. Appraisal feedback should be used for developmental rather than evaluative purposes. Assessing readiness and training of all parties involved is crucial for successful implementation. Commitment by top management to the practice is essential. Participation for the raters should be voluntary and only observable aspects of a ratees' job must be focused on.

2.4.5.4. Developmental management and teams.

Common purpose and approach and mutual accountability are typical elements distinguishing team orientations from traditional individually oriented effectiveness criteria. Naturally, such a shift in desired new outputs and a behaviour needs to be appropriately reflected in the design of performance evaluation and reward systems. Robbins (1999: 295-296) highlights the problem of individual resistance in this process, since an employee's success is no longer defined in terms of individual performance.

Good performance as a team member may rather include aspects such as the ability to confront differences and resolve conflicts, the capacity to sublimate personal goals for the good of the team and emphasising co-operation rather than competition.

Performance dimensions to be reflected in appraisal instruments focused on teams, may thus be deduced from the conceptualisation of team effectiveness as proposed by Sundstrom and McIntyre (in Ancona et al 1999: M-37). According to them, team effectiveness comprises four components, i.e.: Performance - how well team members create a positive experience through commitment, trust and meeting individual needs.
Member's satisfaction - how well team members produce output, measured in terms of quality, quantity, timeliness, efficiency and innovation.
Team learning - how well team members acquire new skills, perspectives and behaviours as needed by changing circumstances.
Outsider satisfaction - how well team members meet the needs of outside stakeholders such as suppliers and customers.

2.4.5.5. Human interaction process.

The notion of evaluation and the appraisal process as well may often be a highly emotional issue for both raters and ratees alike. Raters who feel uncomfortable about any confrontation with subordinates may assign average ratings where poor ratings would have been appropriate and ratees facing even the most accurate and objective criticism may resist or trivialise findings if they perceive the assessment as a blow to their self-esteem. To add on this, many situational factors i.e. stress, sexual and racial biases, leadership style e.t.c. have been implicated in contaminating accurate and valid ratings (Cascio 1991:91-97).

Employees in educational institutions where this research is conducted, generally dislikes and fear developmental appraisal system, even the supervisors find the process stressful. Employees tend to be satisfied with the process if the appraisal interview is

constructive and if the chosen method is job related and provides specific direction for future performance.

The Developmental Appraisal System generally has two goals: 1. The evaluation of employees past performance for salary and selection decision and 2. The improvement of future performance as a part of career development. The evaluative objective tends to dominate specific organisational uses of appraisal information. The appraisal process should contain certain features. A standardised process should evaluate all employees in a consistent manner. Job analysis should be used in the content development to ensure job relatedness. Supervisors should be trained in the process and should provide employees with direct written feedback from the process. Certain rater errors, such as supervisor bias, halo effect or recency can only be minimised and others such as leniency or central tendency can be eliminated. But forms that eliminate these problems. Each appraisal method has unique advantages and disadvantages but rating scales continue to be used most often.

2.5. STRUCTURES AND RELEVANT DOCUMENTS OF DAS.

2.5.1. The Staff Development Teams (SDT's).

The implementation of das is the responsibility of the SDT which is constituted as follows:

- Head of an institution (Principal) and
- Elected Educators and others.

The roles of the SDT among others include training of staff on DAS, setting up appraisal panels in collaboration with the appraisee, facilitate professional development activities, co-ordinate appraisal meetings, monitor appraisal progress, ensure that educator files are opened and put together indicators of needs. The SDT also prepare and monitor management plan for developmental appraisal system. They identify educators to be appraised in each phase and facilitate the establishment of appraisal panels and prepare the schedule of the appraisal members. They link appraisal to the entire institutional

development. They also liaise with the department for in-service training on high frequently needs. The SDT monitor the effectiveness of the appraisal system and report to relevant persons and ensure that appraisal records are filled.

Other important roles performed by the SDT's are to ensure that the entire staff members are trained and compile a list of all appraisal panels and check if their compositions are appropriate and workable. Once constituted, the appraisal panel elects persons who will act as a chairperson and the scribe of the panel. Two appraisers are identified, arrangements for submissions of portfolios and dates for observation of the educator in practice are arranged and the appraisee fills in the personal details forms. The SDT then opens files for each appraisee. The first document to go into the file is the personal details form. (South African Developmental Appraisal System Manual, 1998).

2.5.2. Appraisal Panels

The primary aim of DAS is professional development of all educators including principals and SDT members. Each educator must have his own panel. The Appraisal panel consist of an appraisal, a nominated peer, a senior management person, a union representative and a neutral person who is from outside the school. The appraisal panels' roles are to liase with SDT through its chairperson, ensure that all relevant forms are completed by the appraisee, avoid themselves for all appraisal meetings, arrange for visits to observe educators in practice, discuss openly the reports of all the observation visits and have a common understanding of the terms, processes, procedures and criteria. Adding on what was pointed out earlier, the appraisal panel is the forum where all the discussions about the appraisal of an educators' performance takes place.

It is also the forum where decision about appraisees is made. All members of the appraisal panel sign the appraisal report. The South African Developmental Appraisal System Manual (1998) indicated that in order to arrive at these, members of the appraisal need to fulfil the following:

. be available for appraisal panel meetings. If one fails to attend two consecutive meetings, that person will be disqualified from further participation in the appraisal panel. This is important because there must be consistency in the appraisal panel meetings.

. elect somebody who will chair the appraisal panel meetings and who will liase with SDT 's to arrange times for meetings and to report on progress to the SDT.

It is also suggested that a scribe should be elected to record decisions of the panel

. ensure that the appraisee fills in the relevant forms and that those forms are jointly discussed in the appraisal panel meetings.

These forms appear as forms for developmental appraisal in the appraisal instrument. The appraisal panel needs to ensure that not only are these forms filled in, but also they are accurate and fair. They also need to ensure that the objectives outlined by the appraisees in these forms are realistic and achievable.

. go through the appraisal instrument jointly and arrive at shared understandings of the terms that are used within it. Everybody on the appraisal panel should have similar interpretations of what is meant by issues in the instrument.

. decide on ways in which the appraisal will actually happen and on what basis decision will be made. For example, how will management skills be appraised? And who will do these appraisals?

. arrange for observation of the educator in practice and elect a person from the appraisal panel to conduct such observations. It is recommended that at least two such visits should occur. Ensure that appraisees' and learners' portfolios have been collected and dates and time for observation visits have been arranged.

. discuss critically, openly, honestly and non-judgementally the reports of the observation visits or other such appraisals with the appraisee in the appraisal panel meeting.

. jointly arrive at final decisions about the appraisal of the particular educator and work out practically what developmental plans may be put into place to ensure further development of the educator who has been appraised.

. work through the discussion paper and make sure that clear recommendations for further professional development are stipulated and finalise the appraisal reports and ensure that members' entire panel signature appears on it.

2.5.3. Forms that are used in DAS

Records are critical to professional development activities of educators. These forms will be kept in their separate files by the SDT.

2.5.3.1. Personal details forms

Development process must take into account educator's background. The information required include qualifications, experience, learning areas taught and grades, dates of appointment. This form must be completed once by all educators unless there are amendments to be affected.

2.5.3.2. Needs Identification and Prioritisation Forms

This form contains the criteria upon which an educator is appraised. There are four categories to accommodate the nature and level of work performed by the educators at all post levels. This criterion is further classified into Core, Optional and Additional.

Core criteria is the job description of an educator

Optional criteria are the criteria listed as core but educator's performance is affected by contextual factors.

Additional criteria are not listed as core but it is performed by educators.

An "A" and "B" rating scale is used. "A" is used as an area of weakness for an educator and therefore is a priority area for development. "B" is an area of excellence that must be maintained. The ratings will be done three times, that is during self-appraisal, appraisal by selected panel members and finally consensus by panel. It should be noted that not all criteria is observable in the classroom. Other information sources include use of portfolios, interviews, unrecorded observation of interactions with colleagues and learners.

According to the S.A. developmental appraisal manual (1988), if the appraisal is meant for self-appraisal, the appraisee should complete this forms and if the appraisal is for other panel members, other panel members should complete it.

The NIP form provides the actual criteria that will be used in the appraisal of a particular educator. There are criteria for principals, heads of departments, post level one educators and office-based educators. This emphasises that when filling these forms one should ensure that he / she uses the right form for the type of educator being appraised.

2.5.3.3. Professional Growth Plan

In this form the "A's" identified as priority areas for development are addressed. This is the actual appraisal or development. For instance if principal rated servicing the SGB as an area need for development (A), in this form objective professional activities, resources needed and key performance indicators will be developed. The implementation of the PGP must be given enough time. The purpose of this form is to allow educators to formulate their own objectives according to the criteria that have been prioritised. Instead of merely stating these objectives in abstract terms, the PGP form expects an appraisee to indicate how they would practically achieve this objective and within which time period. Here the appraisee is asked to outline what resources will be needed to achieve the formulated objectives, what indicators would demonstrate that the objectives have been reached and whether such objectives would require optional criteria to be stipulated. As such the PGP is a way of ensuring that the appraisal process is developmental from the beginning with active participation of the appraisee. (South African Developmental Appraisal System Manual, 1998).

2.5.3.4. Implementation of PGP form

According to the South African Developmental Appraisal System Manual (1998), if a particular educator identifies with being able to teach in learner centred ways as his objectives, in order to achieve this objectives, the educator should state that he would need to go to district workshops on learner centred teaching methods and link up with non-governmental organisations that work in that area. The educator should then specify that this would be achieved over a six months period. After that, the educator should be aware of the fact that more learner participation in his classroom and less time for teacher

talk would be clear indicators of achieving this objective. As it happens, this objective is among the core criteria, so the appraisee need not motivate for optional criteria to be used.

The educators now reflect on experiences during the implementation of the PGP in preparation for the post appraisal meeting.

2.5.3.5. Appraisal Report and the discussion paper

This form consolidates the implementation of DAS, that is all forms must be included. Recommendations for professional development are made. All members of the appraisal panel must sign the report including the appraisee.

In this step, the appraisee completes the discussion paper and and and thereafter it is completed by the panel. It reports and notes on whether the appraisee's objectives were reached or not. If they have not been reached, the discussion paper will outline the reasons why. It will also stipulate whether sufficient support was received, whether there were other factors that came into play to affect the educator's performance and what may be done to further improve the educator's professional development. The appraisal report contains prioritised needs, identified needs, strengths of the educator, suggested development programme, dates of development programme delivery and signatures of all panel members.

2.6. PRACTICAL STEPS IN IMPLEMENTING DAS INSTRUMENTS.

2.6.1. Pre- appraisal phase.

The head of an institution calls a staff meeting to elect the ADT which will assist in training the entire staff at an institution. The staff together with the SDT identifies educators who will be appraised en the first phase and second phase of the cycle. If an institution has 40 educators, they should be divided into two. The first division will be appraised in the first phase of cycle one and the last 20 educators to be appraised in the second phase of cycle one.

All the appraisees in collaboration with the SDT, established their Appraisal Panel. In an institution with 40 educators, there will be 40 appraisal panels. The SDT finalised a full list of all the Appraisal Panels at an institution. In addition, no same people must be repeated in most of the panels.

The first meeting for appraisal panels with their respective appraisees to elect the chairperson of the panel, for the appraisee to identify two appraisers, discuss the date for the apprisee to submit the educator portfolio, arrange date for observing the educator in practice, common understanding of the criteria to be used in appraising and the appraisee dill in his or her details.

The SDT opens files for all educators in an institution. The first information to go into the appraisal file should be the appraisee's personal details form. The SDT duplicates four copies of the Prioritisation Form and lastly calls a staff meeting to decide on the additional and optional criteria. This process should include the Appraisee and the Appraisal panel.

2.6.2. Appraisal phase

The appraisee conducts self –appraisal by filling in the first column of the Prioritisation Form .he then submits his or her portfolios to the Appraisal panel. The two identified appraisers observe the educator in practice and fill in the second column of the Prioritisation Form. Second meeting of the Appraisal panel to note the self-appraisal ratings and the 2 appraisers ratings fill in the last column of the Prioritisation Form and finalise the needs identified. In sequential order, the appraisal panel together with the appraisee prioritise the needs identified.

2.6.3. Post appraisal phase or appraisal interview

Appraisee fills in the discussion paper in preparation for the post appraisal meeting with the panel. This is the most important step of DAS. Performance related feedback has been described as one of the most important methods for enhancing employee development and improving individual performance.

Most development appraisal administrators require that these interviews take place to provide performance feedback for employees. Thus, employees learn where they stand in the eyes of the organisation and are coached about how performance may be improved.

The employer and employee perceive the appraisal interview as a stressful event. Even well constructed, job related appraisal forms could only reduce what is inherently a stressful process. Important to the success of the interview that it affects the employee's future behaviour is the supervisor's behaviour during the interview.

There are three types of information that supervisors –raters generally try to relay in DAS interviews:

- Performance improvement feedback
- Corporate goal feedback
- Salary information

Practitioners and researchers argue about whether the "split roles approach" is helpful or harmful. Some recent research indicates that including salary discussions helps DAS interview since it strengthens the motivational utility of performance and enhances employee satisfaction with the interview. (National Policy on Whole School Evaluation)

2.7. THE DESIGNING OF THE PERFOMANCE APPRAISAL SYSTEM.

The choices a school system has relative to performance appraisal lie in the system design. These choices include the basic assumptions about human behaviour that will be followed in designing the system, purposes for which the system is designed, the nature

and scope of the appraisal process and the ethical values to be adhered to in operating the performance appraisal system. These decisions are made prior to the act of appraisal to enhance the system 's validity.

2.7.1. Behavioural Assumptions and Performance Appraisal

One of the tasks an organisation faces in designing an appraisal system is that of determining assumptions on which it will be planned, administered and controlled. The basic mission of educational system is to deliver effective services to clients to satisfy both the needs of the individual and those of society. Personnel employed in educational systems have certain expectations of the organisation. Expectations include a given amount of pay for a given amount p work, participation in organisational decisions affecting conditions under which they work, strong leadership, fair treatment and applications of up – to- date administrative practices. The Developmental appraisal system for performance, with its humanistic potential, is a forceful a mechanism for achieving an integration of the interest of both parties. The concepts it embraces, including mutual goal setting, flexibility in position performance, occupational mobility, self-development and work creativity are conducive to development of personal attachment of individual to the organisation and to securing voluntary co-operation in achieving position goals as well as the long range mission of the system.

2.7.2. Advancing the self-development of personnel is the primary mission of the developmental appraisal system.

Development refers to activities undertaken by both the individual and the organisation to improve personnel performance from initial employment to retirement. It is aimed at satisfying two kinds of expectations: the contribution required of the individual of the school system and the material and emotional rewards anticipated in return by the individual. The trend towards management by result has shifted the focus of the system from its traditional role of determining the size of a person's pay check to facilitating his on the job performance. This change in values and outlook of the organisations regarding

the central concern of the appraisal and compensation are unrelated. Rather, this new development involves a deliberate attempt to stretch the potentialities of the appraisal system beyond compensation concerns and to improve the affinity of the individual and the organisation in their quest to satisfy mutual expectations.

2.7.3. The quality of the appraiser-appraisee relationships.

This quality influences to a considerable extent the effectiveness of the performance appraisal process. The basic act of performance appraisal occurs between two people. Although information about the performance of an appraisee may be desired from several sources, the act of performance appraisal is a continuing experience between appraiser and appraisee. The experience is intensely personal and emotional. In it, two [people are attempting to establish an individual – organisational fit. They need to develop and maintain an emotional climate within which what the appraisee wants to accomplish for himself for his position and for the organisation can be identified. Clearly, it is the quality of the relationship between the appraiser and the appraisee that makes an organisation run. Without a relationship that is emotionally attractive and psychologically and emotionally gratifying, the support plans we described earlier as essential to the developmental appraisal system are of little avail. It is clear that there is an increasing awareness of the necessity for change in developmental appraisal systems. Present day members of educational institutions, with all their intelligence, education and organisational know-how, will not tolerate a performance appraisal system that inhibits personal freedom, self-development, creativity and organisational democracy.

2.7.4. Purposes of developmental appraisal.

It is generally agreed that both formal and informal appraisal systems exists in every organisation. The informal system is one by which judgements are made about performance effectiveness of personnel without benefit of systematisation of such judgements. As viewed herein, a formal evaluation system is one established by educational institutions, endorsed by the governing board and operated systematically to

determine the extent to which appraisal system objectives have been achieved. The purposes for which developmental appraisal system exists represent another of the critical choices to be made in designing an appraisal system.

Most of the purposes of evaluation can be grouped into five following categories:

- Determine personnel employment status.
- Implement personnel actions.
- Improve individual performance.
- Achieve organisational goals.
- Translate the authority system into controls that regulate performance.

Developmental appraisal systems have multiple uses. If properly designed and implemented, they produce benefits for the individual, workgroup, and total system.

Out of the evolutionary development of the personnel function in work organisations has evolved the modern view that performance appraisal should be applied to all system members under employment contracts. Every position in the organisation structure is linked to results deemed essential to system stability and viability and the organisation is responsible, through development appraisal, for enhancing behaviour of position holders that is productive and for minimising random and uncoordinated behaviour that is counterproductive.

2.7.5. Ethics of Appraisal

Every appraisal system needs a set of values to guide the conduct of appraisers who make judgements about the appraisees whom they supervice and whose judgements may affect either positively or negatively short and long run interests and destinies of their subordinates. The most desirable form of administrative morality prevails in the appraisal process when there are system conditions and a climate conducive to human dignity, status, career, growth, equitable compensation, competent leadership, and maximum use of human potential. Individuals who are appraised should have

assurances such as preparation, confidentiality, communication, objectivity, reports, feedback, participation and access.

The central administration establishes the systems' moral tome and ethical expectations for appraisers and consistently enforces behavioural standards relevant to performance appraisal. Consistent application of appraisal ethics can be the best insurance and individual can have that his security interest will be protected as an integral part of the appraisal process.

2.7.6. Administering Performance Appraisal

In contemporary organisations, appraisal system is regarded as an essential process of the personnel function. Current social emphasis on individual accountability, performance, effectiveness and organisational productivity tends to reinforce this assumption. Consequently, modern educational institutions do not really have a choice about whether there should be an appraisal system, rather, choices revolve around these issues: -

- On what assumption will the appraisal system be designed?
- What purposes will be served by the appraisal systems?
- What plans are needed so that the appraisal system will benefit the individual, the group and the entire organisation?

In the progress review conference the appraiser and the appraisee exchange information about the performance of the appraisee. The appraisers thoroughly review the results of the completed appraisal. The appraisee also a copy of the report for discussion.

Viewpoints are clarified and differing perceptions of the position goals, responsibilities, authority and relationship can be identified, examined and clarified. The appraisees feeling towards achieving performance targets can be studied. Obstacles to individual

progress, whether they be individual or organisational are topics open for discussion.The main objective of the transformation policies as mentioned earlier on, is to transform the educational system from apartheid education to a democratic system of education that will promote life-long learning, equity, access and quality assurance (Manganyi, 1997:3). This statement emphasises the fact that appraisal system implementation also play a major role in promoting life-long learning, equity etc. The successful implementation of transformation policy seems to depend on various factors. One of the key factors identified by researchers is transformational leadership.

2.7.6.1. Transformational Leader

The institutionalisation of new policy or innovation and the deepening of democracy within the education system or educational organisation seem to be heavily influenced by transformational leadership. "Transformational leader institutionalise the vision by reweaving the strategic rope: the technical, political and cultural strands must be combined to make the bureaucracy in large complex organisation. The challenge, instead, is to make it drive the organisational goals; (Tichy 2 and Devanna 199. 216) On the basis of Tichy and Devanna (1990) statement, the following implications can be drawn:

The implication of change does not necessarily suggest the total destruction of the existing structures. For example, transformation has taken place in the South African Parliament without changing the building structurally.

Bureaucracy within complex organisations can still be made flexible and responsive without any attempt to replace the structure. This can be done by training individuals. The skilful combination of technical, political and cultural strands can be utilised to make bureaucracy responsible, flexible and human.

2.7.6.2. The development of the curriculum and the creation of learning environment

The educator plans and designs teaching and learning activities where learning is a collective enterprise, integrative, active and goal oriented. Mutual interest and enthusiasm between teacher and learners create the learning environment. Learners expect to work hard at valid and satisfying tasks as a result of the open and critical discussion based upon rich and diverse materials. The classroom atmosphere encourages the exchange of ideas, questions and experiences, and learning is understood as a cooperative and productive activity. Learning opportunities take place at different levels at the same time

2.7.6.3. Lesson presentation, methodology and classroom management

The educator has an excellent grasp of the learning area and is highly skilled at using many ways to promote the needs and expectations of learners. Each lesson has strong links with those before and after, and learner involvement is an integral part of their own education and development. Learners emerge with a confident and broad understanding of the learning area at their level. The educator demonstrates effective ability to encourage, guide and support learners. Self motivated to the extent that it influences other people positively. Noticeable drive, enthusiasm and tenacity encourages staff to achieve excellence in the classroom.

2.7.6.4. Learner assessment, recording and analysing data

There is a creative use of learner assessment so that it serves many constructive purposes. Sets high but achievable standards consistent with the levels and abilities of the learners, has a lively interest in assessment its possibilities and is aware of new methods. Learners receive constructive and frequent feedback as a consequence of continuous and varied assessment the educator then keeps complete and comprehensive records of learners' progress. Records and analysis of data are exceptionally well kept.

Analysis of data is accurate and shows exceptional ability for utilisation of the data for problem solving and development.

2.7.6.5. Development of learning field competency

The educator sustains a lively interest in her or his own learning area to the extent that, in addition to teaching it well, this teacher leads learning area committees, contributes to workshops and is capable of lecturing to trainee teachers in the learning area.

2.7.6.6. Human relations and leadership

In the implementation of DAS, the educator must have excellent personnel and professional relationships with most members of the school community. The educator is regarded as open, honest and accessible and can offer advice and criticism without causing offence and \ or discomfort. Is very supportive of colleagues and learners has confidence of parents and members of the community. He shows well-developed leadership qualities in educational environment and is able to influence colleagues with decisive recommendations and has a clear sense of how decisions can be implemented. Leadership qualities are demonstrated in stepping forward and holding back. The educator is looked to by community to play a leadership role in many of the schools' activities.

2.8. THE EFFECTIVENESS OF DAS.

The National Policy on DAS has been designed to ensure that School evaluation is carried out according to an agreed national model. It sets out the legal basis for school evaluation and also provides guidance on how evaluation process should be administered and funded. The policy indicates ways in which very good schools should be recognised and under-performing supported. It makes clear the links between those at national level who are responsible for the quality of education, and supervisors, schools and local support services.

2.9. THE SOUTH AFRICAN LAWS AND APPRAISAL.

The transformation of education in South Africa emphasises the right of all to quality education. White Paper on Education 1995 emphasises the fact that DAS should assist in redressing the discriminatory, unbalanced and equitable distribution of the education services of the apartheid regime and to develop a world class education system suitable to meet the challenges on the 21'st century.

According to the National Education Policy Act (no. 27 of 1996), the Minister is mandated to direct that standards of education provision, delivery and performance are monitored. Evaluations need to be carried out under aegis of the National Department annually or at specified intervals, with the provisions of the constitution and with National Education Policy.

The Further Education and Training act (FET) (no. 98 of 1998) makes is obligatory for the Director General subject to the norms set by the Minister in terms of the National Education Policy Act, to assess and to report on the quality of education provided in the FET band. It also requires that Education and Training Quality Assurance bodies be established for the purpose of monitoring and auditing achievements in terms of The National Standards and Qualifications.

2.10. DAS AND QUALITY ASSURANCE.

DAS is a cornerstone of the quality assurance systems in schools. It enables a school and external supervisors to provide an account of the school's current performance and to show to what extent it meets national goals and needs of the public and communities. This approach provides the opportunity for acknowledging the achievements of a school and for identifying areas that need attention. DAS implies the need for all schools to look continually for ways of improving and the commitment of Government to provide development programs designed to support their efforts.

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The core mission of schools is to improve the educational achievements of all learners. DAS is therefore designed to enable those in schools, supervisors and support services to identify to what extent a school is adding value to the learners' prior knowledge, understanding and skills. All members of a school community have responsibility for the quality of their own performance. The evaluation of both qualitative and quantitative data is essential when deciding how well an individual is performing. For this reason, DAS is concerned with the range of inputs, processes and outcomes. These are associated with staffing and physical resources, human and physical, human and physical, the quality of leadership and management, learning and teaching and the standards achieved by learners.

Staff development and training is critical to school improvement. A measure used by DAS in judging an educators' performance is the amount and quality of in-service training undertaken by staff and its impact on learning and standards of achievement. In this way DAS will make an important contribution to securing well-focused development opportunities for school staff. Schools are inevitably at different stages of development. Many factors contribute to this. A basic principle of this policy is to seek to understand why schools and where they are and to use the particular circumstances of the school as the main starting point of the evaluation. The policy recognises that schools in disadvantaged areas must not be disadvantaged in terms of DAS.

2.10.1. Purposes of the Appraisal System.

Table 2.1 A framework of understanding appraisal.

PURPOSE / LEVEL	(a) Improvement.	(b) Accountability.
(c) Individual.	Individual Staff Development.	Individual Staff Decision. e .g (Job Status)
(d) Organisation.	School Improvement	School Status Decision. (Accreditation).

This framework represents four distinct combinations of appraisal decision-making which include: improvement, improvement, accountability, individual and organisational decisions.

2.10.1.1. Improvement Purpose

Appraisal process yields rich and descriptive information that illuminates sources of difficulty and viable sources for change. For example, discussion between the appraiser and appraisee to improve certain classroom performances to promote effective teaching and learning processes. Educators are unlikely to experience professional development if they are unable or unwilling to take advantage of opportunity for growth.

2.10.1.2. Accountability Purpose.

Effective appraisal process yields fairly objective and externally defensible information about educators' performance. Educators know what they did or did not do to have achieved a particular assessment. For example, did they reinforce learners' efforts encouragingly and how? Or did they discourage learners participation and how? And what can be done about improving or enhancing their teaching. Collection of data to determine the extent to which educators have achieved minimum acceptable levels of competence or prescribed standards of performance.

2.10.1.3. Decision-making about individuals.

The context in which individual performance occur are mutually considered to ensure appropriateness and sufficiency of data. For example, appraisal system used successfully in rural areas do not meet the contextual needs of schools in urban areas in South Africa. Appraisal should be set clearly within the context of professional duties and appraisees own work and job description.

2.10.1.4. Organisational Decision

Appraisal methods are collaboratively designed and pursued to ensure credibility and uniformity. Effective educator appraisal relies on openness and collaboration such as transparency about the criteria for appraisal, and why and how organisations are appraised. When the appraiser and appraisee are jointly involved in integrating appraisal process for professional growth with school improvement efforts, both individual and institution improves.

2.10.1.5. The guiding principles on appraisal.

The appraisal process needs to be open, transparent and developmental. The appraisal of educators is in essence a developmental process that depends upon continuous support. It is designed and intended to protect strengths, develop potential and overcome weaknesses. The process should always involve relevant academic and management staff and include all stakeholders and its members should be trained to conduct the process. Educators should be informed of all the aspects of the appraisal process so that they can take the initiative to conduct it. Punctual feedback by way of discussions and written communication to those who are being appraised should be one of the necessary elements of appraisal. The instruments for appraisal should have appropriate criteria to appraise the nature and level of the work performed.

2.10.2. Critical issues in the appraisal system.

To have the positive impact people wish for, for the individual and the school, appraisal has to be firmly fixed into the rhythm of the school. It needs to be linked to other activities and strategies that are part of, or become part of the schools' day-to-day routine. These sets of activities that bound observation and interview can be broadly classified as preparatory and developmental process.

2.10.2.1. Preparation and climate setting

Effective appraisal system.

Educator appraisal system must suit the educational goals, community values of the school e.t.c.

Top-level commitment and resources and educator involvement and responsibilities.

2.10.2.2. Appraisal and School development.

It provides a context for appraisal. Such activities can assist in developing readiness. Criteria in appraisal concern the basis on which judgements of good practice are made or targets are judged in order to be met. It provides a focus for the appraisal activity and involves educators in the process early on thus enhancing ownership. Criteria used in making judgements can be arrived at in a variety of ways e.g. they might be based on experience and take the form of a personal or shared view of what constitute good practice. It might also come from individual, school or national objectives or some combination of these.

2.11. SUMMARY AND CONCLUSION.

The resuscitation of DAS and advocacy of WSE and DAS protocol helped educators and other stakeholders to have an understanding in the conceptual landscape of DAS, its processes and procedures designation of management plans for institutions and broad intentions of das protocol. In its implementation, DAS targets all educators employed in terms of the employment of the employment of educators Act no. 76 of 1998.

It also aims at facilitating improvement of school performance through approaches characterised by partnership, collaboration, mentoring and guidance. It enables a school and external supervisors to provide an account of the schools' current performance and to show to what extent it meets national goals and the needs of the public and communities. It is an important aspect of educator development and support. It is not a separate or distinct process in the professional lives of educators; it is part of professional competence, professional growth and development. The vital communication on the decision to continue with the implementation of DAS as it was temporarily suspended was concluded by the educational stakeholders and agreed upon, as it is the product of Education Labour Relations Council (ELRC) Department circular no. 3 of 2003.

CHAPTER 3

RESEARCH DESIGN

3.1. INTRODUCTION

This chapter outlines a description of empirical research which was undertaken to investigate the implementation of Developmental Appraisal System (DAS) in the educational institutions of North West Province in the Mafikeng District. An exposition of the rationale behind the type of methodology employed how the investigation was carried out and what steps were followed in the design of the data instruments as an attempt to validate the research study.

3.2 EMPIRICAL INVESTIGATION

There are many methods by which we obtain the needed data (Berenson & Levine, 1996: 13). Firstly we may seek data that is already published by government or industrial sources, secondly we may design an experiment to obtain the necessary data, thirdly we may conduct a survey and fourthly we may make observations of the behaviour, opinions and attitudes of individuals in whom we are interested.

In this study a survey research was conducted and a self administered questionnaire was used as the data gathering instrument.

3.3. SELF-ADMINISTERED SURVEYS

According to Cooper et al (1998) self-administered questionnaire has become ubiquitous in modern living. Usually a short questionnaire is left to be completed by the respondent in a convenient location.

These can be delivered by postal services, fascimile or a courier service. Computer-delivered self-administered questionnaires use organisational intranets, internet or online

services to reach their respondents. Self-administered surveys also have their advantages and disadvantages which are discussed below (Cooper et al, 1998):-

3.3.1. Advantages

- Mail surveys typically cost less than personal interviews, the costs are generally in the same range as telephone, although in specific cases either may be lower.
- The more geographically dispersed the sample, the more likely that mail will be the low-cost method because it is often a one-person job.
- Respondents who might otherwise be inaccessible can be contacted when the researcher has no specific person to contact – say in the study corporations – the mail survey often will be routed to the appropriate respondent.
- Respondents can take more time to collect facts; talk with others or consider replies at length than is possible with the telephone, personal interviewing or intercept studies. These are typically perceived as more impersonal, providing more anonymity than the other communication modes, including other methods for distribution self-administered questionnaires.

3.3.2. Disadvantages

- There is a non-response error
- Major limitations concern the type and amount of information that can be secured.

Self-administered questionnaires were also administered in this study, especially to those respondents who could not be interviewed. Some assistants where engaged by the

researcher to help in the distribution of questionnaires, especially at the three departments in the North West Public Service.

3.3.3. Follow ups

According to Cooper et al (1998: 305) follow ups are a reminder and are very successful in increasing response rates. Since each successive follow up produces more returns the very persistent researcher can potentially achieve an extremely high response rate should the potential respondents not return their questionnaires, receiving a follow-up letter might encourage them to do so.

In this project participants were followed up telephonically and personally to remind them to complete the questionnaires.

3.4. THE QUESTIONNAIRE AS A RESEARCH TOOL

Research tools are the means by which different approaches to research are operationalised (Johnson, 1994:37). According to Dixon (1989:13) the method of data collection is to some extent guided by the purpose of the study. In this investigation, the hand-delivered questionnaire is employed as a means of data collection. The essence of a questionnaire as a research tool, is that it is in the hands of the respondent, and completed by him or her, usually not under the supervision of the researcher, like it was the case in this study (Johnson, 1994:37; Kamil et al 1985:48-49; Wiersma, 1985:146; Cohen and Manion 189:106).

In this study survey, only the questionnaire as a research tool will be used for the purpose of data collection.

3.4.1. Advantages of a Questionnaire

The following are the advantages of a questionnaire as a method of investigation (Johnson 1994:37, Legotlo 1994, 37: Cohen and Manion 1994:272).

- It is less time-consuming than observation or personal interview.
- Distribution is cost-effective in terms of time, money and traveling.
- A broader sample of people can be reached, in a way of ensuring an extensive spectrum of views, thus maximizing generalization of the study.
- A questionnaire empowers the respondent, who may read all questions before completing and may complete and return it at a convenient time.
- Standardized instruction are given to all the respondents and the appearance and mode of conduct of the investigator do not influence the results.
- The confidentiality of the information given can be maintained since the questionnaire is filled anonymously.
- It is easier to elicit a response on controversial issues than through an interview, and in terms of time, information from the respondents could be obtained within a short space of time.

3.4.2. Shortcomings of a Questionnaire

Despite advantages associated with the questionnaire method of enquiry, researchers share common views on the disadvantages of the questionnaire. They are agreed that questionnaires must be used very carefully, for the following reasons (Johnson 1994:132; Legotlo 1996:30; Cohen and Manion 1994: 93-96).

The respondents may not respond to important points or emphasized aspects which are of utmost significance to the investigation. Despite the freedom enjoyed by the respondent, questionnaires are basically difficult to anlyse and quantify. The danger of misinterpretation of a questionnaire exists as it is very difficult to formulate questions which convey almost the same meaning to all respondents (subjects) and since

questionnaires are commonly used today, some respondents could have negative attitudes towards them, thus contributing to non-response.

Despite these limitations associated with the questionnaire, it is still commonly used as a major instrument for the collection of data. With great care taken in the construction and its entire administration, more favourable responses could be attained (Dixon 1989:22; Legotlo 1996:28).

3.4.3. Designing a Questionnaire

According to Cohen and Manion (1994:92) an ideal questionnaire possesses the same properties as a good law. It is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents and codes. Therefore, a well designed questionnaire boasts the reality and the data to acceptable level of tolerance (Schnetter 1989:44). This implies that, researchers must be very careful with the construction of a questionnaire and the content of the formulated questions must cover the field of study. In this research study, the researcher compiled the set of items in the questionnaire with particular reference to the aspects mentioned in the literature review.

In the construction of a questionnaire, the following guidelines were taken into account:

a) only items that relate directly to the objectives of the research should be included (Gay 1990:186).

b) Questions should be simple and easy to respond to them, dealing specifically with simple concepts and be worded as clearly as possible (Cohen and Manion 1994:93).

c) Questions should be presented in a definite order, simple questions should precede complex questions.

d) Double-barreled items which require the subject to respond to two separated ideas with a single answer should be avoided (Borg and Gall) 1989:430-431.

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3.4.4. Development of the Questionnaire Items

Developing a questionnaire is one of the most delicate and demanding aspect of the entire research process in the sense that it should be clear how the questionnaire is linked to the research objectives, the problems under investigation etc. (Legotlo W.M. 1996). The method of data collection, the size of the sample and the analysis of data. All need to be borne in mind when developing and designing a questionnaire.

With the questionnaire the researcher gathered information about the implementation of Development Appraisal System in Educational institution of North West Province in the Mafikeng District.

In the development and formation of the questionnaire the following important strategies were employed.

- The essence of Development Appraisal System items were outlined.
- The perception of educators on the implementation of DAS were discussed.
- All the ethics of Appraisal were examined.
- The developments of the apraisee were included in the discussion.
- The instruments employed in the gathering of data is similar to studies like Wissler and Ortiz (1988); Carter and O'Neill (1995) were carefully examined.

To a certain extent, the instrument is constructed from the study conducted by Carter and O'Neill (1995 in the USA) on the implementation of DAS in educational institution of DAs in educational institutions of North West Province in the Mafikeng District.

The Carter and O'Neill study concerned itself among other things with the following policies:

- Contribution to reform based on effective leaders.
- Implementation through attention and action.

- Gaps in understanding an area of misinterpretation between policy-makers and implementers and the necessity of support and strategies for policy implementation in order to effect educational change.

Similar studies done by (Wissler and Ortiz 1988) also emphasized the central roles of assistant superintendent in organizational change. To gather more information on the implementation of DAS, the researcher has chosen to use a structure format of questions to elicit the experiences and views or challenges experienced at the personal level, management of policy implementation at school level, support (in terms of research and training) need for them and critical skills needed in order to enhance effective implementation for better delivery and performance.

3.4.5. Format and Content of the Questionnaire

The questionnaire was divided into two sections:

Section A (questions 1-6) the purpose of these questions was to elicit the biographical information and demographics about the respondents.

Section B (question 1 which is divided into 1.1 to 1.11) which dealt mainly with the essence of Developmental Appraisal System

Section B (question 2 and 2.1 from 2.1.1 to 2.1.10) which dealt with the perception of educators on the implementation of DAS with the subtopic, implementation problems of DAS.

Section B (2.2 ethics of appraisal) started from questions 2.2.1 to 2.2.10.

Section B (2.3 development of the appraisee) started with questions 2.3.1 and ended with 2.3.9.

Section B questions were divided into four sub-headings being:

- The essence of Developmental Appraisal System (DAS).
- The perception of educators on the implementation of DAS.
- The implementation problems of DAS.
- The ethnics of Developmental Appraisal System.
- Development of the appraisee.

All the sections in the questionnaire required the respondents to place a cross (X) next to the relevant response.

Section B of the essence of developmental appraisal system needed a "Yes, no and not sure" response from 1.1 to 1.9, then 1.10 requested the respondent to explain while question 1.11 asked for a respondent's comment.

Questions 2.1.1 to 2.1.10 and 2.2.1 to 2.2.10 asked the respondents to "strongly agree, agree, not sure, disagree and strongly disagree" while question 2.3. of the development of the appraisee required the YES or NO answer from respondents.

3.4.6. Pre-Testing the Questionnaire

Researchers view a pilot as a study in which the investigation or the researcher or user of the data carries out what would be reviewed as a mini-experiment in which such schedules are piloted to a small number of subjects (Cohen and Manion 1994:93, and Robinson 1976:46). Furthermore, Schnetter (1989:92) argues that most of the flaws of the measuring instrument are detected during the pilot study.

With the view to determine any flaws, problems and ambiguity, this questionnaire was pretested accordingly. The questionnaires were distributed to Principals, Deputy Principals, Head of Department and Educators of different schools. In all instances, respondents were requested to complete the questionnaire and to indicate whether some

items seemed ambiguous to them and to comment on the language, phrasing and the length of the questionnaire.

The vital role played by the pilot survey in the research project is emphasized by the researcher in saying that the purpose of the pilot study to help the researcher or the user of the questionnaire to verify whether there are items that may be misinterpreted or misunderstood by the respondents or that they may have the problem in comprehending exactly what the researcher is looking for (Johnson 1994:132; Madzivhandila 1992:111; and Legotlo 1996:28).

Influences from the above paragraph seem to suggest the contrality and indispensability of the pilot-survey to the effectiveness and reliability of the questionnaire as an instrument for data collection. Van Niekerk (1987:98) supports the view in saying that a pilot study is an important measuring instrument specifically designed to pre-ampt those mistakes that may feature predominantly in the main investigations. In a way, pretesting exercise helps researcher to become fully consicious of the important factors which he or she might ignore in the construction of the trial questionnaire from a sizeable number of items from the literature study.

3.4.7. Population and Sampling for the Final Questionnaire

After the pilot study, the researcher employed the following strategies for data collection and sampling.

3.4.8. Final Questionnaire

The final questionnaires were distributed as follows:-

- 80 questionnaires were administered to 80 educators in the Mafikeng district.
- 64 questionnaires were returned and made a final survey analysis.

3.5. POPULATION

According to Cohen and Manion (1994:86) population is readily identifiable and given sufficient resources to be contacted. Molebaloa (1996:82) further argues that population is the group of interest to the investigator, the group to which he or she would like the results of the project to be generalized. In this instance, it means that the researcher is dealing with a sample of a population group of educators at different school. The fact that the population is comprised of old and new educators serving in the new dispensation is a very essential point to the researcher. The accessible population in this regard is 80 educators, principal, deputy principals and HOD's.

3.5.1. Random Sampling

In random sampling, each member of the identified population has an equal chance of being selected for the sample (Mulder 1989:57). For the purpose of this research project a random sample of 80 educators in the Mafikeng district of six circuits was employed. The main idea in this was to ensure high probability of representation.

According to Mazivhondila (1992:121) random sampling is often necessitated because some populations are too large that all their subject cannot be observed or subjected to any level of treatment. Such situation requires that a representative and manageable group of subjects be randomly selected for scientific study.

A list of circuits in the Mafikeng district was compiled. Once this had been done, a random sampling was employed within each circuit until each circuit had a fair representation of schools. Finally, the 80 random sample of educators in a school were selected to maximize the external validity of the results of the study.

3.6. ADMINISTRATION OF THE QUESTIONNAIRE

This selection is devoted to the logistical aspects of the administration part of the study. This also refers to the administration of the questionnaire.

3.6.1. Request for Permission

In the beginning, permission was obtained by the researcher from the Department of Education Quality Assurance Directorate in Mafikeng Regional Office and the Mafikeng District Office of Education to gain access to the records and the utilization thereof. Access also entailed the permission to conduct a research study within the Department.

3.6.2. Covering Letter

The covering letter is a tool used to introduce the questionnaire to the respondents with the aim of getting responses to the scheduled items. It gives the identified respondents direction in the completion of the questionnaires, details about the return dates, addresses or contact person and it guarantees anonymity (Johnson 1994: 132; Borg and Gall, 1989:436, Cohen and Manion 1994:132).

A simple and short covering letter accompanied each and every questionnaire. The letter outlines the purpose of the study and also reassures the respondents that all the information given would be treated in the strict confidence and direct the respondents on how to return the completed questionnaire to the researcher. According to Guy et al (1987:235) the requirements of such a letter are that it should be short, simple but covering almost all the details that a covering letter requires to cover. It should be neat and addressed specifically to the prospective respondents for instance "Dear Prof Louw" in this research study the researcher used the phrase "To whom it may concern" on the covering letter in addressing the respondents. This method of address is supported by Moses et al (1985:265) arguing that this method is easier since it can be printed uniformly on all questionnaires rather than be addressed individually afterwards.

In an attempt to satisfy the requirements of the covering letter, the researcher included all the vital information like the identity of the researcher, full address, contact numbers and the due date for the submission of the questionnaires. This is in line with the views of the researchers when they emphasize the necessity of stating the identity of the researcher (Johnson 1994) and (Tuokman, 1994:242).

Table 3.1 A list of circuits in the Mafikeng District

District	**No. Of Circuits**	**No. Of Schools In A Circuit**
Mafikeng District	Six Circuits (6)	Thirty Schools (30)
	1) Montshiwa	Rekopane P School Areaganeng P School Sebopiwa Molema M School Molapisi P school Magokgwane P School
	2) Botshabelo	Batswana H School Kebalepile H School Lapologang H School Phetlhu P School Stadt P School
	3) Makgobistad	Sol Plaatjie P School Sol Plaatjie H School Thuto Lesedi H School Modimola P School Bakang-Selebo P School
	4) Dithakong	Bodiri P School Ipeleng P School Rekopantswe P School Mafikeng P School Mafikeng H School
	5) Stadt	Danville P School Danville H School Kebonang H School Molema P School Sejankabo H School
	6) Mmabatho	B M Mokitime P School Lekhela P School C N Lekalake M School Mmoledi H School Molopo M School

3.7. STATISTICAL TECHNIQUES

3.7.1. Descriptive Data

A computer-aided statistical analysis was applied. SAS was used for the data analysis. SAS is a statistical software that is used in the analysis of data whether it be quantitative or qualitative in nature. Some statistical analysis includes frequency analysis, correlation analysis and chi-square tests.

3.7.2. Frequency Analysis

Frequency analysis was conducted by use the frequency distribution table. A frequency distribution table is a summary table in which the data are arranged into conveniently established numerically ordered class groupings (Berenson & Levine, 1996: 62). Frequencies are generally obtained for nominal and demographic variables such as age, years of service, gender, education level and others. For this study, frequencies of the respondents' biographical data will be depicted in a summary table.

3.7.3. The t-Test

The t-test is used to compare the mean of one variable with a known or hypothesized value (Berenson & Levine, 1996: 472). In other words, the One-sample t test procedure tests whether the mean of a single variable differs from a specified constant. In using the t-test it is assumed that the data has been derived from a population with normal distribution and equal variance. With moderate violation of the assumption, you can still proceed to use the t test provided the following is adhered to:

- The samples are not too small.
- The samples do not contain outliers.
- The samples are of equal or nearly equal size.

However, if the sample seriously violates the assumption then Nonparametric Tests should be used. Nonparametric tests do not carry specific assumptions about population distributions and variance. In the interpretation of the t statistics, we will be looking at its p-value. Generally, there are three situations where you will need to interpret the p-value:

- If the p-value is greater than 0.05, the null hypothesis is accepted and the result is not significant.
- If the p-value is less than 0.05 but greater than 0.01, the null hypothesis is rejected and the result is significant beyond the 5 per cent level.
- If the p-value is smaller than 0.01, the null hypothesis is rejected and the result is significant beyond the 1 percent level.

3.7.4. ANOVA TESTS

Statistical method for making simultaneous comparisons between two or more means; a statistical method that yields values that can be tested to determine whether a significant relation exists between variables (Berenson & Levine, 1996: 532). When one carries out an ANOVA test a p-value is calculated. The p-value is the probability that the variation between conditions may have occurred by chance, so samples with smaller p-values are varying more significantly.

3.8. CONCLUSION

The research methodology for this study was discussed in this chapter. A self administered questionnaire was employed to collect the data. Data analysis techniques discussed include frequency analysis, correlation analysis and chi-square tests.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

The inclusion of the Likert-type scales in survey questionnaires is a popular technique for obtaining information on attributes about human such as human knowledge, attitudes and behavioural preferences. In this chapter, such data are analysed employing the frequency analysis technique, and exploratory visual representations of the data, namely, histogram, pie and bar charts. The remainder of the chapter is organised as follows.

In section 4.2 we perform the Reliability of the data and section 4.3 displays the biographic information of the respondents. Section 4.4 looks at the Essence of Developmental Appraisal System (DAS), section 4.5 assesses the Perception of Educators on the Implementation of DAS, section 4.5.1 looks at the Implementation Problems of DAS, section 4.5.2 discusses the Ethics of appraisal, section 4.5.3 considers the Development of the Appraisee and section 4.6 Concludes.

4.2 RELIABILITY ANALYSIS

It is important to check for data reliability in social research. If data is found to be unreliable, the research findings become questionable. The Alpha Chronbach Carmines et al (1979) test of internal consistency of data is used in this analysis. While some authors argue that a minimum overall value of 0.65 coefficient alpha is an acceptable level of a strong internal consistency, others contend a minimum value of 0.70. It is therefore argued that the minimum overall coefficient alpha lying within the range 0.65 and 0.70 is indicative of strong internal consistency. As can be seen in figure 4.1, the overall coefficient alpha is 0.415005, indicating a weak support for internal consistency.

Table 4.1 Reliability Analysis

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.387842
Standardized	**0.415005**

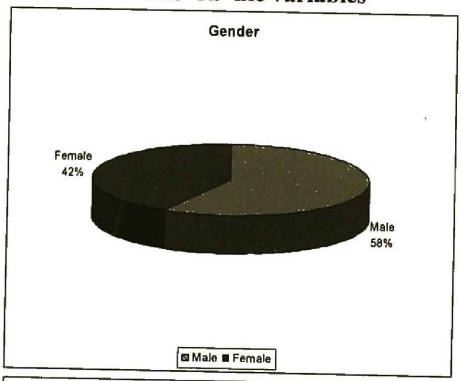
Cronbach Coefficient Alpha with Deleted Variable

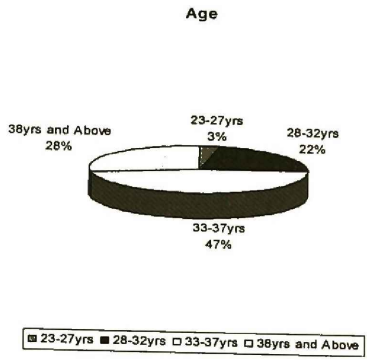
	Raw Variables		Standardized Variables	
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**
qa1q1	0.149198	0.376686	0.158165	0.398181
qa1q2	0.112580	0.376854	0.007147	0.419906
qa1q3	-.076927	0.397275	-.098590	0.434668
qa1q4	0.102496	0.377139	-.116576	0.437142
qa1q5	0.166999	0.366633	0.196464	0.392549
qa1q6	0.052641	0.385437	-.068289	0.430475
qb1q1	0.128089	0.376294	0.240517	0.386008
qb1q2	0.203902	0.366675	0.425425	0.357822
qb1q3	0.285456	0.357489	0.452038	0.353667
qb1q4	0.232850	0.360617	0.332637	0.372116
qb1q5	-.173702	0.413639	-.078422	0.431880
qb1q6	0.005372	0.390331	0.203294	0.391539
qb1q7	-.158863	0.400588	-.038235	0.426287
qb1q8	-.182258	0.409696	-.245206	0.454537
qb1q9	-.090075	0.410924	-.110301	0.436280
q21q1	0.398006	0.334333	0.518505	0.343177
q21q2	0.075111	0.382902	0.110618	0.405103
q21q3	0.159969	0.366314	0.091265	0.407899
q21q4	0.179749	0.362833	0.112131	0.404884
q21q5	-.011663	0.392363	0.045227	0.414500
q21q6	0.293363	0.342945	0.181287	0.394786
q21q7	0.227868	0.348903	0.193112	0.393043
q21q8	0.378133	0.313742	0.322202	0.373704
q21q9	0.224609	0.346893	0.055977	0.412965
q21q10	0.189642	0.359592	0.038775	0.415419
q23q1	-.150982	0.402380	-.024147	0.424313
q23q2	-.140335	0.400928	0.042527	0.414885
q23q3	0.143994	0.378305	0.265575	0.382258
q23q4	0.040548	0.386433	0.120313	0.403698

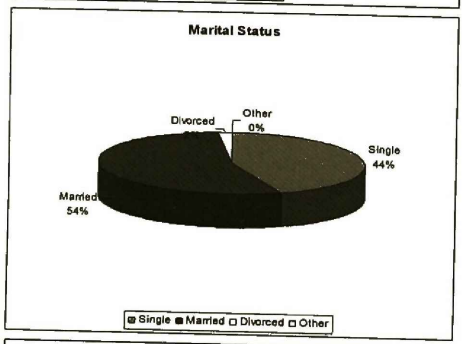
4.3 *DEMOGRAPHIC INFORMATION*

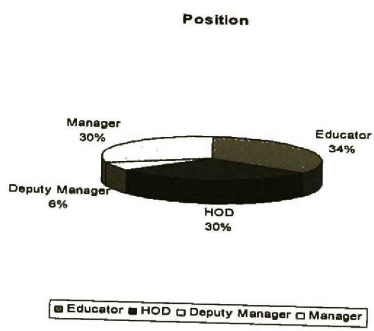
The majority 37 (58%) of the 64 respondents are male and only 27 (42%) are female as seen from figure 1 below.

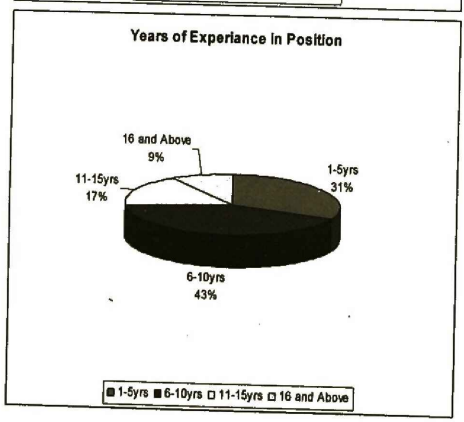
Fi ure 4.1 Demo ra hic variables











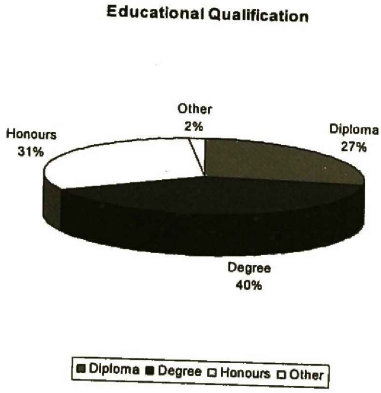


Table 4.2 Demographic Variables

The FREQ Procedure

qa1q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	37	57.81	37	57.81
Female	27	42.19	64	100.00

qa1q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
23-27yrs	2	3.13	2	3.13
28-32yrs	14	21.88	16	25.00
33-37yrs	30	46.88	46	71.88
38yrs and above	18	28.13	64	100.00

qa1q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Single	28	43.75	28	43.75
Married	35	54.69	63	98.44
Divorced	1	1.56	64	100.00

qa1q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Educator	22	34.38	22	34.38
HOD	19	29.69	41	64.06
Deputy Manager	4	6.25	45	70.31
Manager	19	29.69	64	100.00

qa1q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-5yrs	20	31.25	20	31.25
6-10yrs	27	42.19	47	73.44
11-15	11	17.19	58	90.63
16yrs and Above	6	9.38	64	100.00

qa1q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Diploma	17	26.56	17	26.56
Degree	26	40.63	43	67.19
Honours	20	31.25	63	98.44
Other	1	1.56	64	100.00

As seen in figure 4.1 and table 4.1 most of the respondents 30 (47%) are between the ages 33-37years and only 2 (3%) between 23-27 years. Of the total number of respondents only 35 (55%) were married, 28 (44%) were single and only 1 (2%) is divorced. The bulk of the respondents were educators 22 (34%) and only 4 (6%) Deputy Managers. With regards experience 17 (28%) of the respondents have experience of more than 11 years in their positions and the rest 47 (73%) have experience of less than

10 years in their positions. Respondents who posses a degree make up 26 (41%) while those who have a Diploma make up 17 (27%) of the respondents.

4.4 THE ESSENCE of DEVELOPMENTAL APPRAISAL SYSTEM (DAS)

As seen in figure 4.2 and table 4.2 below 70% of the respondents support the claim that DAS is the relevant tool to strengthen the partnership of all stake holders in education. Of the total number or respondents 73% believe that 'DAS can help educators achieve their outputs more effectively' and 27% are not sure. On the aspects of '***DAS helps educators to work harder' and 'DAS helps educators to take initiatives from their own self development'***, the majority of respondents support these statements and feel that DAS will enhance educators performance. However 81% of the respondents pointed out there were fewer visitations to schools by DAS implementers. Most of the respondents 78% are not sure if the education department wants to use DAS to identify less performing educators and then retrench them.

Figure 4.2 The Essence of DAS

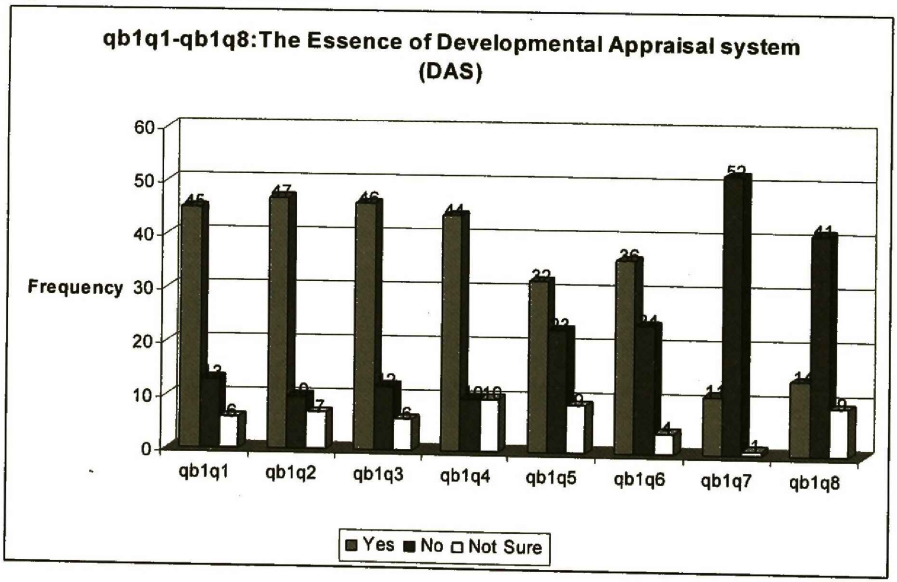


Table 4.3 The Essence of DAS

The FREQ Procedure

qb1q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	45	70.31	45	70.31
No	13	20.31	58	90.63
Not Sure	6	9.38	64	100.00

qb1q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	47	73.44	47	73.44
No	10	15.63	57	89.06
Not Sure	7	10.94	64	100.00

qb1q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	46	71.88	46	71.88
No	12	18.75	58	90.63
Not Sure	6	9.38	64	100.00

qb1q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	44	68.75	44	68.75
No	10	15.63	54	84.38
Not Sure	10	15.63	64	100.00

qb1q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	32	50.00	32	50.00
No	23	35.94	55	85.94
Not Sure	9	14.06	64	100.00

qb1q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	36	56.25	36	56.25
No	24	37.50	60	93.75
Not Sure	4	6.25	64	100.00

qb1q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	11	17.19	11	17.19
No	52	81.25	63	98.44
Not Sure	1	1.56	64	100.00

qb1q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	14	21.88	14	21.88
No	41	64.06	55	85.94
Not Sure	9	14.06	64	100.00

Cumulative Cumulative

With regards to the question 'Who should benefit most directly from DAS', 53% of respondents agree that 'Educators' must benefit directly from DAS and only 44% for Learners as seen in figure 4.3 below.

Figure 4.3 'Who should benefit from DAS?'

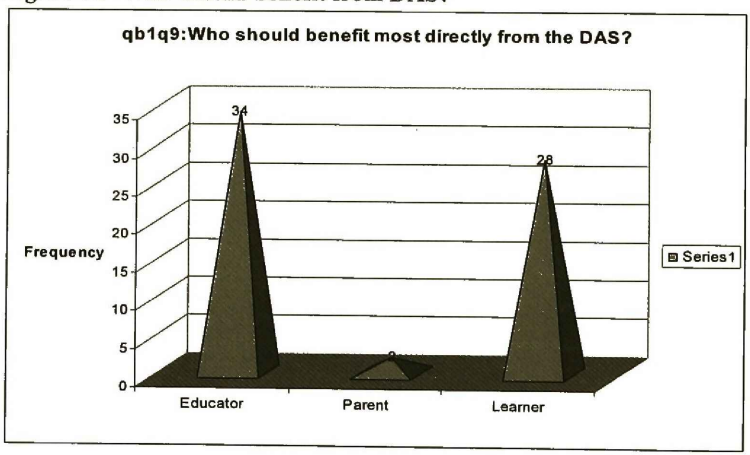


Table 4.4 'Who should benefit from DAS?'

The frequency Procedure

qb1q9	Frequency	Percent	Frequency	Percent
Educator	34	53.13	34	53.13
Parent	2	3.13	36	56.25
Learner	28	43.75	64	100.00

4.5 PERCEPTION OF EDUCATORS ON THE IMPLEMENTATION OF DAS

4.5.1 Implementation problems of DAS

As seen in figure 4.4 and table 4.4 below most of the respondents 79% agree that DAS implementers are not clear of their roles in the implementation process and only 30% agree. Reflecting on the effectiveness of DAS 97% of the respondents identified DAS flawed implementation as a major impediment. However 49% of the respondents regard DAS as a stumbling block to the progress of education and 23% disagree. About 54% of the respondents agree that DAS implementation was not well organized and only 18% disagree. The majority 95% of the respondents indicated that there was little material to cater for the entire process of DAS. About 61% of the respondents agree that implementers of DAS are not sure of their job and therefore need proper training on DAS. Also about 61% of the respondents claim that job standards of particular jobs were not considered and hence DAS does not evaluate performance. However 61% agree that DAS helps educators improve the life of the community.

Figure 4.4 Implementation problems of DAS

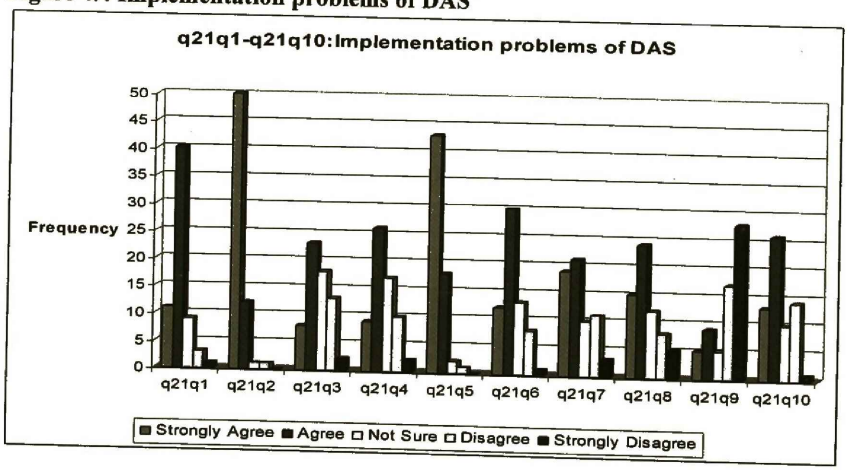


Table 4.5 Implementation problems of DAS

The FREQ Procedure

q21q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	8	12.50	8	12.50
Agree	23	35.94	31	48.44
Not Sure	18	28.13	49	76.56
Disagree	13	20.31	62	96.88
Stongly Disagree	2	3.13	64	100.00

q21q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	9	14.06	9	14.06
Agree	26	40.63	35	54.69
Not Sure	17	26.56	52	81.25
Disagree	10	15.63	62	96.88
Stongly Disagree	2	3.13	64	100.00

q21q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	43	67.19	43	67.19
Agree	18	28.13	61	95.31
Not Sure	2	3.13	63	98.44
Disagree	1	1.56	64	100.00

q21q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	12	18.75	12	18.75
Agree	30	46.88	42	65.63
Not Sure	13	20.31	55	85.94
Disagree	8	12.50	63	98.44
Stongly Disagree	1	1.56	64	100.00

q21q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	19	29.69	19	29.69
Agree	21	32.81	40	62.50
Not Sure	10	15.63	50	78.13
Disagree	11	17.19	61	95.31
Stongly Disagree	3	4.69	64	100.00

q21q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	15	23.44	15	23.44
Agree	24	37.50	39	60.94
Not Sure	12	18.75	51	79.69
Disagree	8	12.50	59	92.19
Stongly Disagree	5	7.81	64	100.00

q21q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	5	7.81	5	7.81
Agree	9	14.06	14	21.88
Not Sure	5	7.81	19	29.69
Disagree	17	26.56	36	56.25
Stongly Disagree	28	43.75	64	100.00

q21q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	13	20.31	13	20.31
Agree	26	40.63	39	60.94
Not Sure	10	15.63	49	76.56
Disagree	14	21.88	63	98.44
Stongly Disagree	1	1.56	64	100.00

4.5.2 Ethics of appraisal

Reflecting on the ethics of appraisal the majority of respondents 46% believe that 'DAS motivates employees to achieve their full potential', 62% believe that 'DAS implementers must be well informed about the policy development process' and 92% of the respondents believe that 'Educators must work more harder because DAS is all about salary increases'. Of the total respondents 51% strongly agree that 'Job analysis in DAS should be used in content development to ensure job relatedness', 62% of the respondents strongly agree that 'DAS requires the supervisor to observe behavior objectively' and 'There must be a continuous observation of employees behavior before DAS takes place'. Respondents also regard the issues of 'Appraisers must restrict judgements to the specific responsibilities of appraisees position', 'Appraisees will be treated equitably in appraisal judgements relating to promotion' and 'The appraisee and the appraiser need to be properly prepared to engage in the appraisal process' as of prime importance in the implementation of DAS.

Figure 4.5 Ethics of Appraisal

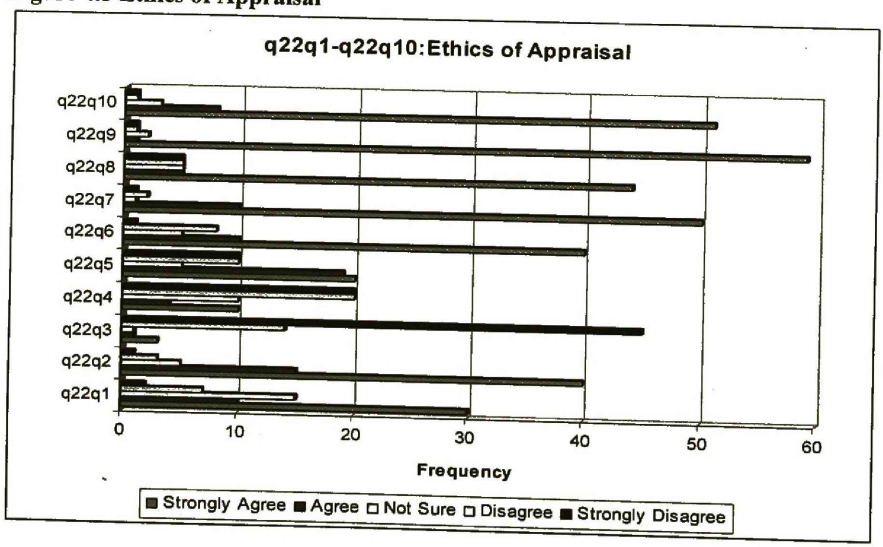


Table 4.6 Ethics of Appraisal

The FREQ Procedure

q22q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	30	46.88	30	46.88
Agree	10	15.63	40	62.50
Not Sure	15	23.44	55	85.94
Disagree	7	10.94	62	96.88
Stongly Disagree	2	3.13	64	100.00

q22q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	40	62.50	40	62.50
Agree	15	23.44	55	85.94
Not Sure	5	7.81	60	93.75
Disagree	3	4.69	63	98.44
Stongly Disagree	1	1.56	64	100.00

q22q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	3	4.69	3	4.69
Agree	1	1.56	4	6.25
Not Sure	1	1.56	5	7.81
Disagree	14	21.88	19	29.69
Stongly Disagree	45	70.31	64	100.00

q22q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	10	15.63	10	15.63
Agree	4	6.25	14	21.88
Not Sure	10	15.63	24	37.50
Disagree	20	31.25	44	68.75
Stongly Disagree	20	31.25	64	100.00

q22q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	20	31.25	20	31.25
Agree	19	29.69	39	60.94
Not Sure	5	7.81	44	68.75
Disagree	10	15.63	54	84.38
Stongly Disagree	10	15.63	64	100.00

q22q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	40	62.50	40	62.50
Agree	10	15.63	50	78.13
Not Sure	5	7.81	55	85.94
Disagree	8	12.50	63	98.44
Stongly Disagree	1	1.56	64	100.00

q22q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	50	78.13	50	78.13
Agree	10	15.63	60	93.75
Not Sure	1	1.56	61	95.31
Disagree	2	3.13	63	98.44
Stongly Disagree	1	1.56	64	100.00

			Cumulative	Cumulative

4.5.3 Development of the Appraisee

As seen in figure 4.6 and table 4.7 below an overwhelming percentage 61% of respondents agree that they have been through DAS, 70% agree that they have a projected Professional Growth Plan (PGP), 75% agree that they have acquired new knowledge through DAS, 84% agree that they stay informed regarding policies and regulations applicable to their positions and 75% agree that there is support from their colleagues. However 90% of the respondents pointed out that they need more information on DAS to be more effective. The majority of respondents 98% pointed out that they participate in extra mural activities and participate in formulating school policies.

Figure 4.6 Development of the Appraisee

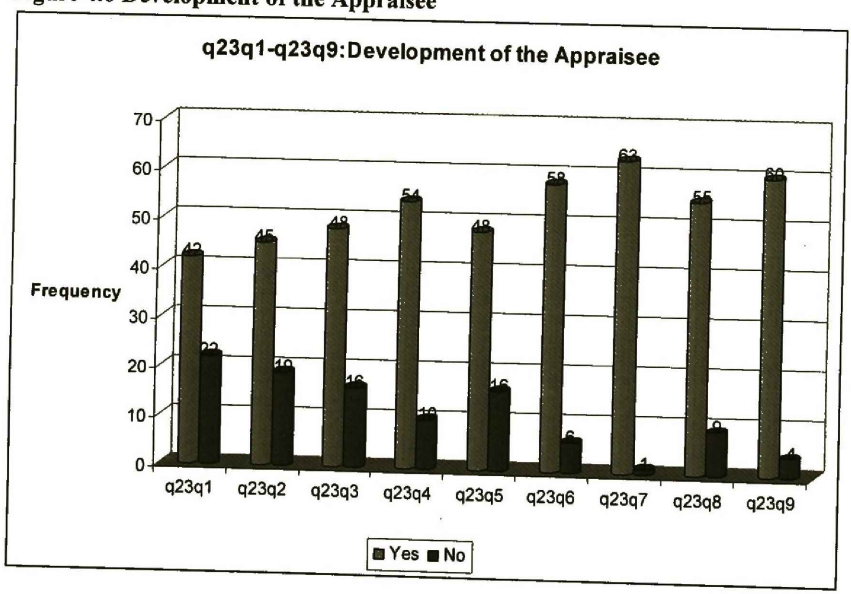


Table 4.7 Development of the Appraisee

The Frequency Procedure

q23q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	42	65.63	42	65.63
No	22	34.38	64	100.00

q23q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	45	70.31	45	70.31
No	19	29.69	64	100.00

q23q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	48	75.00	48	75.00
No	16	25.00	64	100.00

q23q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	54	84.38	54	84.38
No	10	15.63	64	100.00

q23q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	48	75.00	48	75.00
No	16	25.00	64	100.00

q23q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	58	90.63	58	90.63
No	6	9.38	64	100.00

q23q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	63	98.44	63	98.44
No	1	1.56	64	100.00

q23q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	55	85.94	55	85.94
No	9	14.06	64	100.00

q23q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	60	93.75	60	93.75
No	4	6.25	64	100.00

4.6 INVESTIGATION OF RESPONDENTS PERCEPTIONS TOWARDS DAS

4.6.1 Perceptions towards the Essence, Implementation and the Ethics of Appraisal of DAS

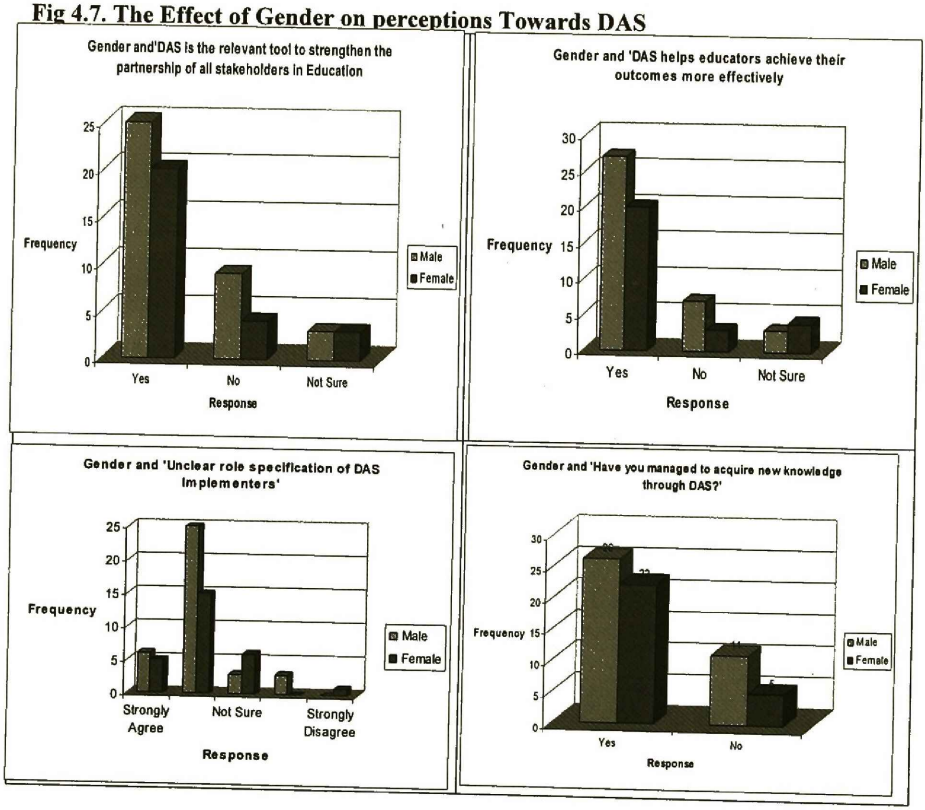
This section uses statistical t-tests and analysis of Variance (ANOVA) to investigate differences in views of respondents regarding the essence, the Implementation and the ethics of Appraisal of DAS on the basis of gender age, marital status, position and qualification.

Some research questions to be answered include:

- whether both sexes differ in their attitudes towards the implementation of DAS
- whether people of different age differ in their attitudes towards the implementation of DAS
- whether people of different marital status differ in their attitudes towards the implementation of DAS
- whether people of different positions differ in their attitudes towards the implementation of DAS
- whether people of different qualifications differ in their attitudes towards the implementation of DAS
- whether proper implementation of DAS will motivate employees to work harder
- whether proper training of DAS implementers will help improve performance of the employees

4.6.1.2. The Effect of Gender on perceptions Towards DAS

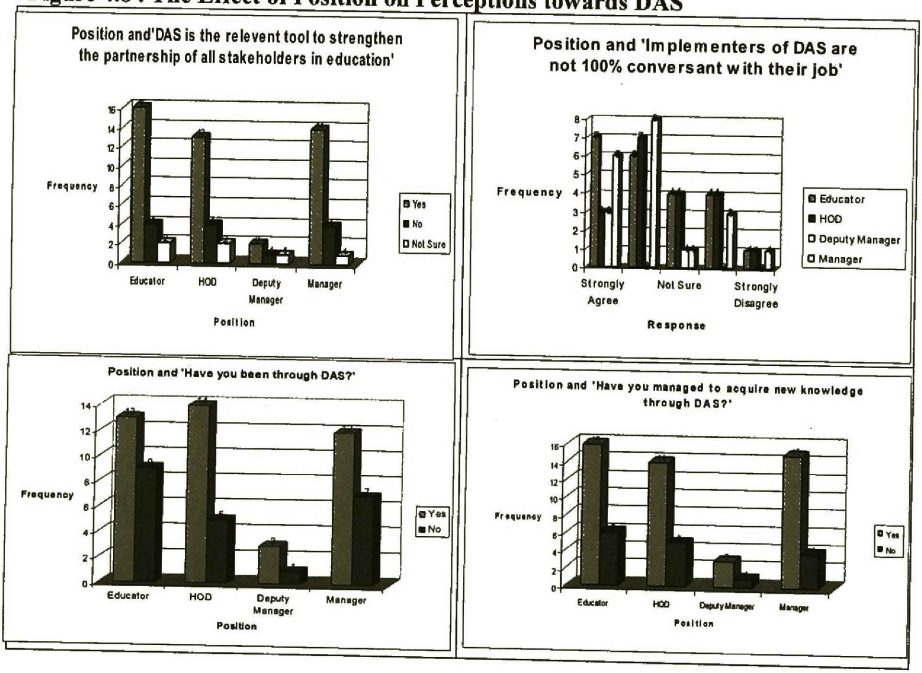
Fig 4.7. The Effect of Gender on perceptions Towards DAS



As seen in figure 4.7 above both males and females have the same perceptions towards DAS. Both sexes believe that DAS is the relevant tool to strengthen the partnership of all stakeholders in education and also that DAS helps educators achieve their outcomes more effectively.

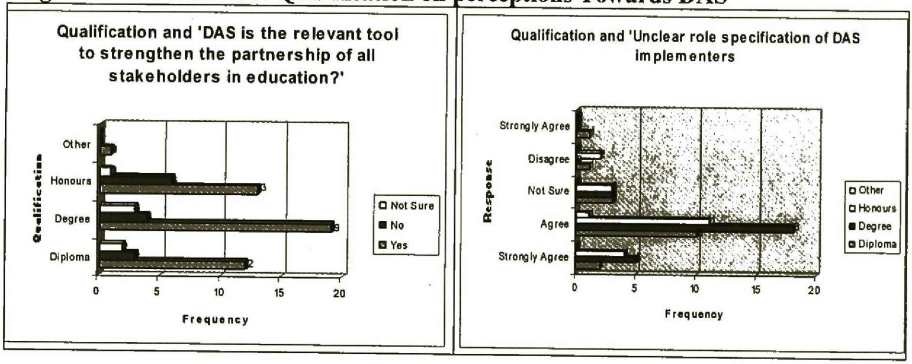
With regards position, educators feel that DAS is the relevant tool to strengthen the partnership of all stakeholders in education while Managers and HOD's do not feel that way. Educators and managers hold the same view that DAS was not well implemented while Deputy Managers are not sure. Educators and HOD's share the same view that they have acquired new knowledge through DAS as seen in figure 4.8 below.

Figure 4.8 . The Effect of Position on Perceptions towards DAS



With regards qualification respondents with an Honours, Degree and Diploma all share the same view that DAS is a relevant tool to strengthening the partnership of all stakeholders in education and however indicated that there was no proper implementation of DAS as the roles of implementers were not clearly specified as seen in figure 4.9 below.

Figure 4.9. The Effect of Qualification on perceptions Towards DAS



4.7 t-TESTS

The t-test results reported in table 4.8 show that both male and female respondents do not differ significantly in their perceptions towards the implementation of DAS since the prob-values of the t-statistics are all greater than 5%=0.05. Male respondents have a mean of 1.4054 while female respondents have a lower mean of 1.3704 about the perceptions of the implementation of DAS. Similarly with regards position and qualification their perceptions towards the implementation of DAS do not differ significantly.

4.8 ANOVA TESTS

The ANOVA test results in table 4.9 show that people of different sexes do not differ significantly in their perceptions of the implementation of DAS (prob-value of 0.6877,0.3099,0.7730>0.05).On the basis of Position, the results show that people of different positions do not differ significantly in their perceptions towards the implementation of DAS (0.8688,0.9737>0.05) and also on the basis of Qualification the results show that people with different qualifications do not differ in their perception of the implementation of DAS (0.9851,0.3613,0.0540>0.05).

Table 4.8 t-Tests

The TTEST Procedure

Statistics

Variable	qa1q1	N	Lower CL Mean	Mean	Upper CL Mean	Lower CL Std Dev	Std Dev	Upper CL Std Dev	Std Err
qb1q1	Male	37	1.1908	1.4054	1.62	0.5235	0.6438	0.8362	0.1058
qb1q1	Female	27	1.0983	1.3704	1.6424	0.5416	0.6877	0.9424	0.1323
qb1q1	Diff (1-2)		-0.3	0.035	0.3703	0.5637	0.6625	0.8038	0.1677
qb1q2	Male	37	1.1402	1.3514	1.5625	0.5149	0.6332	0.8225	0.1041
qb1q2	Female	27	1.1118	1.4074	1.703	0.5885	0.7473	1.0241	0.1438
qb1q2	Diff (1-2)		-0.402	-0.056	0.2897	0.5814	0.6833	0.829	0.173
qb1q4	Male	37	1.2616	1.5405	1.8194	0.6802	0.8365	1.0866	0.1375
qb1q4	Female	27	1.1214	1.3704	1.6193	0.4956	0.6293	0.8624	0.1211
qb1q4	Diff (1-2)		-0.213	0.1702	0.5529	0.6437	0.7565	0.9178	0.1915
q21q1	Male	37	1.8279	2.0811	2.3343	0.6175	0.7593	0.9863	0.1248
q21q1	Female	27	1.8064	2.1481	2.4899	0.6804	0.864	1.184	0.1663
q21q1	Diff (1-2)		-0.474	-0.067	0.3402	0.6848	0.8049	0.9764	0.2037
q21q7	Male	37	1.7413	2.1081	2.4749	0.8946	1.1001	1.429	0.1809
q21q7	Female	27	2.1521	2.6667	3.1813	1.0245	1.3009	1.7828	0.2504
q21q7	Diff (1-2)		-1.16	-0.559	0.0427	1.0111	1.1884	1.4418	0.3008
q23q1	Male	37	1.265	1.4324	1.5999	0.4084	0.5022	0.6524	0.0826
q23q1	Female	27	1.0546	1.2222	1.3898	0.3336	0.4237	0.5806	0.0815
q23q1	Diff (1-2)		-0.028	0.2102	0.4485	0.4006	0.4709	0.5713	0.1192
q23q3	Male	37	1.1428	1.2973	1.4518	0.3768	0.4634	0.6019	0.0762
q23q3	Female	27	1.0286	1.1852	1.3418	0.3117	0.3958	0.5425	0.0762
q23q3	Diff (1-2)		-0.109	0.1121	0.3329	0.3712	0.4363	0.5293	0.1104
q22q1	Male	37	1.6462	2.027	2.4079	0.9289	1.1423	1.4838	0.1878
q22q1	Female	27	1.637	2.1481	2.6593	1.0175	1.2921	1.7707	0.2487
q22q1	Diff (1-2)		-0.732	-0.121	0.4898	1.0272	1.2074	1.4647	0.3056
q22q4	Male	37	3.3164	3.7568	4.1972	1.0742	1.3209	1.7158	0.2172
q22q4	Female	27	2.7073	3.2963	3.8852	1.1725	1.4888	2.0403	0.2865
q22q4	Diff (1-2)		-0.245	0.4605	1.1656	1.1858	1.3938	1.6909	0.3528

T-Tests

Variable	Method	Variances	DF	t Value	Pr > |t|
qb1q1	Pooled	Equal	62	0.21	0.8352
qb1q1	Satterthwaite	Unequal	53.9	0.21	0.8370
qb1q2	Pooled	Equal	62	-0.32	0.7470
qb1q2	Satterthwaite	Unequal	50.4	-0.32	0.7535
qb1q4	Pooled	Equal	62	0.89	0.3776
qb1q4	Satterthwaite	Unequal	61.9	0.93	0.3567
q21q1	Pooled	Equal	62	-0.33	0.7431
q21q1	Satterthwaite	Unequal	51.7	-0.32	0.7483
q21q7	Pooled	Equal	62	-1.86	0.0681
q21q7	Satterthwaite	Unequal	50.3	-1.81	0.0765
q23q1	Pooled	Equal	62	1.76	0.0827
q23q1	Satterthwaite	Unequal	60.6	1.81	0.0750
q23q3	Pooled	Equal	62	1.02	0.3140

Table 4.9 ANOVA Tests

The ANOVA Procedure

Independent :Gender
Dependent Variable: qb1q1

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	0.65662380	0.21887460	0.49	0.6877
Error	60	26.57775120	0.44296252		
Corrected Total	63	27.23437500			

Independent :Gender
Dependent Variable: qb1q2

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	1.66866029	0.55622010	1.22	0.3099
Error	60	27.33133971	0.45552233		
Corrected Total	63	29.00000000			

Independent :Position
Dependent Variable: qb1q4

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	0.42434211	0.14144737	0.24	0.8688
Error	60	35.51315789	0.59188596		
Corrected Total	63	35.93750000			

Independent : Qualification
Dependent Variable: q21q1

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	0.10040371	0.03346790	0.05	0.9851
Error	60	40.13397129	0.66889952		
Corrected Total	63	40.23437500			

Independent :Qualification
Dependent Variable: q21q7

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	4.76764354	1.58921451	1.09	0.3613
Error	60	87.66985646	1.46116427		

Independent :Gender
Dependent Variable: q23q1

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	0.26405502	0.08801834	0.37	0.7730
Error	60	14.17344498	0.23622408		
Corrected Total	63	14.43750000			

Independent :Position
Dependent Variable: q23q3

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	0.04425837	0.01475279	0.07	0.9737
Error	60	11.95574163	0.19926236		
Corrected Total	63	12.00000000			

Independent :Qualification
Dependent Variable: q22q1

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	10.75171950	3.58390650	2.69	0.0540
Error	60	79.85765550	1.33096093		
Corrected Total	63	90.60937500			

4.7 Conclusion

In this chapter, we have employed some statistical methods to analyse the effectiveness of the *'Development Appraisal System'* under the following headings Reliability Analysis, Demographic Information, The Essence of the Developmental Appraisal system (DAS), the Perception of Educators on the Implementation of DAS, the Implementation Problems of DAS, Ethics of appraisal and The Development of the Appraisee. The t-test and the ANOVA test were also used. Summary of results and recommendations follow in chapter 5.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 SUMMARY OF RESULTS

This chapter outlines the outstanding findings of the investigation. It also points some important research findings. In this study we investigated the Implementation of Developmental Appraisal System in Educational Institutions of North-West Province in the Mafikeng District.

Our investigation started with a demographic analysis of the respondents. With 64 respondents, 58% were male while 42% were female, most of which were of age 33-37years. Most of the respondents were either married or single and have a university degree or a post-graduate degree. Respondents believe that although DAS will help improve their performance the implementation was not properly done. Some reasons highleted include:

- there was little material to cater for the entire process of DAS
- implementers were not conversant with their job
- the appraisees did not get sufficient opportunities to respond to negative appraisal
- poor training of implementers
- implementation no well organized

A reliability analysis of the data revealed a weak internal consistency in the data.

The t-test results revealed that gender, position and qualifications do not have a significant effect in the perception of respondents in the implementation of DAS. ANOVA test s also revealed the same findings.

5.2 RECOMMENDATIONS

5.2.1 Recommendation 1

A focused attention should be paid to both the professional and political development of both new and old policy implementers with particular emphasis on the effective implementation of new policies.

5.2.1.1 Motivation

Looking at the response of educational stakeholders on the questionnaires, very little re-orientation is done to support implementers to effectively deal with challenges associated with transitional period and the educational transformation. Implementers of policies, whether new or old, need to be seen to be effective in the discharge of their duties. However, without a repertoire of skills pertaining to implementation strategies, quality and effective education for the South Africans will remain a distant dream.

5.2.2 Recommendation 2

Policy implementers should be exposed to the process of policy development. This can be done by exposing them to meetings, forums, workshops and conferences dealing with policy deliberations and deliberations and debates. Furthermore, stakeholders need to have a deep understanding of policy stages like the green paper, white paper, bill or acts should be acquired by these executive officials. During policy discussions, a close relationship between policy development and implementation should be highlighted.

One way of ensuring effective implementation of new policies especially during the political transition is to have clear job descriptions of all educational stakeholders and their specific role in policy implementation, monitoring and evaluation.

5.2.2.1 Motivation

The successful management of policy implementers and the effective implementation of transformation policies can be attained if the Department of Education can offer re-training programmes in policy implementation and avail the resources. Furthermore, the support to managers in the form of resources and time should be skilfully combined in order to bring a sense of accountability. Finally, a balance between the role of monitoring and training principals of schools should be drawn. This will assist in reducing the workload of circuit-managers.

5.2.3 Recommendation 3

To maximize effective implementation of new policies, policy implementers and policy implementation at the different levels of the Department should be empowered by undergoing through special courses dealing with policy management and implementation. Furthermore, strong policy units at head-office and district level should be set-up to assist managers in policy implementation. Finally the Department of Education should establish formal links with the Universities policy units to design special degree or diploma courses for policy implementers.

5.2.3.1 Motivation

Policy implementers need to have a deep understanding of the responsibility of overseeing and directing the provision of educational service in the circuits. To assist them in carrying this mammoth task and heavy responsibility, their technical, social and political skills need to be enhanced. Critical competence skills like relationship building, analytical, negotiation, role versality and lobbying are crucial to effective management of

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policies. Therefore the acquisition of these critical skills by implementers should not be left to chance.

5.3 CONCLUSION

This study has revealed the nature of the challenges experienced by policy implementers with particular reference to Developmental Appraisal System whenever they have to deal with the implementation of new educational policies. Democratic approach coupled with the application of the new policy implementation guideline can be very effective in solving problems of ineffective or lack of implementation of new policy. In other words, if circuit managers as policy implementers could adopt an appropriate approach and use the proposed new policy guideline as a management tool, the support and co-operation of major stakeholders could be attained for the benefit of quality educational service in the entire circuit and school community. The final objective and transformation policies in South Africa is to bring about visible change, equity and quality education.

Effective re-orientation of the circuit managers in the implementation of new policies should be seen as revitalizing and re-engineering service delivery. Furthermore, the factors associated with the lack of progress in the implementation of policy by educational managers could be an interesting field for further study. The new educational dispensation in South Africa puts a lot of emphasis on partnership and consultation in policy implementation.

In the light of this, most of the challenges of the circuit-managers in policy implementation could be made easier if a deeper look is taken at re-examining the courses of tension between circuit-managers and educator unions, which normally results in set-ins, rejections, hostage takings and boycotts. Consequently, this could be an interesting future research study to give further understanding into the dimension of implementation at circuit level. Added to this, another aspect of investigation which could be researched at the implementation skills training could be for implementers of policies in the North-West Province of South Africa in the Mafikeng District.

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APPENDIX A

Please indicate your response to each question by putting an (x) in the appropriate block and by explaining, where necessary.

SECTION A

1. BIOGRAPHIC DATA

1.1 GENDER

MALE	
FEMALE	

1.2 AGE

23 – 27	
28 – 32	
33 – 37	
38 and ABOVE	

1.3 MARITAL STATUS

Single	
Married	
Divorced	
Other	

1.4 POSITION

Educator	
HOD	
Deputy Manager	
Manager	

1.5 YEARS OF EXPERIENCE IN THE POSITION

1 – 5	
6 – 10	
11 – 15	
16 and ABOVE	

1.6 EDUCATIONAL QUALIFICATIONS

Diploma	
Degree	
Honours	
Other	

SECTION B

1. THE ESSENCE OF DEVELOPMENTAL APPRAISAL SYSTEM (DAS)

1.1 In your opinion, is DAS the relevant tool to strengthen the partnership of all stakeholders in education?

Yes	
No	
Not Sure	

1.2 Do you agree with the fact that DAS can help educators to achieve their outputs more effectively?

Yes	
No	
Not Sure	

1.3 Can DAS help educators to work harder in their respective sites?

Yes	
No	
Not Sure	

1.4 Does this policy (DAS) help educators to take initiatives from own self-development?

Yes	
No	
Not Sure	

1.5 Are you conversant with all the aspects of DAS?

Yes	
No	
Not Sure	

1.6 Are the workshops and circulars effective for the distribution of DAS information?

Yes	
No	
Not Sure	

1.7 Did the DAS coordinators visit your school to check the progress in the implementation of DAS after it was resuscitated?

Yes	
No	
Not Sure	

1.8 Do you believe that the Department of Education is aiming to use DAS to retrench educators that are not performing well?

Yes	
No	
Not Sure	

1.9 Who should benefit most directly from the Developmental Appraisal System (DAS)?

Educator	
Parent	
Learner	

1.10 Why was there a faulty implementation of DAS initially?

.....

.....

.....

1.11 Comments. please provide a number(s) of any point(s) you want to comment on, first.

Number(s): .....

Comments: .....

2. PERCEPTION OF EDUCATORS ON THE IMPLEMENTATION OF DAS

Key: 1. Strongly Agree (SA)

2. Agree (A)

3. Not Sure (NS)

4. Disagree (DA)

5. Strongly Disagree (SDA)

With due respect, mark the appropriate block with an x

2.1 IMPLEMENTATION PROBLEMS OF DAS

	SA	A	NS	DA	SDA
	1	2	3	4	5
2.1.1 The tradition of assigning policy implementers the task of implementing DAS without any clear role specification is unclear.					
2.1.2 The effectiveness of DAS is seriously impaired due to its flawed implementation.					
2.1.3 Educators view DAS as an obstacle to the progress of Education.					
2.1.4 During its implementation, (DAS) was not well organised.					
2.1.5 Initially, there was little material to cater for the entire process of DAS.					
2.1.6 Appraisees did not get sufficient opportunities to opportunities to respond to a negative appraisal.					
2.1.7 Implementers of DAS are not 100% conversant with their job.					
2.1.8 Job standards of particular jobs were not considered when appraisal was taking place.					
2.1.9 DAS is all about evaluating performance development.					
2.1.10 DAS helps educators to improve the life of the community by educating the learners.					

Comments. Please provide a number(s) of any point(s) you want to comment on first.

Number(s): .....

Comment(s): .....

2.2 ETHICS OF APPRAISAL

	SA	A	NS	DA	SDA
	1	2	3	4	5
2.2.1 DAS motivate employees to achieve their full potential.					
2.2.2 DAS implementers must be well- informed about the policy development process.					
2.2.3 Appraisers must restrict judgements to the specific responsibilities of appraisees' position.					
2.2.4 Appraisees will be treated equitably in appraisal judgements relating to promotion.					
2.2.5 The appraiser and appraisee need to be properly prepared to engage in the appraisal process.					
2.2.6 DAS requires the supervisor to observe behaviour objectively.					
2.2.7 There must be a continuous observation of employees' behaviour before DAS takes place.					
2.2.8 Ratings in DAS need to be very strict to all employees.					
2.2.9 All educators must work more harder because DAS is all about salary increases.					
2.2.10 Job analysis in DAS should be used in the content development to ensure job relatedness.					

Comments: Please provide a number(s) of any point(s) you want to comment on, first.

Number: .....

Comment:.....

.....

.....

2.3 DEVELOPMENT OF THE APPRAISEE

	YES	NO
2.3.1 Have you been through the Developmental Appraisal System?		
2.3.2 Do you have a projected Professional Growth Plan (PGP)?		
2.3.3 Have you managed to acquire new knowledge through DAS?		
2.3.4 Do you stay informed regarding policies, regulations applicable to your position?		
2.3.5 Is there any support regarding DAS that you receive from your colleagues?		
2.3.6 Do you need more information on DAS that could help you develop and become more effective?		
2.3.7 Do you participate in extra-mural activities at your site?		
2.3.8 Is there any role that you play in formulating school policies?		
2.3.9 Do you share information on DAS with your colleagues?		

Comments: please provide a number(s) of any points you want to comment on first.

Number: .....

Comments: .....
.....
.....
.....

APPENDIX B

Frequency Analysis

q21q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	11	17.19	11	17.19
Agree	40	62.50	51	79.69
Not Sure	9	14.06	60	93.75
Disagree	3	4.69	63	98.44
Stongly Disagree	1	1.56	64	100.00

q21q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	50	78.13	50	78.13
Agree	12	18.75	62	96.88
Not Sure	1	1.56	63	98.44
Disagree	1	1.56	64	100.00

q2q0	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly Agree	51	79.69	51	79.69
Agree	8	12.50	59	92.19
Not Sure	3	4.69	62	96.88
Disagree	1	1.56	63	98.44
Stongly Disagree	1	1.56	64	100.00

The MEANS Procedure

Variable	N	Mean	Variance	Std Dev	Std Error	Range
qa1q1	64	1.4218750	0.2477679	0.4977629	0.0622204	1.0000000
qa1q2	64	3.0000000	0.6349206	0.7968191	0.0996024	3.0000000
qa1q3	64	1.5781250	0.2795139	0.5286907	0.0660863	2.0000000
qa1q4	64	2.3125000	1.5198413	1.2328184	0.1541023	3.0000000
qa1q5	64	2.0468750	0.8707837	0.9331579	0.1166447	3.0000000
qa1q6	64	2.0781250	0.6445933	0.8028657	0.1003582	3.0000000
qb1q1	64	1.3906250	0.4322917	0.6574889	0.0821861	2.0000000
qb1q2	64	1.3750000	0.4603175	0.6784670	0.0848084	2.0000000
qb1q3	64	1.3750000	0.4285714	0.6546537	0.0818317	2.0000000
qb1q4	64	1.4687500	0.5704365	0.7552725	0.0944091	2.0000000
qb1q5	64	1.6406250	0.5195933	0.7208282	0.0901035	2.0000000
qb1q6	64	1.5000000	0.3809524	0.6172134	0.0771517	2.0000000
qb1q7	64	1.8437500	0.1656746	0.4070315	0.0508789	2.0000000
qb1q8	64	1.9218750	0.3588790	0.5990651	0.0748831	2.0000000
qb1q9	64	1.9062500	0.9751984	0.9875213	0.1234402	2.0000000
q21q1	64	2.1093750	0.6386409	0.7991501	0.0998938	4.0000000
q21q2	64	1.2656250	0.3251488	0.5702182	0.0712773	3.0000000
q21q3	64	2.6562500	1.0863095	1.0422617	0.1302827	4.0000000
q21q4	64	2.5312500	1.0466270	1.0230479	0.1278810	4.0000000
q21q5	64	1.3906250	0.4005456	0.6328867	0.0791108	3.0000000
q21q6	64	2.3125000	0.9484127	0.9738648	0.1217331	4.0000000
q21q7	64	2.3437500	1.4672619	1.2113059	0.1514132	4.0000000
q21q8	64	2.4375000	1.4563492	1.2067929	0.1508491	4.0000000
q21q9	64	3.8437500	1.7847222	1.3359350	0.1669919	4.0000000
q21q10	64	2.4375000	1.2023810	1.0965313	0.1370664	4.0000000
q23q1	64	1.3437500	0.2291667	0.4787136	0.0598392	1.0000000
q23q2	64	1.2968750	0.2120536	0.4604927	0.0575616	1.0000000
q23q3	64	1.2500000	0.1904762	0.4364358	0.0545545	1.0000000
q23q4	64	1.1562500	0.1339286	0.3659625	0.0457453	1.0000000
q23q5	64	1.2500000	0.1904762	0.4364358	0.0545545	1.0000000
q23q6	64	1.0937500	0.0863095	0.2937848	0.0367231	1.0000000
q23q7	64	1.0156250	0.0156250	0.1250000	0.0156250	1.0000000
q23q8	64	1.1406250	0.1227679	0.3503824	0.0437978	1.0000000
q23q9	64	1.0625000	0.0595238	0.2439750	0.0304969	1.0000000
q22q1	64	2.0781250	1.4382440	1.1992681	0.1499085	4.0000000
q22q2	64	1.5937500	0.8799603	0.9380620	0.1172578	4.0000000
q22q3	64	4.5156250	0.9521329	0.9757730	0.1219716	4.0000000
q22q4	64	3.5625000	1.9642857	1.4015298	0.1751912	4.0000000
q22q5	64	2.5468750	2.1564980	1.4685020	0.1835627	4.0000000
q22q6	64	1.7500000	1.3015873	1.1408713	0.1426089	4.0000000
q22q7	64	1.3437500	0.6418651	0.8011648	0.1001456	4.0000000
q22q8	64	1.7812500	1.7609127	1.3269939	0.1658742	4.0000000
q22q9	64	1.1875000	0.5039683	0.7099072	0.0887384	4.0000000
q2q0	64	1.3281250	0.6049107	0.7777601	0.0972200	4.0000000

CROSS TABULATIONS

The FREQ Procedure

Table of qa1q1 by qb1q1

qa1q1 qb1q1

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Male	25	9	3	37
	39.06	14.06	4.69	57.81
	67.57	24.32	8.11	
	55.56	69.23	50.00	
Female	20	4	3	27
	31.25	6.25	4.69	42.19
	74.07	14.81	11.11	
	44.44	30.77	50.00	
Total	45	13	6	64
	70.31	20.31	9.38	100.00

The FREQ Procedure

Table of qa1q2 by qb1q1

qa1q2	qb1q1			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
23-27yrs	2	0	0	2
	3.13	0.00	0.00	3.13
	100.00	0.00	0.00	
	4.44	0.00	0.00	
28-32yrs	10	4	0	14
	15.63	6.25	0.00	21.88
	71.43	28.57	0.00	
	22.22	30.77	0.00	
33-37yrs	19	6	5	30
	29.69	9.38	7.81	46.88
	63.33	20.00	16.67	
	42.22	46.15	83.33	
38yrs and above	14	3	1	18
	21.88	4.69	1.56	28.13
	77.78	16.67	5.56	
	31.11	23.08	16.67	
Total	45	13	6	64
	70.31	20.31	9.38	100.00

The FREQ Procedure

Table of qa1q3 by qb1q1

qa1q3 qb1q1

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Single	21	5	2	28
	32.81	7.81	3.13	43.75
	75.00	17.86	7.14	
	46.67	38.46	33.33	
Married	24	7	4	35
	37.50	10.94	6.25	54.69
	68.57	20.00	11.43	
	53.33	53.85	66.67	
Divorced	0	1	0	1
	0.00	1.56	0.00	1.56
	0.00	100.00	0.00	
	0.00	7.69	0.00	
Total	45	13	6	64
	70.31	20.31	9.38	100.00

The FREQ Procedure

Table of qa1q4 by qb1q1

qa1q4	qb1q1			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Educator	16	4	2	22
	25.00	6.25	3.13	34.38
	72.73	18.18	9.09	
	35.56	30.77	33.33	
HOD	13	4	2	19
	20.31	6.25	3.13	29.69
	68.42	21.05	10.53	
	28.89	30.77	33.33	
Deputy Manager	2	1	1	4
	3.13	1.56	1.56	6.25
	50.00	25.00	25.00	
	4.44	7.69	16.67	
Manager	14	4	1	19
	21.88	6.25	1.56	29.69
	73.68	21.05	5.26	
	31.11	30.77	16.67	
Total	45	13	6	64
	70.31	20.31	9.38	100.00

The FREQ Procedure

Table of qa1q5 by qb1q1

qa1q5	qb1q1			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
1-5yrs	12	5	3	20
	18.75	7.81	4.69	31.25
	60.00	25.00	15.00	
	26.67	38.46	50.00	
6-10yrs	22	2	3	27
	34.38	3.13	4.69	42.19
	81.48	7.41	11.11	
	48.89	15.38	50.00	
11-15	7	4	0	11
	10.94	6.25	0.00	17.19
	63.64	36.36	0.00	
	15.56	30.77	0.00	
16yrs and Above	4	2	0	6
	6.25	3.13	0.00	9.38
	66.67	33.33	0.00	
	8.89	15.38	0.00	
Total	45	13	6	64
	70.31	20.31	9.38	100.00

The FREQ Procedure

Table of qa1q6 by qb1q1

qa1q6 qb1q1

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Diploma	12 18.75 70.59 26.67	3 4.69 17.65 23.08	2 3.13 11.76 33.33	17 26.56
Degree	19 29.69 73.08 42.22	4 6.25 15.38 30.77	3 4.69 11.54 50.00	26 40.63
Honours	13 20.31 65.00 28.89	6 9.38 30.00 46.15	1 1.56 5.00 16.67	20 31.25
Other	1 1.56 100.00 2.22	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.56
Total	45 70.31	13 20.31	6 9.38	64 100.00

The FREQ Procedure

Table of qa1q1 by qb1q2

qa1q1 qb1q2

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Male	27	7	3	37
	42.19	10.94	4.69	57.81
	72.97	18.92	8.11	
	57.45	70.00	42.86	
Female	20	3	4	27
	31.25	4.69	6.25	42.19
	74.07	11.11	14.81	
	42.55	30.00	57.14	
Total	47	10	7	64
	73.44	15.63	10.94	100.00

The FREQ Procedure

Table of qa1q2 by qb1q2

qa1q2	qb1q2			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
23-27yrs	2	0	0	2
	3.13	0.00	0.00	3.13
	100.00	0.00	0.00	
	4.26	0.00	0.00	
28-32yrs	11	2	1	14
	17.19	3.13	1.56	21.88
	78.57	14.29	7.14	
	23.40	20.00	14.29	
33-37yrs	20	5	5	30
	31.25	7.81	7.81	46.88
	66.67	16.67	16.67	
	42.55	50.00	71.43	
38yrs and above	14	3	1	18
	21.88	4.69	1.56	28.13
	77.78	16.67	5.56	
	29.79	30.00	14.29	
Total	47	10	7	64
	73.44	15.63	10.94	100.00

The FREQ Procedure

Table of qa1q3 by qb1q2

qa1q3 qb1q2

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Single	21	4	3	28
	32.81	6.25	4.69	43.75
	75.00	14.29	10.71	
	44.68	40.00	42.86	
Married	26	5	4	35
	40.63	7.81	6.25	54.69
	74.29	14.29	11.43	
	55.32	50.00	57.14	
Divorced	0	1	0	1
	0.00	1.56	0.00	1.56
	0.00	100.00	0.00	
	0.00	10.00	0.00	
Total	47	10	7	64
	73.44	15.63	10.94	100.00

The FREQ Procedure

Table of qa1q4 by qb1q2

qa1q4	qb1q2			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Educator	15 23.44 68.18 31.91	1 1.56 4.55 10.00	6 9.38 27.27 85.71	22 34.38
HOD	14 21.88 73.68 29.79	4 6.25 21.05 40.00	1 1.56 5.26 14.29	19 29.69
Deputy Manager	3 4.69 75.00 6.38	1 1.56 25.00 10.00	0 0.00 0.00 0.00	4 6.25
Manager	15 23.44 78.95 31.91	4 6.25 21.05 40.00	0 0.00 0.00 0.00	19 29.69
Total	47 73.44	10 15.63	7 10.94	64 100.00

The FREQ Procedure

Table of qa1q5 by qb1q2

qa1q5	qb1q2			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
1-5yrs	13	6	1	20
	20.31	9.38	1.56	31.25
	65.00	30.00	5.00	
	27.66	60.00	14.29	
6-10yrs	23	0	4	27
	35.94	0.00	6.25	42.19
	85.19	0.00	14.81	
	48.94	0.00	57.14	
11-15	7	3	1	11
	10.94	4.69	1.56	17.19
	63.64	27.27	9.09	
	14.89	30.00	14.29	
16yrs and Above	4	1	1	6
	6.25	1.56	1.56	9.38
	66.67	16.67	16.67	
	8.51	10.00	14.29	
Total	47	10	7	64
	73.44	15.63	10.94	100.00

The FREQ Procedure

Table of qa1q6 by qb1q2

qa1q6 qb1q2

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Diploma	13	2	2	17
	20.31	3.13	3.13	26.56
	76.47	11.76	11.76	
	27.66	20.00	28.57	
Degree	20	4	2	26
	31.25	6.25	3.13	40.63
	76.92	15.38	7.69	
	42.55	40.00	28.57	
Honours	13	4	3	20
	20.31	6.25	4.69	31.25
	65.00	20.00	15.00	
	27.66	40.00	42.86	
Other	1	0	0	1
	1.56	0.00	0.00	1.56
	100.00	0.00	0.00	
	2.13	0.00	0.00	
Total	47	10	7	64
	73.44	15.63	10.94	100.00

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The FREQ Procedure

Table of qa1q1 by qb1q4

qa1q1 qb1q4

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Male	25	4	8	37
	39.06	6.25	12.50	57.81
	67.57	10.81	21.62	
	56.82	40.00	80.00	
Female	19	6	2	27
	29.69	9.38	3.13	42.19
	70.37	22.22	7.41	
	43.18	60.00	20.00	
Total	44	10	10	64
	68.75	15.63	15.63	100.00

The FREQ Procedure

Table of qa1q2 by qb1q4

qa1q2	qb1q4			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
23-27yrs	1	1	0	2
	1.56	1.56	0.00	3.13
	50.00	50.00	0.00	
	2.27	10.00	0.00	
28-32yrs	11	1	2	14
	17.19	1.56	3.13	21.88
	78.57	7.14	14.29	
	25.00	10.00	20.00	
33-37yrs	20	6	4	30
	31.25	9.38	6.25	46.88
	66.67	20.00	13.33	
	45.45	60.00	40.00	
38yrs and above	12	2	4	18
	18.75	3.13	6.25	28.13
	66.67	11.11	22.22	
	27.27	20.00	40.00	
Total	44	10	10	64
	68.75	15.63	15.63	100.00

The FREQ Procedure

Table of qa1q3 by qb1q4

qa1q3 qb1q4

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Single	18	6	4	28
	28.13	9.38	6.25	43.75
	64.29	21.43	14.29	
	40.91	60.00	40.00	
Married	25	4	6	35
	39.06	6.25	9.38	54.69
	71.43	11.43	17.14	
	56.82	40.00	60.00	
Divorced	1	0	0	1
	1.56	0.00	0.00	1.56
	100.00	0.00	0.00	
	2.27	0.00	0.00	
Total	44	10	10	64
	68.75	15.63	15.63	100.00

The FREQ Procedure

Table of qa1q4 by qb1q4

qa1q4	qb1q4			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Educator	15 23.44 68.18 34.09	3 4.69 13.64 30.00	4 6.25 18.18 40.00	22 34.38
HOD	14 21.88 73.68 31.82	2 3.13 10.53 20.00	3 4.69 15.79 30.00	19 29.69
Deputy Manager	2 3.13 50.00 4.55	1 1.56 25.00 10.00	1 1.56 25.00 10.00	4 6.25
Manager	13 20.31 68.42 29.55	4 6.25 21.05 40.00	2 3.13 10.53 20.00	19 29.69
Total	44 68.75	10 15.63	10 15.63	64 100.00

The FREQ Procedure

Table of qa1q5 by qb1q4

qa1q5	qb1q4			
Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
1-5yrs	13	4	3	20
	20.31	6.25	4.69	31.25
	65.00	20.00	15.00	
	29.55	40.00	30.00	
6-10yrs	19	4	4	27
	29.69	6.25	6.25	42.19
	70.37	14.81	14.81	
	43.18	40.00	40.00	
11-15	9	2	0	11
	14.06	3.13	0.00	17.19
	81.82	18.18	0.00	
	20.45	20.00	0.00	
16yrs and Above	3	0	3	6
	4.69	0.00	4.69	9.38
	50.00	0.00	50.00	
	6.82	0.00	30.00	
Total	44	10	10	64
	68.75	15.63	15.63	100.00

The FREQ Procedure

Table of qa1q6 by qb1q4

qa1q6 qb1q4

Frequency Percent Row Pct Col Pct	Yes	No	Not Sure	Total
Diploma	10	4	3	17
	15.63	6.25	4.69	26.56
	58.82	23.53	17.65	
	22.73	40.00	30.00	
Degree	19	4	3	26
	29.69	6.25	4.69	40.63
	73.08	15.38	11.54	
	43.18	40.00	30.00	
Honours	14	2	4	20
	21.88	3.13	6.25	31.25
	70.00	10.00	20.00	
	31.82	20.00	40.00	
Other	1	0	0	1
	1.56	0.00	0.00	1.56
	100.00	0.00	0.00	
	2.27	0.00	0.00	
Total	44	10	10	64
	68.75	15.63	15.63	100.00

The FREQ Procedure

Table of qa1q1 by q21q1

qa1q1 q21q1

Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Male	6	25	3	3	0	37
	9.38	39.06	4.69	4.69	0.00	57.81
	16.22	67.57	8.11	8.11	0.00	
	54.55	62.50	33.33	100.00	0.00	
Female	5	15	6	0	1	27
	7.81	23.44	9.38	0.00	1.56	42.19
	18.52	55.56	22.22	0.00	3.70	
	45.45	37.50	66.67	0.00	100.00	
Total	11	40	9	3	1	64
	17.19	62.50	14.06	4.69	1.56	100.00

The FREQ Procedure

Table of qa1q2 by q21q1

qa1q2	q21q1					
Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
23-27yrs	0	2	0	0	0	2
	0.00	3.13	0.00	0.00	0.00	3.13
	0.00	100.00	0.00	0.00	0.00	
	0.00	5.00	0.00	0.00	0.00	
28-32yrs	3	9	2	0	0	14
	4.69	14.06	3.13	0.00	0.00	21.88
	21.43	64.29	14.29	0.00	0.00	
	27.27	22.50	22.22	0.00	0.00	
33-37yrs	5	17	7	0	1	30
	7.81	26.56	10.94	0.00	1.56	46.88
	16.67	56.67	23.33	0.00	3.33	
	45.45	42.50	77.78	0.00	100.00	
38yrs and above	3	12	0	3	0	18
	4.69	18.75	0.00	4.69	0.00	28.13
	16.67	66.67	0.00	16.67	0.00	
	27.27	30.00	0.00	100.00	0.00	
Total	11	40	9	3	1	64
	17.19	62.50	14.06	4.69	1.56	100.00

The FREQ Procedure

Table of qa1q3 by q21q1

qa1q3 q21q1

Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Single	5	17	5	0	1	28
	7.81	26.56	7.81	0.00	1.56	43.75
	17.86	60.71	17.86	0.00	3.57	
	45.45	42.50	55.56	0.00	100.00	
Married	6	22	4	3	0	35
	9.38	34.38	6.25	4.69	0.00	54.69
	17.14	62.86	11.43	8.57	0.00	
	54.55	55.00	44.44	100.00	0.00	
Divorced	0	1	0	0	0	1
	0.00	1.56	0.00	0.00	0.00	1.56
	0.00	100.00	0.00	0.00	0.00	
	0.00	2.50	0.00	0.00	0.00	
Total	11	40	9	3	1	64
	17.19	62.50	14.06	4.69	1.56	100.00

The FREQ Procedure

Table of qa1q4 by q21q1

qa1q4	q21q1					
Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Educator	4	13	4	1	0	22
	6.25	20.31	6.25	1.56	0.00	34.38
	18.18	59.09	18.18	4.55	0.00	
	36.36	32.50	44.44	33.33	0.00	
HOD	3	11	4	1	0	19
	4.69	17.19	6.25	1.56	0.00	29.69
	15.79	57.89	21.05	5.26	0.00	
	27.27	27.50	44.44	33.33	0.00	
Deputy Manager	0	4	0	0	0	4
	0.00	6.25	0.00	0.00	0.00	6.25
	0.00	100.00	0.00	0.00	0.00	
	0.00	10.00	0.00	0.00	0.00	
Manager	4	12	1	1	1	19
	6.25	18.75	1.56	1.56	1.56	29.69
	21.05	63.16	5.26	5.26	5.26	
	36.36	30.00	11.11	33.33	100.00	
Total	11	40	9	3	1	64
	17.19	62.50	14.06	4.69	1.56	100.00

The FREQ Procedure

Table of qa1q5 by q21q1

qa1q5	q21q1					
Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
1-5yrs	4	11	4	1	0	20
	6.25	17.19	6.25	1.56	0.00	31.25
	20.00	55.00	20.00	5.00	0.00	
	36.36	27.50	44.44	33.33	0.00	
6-10yrs	4	19	4	0	0	27
	6.25	29.69	6.25	0.00	0.00	42.19
	14.81	70.37	14.81	0.00	0.00	
	36.36	47.50	44.44	0.00	0.00	
11-15	1	8	1	0	1	11
	1.56	12.50	1.56	0.00	1.56	17.19
	9.09	72.73	9.09	0.00	9.09	
	9.09	20.00	11.11	0.00	100.00	
16yrs and Above	2	2	0	2	0	6
	3.13	3.13	0.00	3.13	0.00	9.38
	33.33	33.33	0.00	33.33	0.00	
	18.18	5.00	0.00	66.67	0.00	
Total	11	40	9	3	1	64
	17.19	62.50	14.06	4.69	1.56	100.00

The FREQ Procedure

Table of qa1q6 by q21q1

qa1q6 q21q1

Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Diploma	2	10	3	1	1	17
	3.13	15.63	4.69	1.56	1.56	26.56
	11.76	58.82	17.65	5.88	5.88	
	18.18	25.00	33.33	33.33	100.00	
Degree	5	18	3	0	0	26
	7.81	28.13	4.69	0.00	0.00	40.63
	19.23	69.23	11.54	0.00	0.00	
	45.45	45.00	33.33	0.00	0.00	
Honours	4	11	3	2	0	20
	6.25	17.19	4.69	3.13	0.00	31.25
	20.00	55.00	15.00	10.00	0.00	
	36.36	27.50	33.33	66.67	0.00	
Other	0	1	0	0	0	1
	0.00	1.56	0.00	0.00	0.00	1.56
	0.00	100.00	0.00	0.00	0.00	
	0.00	2.50	0.00	0.00	0.00	
Total	11	40	9	3	1	64
	17.19	62.50	14.06	4.69	1.56	100.00

The FREQ Procedure

Table of qa1q1 by q21q7

qa1q1 q21q7

Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Male	13	13	6	4	1	37
	20.31	20.31	9.38	6.25	1.56	57.81
	35.14	35.14	16.22	10.81	2.70	
	68.42	61.90	60.00	36.36	33.33	
Female	6	8	4	7	2	27
	9.38	12.50	6.25	10.94	3.13	42.19
	22.22	29.63	14.81	25.93	7.41	
	31.58	38.10	40.00	63.64	66.67	
Total	19	21	10	11	3	64
	29.69	32.81	15.63	17.19	4.69	100.00

The FREQ Procedure

Table of qa1q2 by q21q7

qa1q2	q21q7					
Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
23-27yrs	1	1	0	0	0	2
	1.56	1.56	0.00	0.00	0.00	3.13
	50.00	50.00	0.00	0.00	0.00	
	5.26	4.76	0.00	0.00	0.00	
28-32yrs	4	9	1	0	0	14
	6.25	14.06	1.56	0.00	0.00	21.88
	28.57	64.29	7.14	0.00	0.00	
	21.05	42.86	10.00	0.00	0.00	
33-37yrs	9	6	6	9	0	30
	14.06	9.38	9.38	14.06	0.00	46.88
	30.00	20.00	20.00	30.00	0.00	
	47.37	28.57	60.00	81.82	0.00	
38yrs and above	5	5	3	2	3	18
	7.81	7.81	4.69	3.13	4.69	28.13
	27.78	27.78	16.67	11.11	16.67	
	26.32	23.81	30.00	18.18	100.00	
Total	19	21	10	11	3	64
	29.69	32.81	15.63	17.19	4.69	100.00

The FREQ Procedure

Table of qa1q3 by q21q7

qa1q3 q21q7

Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Single	7	9	4	6	2	28
	10.94	14.06	6.25	9.38	3.13	43.75
	25.00	32.14	14.29	21.43	7.14	
	36.84	42.86	40.00	54.55	66.67	
Married	12	11	6	5	1	35
	18.75	17.19	9.38	7.81	1.56	54.69
	34.29	31.43	17.14	14.29	2.86	
	63.16	52.38	60.00	45.45	33.33	
Divorced	0	1	0	0	0	1
	0.00	1.56	0.00	0.00	0.00	1.56
	0.00	100.00	0.00	0.00	0.00	
	0.00	4.76	0.00	0.00	0.00	
Total	19	21	10	11	3	64
	29.69	32.81	15.63	17.19	4.69	100.00

The FREQ Procedure

Table of qa1q4 by q21q7

qa1q4	q21q7					
Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Educator	7	6	4	4	1	22
	10.94	9.38	6.25	6.25	1.56	34.38
	31.82	27.27	18.18	18.18	4.55	
	36.84	28.57	40.00	36.36	33.33	
HOD	3	7	4	4	1	19
	4.69	10.94	6.25	6.25	1.56	29.69
	15.79	36.84	21.05	21.05	5.26	
	15.79	33.33	40.00	36.36	33.33	
Deputy Manager	3	0	1	0	0	4
	4.69	0.00	1.56	0.00	0.00	6.25
	75.00	0.00	25.00	0.00	0.00	
	15.79	0.00	10.00	0.00	0.00	
Manager	6	8	1	3	1	19
	9.38	12.50	1.56	4.69	1.56	29.69
	31.58	42.11	5.26	15.79	5.26	
	31.58	38.10	10.00	27.27	33.33	
Total	19	21	10	11	3	64
	29.69	32.81	15.63	17.19	4.69	100.00

The FREQ Procedure

Table of qa1q5 by q21q7

qa1q5	q21q7					
Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
1-5yrs	6	10	2	2	0	20
	9.38	15.63	3.13	3.13	0.00	31.25
	30.00	50.00	10.00	10.00	0.00	
	31.58	47.62	20.00	18.18	0.00	
6-10yrs	7	8	7	5	0	27
	10.94	12.50	10.94	7.81	0.00	42.19
	25.93	29.63	25.93	18.52	0.00	
	36.84	38.10	70.00	45.45	0.00	
11-15	4	2	0	3	2	11
	6.25	3.13	0.00	4.69	3.13	17.19
	36.36	18.18	0.00	27.27	18.18	
	21.05	9.52	0.00	27.27	66.67	
16yrs and Above	2	1	1	1	1	6
	3.13	1.56	1.56	1.56	1.56	9.38
	33.33	16.67	16.67	16.67	16.67	
	10.53	4.76	10.00	9.09	33.33	
Total	19	21	10	11	3	64
	29.69	32.81	15.63	17.19	4.69	100.00

The FREQ Procedure

Table of qa1q6 by q21q7

qa1q6 q21q7

Frequency Percent Row Pct Col Pct	Strongly Agree	Agree	Not Sure	Disagree	Stongly Disagree	Total
Diploma	6	4	2	4	1	17
	9.38	6.25	3.13	6.25	1.56	26.56
	35.29	23.53	11.76	23.53	5.88	
	31.58	19.05	20.00	36.36	33.33	
Degree	7	9	5	4	1	26
	10.94	14.06	7.81	6.25	1.56	40.63
	26.92	34.62	19.23	15.38	3.85	
	36.84	42.86	50.00	36.36	33.33	
Honours	5	8	3	3	1	20
	7.81	12.50	4.69	4.69	1.56	31.25
	25.00	40.00	15.00	15.00	5.00	
	26.32	38.10	30.00	27.27	33.33	
Other	1	0	0	0	0	1
	1.56	0.00	0.00	0.00	0.00	1.56
	100.00	0.00	0.00	0.00	0.00	
	5.26	0.00	0.00	0.00	0.00	
Total	19	21	10	11	3	64
	29.69	32.81	15.63	17.19	4.69	100.00

The FREQ Procedure

Table of qa1q1 by q23q1

qa1q1 q23q1

Frequency Percent Row Pct Col Pct	Yes	No	Total
Male	21	16	37
	32.81	25.00	57.81
	56.76	43.24	
	50.00	72.73	
Female	21	6	27
	32.81	9.38	42.19
	77.78	22.22	
	50.00	27.27	
Total	42	22	64
	65.63	34.38	100.00

The FREQ Procedure

Table of qa1q2 by q23q1

qa1q2 q23q1

Frequency Percent Row Pct Col Pct	Yes	No	Total
23-27yrs	2	0	2
	3.13	0.00	3.13
	100.00	0.00	
	4.76	0.00	
28-32yrs	7	7	14
	10.94	10.94	21.88
	50.00	50.00	
	16.67	31.82	
33-37yrs	20	10	30
	31.25	15.63	46.88
	66.67	33.33	
	47.62	45.45	
38yrs and above	13	5	18
	20.31	7.81	28.13
	72.22	27.78	
	30.95	22.73	
Total	42	22	64
	65.63	34.38	100.00

The FREQ Procedure

Table of qa1q3 by q23q1

qa1q3 q23q1

Frequency Percent Row Pct Col Pct	Yes	No	Total
Single	16	12	28
	25.00	18.75	43.75
	57.14	42.86	
	38.10	54.55	
Married	25	10	35
	39.06	15.63	54.69
	71.43	28.57	
	59.52	45.45	
Divorced	1	0	1
	1.56	0.00	1.56
	100.00	0.00	
	2.38	0.00	
Total	42	22	64
	65.63	34.38	100.00

The FREQ Procedure

Table of qa1q4 by q23q1

qa1q4	q23q1		
Frequency Percent Row Pct Col Pct	Yes	No	Total
Educator	13	9	22
	20.31	14.06	34.38
	59.09	40.91	
	30.95	40.91	
HOD	14	5	19
	21.88	7.81	29.69
	73.68	26.32	
	33.33	22.73	
Deputy Manager	3	1	4
	4.69	1.56	6.25
	75.00	25.00	
	7.14	4.55	
Manager	12	7	19
	18.75	10.94	29.69
	63.16	36.84	
	28.57	31.82	
Total	42	22	64
	65.63	34.38	100.00

The FREQ Procedure

Table of qa1q5 by q23q1

qa1q5 q23q1

Frequency Percent Row Pct Col Pct	Yes	No	Total
1-5yrs	14	6	20
	21.88	9.38	31.25
	70.00	30.00	
	33.33	27.27	
6-10yrs	16	11	27
	25.00	17.19	42.19
	59.26	40.74	
	38.10	50.00	
11-15	7	4	11
	10.94	6.25	17.19
	63.64	36.36	
	16.67	18.18	
16yrs and Above	5	1	6
	7.81	1.56	9.38
	83.33	16.67	
	11.90	4.55	
Total	42	22	64
	65.63	34.38	100.00

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