

EDUCATORS' PERCEPTIONS TOWARDS PERFORMANCE APPRAISAL

BY

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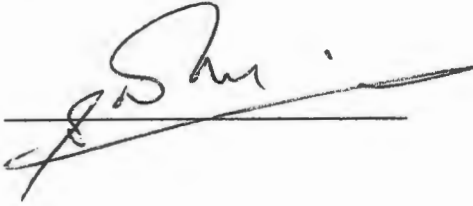
**A MINI DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS OF EDUCATION IN THE
DEPARTMENR OF EDUCATIONAL PLANNING AND ADMINISTRATION IN
THE FUCULTY OF EDUCATION AT THE UNIVERSITY OF NORTH WEST.**

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DECLARATION

I, MOTLHABA JOSEPH MOAGI declare that the dissertation for the degree of Masters in Educational Planning and Development hereby submitted, has not been submitted by me for a degree at this or other university, that it is my own work design and execution and that all material contained herein has duly been acknowledged.

A handwritten signature in black ink, appearing to read 'J. Moagi', is written over a horizontal line. The signature is stylized with a large initial 'J' and a long, sweeping underline.

ACKNOWLEDGEMENT

The success of this study is due to the assistance, support and encouragement of certain special people.

Firstly, above them all I give thanks to GOD ALMIGHTY who gave me power, strength and will to complete my work.

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I DEDICATE THIS BOOK TO MY PARENTS, SAMUEL AND EVELYN MOAGI

ABSTRACT

The purpose of this study is to determine nature of appraisal models and teacher's perceptions on the new model for developmental appraisal system.

A review of related literature was done, firstly, to determine the nature of existing appraisal models and secondly, to determine teachers' perceptions towards appraisal in developed and developing countries.

Furthermore, an empirical investigation was conducted involving teachers in the primary and secondary schools. From the identified sample (n=102) teachers participated in the research.

From the empirical investigation conducted, the following major findings were revealed:

- A variety of appraisal models have been identified which, amongst others, emphasised the teacher development as the main purpose of teacher appraisal.
- In developed countries such as the UK, teacher appraisal has been introduced and was characterised diverse teacher perceptions.
- In developing countries such as Botswana, teachers called for supervision on their classroom practise.
- In South Africa, teachers resented the traditional appraisal system in favour of a new model for teacher appraisal. Furthermore, it was revealed from the empirical investigation conducted that most respondents have been appraised and that they welcomed the new model for developmental appraisal as important developmental on their classroom practice. However, it was revealed that follow-

up programmes are lacking to the new model for developmental appraisal system.

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CHAPTER 1

ORIENTATION

1.1 Introduction.

Classroom activity is fundamental to effective performance of the whole school (Poster and Poster, 1993 : 27). Teacher appraisal is an inevitable imperative in improving the classroom performance of teachers. Appropriately executed, its consequences are an improvement in the quality of education provided (Millman and Darling-Hammond, 1990 : 36).

Prior to the evolution of a democratic South Africa, a deadlock existed between teachers and the education department officials (Chetty et al, 1993 : 1) over the legitimacy of the appraisal system, resulting in an overall decline in quality education provision.

The traditional method of performance appraisal for teachers (Chetty et al., 1993 : 2) argue, focussed on assessing to conduct teaching in compliance with departmental regulations rather than engaging teachers in the process of adopting preferable teaching approaches which would contribute to their professional and impact types of pupil learning experiences positively.

Although flexibility, simplicity, feasibility and legitimacy (Government Gazette, 1999 : 52) are features of the new model for developmental appraisal for teachers, uncertainty still looms about how successful and effective the model will be.

1.2 STATEMENT OF THE PROBLEM.

During the transition from apartheid education to education in the new South Africa, the South African education system was plagued by teachers' strikes disruptions which resulted in teachers' uncertainty in the workplace and a decline in the provision of quality education (Chetty et al., 1993 : 1).

Teachers' reactions were, inter alia, against methods of appraisal. The appraisal

methods were labelled as bureaucratic, unfair, undermining and judgemental (Chetty et al., 1993 : 14).

Teachers' attitudes towards their appraisal methods (Chetty et al., 1993 : 3) displayed concerns such as unchecked power wielded by inspectors, elements of bias, incompetence by inspectors, sexual harassment, irrelevant evaluation criteria and the secrecy which surrounded the appraisal process.

Consequently, the appraisal of teacher performance in the classroom was halted. The school situation was thus characterised by teachers' insubordination, passiveness, habitual absenteeism, drunkenness and insolent behaviour. Teachers experienced problems such as low self-esteem, poor interpersonal relationships and lack of supervision at work. All these caused stress such as burnout, where an individual feels not appreciated even if hard work is done.

South Africa is not the only country where these problems occurred. In Australia (Hughes, 1991 : 12) teachers resented outside intervention by appraisers and were noted for their expertise in resisting the appraisal process.

In the UK (Poster, 1991 : 12) teachers viewed the introduction of appraisal as a means which the teaching force would be drastically reduced. The confusion over terminology regarding appraisal continued for years and harmed relationships between the department of education and science and teacher unions.

In both the UK and the USA (Chetty et al., 1993 : 18) the linkage of appraisal with promotion and pay led to resistance from teachers. This mode of appraisal aroused the accusation of nepotism, favouritism, disloyalty and incompetence.

Wragg et al., (1996 : 18-122) identified conflicting attitudes from UK teachers towards the appraisal of their performance . Some teachers identified and wished appraisal to be and remain summative, assessing their classroom practice with an aim of eliminating incompetent teachers while others saw it more positively, as a tool to evaluate their own practice with a view to its improvement, to the development of the individual teacher and the whole school.

There are conflicting ideas and views regarding the impact of teacher appraisal on classroom performance. Fletcher and Williams (1985 : 1) hold that a performance appraisal , if introduced, would provide a basis for comparison among staff in deciding on promotion, pay increase and acting as motivation mechanism and a vehicle for performance improvement, to the development of the individual teacher and the whole school.

In the same breath, some authors (Costello, 1991; Fitt, 1992; Chetty et al.,1993) concur that if teacher appraisal is developmental, new systems for promotion and increased pay can be developed on the basis of defined competencies.

On the contrary, Millman and Darling-Hammond (1990 : 139) argue that merit-pay appraisal can cripple the open communication needs for constructive discussion of aspects of performance that might need improvement and that teachers can hardly be expected to volunteer potentially adverse information to appraisers who have control over pay increases.

Baker (1998 : 7) argues that while performance appraisal is a powerful tool to be used in promoting productivity, it can also cause conflict in the workplace. Some effects at the individual level are the most direct and most likely to be anticipated (Millman and Darling-Hammond, 1990 : 38) and given the background regarding teacher appraisal in developing and developed countries, there is a high probability of diverse teacher reactions and attitudes towards the new model of appraisal in South Africa.

The study focussed on perceptions of teacher to the new model for developmental appraisal.

The following questions provided the focus of the study:

What are teachers' attitudes and reactions towards the new model for developmental appraisal?

What are the implications of these attitudes and reactions for the developmental appraisal system in South Africa?

1.3 AIM OF STUDY

- To determine from literature the nature of appraisal models.
- To determine from literature the teachers' perceptions towards their performance in the classroom.
- To empirically determine teachers' perceptions towards the appraisal of their performance in the classroom.

1.4 METHOD OF RESEARCH

1.4.1 LITERATURE STUDY

A thorough study of primary and secondary sources in teacher appraisal was undertaken. A computer search was conducted using the following key words: teacher appraisal, performance appraisal, performance review, teacher evaluation, teacher assessment, teacher development.

1.4.2 EMPIRICAL INVESTIGATION

1.4.2.1. QUESTIONNAIRE

A questionnaire was developed and pre-tested. The aim of a questionnaire is to gather information regarding teachers' perceptions to the appraisal of their performance in the classroom from selected respondents.

1.4.2.2. Population and Sampling.

Respondents were selected from primary and secondary schools in the Moretele District of Mpumalanga. The targeted number of respondents was 200(n=200). Using random numbers, ten (10) primary schools and thirty (30) secondary schools were selected. To each school, five questionnaires were posted.

1.5 DATA ANALYSIS.

The frequency table was computed and used in analysing data.

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1.6 DEFINITION OF TERMS.

1.6.1 PERFORMANCE APPRAISAL.

It is a special evaluation involving a comparison of the observed performance of an employee with a performance standard which describes what the employee understands about what is expected of him in terms of behaviour and results (Baker: 1988).

After the review of literature, it was evident that performance appraisal is an evaluation of an employee 's work to determine whether targets and standards according to both the job position and organisational objectives are met.

1.6.1 PERFORMANCE INTERVIEW.

When used in the context of performance appraisal, it refers to a formal or informal discussion between a supervisor and the employee about the level of the employee's performance.

1.6.3 AN APPRAISAL INSTRUMENT.

It is composed of the basic procedures, methods and criteria through which the appraisal of persons or educators will take place (Government Gazette : South Africa, 1999).

1.6.4 CORE CRITERIA.

They are primary elements of the responsibility of the person's job on which the person has no choice but to be appraised (Government Gazette: South Africa, 1999).

1.6.5 APPRAISER.

A person who is responsible for conducting the appraisal process.

1.6.6 APPRAISEE.

A person who is to be appraised.

1.7 CHAPTER READINGS.

1.7.1 CHAPTER 1 : Orientation.

1.7.2 CHAPTER 2 : Nature and scope of appraisal.

1.7.3 CHAPTER 3 : Data analysis.

1.7.4 CHAPTER 4 : Research Findings.

1.7.5 CHAPTER 5 : Recommendations and Conclusion.

CHAPTER 2

LITERATURE REVIEW

2. The nature and scope of teacher appraisal.

2.1 Introduction.

The nature of teacher appraisal and the motive behind its introduction is amenable to a variety of interpretations (Webb, 1994:15). A large volume of literature (Baker, 1988; Millman and Darling Hammond, 1990; Poster and poster, 1993; West and Bollington, 1990) concur that appraisal is designed to promote individuals as well as organisational needs.

While there are many features in the appraisal schemes that denote commonness (Poster and Poster, 1993;14), there is no single arrangement to work for all. A scrutiny of available appraisal systems and their impact on teachers is necessary.

Due to the diversity of appraisal schemes and their specific intended purposes, teachers will react to the appraisal of their performance in various ways (Millman and Darling-Hammond, 1990:38). Teachers' perceptions and reactions to the new developmental appraisal system in South Africa can be used to determine the effectiveness of this appraisal model and assist in reviewing methods of teacher appraisal.

2.2 Further delineation of the concept appraisal.

There are a variety of terms in literature (Fidler and Cooper, 1990:1) synonymous to appraisal. Such terms include performance appraisal, performance review, performance evaluation, staff review, teacher appraisal and teacher assessment.

In literature (Baker,1998; Chetty et al., 1993; Shienkfield and Stufflebeam, 1995)

appraisal is classified into the summative and the formative forms. Summative evaluation is primarily concerned with products and information which will be of use to the bureaucracy, whereas formative appraisal is chiefly concerned with the professional development of the teachers and is process-oriented rather than product-oriented.

Teacher appraisal had traditionally been of a summative nature, taking the form of a final and complete statement of a teacher's effectiveness and worth to the system (Shienkfield and Stufflebeam, 1995:22).

According to Poster and Poster (1993:1), appraisal is a means of promoting an organisation's ability to accomplish its mission and improving what it provides while at the same time seeking to maintain staff satisfaction and development.

Wragg et al. 1996:3) regard appraisal as a technique of evaluation concerned with the formation of qualitative judgement about an activity, a person or an organisation.

Shienkfield and Stufflebeam (1995) define teacher appraisal as a system assessment of a teacher's performance and qualifications in relation to the teacher's defined professional role.

According to Webb (1994:16), the success of appraisal lies in the in interpreting it as a mechanism for career development and not as a devise for performance reward, control and censure.

From the diverse definitions of appraisal above it is vivid that the term appraisal has different definitions and intended purposes. As such a conclusion can be made that appraisal, and therefore teacher appraisal, is a process through which a person (a teacher) is evaluated in respect of the defined professional role for the following purposes:

- To check whether organisational aims and objectives are met;
- To promote the professional development of an individual as a cyclic process;
- To access the individual's competency;
- To make judgement about the individual's performance, and

- To evaluate the organisation's needs.

2.3 The purpose of teacher appraisal.

Literature (Wragg et al., 1996; Bell et al., 1991; Wilson et al., 1989; Jantjes, 1996) has identified different purposes of teacher appraisal such as improvement of classroom performance to improve effective teaching and effectiveness of the teacher in the job currently being done.

Wragg et al., (1996:118-122) view appraisal as assessment of teacher performance, improvement of teacher practice and a celebration to what was good development of the individual and development of the whole school.

Bell et al., (1996:135) use the term staff development for staff appraisal, and consider it to be of vital importance in that it improves the effectiveness of the teacher in the job currently being done and which culminate in institutional development.

Wilson et al., (1989:5-6) argue that the purpose of teacher assessment involves a number of issues which among others include development within probation leading to granting of tenure, develop the understanding of learners and learning.

Staff appraisal according to Fidler et al., (1999:21) should be the formal opportunity to talk about development needs both from the point of view of the individual and the organisation.

Jantjes (1996:51) identified the following as the purpose of teacher appraisal:

- Improvement of classroom performance to promote effective teaching and learning;
- Accountability which involves objective and externally defensible information about teacher performance;
- Assist with decision-making about individuals taking into considerations the school context;

- Assist with organisational decisions. There should be openness and collaboration regarding criteria for appraisal and the why and how organisations are appraised.

2.4 The origin of teacher appraisal in some countries.

Analysing the nature of teaching is nothing new . Great educationists such as Socrates, a Greek figure, scrutinised teaching, emphasising the importance of questioning and encouraging learners to think for themselves, while Cicero and Quintilian in Rome analysed teaching methodology in considerable detail and their analyses of what they judged as successful lecturing were very influential (Wragg et al., 1996:8).

Teacher appraisal has been introduced in both developing and developed countries. In England, the evolution of appraisal has been documented by Hazlewood (Wragg et al.,1996:8) who studied the impact of teacher appraisal on middle management of secondary schools. Furthermore, in 1984 the secretary of state at the time, Sir Keith Joseph, made a statement that dominated the era when he said that appraisal was the means to remove unsatisfactory teachers from a profession where they can do much harm.

In Botswana (Botswana, 1993:340) teachers were in need of better methods of teacher assessment hence they resorted to strikes in search of quality teaching and learning.

In South Africa (Chetty et al., 1993:1), teachers reached a deadlock with the education department over the legitimacy of the appraisal system of that time. This led to the introduction of the new model for developmental appraisal after the 1994 democratic elections.

2.4.1 The UK.

In 1983 (Fidler and Cooper, 1990) appraisal was mentioned in the Government White Paper mainly as a device which would allow LEAs (Local Education Authorities) to build data on the capabilities of their teachers. Since then, the concept appraisal was commonly used in the UK.

Various influences (Bollington et al., 1990:2), which included a desire to bring a greater degree of accountability into the public service; the improvement of the professional development of teachers and the development of schools attributed to the introduction of teacher appraisal in the UK.

There were pilot schemes conducted by the six LEAs which were just innovations to teacher appraisal (Evans and Tomlinson, 1989:28-29). These pilot schemes prompted some teacher reactions regarding teacher appraisal in the UK.

According to Stifford LEA (Bollington et al., 1990:9) recommendations for a successful appraisal process included the formulation of objectives, honesty, two way communication, effectiveness, showing realism, encouragement and a development approach.

The appraisal process, according to the pilot study conducted by the six LEAs (Evans and Tomlinson, 1989; Bollington et al., 1990), was cyclical and continuous.

2.4.2 Botswana.

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The first National Commission on Education of 1977 in Botswana was more concerned about the improvement of education. It recommended adequate supply of well trained and motivated teachers (Botswana, 1993:336).

Since 1977 (Botswana, 1993:339), Botswana paid much attention to the development of teacher education at colleges and Universities than on appraising teachers in the field. Botswana had few qualified management staff (Nieuwenhuis, 1996:28) and most educational officers in management were expatriates appointed on contract.

The teaching profession was characterized by low morale and declining status. Some contributory factors to low morale among teachers were poor teacher supervision and lack of interest in teachers' affairs by those in higher authority.

Teachers' grievances with regard to lack of work evaluation were from all levels of the teaching profession. The delay in addressing these grievances led to the 1989 and 1990 teachers' strikes in Botswana (Botswana, 1993:340).

2.4.3 South Africa.

Prior to the democratic election in 1994, South Africa had a fragmented system of education governance. There was no uniformity regarding the implementation of teacher appraisal. However, the appraisal system was summative in all subsystems. Supervision was oriented towards improving examination results and focussed on assessing teachers with a view to monetary reward (Chetty et al., 1993:2) and preferment in job-situations was overwhelmingly about compliance with departmental regulations rather than engaging teachers in their work.

The appraisal system was largely inspection-oriented and was based on a bureaucratic system of management. According to Chetty et al., (1993:4-8), the nature of the appraisal process reflected the following:

- The system involved the inspectorate which had the dual role of being concerned with and divided into management function and services.
- Heads of department were expected to evaluate teachers while inspectors were to monitor the submissions of these evaluations. This practice led to a judgemental rather than a developmental emphasis in the whole system.
- Instruments used in appraisal revealed features of monitoring and surveillance and not a developmental emphasis. Evaluations were done on the basis of checklists with pre-defined criteria which were intended to be indicators of effective teaching performance. Teacher evaluation was practised disregarding the contextual problems in schools. Principals were instructed to submit evaluation records to the notice of the Regional Director or the Secretary without delay.
- There was no planning for the appraisal process. Consequently, no follow up programmes were in place. Appraisal was meant for collection of data for submission to higher authorities and neglected the emphasis on development of teachers as an on-going , cyclic process.

After 1994 elections, teachers experience low morale, poor interpersonal relationships and lack of supervision at schools. Amid this confusion in education, a new model for developmental appraisal was discussed and introduced.

The new model for developmental appraisal is more concerned with personal development of teachers as opposed to the traditional appraisal system where more emphasis was on checking teacher for compliance with government regulations (Chetty et al., 1993:2).

The new model for developmental appraisal has underlying principles such as the following:

- The process to be open and transparent.
- The process to be developmental and continuous.
- The appraisee to have access and respond to the assessment report. The provision of Audi alteram partem rule must should prevail.
- Educators should have access to the appraisal process so that they can take the initiative. (The Government Gazette, 1996).

While the new model for developmental appraisal is currently being implemented in schools, there is a need to check whether the underlying principles to the appraisal principles are being observed.

2.5 A review of some appraisal models.

There is a need to review some appraisal models, to compare them with the new model for developmental appraisal in South Africa in order to determine possible teacher feedback about teacher assessment and appraisal.

Knowledge of different appraisal models is essential (Poster and Poster, 1993:8) in that a particular model, while it represent the appraisal style it has been adopted for, may borrow from any of the other types some aspects that it finds suited to its requirements.

2.5.1 The Teacher Performance Evaluation Model (TPE) by Mannat (Shienkfield and Stufflebeam :1995).

Figure 2.5.1 The teacher performance evaluation model.

SELF EVALUATION	
PRE-OBSERVATION	PRE-OBSERVATION DATA
CLASSROOM OBSERVATION	WORKING DOCUMENT
POST-OBSERVATION CONFERENCE	FEEDBACK SESSION
END-OF-CYCLE CONFERENCE	SUMMATIVE EVALUATION REPORT
JOB IMPROVEMNET TARGETS	JOB IMPROVEMENT TARGET WORKSHEET
	JOB IMPROVEMENT TARGET STATUS REPORT

Mannat: (Shinkfield and Stufflebeam, :1995:285)

2.5.1.1 Self Evaluation.

Self evaluation is done through a checklist. Criteria are selected for discussion between evaluator And teacher which include content, materials media, the designated instructional procedures to accomplish the lesson objectives and the assessment of student progress.

2.5.1.2 Pre-Observation conference.

This stage depends on the previous, informal periodic visits to the classroom. The evaluator will discuss some aspects of the activities that will be viewed. These activities include learning behaviours to be monitored, special characteristics of

students to be noted and the particular teaching methods by teachers. The conference further orients teachers to evaluation, classroom responsibility and to formal classroom activities that are to follow.

2.5.1.3 Classroom Observation.

Classroom observation is based upon factors arising from the pre-observation conference but not limited to it. Various approaches may be applied to the classroom observation. The evaluator may use a topical data capture method that will require noting evidence of particular activities. On the other hand, if the clinical supervision approach is used, then the evaluator would need to discern whether the appropriate steps have been followed. The following steps in classroom observation have been suggested by Mannat: (Shienkfield and Stufflebeam:1995:285).

- To develop anticipated lesson outcomes;
- To state objectives and why they are important;
- To provide input;
- To model ideal behaviour;
- To check for comprehension;
- To provide guided practice and to provide independent practice.

Furthermore, the evaluator may use the time line data capture as an alternative approach. The evaluator records the observations on two separate forms. The first will have non-judgemental and descriptive details useful for immediate advise and improvement. On the other form, summative data will be recorded in line with the extend to which the system requirements are being met and will correlate with the end-of cycle summative form. More observations are encouraged since it is from them that feedback increases. The evaluator evaluates what has been observed to decide upon the main thrust of the discussion that is to follow.

2.5.1.4 Post-Observation Conference.

There is a need to review the decisions made during the pre-conference in order to have a good start for the post-observation conference. The conference's tone is made positive in analysing the lesson observed. The evaluator applies the amalgamation of direct, critical approach and the indirect approach where perceptions and suggestions are shared. At the conclusion of several observations, usually at the end of the year depending on the school district policy, the TPE cycle switches from a predominately formative evaluation (non-judgemental) to summative (judgemental) evaluation.

2.5.1.5 End-of-cycle conference.

The summative report reaches conclusions about how successful the teacher has been during the course of the year. Out-of-classroom performance, as well as classroom teaching form part of the evaluation. The general framework of the summative evaluation report will determine the format to be followed. Most of the material come from formal observation report. The report will be based upon work samples, lesson plans, job improvements targets, post-tests and distribution of students marks. The keeping of a log or diary of a teacher's activity is essential to make a complete and supportable statement in the summative report.

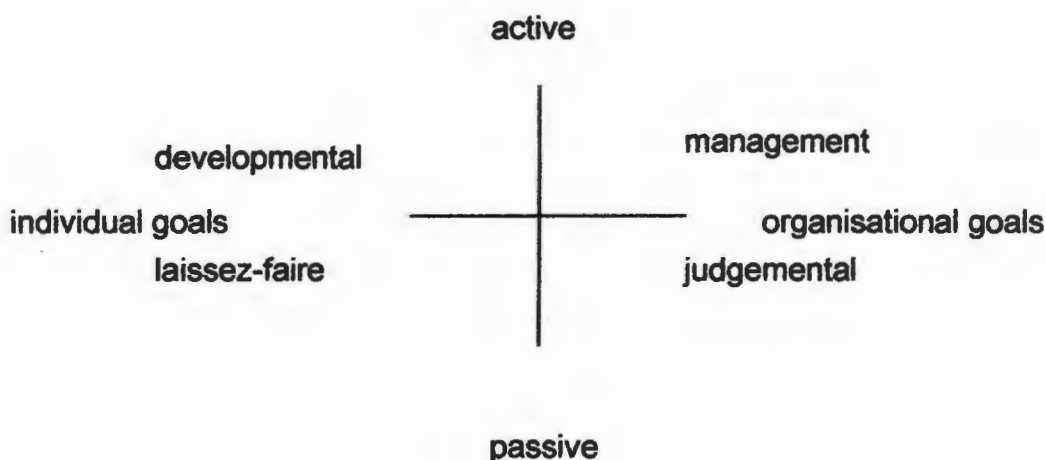
2.5.1.6 The Job Improvements Targets.

The job improvement targets refers to that which the teacher attains or improves that relates to his job. The job improvement target sets a time limit in which the objective must be attained and it contains criteria to be used to measure a teacher's success in reaching the target. The generalised teacher improvement goals are turned into precise and measurable teaching objectives. Job targets worksheets are created with spaces for components as follows: Job targets, activities and methods for reaching the objective, comments by the teacher being appraised and the evaluator's comments. After the job improvement targets have been set, the cycle recommences.

2.5.2 The Four Ideal Type Appraisal Interviews model.

Routledge (Poster and Poster, 1993: 8) has identified four ideal appraisal interviews in connection with teacher appraisal. These appraisal interviews are the development interview, the laissez-faire phase, the managerial interview and the judgemental interview. These interviews are diagrammatically represented as follows

Figure 2.5.2 The Four ideal Appraisal Interview Model



Source : Routledge, (Poster and Poster, 1993:8)

2.5.2.1 The developmental interview.

The interview in this stage assumes professional, collegial and collective authority to lie within the profession. Its main concerns are the truth, accuracy, the maintenance of moral ethical and professional values. It encourages peer appraisal of colleagues. (Poster and Poster, 1993:9).

2.5.2.2 The laissez-faire phase.

Self development by the teacher is encouraged. The abdication from responsibility by management is allowed, encouraging subordinates to raise issues themselves. (Poster and Poster, 1993:9).

2.5.2.3 Managerial interview.

Management assumes the right to manage with hierarchical positions confirming authority. Appraisal is applied through line management with an emphasis on achieving with efficiency and effectiveness. Incentives, praise and reproach are from superiors who also set targets in order to maximise organisational objectives and is concerned with short-term assessment of performance. (Poster and Poster, 1993:9).

2.5.2.4 Judgemental interview.

Appraisal in this instance is used to maintain social control. Managerial authority is assumed to make judgements. Individuals are against one another. Data is collected for the assessment of the subordinates.

2.5.2.5 Summary.

It has been realised from above that the developmental interview seeks to produce agreed programmes with shared responsibility for long-term professional development. The laissez-faire phase has a belief in the importance of self-motivation and allows the appraisee to decide on the need for follow-up. During the managerial interview, superiors set targets to maximise organisational objectives. The judgemental interviews are concerned with the assessment of the subordinates, where extrinsic motivation is emphasised by using the system for merit rating and performance related pay.

2.5.3 The four phase appraisal model by Bollington et al., (1990:10).

The four phase appraisal model according to Bollington et al.,(1990:10) is divided into preparation, observation, the interview and follow-up. This four phase appraisal model is diagrammatically represented in figure 2.5.3 as follows:

Figure 2.5.3 The four phase appraisal model.

INITIAL REVIEW MEETING BETWEEN APPRAISER AND APPRAISEE
CLASSROOM/TASK OBSERVATION COLLECTION OF OTHER DATA APPRAISEE SELF-APPRAISAL
APPRAISAL INTERVIEW, TARGET SETTING, APPRAISAL RECORD PRODUCED
FOLLOW-UP DISCUSSION/MEETING BETWEEN APPRAISER AND APPRAISEE, PROFESSIONAL DEVELOPMENT ACTIVITIES

Source: (Bollington et al., 1990:10).

2.5.3.1 Preparation.

There is an initial meeting to set up the process and a range of approaches to gathering data on the teacher's performance, including classroom observation. Self-appraisal is encouraged to ensure that the process promotes reflection. The preparation phase includes the following :

- Increased communication between the appraiser and the appraisee which involves the setting of appraisal criteria.
- Lowering of prescriptiveness of work tasks.
- Agreement between the teacher and senior management in accepting the goals and means for appraisal.

2.5.3.2 Observation.

Written and oral information is gathered coupled by classroom observation as agreed to by both parties.

2.5.3.3 The interview.

The interview is central to the process of appraisal and include the following:

- A review of work done and targets achieved.
- Setting targets for future job and professional development.
- Identifying ways of achieving these targets.
- Agreeing on a final record or statement of the appraisal process.

2.5.3.4 Follow-up.

Follow-up work in the form of professional development activities follow the interview phase.

2.5.3.5 Summary.

According to the model there is room created for both the appraiser and the appraisee to determine the criteria and to set targets about the appraisal process. The model depict a more transparent, developmental approach as opposed to secret, summative evaluation.

2.5.4 The Goal-Focussed Model.

According to Castetter (1993:292) there is no best strategy for judging and improving individual performance and that a number of strategies need to be employed to compliment one another in this exercise. The goal-focussed model is one of such strategies. This model is divided into nine phases. The first five phases are classified

under summative structures while the last six to nine phases are classified under the formative structures.

- Phase 1 : Performance Pre-appraisal: Appraisee-Appraiser planning conference.

This phase is concerned with planning conference between the appraisee and the appraiser to acquaint or re-acquaint the appraiser and the appraisee with the appraisal process, clarity about the expectations the organisation has regarding the appraisee's position in the organisation to establish performance targets. Four major concepts are associated with the performance appraisal process in phase 1. These are performance effectiveness, performance effective areas, position performance standards and position performance targets.

Performance effectiveness involves the criterion that determines what will be appraised and the appraisal data based on the criterion. Performance effectiveness areas refers to key functional areas associated with a position held in an organisation.

Position performance standards are statements of conditions that will exist when the responsibilities assigned to the position are being carried out effectively.

Position performance targets are specific statements agreed upon by the appraiser and the appraisee. Which indicate what is to be accomplished to meet specific position objectives.

- Phase 2 : Setting performance targets.

The setting of performance targets is a collaborative venture between the appraiser and the appraisee. Performance targets are to be judged by specific criteria. Targets should be prioritised, limited, have time limits, be measurable, specific and doable. There are two major types of performance targets which are behavioural targets. In order to achieve position targets, there is a need to improve, acquire or modify the human work behaviour. In dealing with human work habits, emphasis is placed on

behavioural targets (Castetter, 1993:305).

Certain steps had to be followed in order to set performance targets.

- Targets are derived from a variety of sources observations, surveys, audits, students, student evaluation of the teacher.
- Target setting require both the appraiser and the appraisee to work collaboratively.
- Target documentation is another step which involve a written record of events that occur in phase 2. There is a form which serves as a primary source of documentation and a document for developing an action plan to the extend to which targets have been achieved.
- Appraiser style is one other step to be considered in setting performance targets. This style refers to the manner in which the appraiser co-ordinates efforts of the appraisee which has a considerable impact on effective individual unit and system performance. Such behaviour has four basic patterns; dominance, which is the exercise of control, taking charge; submission, which refers to following the lead of others, going along; hostility, which is lack of regard for others and a cautious, sceptical approach to them and warmth, which refers to regard for others and a basic trust in them.
- Phase 3 : Performance Analysis.

The appraisee make self-appraisal to dertemine the extend to which requirements of the position are met. The appraisee is assisted by his/her self appraisal to analyse his/her present performance, to provide information for a progress review conference with the appraiser and to identify strengths, weaknesses and potential in making plans for improving performance (Castetter, 1993:309).

The appraiser observes performance of the appraisee to determine the extend to which both position and performance targets as established by the organisation are achieved. The appraiser records observations of staff members for follow-up

conference, for record analysis, for the action programme to be developed and for the performance history of the individual (Castetter, 1993:311).

- **Phase 4 : Performance Progress Review.**

Performance progress review is also known as the post appraisal interview which is an exchange of information between the appraiser and the appraisee about the appraisee's performance (Castetter, 1993:311).

Secondly, the review conference is about clarification of viewpoints about appraisee's performance. Perceptions such as position goal relationship, responsibilities and authority are examined and clarified. The appraisal interview is also concerned with self-development of the appraisee. Both the appraiser and the appraisee determine the extend to which performance targets were achieved and what performance targets should be established for future review period.

A performance review screen is established at the end of the review to identify and place individuals who have not achieved performance standards, to recycle the formative appraisal process and to invoke the summative appraisal process for making decisions relative to effective performance.

- **Phase 5 : Performance Re-diagnosis and Re-cycle.**

The phase is designed to check results of the individual development programme and to establish new or modified performance targets for the ensuing review periods. This is the recycling of the appraisal process where the appraiser help the appraisee through coaching and training. Re-diagnosis and re-cycling of unit objectives are designed to induce both intra-level and inter-level co-ordination of plans and results of plans.

- Phase 6 to 9 : Summative Performance Decision Remediation.

When any system member fails to meet performance standard, this individual is placed in what may be referred to as a performance deficiency mode which is phase 6 to 9, to determine whether causes of ineffective performance are remediable (Castetter, 1993:315).

Phase 6 is concerned with a conference between the appraiser and the performance review panel to do the following:

- Review reasons for placing the individual in the deficiency mode.
- Indicate the performance behaviour needing correction.
- Identify the improvement plan to be initiated.
- Establish the form of and time frame for reviewing performance and,
- Communicating to the individual the positive or negative outcome that will emerge from the summative progress review (Castetter, 1993:315).

Phase 7 involves gathering and reviewing documented information to determine whether the individual has shown sufficient mode and return to the formative appraisal plan or whether is so lacking that employment should be terminated. Phase 9 involves notification of the appraisee about the panel's summative decision. If the decision is negative, the panel proceeds with termination procedures with the assurance that individual contractual terms, legal obligations, due process, union contractual provisions and professional ethics have been observed (Castetter, 1993:316).

In conclusion, the goal-focus model is considered relevant for the current calls by teachers for an inclusive teacher appraisal process in that the appraisee is given the opportunity in decision making regarding expectations during the appraisal process, setting of performance targets and being informed about the summative decisions. What appears to be thorny in the whole process is the stage where a teacher contract is terminated due to a negative summative report after stages 6 to 9 have failed to produce results about the teacher 's performance.

2.5.5 Clinical Supervision.

Clinical supervision is an intense relationship between a teacher and a supervisor with the focus being teacher motivation and improvement rather than quality control (McGreal 1983:25-26). According to Anderson et al., (1993:54), clinical supervision as a sequence of pre-conference, observation, post-observation, analysis, post conference and critique which is a form of direct assistance which ensures that teachers are involved as part of collective staff, receive feedback and are not left alone.

Clinical supervision, in addition to direct instructional assistance to teachers, is meant for acknowledging teachers as providers of these supervisory functions; it is a way to support and assess curriculum changes and provide a structure for promoting school improvement (Anderson et al., 1993:53).

Phase 1: Pre Observation conference.

Establishment of communication in a relaxed manner is one of the purposes of pre-observation conference. The teacher must provide an overview of his or her intents while the appraiser must engage the teacher to a conceptualised rehearsal of the lesson to be presented where the appraiser might ask questions for clarity about certain aspects such as the kind of feedback the teacher expect from the class. The teacher should be having a clear picture of how the lesson is going to unfold. (McGreal, 1983:27-28).

Phase 2: Observation of Teaching.

The focus in this phase is the teacher in action and the classroom activity that unfolds as the results of the action. Notes taken during the observation are descriptive rather than evaluative.

Phase 3: Post-Observation Analysis.

Descriptive notes which are taken according to agreed focus during the pre-conference are then analysed by the supervisor. Issues uncovered during the observation conference are noted. Having organised data, a strategy is then built about working with the teacher.

Phase 4: Post-Conference Analysis.

The teacher analyses, interprets and decides as self-directed and as evidenced by the data. This analysis for one observation is pre-planning conference for another observation (McGreal, 1983:29).

Clinical supervision is essential in teacher development in that it is cyclic and engages teachers in a dialogue decision making and actions about instructions.

2.5.6 The New Model for Developmental Appraisal in South Africa.

According to the Government Gazette Volume 404, No.19767(RSA), the new model for developmental appraisal in South Africa has the following features:

- Simplicity.
- Feasibility.
- Legitimacy.
- Flexibility.

The aim for the new model is to facilitate the personal and professional development of teachers in order to improve the quality of teaching practice and education management (The Government Gazette, 1999:53). The following are some of the aims of appraisal as embedded in the new model for developmental appraisal:

- To bring about optimal personal development of educators and thereby enhance the quality of the education system as a whole.
- To improve the educative, teaching and management ability of educators through

support and development programmes.

- To determine the competency of educators for purposes of optimum utilisation, merit, promotion and corrective measure.

The new model for developmental appraisal system has been based on democratic principles with an aim of removing past bureaucratic and judgemental elements of the traditional appraisal system. The following are principles upon which the new model for developmental appraisal system in South Africa is based:

2.5.6.1 Principles of the new model.

- The process of appraisal should be open and transparent.
- Staff appraisal should depend on continuous support.
- The process of appraisal should always be team-oriented.
- Educators should have access to the appraisal process, so that they can take the initiative in realising educational objectives, developing themselves and clarifying their aspirations in terms of their career-path.
- The appraisal team should be all-inclusive of stakeholders.
- The appraisee should have the right to have access to and respond to the assessment report. The provision of Audi Alteram Partem rule must prevail.

2.5.6.2 Practitioners of the appraisal process.

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The appraisal panel shall consist of the appraisee and three of the following members: the peer ; union representative ; management member being either the HOD, the Deputy Principal, the principal ; an outsider support group which include subject advisors, district or circuit manager, college or university lecturer ; and the NGO. The Staff Development (SDT) will initiate the process in institutions (Government Gazette:1999).

2.5.6.3 Appraisal criteria.

There are three types of appraisal criteria which are: the core criteria, optional criteria and additional criteria.

Criteria are the basis on which judgement of good or accepted practice are made or targets are judged to have been met.

- **Core criteria** are primary elements of the responsibility of the person's job on which the person has no choice but to be appraised on.
- **Optional criteria** are criteria that are listed as core criteria but which may be made optional by the appraisal panel because of the contextual factors at an institution.
- **Additional criteria** are criteria that may be added depending on the needs of the institution or individual educator (Government Gazette, 1999:58).

These criteria are inculcated in the model to ensure that the process of appraisal is in line with key job functions for the following levels: educator ; head of department ; deputy principal or principal and office-based educators.

2.5.6.4 The appraisal instruments.

Numerous forms are suggested for record purposes during the appraisal process.

These forms include the need identification and prioritisation form which is used to prioritise criteria according to needs relating to learners, the institution, the individual and the community. A criterion such as classroom management may, for example, be stated and defined with expectations regarding the criteria clearly laid down.

The professional Growth Plan (PGP) Form is used to record the appraisee's development in the appraisal process. The form contains the appraisee's objectives, the activities undertaken, resources used and key performance indicators.

The discussion paper is to be filled by the appraisee about his or her performance

before the post observation interview.

The appraisal report consists of all forms filled during the appraisal process. Additional information to be filled include prioritised criteria, identified needs, strengths of the teacher, suggested development plan and the suggested provider of the development programme.

The following is a diagrammatical representation of the appraisal instruments:

Figure 2.5.4 The Prioritisation Form.

NAME	PURPOSE	COMPLETED BY
Personal details form	Record personal particulars	Appraisee
Needs, identification and prioritisation form	Self-appraisal and other panel members	Appraisee and panel members
NGP (Professional Growth Plan)	Reflect objectives, activities, resources, and key performance indicators.	Finalise in panel.
Discussion Paper	To review successes or difficulties of PGP.	Panel.
Appraisal report	A signed record of the entire appraisal process.	Appraisal panel and the appraisee.

2.5.6.5 The management plan.

The management plan need to be followed to ensure that the aim of developmental appraisal is achieved. The plan includes the following:

Figure 2.5.5 The Management Plan.

ACTION	RESPONSIBILITY
Staff meeting to elect the Staff Development Team (SDT)	Head of institution
Training staff	SDT
Identification of appraisees, constitution of panels, appraisees complete personal details forms.	SDT, Staff members, appraisees
Observation of teachers in practice.	Panel
Decide on optional and additional criteria.	SDT, appraiser, panel.
Self appraisal	appraisee
Complete PGP (Professional Growth Plan) form.	Panel
Panel discusses and finalise the PGP form.	Panel and appraiser
Implementation of the PGP form.	Appraiser
Appraisal report	Panel and appraiser

2.5.7 The strengths and weaknesses of appraisal model.

2.5.7.1 The TPE model.

The weakness about this model is that the principal is the role model for teachers as counsellor, method expert and judge of excellence. This stance poses a threat of bureaucracy and the wielding of uncontrolled power by the authority. There is a possibility of bias from principals since they will be faced with a variety of teaching styles by teacher coupled by context variables.

Research according to Shienkfield and Stufflebeam (1995:287) has shown that systematic observation of teachers can produce valuable information for evaluation purposes and that multiple evaluators can provide useful information than single evaluator. The TPE falls short of involving more evaluators and as such may be susceptible to inconsistency, bias, secrecy, irrelevancy, abuse and arbitrariness.

Due to its summative nature, the TPE was further seen as a tool for eliminating unproductive teachers particularly when a teacher has failed to improve after repeated evaluation cycles. In this instance, the model does not portray teacher development but rather a traditional mode of fault finding as a means of eliminating teachers.

However, teachers can benefit from the TPE model in that it promotes self-evaluation which is appropriate for the improvement of the classroom activities.

2.5.7.2 The four ideal type model.

Although individual autonomy and self-actualising are emphasised (Poster and Poster, 1993:10), there are some flaws in that very few teachers are wholly capable of judging their capacities, strength and weaknesses without some form of catalyst.

However, in four interviews, there are clear strengths and weaknesses. The left-hand polarity of the horizontal axis of figure 2.5.2 emphasizes individual responsibility but may place excessive reliance on the ability of all individuals to make sound judgement at all times.

The right-hand polarity may be highly effective in setting institutional goals and making objective judgements, but may fail to capitalise on the knowledge and inner strengths that the individual has to offer. Teachers are not motivated to take responsibility as the judgemental approach denies them an opportunity to identify criteria with appraisers. Specific criteria cannot be identified and the appraisal process will therefore not serve the purpose of staff development as intended.

2.5.7.3 The four phases appraisal model by Bollington et al.

The strength of this model is that there is transparency and the involvement of the appraisee in the appraisal process which minimises chances of bias, secrecy and unfair judgement. Furthermore, this model is developmental in that there is room for review of the appraisal process for professional development programme.

2.5.7.4 The goal-focussed model.

The strength of the model is realised in the following:

- Identification of key results areas or positions help in focussing the attention of both the appraiser and the appraisee on the areas of position.
- There are five variables identified that can be used to analyse teacher effectiveness more objectively and those include pre-existing teacher characteristics, teacher competencies, teacher performance, pupil learning experiences and pupil learning outcomes. These variable are also used for administration purposes in gathering information for making decision about teacher effectiveness.
- The setting of performance standards is an important element of the model because it assist both the appraiser and the appraisee to collaborate in identifying both position and individual targets and to focus on the expected responsibilities.
- Performance rediagnosis and re-cycle is an important step in the model in that it allows the appraisal process to be a continuous event.
- The summative stages of the model are important because the ineffective teachers are assisted to develop. Since the appraisal process allows transparency between the appraiser and the appraisee, where there is no suspicion of bias, termination of service to lazy and ineffective teachers according to the goal focussed model is

considered to be a vehicle to promote self-motivation and hard work within the teaching force.

- The model emphasises recycling of the process without which the process would be a failure.

2.5.7.5 Clinical Supervision.

The strength of the clinical supervision model can be summarised as follows:

- Teachers are assisted to modify existing teaching.
- It promotes partnership whereby the supervisor functions as one with experienced knowledge in assisting the teacher to analyse the teaching practice.
- The appraiser give support to the appraisee and is in a position to assess curriculum changes because of the intimate educational partnership between the two.
- A shared feedback and curriculum revision is enhanced.

2.5.7.6 The new model for developmental appraisal system in South Africa.

The model has some important similarities with the goal-focussed model which include the following:

- There is interaction between the appraisee and the panel where the appraisee is assisted to identify needs, formulate objectives and select professional development activities
- The appraisal panel observes the teacher's activities during the appraisal process; records and analyse data for purposes of assisting the teacher for further development.
- The appraisee is given the opportunity to do self-evaluation, where an individual identifies problematic areas in the process of attaining set goals; identifies attained objectives and make suggestions regarding the follow-up appraisal process. Self-evaluation is an important element of the appraisal process because the individual assist the appraisal panel in revealing alternative approaches to the realisation of the set organisational and individual targets and objectives (The

Weaknesses in the model include the following:

- The appraisee's choice of the peer to form part of the appraisal panel might lead to bias in recording the successes and failures of the appraisee. Wragg et al.,(1996:16) also concur that peer appraisal is sometimes seen as a soft option, where co-equal pairs will simply confirm each other's practices and engage in mutual congratulations.
- The new model for performance appraisal in South Africa does not have room for termination of service in case of the appraisee's failure to achieve the set standards and objectives, unlike the goal-focussed model, which proposes termination of service in case of an individual who cannot achieve set goals. Termination of service , if included in the appraisal system, would be a deterrent for teachers' underachievement and a means of eliminating unproductive teachers. The weakness in this model is that when a teacher is unable to achieve set goals, there are no alternatives except to recycle the appraisal process hoping for some improvement on the side of the teacher at the expense of the customer, who is the learner.

2.6 Resume.

A number of appraisal models have common features in different appraisal schemes. There is however, no universal arrangement that will work for all schemes. Instead (Poster and Poster, 1993:14), one scheme borrows from one another those features relevant for its purpose. Common features identified in different models are the appraisal interview, the observation phase, the post appraisal phase and the follow-up phase.

Classroom observation is considered most central to the appraisal process. Its importance is also highlighted by Mathias and Jones (1989:47)where they present an argument that if performance appraisal is for improving the quality of children's

education by improving teacher effectiveness, then looking at what is happening within the classroom is vital.

It is noticeable in some models that although the summative element of appraisal is widely criticised by teachers, there are some areas within the appraisal process where this summative element is an indispensable factor. It is through the summative element of teacher appraisal that the educational authorities collect data about the appraisal process for purposes of innovations and improvement in the school.

2.7 Research findings from other countries.

2.7.1 The UK.

There has been considerable amount of research into what constitutes an effective teacher in the UK and the USA. In the UK, a white paper, "Teaching Quality" contained aspects of the relationship between structures of the salary scale and policies for promoting commitment and high standards of professional performance, greater rewards for best classroom teachers as well as for wider responsibilities (Turner et al., 1988).

The efforts mentioned in the white paper about a new salary structure embracing new pay sales and the introduction of an appraisal design to bring a better relationship between pay , responsibilities and performance did not materialise since the progress was retarded by teacher antagonism.

However, the appraisal process was conducted by the Local Education Authority (LEA's) as pilot projects.

Findings involving teachers views about appraisal involved the following:

- Most teachers were more willing to talk about their weaknesses than about their strength. Appraisal sounded rewarding but time consuming (Evans and Timlinson, 1989:18 & 33).
- Teachers questioned the status of the confidentiality of the interview if the person who conducted the interview is part of the management team. There was doubt that such recorded information could be used for redeployment of the teaching

force (Simons and Elliot, 1989:30).

- Issues relating to concepts of validity and reliability and the avoidance of bias and subjectivity were matters at the centre of the debate among teachers for quantitative as opposed to qualitative approach to classroom observation (Bollington et al., 1990).

2.7.2 The USA.

Considerable research on teacher effectiveness in America has been done to an extent that more than 3 041 research work is reported to have been done. Teacher effectiveness in the USA has been assessed through system of rating teachers, but was subjected to much criticism on ground of validity (Turner et al., 1988).

Much research has also been done in the USA on competency-based teaching. According to Turner et al., (1988), there must be empirical data upon which a relationship between a competency and pupil change must be established. However, research has validated few of these. Many different systems for appraising teachers by examining pupil gain has been adopted in the USA but most have been met with objection.

It has been noted that a tendency exist where pupils perform well on one occasion and perform less on another occasion. This fluctuation in performance posed a problem if teachers were to be appraised by pupil gains (Turner et al., 1988).

According to research studies, much emphasis must be on the process of appraisal rather than purely being based on teacher performance because process measures are the most index of teacher effectiveness (Turner et al., 1988).

There has been a notion in the USA which considered teacher's knowledge to be a pre-requisite for successful teaching. A National Teacher Examination in the USA has been established. It was through this programme that scores below a certain level obtained by teachers were adequate grounds for dismissal. The controversy caused by

this programme was that some teachers who were considered good teachers by their principals were scoring below the required level (Turner et al., 1988).

2.7.3 South Africa.

The whole appraisal system, prior to the new dispensation in South Africa, received criticism from teachers. The following facts about teacher perception regarding the traditional appraisal system were identified by Chetty et al., (1993:3) :

- The prevalence of political bias in the system.
- The unchecked power which the inspectors wielded.
- Victimisation of teachers on the basis of their organisational affiliations.
- Keeping new teachers on probation on extended periods.
- The incompetence of inspectors.
- Sexual harassment and discrimination against women.
- A lot of time taken to prepare record books for inspections.
- Irrelevance of some evaluation criteria.
- The arbitrariness of scores given for appraisal.
- The secrecy that surrounded the appraisal process.
- The difficulty of challenging the inspectors' assessment strategy.
- The absence of contextual factors in the appraisal process.
- The abuse of patronage in cases of promotion.
- The abuse of merit awards.

As stated earlier, a deadlock existed between the education department and the teachers over the alleged illegitimate appraisal system culminated in a general teachers' strike action. The teaching-learning situation deteriorated. Different sectors of the population made appeals for restoring and improving quality in classroom practice. As a result, a consortium of teacher unions and the education department concurred in implementing the new model for developmental appraisal.

A new model for developmental appraisal has both the negative and the positive implications for teachers. The following are some positive implications of the new model for developmental appraisal system in South Africa according to Poster, Poster and Beninton in (Potterton 1991:19) :

- Integration of the individual and the organisation.
- Provide the opportunity to initiate problem-solving and interviews.
- Encourage self-development.
- Provide for the dissemination of career development advice.
- Gives managers greater control through the setting of objectives.
- Helps to build collective morale.
- Reduces alienation, removes resentment, provides the opportunity for subordinates to let off steam.
- Enhances the communication of organisational aims to all staff and facilitate the coordination of efforts.
- Provide a mechanism whereby individual effort can be recognised even if no financial reward can be offered.

Poster and the Poster (1996:9) identified the following positive teacher feelings about the new model for developmental appraisal:

- To define skills that teachers should demonstrate.
- To develop the abilities of teachers and appraisers alike to recognise these skills in action.
- To use the system to evaluate teacher performance.
- To use the system as a mechanism to upgrade or improve skills.

The upheaval experienced in the teaching profession during transition period, where the inspectorate system was resented to by teachers, has brought a laissez-faire situation in the education system. Most teachers are currently not ready to draw lesson plans for their classroom activity. Some resent any form of classroom intervention which aim at checking their teaching practice. As such, this implies that teachers will have diverse perceptions, which include negative feelings, about the new model for

developmental appraisal.

According to Poster, Poster and Beninton (Potterton, 1991:19) the following negative perceptions about teacher appraisal were identified:

- A fear that confidential information will be made public.
- Suspicion of the value of the scheme if there were no resources for training ; and the no follow-ups.
- Doubts about the value of the scheme in cases where good communication and relationship already existed.
- Fears that appraisal process might adversely affect career prospects.

It is therefore evident that the employ of the new model for developmental appraisal will not be without conflicting attitudes from teachers. It is through research into the subject that these attitudes will be surfaced to assist in removing flaws in implementing the appraisal process.

2.7.4 Summary of findings.

2.7.4.1 Models.

Various models by different authors (Shienkfield & Stufflebeam, 1995; Bollington et al., 1990; Castetter, 1993) stress the importance of pre-appraisal conference, the observation phase and the post-appraisal conference.

The commonness of approach by different appraisal models (The Teacher Performance Evaluation by Mannat; the goal-focussed model by Castetter; Clinical supervision by Anderson; the four-phase model by Bollington and the new developmental appraisal system by the RSA) is the following: Teachers had to meet in a pre-appraisal conference to discuss objectives, methods and contextual factors about the school; there should be classroom observation by the appraisal panel; a post-appraisal conference should be held to discuss the outcomes and also plan for a follow-up programme.

All the appraisal steps mentioned above are indispensable if an appraisal process is to be successful and developmental. It would therefore be futile to appraise teachers and on the one hand deny them an opportunity to participate in the appraisal process.

Another area which the different models consider to be most important is the follow-up programme.

The different appraisal models have highlighted one of the causes of failure to effective appraisal being lack of follow-up.

2.7.4.2 Developing and developed countries.

Research has shown that in both developed and developing countries teacher appraisal has long been an issue for discussion in both government and education circles. It is also evident from research that there is a need for constant review of classroom practice through appraisal since this promotes the effectiveness of teaching and learning.

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A major concern in both developed and developing countries with regard to the effectiveness of the appraisal system lies in the implementation of the system. Some developed countries such as the UK and USA (Chetty et al., 1993: 18) linked appraisal with promotion and pay and this led to teachers' resistance.

The conflicting ideas and views amongst teachers regarding their appraisal (Poster, 1991; Chetty et al., 1993; Wragg et al., 1996) hindered progress in the implementation and sustainability of the appraisal process.

It is therefore evident that while a considerable amount of research has been done in developed countries such as the UK and the USA on teacher appraisal (Turner et al., 1988), conflicting views will continue to pose questions to researchers about the purpose of teacher appraisal.

Research on teacher appraisal is underway in developing countries such as South Africa. With the implementation of DAS (Developmental Appraisal System), there is a need for more research about the extend to which this system will succeeds.

CHAPTER 3

3.1 Introduction.

A questionnaire has been used to collect data from subjects in order to determine perceptions of teachers on performance appraisal.

3.2 Instrumentation.

A questionnaire has been a sole research tool used to collect data from respondents.

3.2.1 A questionnaire.

A questionnaire is a device that enables subjects to answer questions. It is a data collecting instrument that is mostly used in surveys (Legotlo, 1996:28). In addition, Schumacher and McMillan (1993:238) describe a questionnaire as the most widely used technique for obtaining information from subjects.

3.2.2 Advantages of a mail questionnaire.

- Low travelling and subsistence costs.
- Respondents from all parts of the world could be reached.
- Respondents' names are not given.
- Information from thousands of respondents can be obtained within a months
- There is little use of open-ended questions; as such the questionnaire is processed with ease (Legotlo, 1996:30).

3.2.3 Disadvantages of a mail questionnaire.

- Excessive non-response rate is common.
- Impersonality may cause frustrations to some respondents.
- Availability of addresses of the sample population poses some problems (Legotlo,

1996:28).

3.3 Questionnaire format.

The Questionnaire was divided into four clusters as follows:

- The Biographical and Biographic details.
- Appraisal panels.
- The appraisal process.
- Open-ended questions.

3.4 Development of the questionnaire.

The researcher developed a questionnaire consisting of 46 items based on literature review. These items were then grouped into biographical and demographic details, appraisal panels, the appraisal process and open-ended questions.

In Section C, respondents were asked to give their views on a four point scale in the following pattern: 4=(SA) Strongly Agree; 3=(A) Agree; 2=(D) Disagree and 1=(SD) Strongly Disagree.

3.5 Pre-testing the questionnaire.

The questionnaire was given to ten secondary teachers who responded to all the questions. It was however realised that some teachers were not yet appraised although they have been work shopped on teacher appraisal. As such, the questionnaire was appropriately reconstructed to suit both teachers who are appraised and those who are not.

3.6 Data collection.

A questionnaire was the sole instrument used in data collection. A letter was written to the Department of Education requesting permission to collect data from teachers in the Moretele District of Mpumalanga. Some questionnaires were supplied to schools that were of reach to the researcher while other questionnaires were posted.

3.7 Population and Sampling.

A population is a group of persons or subjects while a sample consists of individuals selected from a population (Schumacher and McMillan, 1993:159).

Subjects or respondents were selected from teachers within the Moretele District of Mpumalanga Province. Ten (10) primary schools were selected out of 250 primary schools using Simple Random Sampling.

According to Schumacher and McMillan (1993:161), sampling is considered random when every member of the population has an equal chance of being chosen to be in the sample. As such each school was assigned a number ranging from 001 to 250.

Using a table with random numbers, 10 primary schools were selected.

The same procedure was applied to select 30 secondary schools where numbers ranging from 001 to 060 were assigned to the 60 secondary schools in the Moretele District. Thirty secondary schools were selected by using a table of random numbers.

In each school, five teachers, one being a senior teacher, were to respond to the questionnaire. The targeted number of respondents was 200 ($n=200$).

The response rate from primary schools was 42.5% of the expected responses. The response rate from secondary school teachers was 53% of the total expected responses. The general response rate was 51%.

3.8 Summary.

A questionnaire has been selected as a means of data-collection in this study because of it being economic to administer and score. Furthermore, the researcher had an opportunity, through the open-ended questions, to receive answers in the respondents' own words and avoided suggesting answers to respondents (Sommer and Sommer, 1980:77).

The questionnaire has been a useful data collection tool in this study because it was administered to teachers who are suitable subjects to respond to questionnaires.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction.

Chapter 4 discusses the empirical investigation conducted to determine perceptions of teachers towards the appraisal of their performance in the classroom.

The questionnaire items used in the investigation were clustered into four groups: instructions to respondents the biographical and demographic details; appraisal panels at schools; an overview of the developmental appraisal system (DAS) and the appraisal process.

4.2 Review of subjects.

A total of 200 subjects were identified for taking part in the investigation and 102 respondents returned usable questionnaires.

4.3 Biographical and Demographic details. (n=102)

Table 4.1 (a) and 4.1 (b) was drawn to reflect the biographical and demographic details of respondents.

4.3.1 Age.

From table 4.1 (a) it is noted that 60(58.9%) of the total respondents are between 36 and 45 years of age. Those below 36 years are 24(23.6%) and 18(17.7%) respondents are above 46 years. This is an indication that most of the respondents had adequate experience and therefore could provide valid responses about teacher appraisal.

4.3.2 Gender.

From table 4.1 (a) it is noted that 51(50%) of the total respondents are male and another 51(50%) are female. The data imply that the response to the questionnaire was proportional and not gender bias.

4.3.3 Position held at school.

Table 4.1 indicate that 79(77.5%) respondents were teachers and that only 23(22.5%) were from management position. The data imply that those responses to the item were provided by relevant respondents who are daily involved in classroom activity.

4.3.4 Highest Qualification.

Table 4.1 (a) indicate that of the total respondents 69(67.6%) had diplomas and 31(30.4%) had senior degrees. The data suggest that most respondents are qualified teachers and may have more knowledge about the importance of teacher appraisal. In addition, the researcher observed that some respondents were furthering their studies that may have a positive impact on their responses.

Table 4.1 (a).Biographical and Demographic details.

		f	%
	1. Age		
1.1	Below 30	2	2
1.2	31 - 35	22	21.6
1.3	36 - 40	28	27.5
1.4	41 - 45	32	31.4
1.5	46 -50	17	16.7
1.6	56 +	1	1
	Total	102	100
	2. Gender		
2.1	Male	51	50
2.2	Female	51	50
	Total	102	100
	3. Position at school		
3.1	Teacher	79	77.5
3.2	HOD	19	18.6
3.3	Deputy Principal	3	2.9
3.4	Principal	1	1
	Total	102	100
	4. Highest Qualifications.		
4.1	Diploma	69	67.6
4.2	Degree	28	27.5
4.3	Honours Degree	3	2.3
4.4	Other	2	2
		102	100
	5. School Category.		
5.1	Primary	17	16.7
5.2	Secondary	85	83.3
		102	100

4.3.5 School Category.

Table 4.1 (a) reflect that 17(16.7%) of the total number of respondents were from primary school and 85(83.3%) were from secondary schools. This data may be ascribed to the population and sampling where most of the respondents 160(80%) were identified from secondary schools and 40(20%) from primary schools.

4.3.6 Settlement.

Table 4.1 (b) reflect that 96(94.1%) of the total respondents are from rural schools and only 6(5.9%) are from urban schools. The data can be ascribed to the fact that the research was conducted mostly in rural schools.

Table 4.1(b) Settlement

	6. Settlement.	f	%
6.1	Rural	96	94.1
6.2	Urban	6	5.9

4.4 The appraisal panels at schools.

Item 71. The availability of Staff Development Teams (SDT) at schools. (n=101)

Table 4.2.1 reflect that of the total respondents 95(93.1%) had the SDT's at schools while 6(5.9%) did not have SDT's. The data imply that most schools had implemented teacher appraisal programmes by forming SDT's.

Item 7.2 Availability of appraisal panels at schools.

Table 4.2.1 reflect that 97(95.1%) of the total respondents had appraisal panels at their schools and only 4(3.9%) did not have appraisal panels.

Table 4.2.1

	Yes		No	
	f	%	F	%
7.1 Availability-SDT's at	95	93.1	6	5.9
7.2 Appraisal panel at school	97	95.1	4	3.9
7.3 About being appraised	94	92.2	7	6.9
7.4 About being trained	86	84.3	15	14.7

Item 7.3 About being appraised.

From table 4.2.1 it is noted that 94(92.2%) of the total respondents reported that they have been appraised and only 7(6.9%) were not appraised.

Item 7.4 About being trained.

Table 4.2.1 reflect that 86(84.3%) of the total respondents have been trained and only 15(14.7) were not trained.

Item 7.2 and 7.3 show that most of the respondents have been appraised hence they would provide informed opinion about the new model for developmental appraisal system.

Table 4.2.2 About who did the training.

	f	%
Principal	9	8.8
SDT	63	61.8
Union	8	7.8
Other	16	15.7

Item 7.5 About who did the training.

From table 4.2.2 it is noted that 63(61.8%) of the total of respondents were trained by the SDT, 16(15.7%) were trained by the outside organisations, 9(8.8%) respondents were trained by the principal and 8(7.8%) respondents were trained by the unions. This imply that teacher appraisal is not just left to one body for implementation although the school seem to be playing a major role. More importantly, over 60% were trained by the School Development Team.

4.5 An overview of the appraisal process.

Item 8.1 It can encourage lazy teachers to work hard. (n=102)

From table 4.3 it is noted that out of the total number of respondents 89(87.3%) agree that DAS can encourage lazy teachers to work hard and only 13(12.8%) disagree. The data imply that lazy teachers existed and that DAS could be a suitable remedy to such laziness.

Item 8.2 It can promote teacher development. (n=102)

From table 4.3 it is noted that 96(94.1%) agree that DAS can promote teacher development and only 6(5.8%) disagree.

Table 4.3 An overview of the Developmental Appraisal System

	1		2		3		4	
	f	%	f	%	f	%	f	%
8.1 It can encourage lazy teachers to work hard.	6	5.9	7	6.9	22	21.6	67	65.7
8.2 It can promote teacher development	3	2.9	3	2.9	25	24.5	71	69.6
8.3 It can improve the teacher's classroom performance.	2	2	7	6.9	24	23.5	69	67.6
8.4 It can promote good examination results	8	7.8	23	22.5	18	17.6	52	51
8.5 It is just meant for record purposes.	22	21.6	52	51	11	10.8	16	15.7
8.6 It can cause conflict in the work place.	33	32.4	43	42.2	11	10.8	14	13.9
8.7 It is a time consuming excercise.	33	32.4	37	36.3	11	10.8	20	19.6
8.8 There are no follow-up programmes by the education officials.	7	6.9	9	8.8	26	25.5	59	57

Key: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree.

Item 8.3 It can improve teacher classroom activity. (n=102)

Table 4.3 reflect that 93(91.1%) of the total respondents agree that DAS can improve classroom activity and only 9(8.9) disagree.

Item 8.4 It can promote good examination results (n=101)

From table 4.3 it is noted that 70(68.6) of the total number of respondents agree that DAS can promote good examination results and 31(30.3) disagree.

Item 8.5 It is just meant for record purposes.

Table 4.3 reflect that 74(72.6%) of the total respondents disagree that DAS is meant for record purposes and that only 24(26.5) agree. The data imply that most respondents view DAS positively, as being useful to teachers than just for summative reasons.

Items 8.1 - 8.5 highlight the importance in improving the productivity and effectiveness of the education system. Accordingly, through an effective appraisal system teacher productivity and job satisfaction could be improved, enhancing the improvement of the internal efficiency of the system.

Item 8.6 Can cause conflict in the workplace. (n=101)

From table 4.3 it is noted that 76(74.6) of the total respondents disagree that DAS can cause conflict in the workplace and 25(24.7%) agree. This data imply that the first phase of teacher appraisal in schools was successfully conducted with most teacher experiencing development rather than conflict in the workplace. However, the 24.7 % of respondents who agree might imply that in certain situations conflict could not be ruled out.

Item 8.7 It is time-consuming.

From table 4.3 it is noted that 70(68.7%) of the total respondents disagree that DAS is time consuming and only 31(30.4) agree.

Item 8.8 There are no follow-up programmes by the education officials to ensure the implementation of the system.

Table 4.3 reflect that out of the total respondents 85(83.3) agree that there are no follow-up programmes by the departmental officials to ensure successful implementations of the system and 16(15.7) disagree. The data imply that the developmental appraisal system is left to the schools for implementations. Lack of follow-up might lead to the ineffectiveness of the system.

4.6 The pre-appraisal conference.

Item 9.1 A pre-appraisal conference was conducted. (n=97)

From table 4.4 it is noted that 86(84.3%) of the total respondents agree that a pre-appraisal conference was satisfactorily conducted and only 11(15.7%) disagree. The data signify that appraisees were adequately involved in the pre-appraisal conference.

Item 9.2 Contextual factors were taken into consideration. (n=97)

Table 4.4 reflect that out of the total respondents 86(84.3) agree that contextual factors were taken into consideration and only 11(10.8%) disagree. The data the appraisal process was not generalised but considered school factors that could either assist or be detrimental to the teacher's development.

Item 9.3 The pre-appraisal conference was transparent. (n=97)

From table 4.4 it is noted that out of the total respondents 88(86.4%) agree that the

pre-appraisal conference was transparent and only 9(8.8%) disagree. The data signify that appraisees were satisfactorily involve in the appraisal process.

Item 9.4 Appraisal procedures were clearly explained. (n=98)

Table 4.4 reflect that 91(89.2%) of respondents agree that appraisal procedures were clearly explained and only 7(6.9%) disagree. The data imply that appraisers were knowledgeable about the appraisal process and that they appropriately employed their knowledge.

Item 9.5 Organisational objectives were clearly set. (n=98)

Table 4.4 reflect that out of the total respondents 87(84.9%) agree that organisational objectives were clearly set and only 11(10.8%) disagree.

Item 9.6 The appraisee participated in the pre-appraisal conference. (n=98)

From table 4.4 it is noted that 90(88.9%) of the total respondents agree that the appraisee participated in the pre-appraisal conference and 8(7.8%) disagree. The data imply that teacher appraisal was not imposed on teachers but that both the appraisers and appraisees owned the process.

Table A.4 Pre-appraisal conference.

	1		2		3		4	
	f	%	f	%	f	%	f	%
9.1 A pre-appraisal conference was held.	4	3.9	7	6.9	39	38.2	47	46.1
9.2 Contextual factors were taken into account.	2	2	9	8.8	26	25.5	60	58.8
9.3 The pre-appraisal conference was transparent.	3	2.9	6	5.9	39	38.2	49	48.2
9.4 Appraisal procedures were clearly explained.	2	2	5	4.9	30	29.4	61	59.8
9.5 Organisational objectives were clearly set.	1	1	10	9.8	31	30.4	56	5.4
9.6 The appraisee participated in the pre-appraisal process.	4	3.9	4	3.9	34	33.3	56	54.9

Key: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree.

4.7 Classroom Observation. (n=99)

Item 10.1 It promotes adequate preparation by the teacher.

Table 4.5 reflect that out of the total respondents 95(93.1) agree that teacher appraisal promote adequate preparation by the teacher and only 4(3.9) disagree.

Item 10.2 It promotes variation of teaching methods by the teacher.

Table 4.5 reflect that 94(92.1%) of the total respondents agree that DAS promotes variation of teaching methods by and only 5(4.9) disagree.

Item 10.3 It promotes teacher development.

From table 4.5 it is noted that out of the total respondents 96(94.1%) agree that DAS promoted teacher development and only 3(3%) disagree.

10.4 It monitors teacher competency.

Table 4.5 reflect that out of the total number of respondents 90(88.2%) agree that DAS monitors and only 9(8.7%) disagree.

Item 10.5 It is a vehicle through which school objectives are monitored.

Table 4.5 reflect that 92(90.2%) of the total respondents agree that DAS is a means through which school objectives were monitored and only 7(6.9%) disagree. The data imply that both the appraisers and appraisees could make use of the classroom observation to monitor school objectives.

10.6 It is an opportunity for the teacher to voice classroom problems.

Table 4.5 reflect that 90(88.3%) of the total respondents agree that DAS present teachers with the opportunity to voice their classroom problems and only 9(8.8%)disagree.

Table 4.5 Classroom Observation.

	No response				1		2		3		4	
	f	%	f	%	f	%	f	%	f	%	f	%
10.1 It promotes adequate preparation.	3	2.9	1	1	3	2.9	26	25.5	69	67.6		
10.2 It promotes variation of teaching methods.	3	2.9	2	2	3	2.9	30	29.4	64	62.7		
10.3 It promotes teacher	3	2.9	1	1	2	2	29	28.4	67	65.7		
10.4 It monitors teacher competence	3	2.9	2	2	7	6.9	25	24.5	65	63.7		
10.5 It assists in monitoring school objectives.	3	2.9	2	2	5	4.9	26	25.5	66	64.7		
10.6 It is an opportunity by teachers to voice their problems.	3	2.9	5	4.9	4	3.9	28	27.5	62	60.8		
10.7 It is an interference by outsiders in the teacher's classroom activity.	3	2.9	61	59.8	25	24.5	13	12.7	-	-		

Key: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree.

Table 4.6 Follow-up programme.

Key: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree.

		No response				1		2		3		4	
		f	%	f	%	f	%	f	%	f	%	f	%
11.1	An adequate post-appraisal was held.	3	2.9	5	4.9	9	8.8	61	59.8	24	23.5		
11.2	Appraisee explained teaching experiences	4	3.9	2	2	6	5.9	68	66.7	22	21.6		
11.3	Self-appraisal was done	3	2.9	3	2.9	5	4.9	69	67.6	22	21.6		
11.4	Post-appraisal conference was transparent.	3	2.9	4	3.9	9	8.8	59	57.8	27	26.5		
11.5	The post appraisal conference is necessary	3	2.9	-	-	3	2.9	64	62.7	32	31.4		
11.6	The appraisee received assistance and coaching for development purposes.	3	2.9	4	3.9	2	2	67	65.7	26	25.5		

Item 10.7 It is an interference by outsiders in the teacher's classroom issues.

From table 4.5 it is noted that 86(84.3%) of the total respondents disagree that appraisers are outsiders interfering with the teacher's classroom activity and only 13 agree. The data imply that most respondents view teacher appraisal as developmental to the teacher rather being an interference into the teacher's classroom activity.

4.8 The follow-up programme.

Item 11.1 An adequate post appraisal conference was held

Table 4.6 reflect that 85(83.3%)of the total respondents agree that self-appraisal was sufficiently done and only 14(13.7%) disagree.

Item 11.2 The appraisee had an opportunity to explain teaching experiences.

Table 4.6 reflect that 90(88.3%) of the total respondents agree that appraisees were given the opportunity to explain their teaching experiences and only 8(7.9%) disagree.

Item 11.3 Self-appraisal was done.

From table 4.6 it is noted that 91(89.2%) out of the total respondents agree that self-appraisal was conducted and 8(7.8%) disagree.

Item 11.4 The post-appraisal conference was transparent.

Table 4.6 reflect that out of the total respondents 86(84.3%) reported that the post-appraisal conference was transparent and only 13(12.7) disagreed.

Item 11.5 The post-appraisal conference is necessary.

From table 4.6 it is reflected that 96(94.4%) out of the total respondents agree that the post appraisal conference is necessary and that ^{only}3(2.9) disagree.

Item 11.6 The appraisee received assistance and coaching for development purposes.

Table 4.6 reflect that out of the total respondents 93(91.2%) agree that the appraisee received assistance and coaching for development purposes.

4.4) open-ended questions.

Table 4.7 Suggestions on the new developmental appraisal system. (n=70)

Item No.	Item details	f	%
12	Teachers are involved and assisted towards development regarding their classroom practice	30	21
13	Teachers are empowered and encouraged to work hard	18	12.6
14	The follow-up programmes need to be intensified	40	28
15.1	Teacher development is enhanced	35	24.5
15.2	Examination results will improve	29	20.3
15.3	The school management team will monitor teachers' work and school's objectives	5	3.5
16	The appraisal system is not continuous; there is a need follow-up programmes	55	38.5
17	The high teacher-pupil ratio might have an adverse effect on teachers' classroom performances and examination results	3	2.1

4.10 Summary.

In this chapter, findings of the empirical investigation to determine teacher perceptions on the new model for developmental appraisal were outlined.

Major findings of the investigation indicated that the new model for developmental appraisal has been implemented in most schools. It was further revealed that teachers experienced appropriate coaching and developmental assistance during the appraisal process.

However, it was revealed that there was no follow-up programme implemented to make the system cyclic and sustainable.

The following are major findings of the study:

- Most respondents, 77.5% of the total number of respondents were teachers involved in classroom activity. The data imply that the respondents were relevant to provide valid responses regarding teacher appraisal.
- Of the total respondents, the majority (58.9%) were between the age of 36 and 45. This implies that the respondents had adequate experience and as such could provide valid responses (c.f. 4.3.1).
- The majority of respondents (93.1%) indicated that they had School Development Teams at schools. The data imply that the implementation of the developmental appraisal system has been started in most schools.
- Most of the respondents, 84.3% indicated that they were trained about the developmental appraisal system. This implies that the majority of respondents were informed about teacher appraisal and as such could provide valid responses.
- Of the total number of respondents, 87.3% agree that the developmental appraisal system encourages lazy teachers to work hard. This implies that most teachers have a positive view about the new model for developmental appraisal.

- The majority of respondents (84.3%) concur that the pre-appraisal conference was satisfactorily conducted(cf.4.6).
- Most respondents(94.1%) agree that the developmental appraisal system promote teacher development(cf.4.7)
- Most respondents(90.2%),agree that the developmental appraisal system is a vehicle through which school objectives are monitored(cf.4.7)
- Of the total number of respondents, 91.2% agree that they received coaching and assistance during the post appraisal conference for development purposes(cf.4.8)
- Most respondents, 83.3% agree that there are no follow-up programmes by the departmental officials to ensure successful implementation of the appraisal system. This implies that it will be difficult for the education department to sustain the appraisal process.

CHAPTER 5

5. SUMMARY, RECOMMENDATIONS AND CONCLUSION.

5.1 Introduction.

In chapter 5 a summary of the study conducted is provided. Furthermore, the chapter present major findings on aims outlined in chapter 1 and recommendations on how teacher perceptions can assist in improving the new model for developmental appraisal in South Africa.

5.2 Summary.

In this study, chapter 1 presented the statement of the problem, aim of study, the research methodology, definitions of certain terms and chapter readings.

Chapter 2 provided the review of literature to determine the nature of appraisal models and teacher perceptions towards the appraisal of their performance.

In delineating the concept appraisal, it was discovered that most literature classified appraisal into summative and formative forms. Although literature outlined in the purpose of teacher appraisal in varied ways, most literature was common about developmental nature of teacher appraisal.

Furthermore, a brief account of the origin of teacher appraisal in both developed and developing countries was outlined. In addition, literature outlined diverse teacher perceptions on teacher appraisal from both developed and developing countries.

Different appraisal models with strengths and weaknesses outlined were presented.

In chapter 3, and empirical investigation was was presented using a questionnaire as a research tool to determine teacher perceptions towards the new model for

developmental appraisal in South Africa.

Chapter 4 outlined the analysis of data from the empirical investigation conducted in chapter 3. It was discovered that most respondents had positive views about the new model for developmental appraisal, classifying it as a tool for future teacher development.

5.3 Research Findings.

5.3.1 Findings on Aim 1

In this study, aim 1 was to determine from literature the nature of appraisal models and the findings were as follows:

- Literature presented a variety of appraisal models which displayed commonality and variety in some issues (cf. 2.1).
- Most models studied emphasised the importance of the following three phases: the pre-appraisal conference; the appraisal phase and the post-appraisal conference (cf. 2.7.4.1)
- Some models, such as the Teacher Performance Evaluation Model by Mannat, Overemphasise the summative form of teacher appraisal while most models portray teacher appraisal as developmental (cf. 2.5.7.1).

5.3.2 Findings on Aim 2.

Aim 2 in this study was to determine from literature teacher perceptions towards the appraisal of their performance in the classroom. Findings were as follows:

- In developed countries such as the UK, teachers resented their appraisal because they associated it with pay related issues and the removal of unwanted teachers from the teaching profession (cf. 1.2).
- In developing countries such as Botswana, teachers called for work evaluation and

supervision to uplift the declined professional status and low moral among them (cf. 2.4.2).

- In South Africa, teachers resented the traditional and bureaucratic appraisal system and opted for a new model for developmental appraisal system (cf. 2.4.3).

5.3.3 Findings on Aim 3

Aim 3 in this study was to determine empirically, teachers perceptions about the new model for developmental appraisal system.

Most teachers had positive views about the new model the following were the findings made:

- The system will promote thorough preparation by the teachers (cf. Item 10.1).
- Teaching methods will be varied and improved (cf. Item 10.2).
- Teacher development will be enhanced (cf. Item 10.3).
- Examination results will improve (cf. Item 8.4).
- Teacher competence will be monitored (cf. Item 10.4).
- Classroom activity will be improved (cf. Item 8.3).
- Lazy teachers will be encourage to work hard (cf. Item 8.1).
- School objectives will be monitored (cf. Item 15.2).

Furthermore, most teachers who were appraised reported that the appraisal process lacked follow-up programmes.

5.4 Recommendations.

Recommendation 1

Appraisal Models

Diverse appraisal models should be used, since no one approach can meet all the

required appraisal outcomes, to allow one model to borrow from any other type in some aspect that it finds suited to its requirement (Poster and Poster, 1993:8).

Recommendation 2

Purpose of appraisal.

Teachers need continuous update on the purpose of appraisal. There is a need for continuous workshops on teacher appraisal to consolidate the purpose of appraisal to teachers. Pre-appraisal conference is also vital to appraisal where both the appraiser and the appraisee define and agree on the criteria upon which the process will be conducted.

Recommendation 3

Follow-up programme.

The education department must intensify follow-ups about the appraisal to avoid its collapse. Hardworking teachers need re-evaluation of their work to promote more hard work and avoid burn-out stress.

5.5 Conclusion.

The new developmental system has been widely accepted by teachers as an appropriate replacement to the traditional and bureaucratic system. The implementation of the new model is in its early stages and it appears that the process has not entered its second phase and this poses a threat to the reported teacher perceptions. As such, there is a need to follow-up programmes to intensify the appraisal system and its intended purposes.

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QUESTIONNAIRE

SECTION A

Kindly answer the following items by crossing (x) the appropriate box.

BIOGRAPHICAL AND DEMOGRAPHIC DETAILS

1. Age.

1.1 Below 30	1	
1.2 31--35	2	
1.3 36--40	3	
1.4 41--45	4	
1.5 46--50	5	
1.6 51--55	6	
1.7 56 and over	7	

(1)

2. Gender.

2.1 Male	1	
2.2 Female	2	

(2)

3. Position you hold at school.

3.1 Teacher	1	
3.2 H.O.D.	2	
3.3 Deputy Principal	3	
3.4 Principal	4	

(3)

4. Highest Qualifications.

4.1 Diploma	1	
4.2 Degree	2	
4.3 Honours Degree	3	
4.4 Masters Degree	4	
4.5 Doctorate	5	

4.6 Other (Specify):	6	
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(4)

5. School Category.

5.1 Primary	1	
5.2 Secondary	2	

(5)

6. Settlement.

6.1 Rural	1	
6.2 Urban	2	

(6)

SECTION B

Please make a cross (x) in the appropriate block.

7. Information about formation of the appraisal panels at schools.

7.1 Do you have a Staff Development Team (SDT) at your school?

1	Yes
2	No

(7)

7.2 Is there an appraisal panel at your school?

1	Yes
2	No

(8)

7.3 Have you been appraised?

1	Yes
2	No

(9)

7.4 Have you been trained about the new developmental appraisal system at your school?

1	Yes
2	No

(10)

7.5 If the answer is yes, who trained you?

1	The principal	The SDT	The Union	Other (Specify)
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(11)

8. An over view of the new Developmental Appraisal System.

Please indicate your opinion in relation to the given views about the new Developmental Appraisal System (DAS) by crossing (x) the appropriate block.
(Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree)

	SA	A	D	SD
8.1 It can encourage lazy teacher to work hard	4	3	2	1
8.2 It can promote teacher development	4	3	2	1
8.3 It can improve the teacher's classroom activity	4	3	2	1
8.4 It can promote good examination results	4	3	2	1
8.5 It is just meant for record purposes	4	3	2	1
8.6 It can cause conflict in the work place	4	3	2	1
8.7 It is a time consuming exercise	4	3	2	1
8.8 There are <u>no</u> follow up programmes by the education officials to ensure the implementation of the system.	4	3	2	1

(12-19)

SECTION C

THE APPRAISAL PROCESS

9. Pre appraisal conference.

Indicate how the following items regarding the pre-appraisal conference best express your opinion by crossing (x) the appropriate block.
Key: SA=Strongly Agree, A=Agree, D=Disagree, D=Strongly Disagree.

	SA	A	D	SD
9.1 A pre-appraisal conference was satisfactorily conducted	4	3	2	1
9.2 Contextual factors were taken into consideration	4	3	2	1
9.3 The pre-appraisal conference was transparent	4	3	2	1

9.4 Appraisal procedures were clearly explained.	4	3	2	1
9.5 Organisational objectives were clearly set	4	3	2	1
9.6 The appraisee participated in the pre-appraisal process.	4	3	2	1

(20-25)

10 Classroom Observations.

Indicate how best the following items describe your opinion about the classroom observation process.

(Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree)

	SA	A	D	SD
10.1 It promotes adequate preparation by the teacher	4	3	2	1
10.2 It promotes variation of teaching methods by the teacher.	4	3	2	1
10.3 It promotes teacher development	4	3	2	1
10.4 It monitors teacher competence.	4	3	2	1
10.5 It is a vehicle through which school objectives are monitored.	4	3	2	1
10.6 It is an opportunity for the teacher to voice classroom problems	4	3	2	1
10.7 An interference by outsiders in the teacher's classroom issues	4	3	2	1

(26-32)

11. The follow up programme

Indicate how best the following items describe your opinion about the follow up programme of the appraisal process.

(Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.)

	SA	A	D	SD
11.1 An adequate post appraisal conference was held	4	3	2	1
11.2 The appraisee had an opportunity to explain teaching experiences	4	3	2	1
11.3 Self-appraisal was done	4	3	2	1
11.4 The post appraisal conference was transparent	4	3	2	1
11.5 The post appraisal conference is necessary	4	3	2	1
11.6 The appraisee received assistance and coaching for development purposes	4	3	2	1

(33-38)

12. What are your comments about the appraisal process (The pre-appraisal phase, the observation phase and the post appraisal meeting)?

(39).

13. What are your comments about the importance of the new developmental appraisal system?

(40)

1.4 How can the New Developmental Appraisal be improved?

(41).

1.5 What are the benefits of the New Developmental Appraisal to:

1.5.1 Educators

(42).

1.5.2 The school

(43).

1.5.3 The school management

(44).

1.6 What are the weaknesses of the New Developmental Appraisal?

(45).

1.7 What are the challenging issues in the New Developmental Appraisal?

(46).