



UNIVERSITEIT VAN PRETORIA
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**THE MANAGEMENT OF EDUCATOR APPRAISAL IN SOUTH
AFRICAN SCHOOLS WITHIN THE CHANGING ENVIRONMENT**

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by

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Supervisor: Prof A.J. van der Bank

DECLARATION

I hereby declare that this research report handed in herewith for the degree of Doctor of Philosophy, University of Pretoria, is the independent work of the writer. It has not been submitted for a degree or examination before in this, or any other university.

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TABLE OF CONTENTS

CHAPTER 1: INTRODUCTORY ORIENTATION

1.1	INTRODUCTION	1
1.2	ACTUALITY OF THE RESEARCH	3
1.2.1	Previous research	4
1.2.1.1	South African research	4
1.2.1.2	Overseas research	6
1.2.1.3	The influence of previous research on this study	7
1.2.1.4	The purpose of exploratory and empirical research on appraisal and management of appraisal and change	8
1.3	STATEMENT OF THE PROBLEM	8
1.3.1	Main problem questions	9
1.3.2	Sub-problem questions	9
1.4	HYPOTHESIS	10
1.4.1	Definition	10
1.4.2	Hypothesis formulation	11
1.5	AIMS AND OBJECTIVES OF THE RESEARCH	11
1.6	RESEARCH DESIGN AND METHODOLOGY	13
1.6.1	Empirical study in this research	13
1.6.1.1	The literature review technique	14
1.6.1.2	The questionnaire technique	15
1.6.1.3	The structured interview	16
1.7	CONCEPT CLARIFICATION	17
1.7.1	Introduction	17
1.7.2	Appraisal	17
1.7.3	Evaluation	18
1.7.4	Assessment	19
1.7.5	School management	19
1.7.6	Change	20
1.7.7	Educator	21
1.7.8	Appraisal instrument	21

1.7.9	The school staff development team	22
1.7.10	The staff development model	22
1.7.11	Humans resources manager	23
1.7.12	Research Programme	24
1.7.13	Conclusion	25

CHAPTER 2: EDUCATOR APPRAISAL IN SOUTH AFRICAN SCHOOLS

2.1	INTRODUCTION	26
2.2	WHAT IS APPRAISAL?	28
2.2.1	Approaches to appraisal	29
2.2.1.1	The judgmental approach	29
2.2.1.2	The developmental approach	30
2.3	THE PURPOSE OF APPRAISAL	31
2.4	THE IMPORTANCE OF EDUCATOR APPRAISAL	32
2.5	THE FEATURES OF EDUCATOR APPRAISAL	33
2.5.1	Job description	34
2.5.2	Goals of the school	34
2.5.3	Planning	34
2.5.4	Openness	34
2.5.5	Self-improvement	35
2.5.6	Co-operation	35
2.6	THE AIMS AND OBJECTIVES OF EDUCATOR APPRAISAL IN THIS STUDY	35
2.7	THE PROBLEMS OF EDUCATOR APPRAISAL IN THIS STUDY	38
2.7.1	The problems of achievement of the aims and objectives in the classroom situation	38
2.7.2	The problems in introducing the above procedures of appraisal	38
2.7.3	The re-entry problem	38
2.7.4	The problem of objectivity	39
2.7.5	The peer appraisal problem	40
2.7.6	The self-appraisal problem	40
2.7.7	Job description problem	40
2.7.8	Classroom observation problem	41

2.7.9	The problems of completed forms encountered by the appraisal team	41
2.7.10	The time factor problem	41
2.7.11	The problem of educator appraiser's skills in a particular subject or field	42
2.7.12	The problem of educator co-operation	42
2.7.13	The problem of appraising all school levels	42
2.7.14	The problem of implementation of an appraisal policy in the school as a whole	43
2.7.15	The problem of one group recognition in school	43
2.8	THE PROCESSES OF EDUCATOR APPRAISAL	43
2.8.1	Phase one – preparation	43
2.8.2	Phase two – classroom observation	44
2.8.3	Phase three – the interview	44
2.8.4	Phase four – results	44
2.8.5	Phase five – the monitoring	45
2.8.6	Phase six – moderation	45
2.8.7	Phase seven - evaluation	45
2.9	COMPONENTS OF EDUCATOR APPRAISAL	46
2.9.1	Criteria for educator appraisal	46
2.9.2	Different strategies for appraisal criteria	47
2.9.2.1	Lemmer and Squelch (1994: 127 – 128)	47
2.9.3.1	Self appraisal	48
2.9.3.2	Classroom observation component	50
2.9.3.3	The appraisal interview	52
2.9.3.4	Peer appraisal	54
2.10	MODELS OF EDUCATOR APPRAISAL IN SCHOOLS	54
2.10.1	The staff development model	54
2.10.2	The accountability model	55
2.10.3	The remedial model	56
2.10.4	Goal setting model	56
2.10.5	The product model	57
2.11	ADVANTAGES/DISADVANTAGES OF THE APPRAISAL PROCESS IN SCHOOLS	57
2.12	THE SYSTEMS OF EDUCATOR APPRAISAL IN THE UNITED KINGDOM, UNITED STATES OF AMERICA AND THE REPUBLIC OF SOUTH AFRICA	58



2.12.1	Introduction	58
2.12.2	The aims and objectives of the system of education	59
2.12.3	Financial Resources of the United Kingdom, United States of America and Republic of South Africa	60
2.12.4	The system's previous approaches	61
2.12.5	Training for the scheme	62
2.12.6	Results and features of the scheme	62
2.13	EDUCATORS' CONCERNS ABOUT THE SYSTEM OF APPRAISAL IN THE UNITED STATES OF AMERICA, THE UNITED KINGDOM AND THE REPUBLIC OF SOUTH AFRICA	63
2.14	LIMITATIONS OF THE APPRAISAL PROCESS IN THE REPUBLIC OF SOUTH AFRICA	64
2.15	CONCLUSION	65
 CHAPTER 3: THE MANAGEMENT OF DEVELOPMENT APPRAISAL AND CHANGE AS MANAGERIAL TASKS OF THE PRINCIPAL AND APPRAISAL TEAMS		
3.1	INTRODUCTION	66
3.2	THE GUIDING PRINCIPLES OF THE DEVELOPMENTAL APPRAISAL SYSTEM	68
3.3	THE AIMS AND OBJECTIVES OF THE DEVELOPMENTAL APPRAISAL SYSTEM IN THIS STUDY	69
3.4	THE DEVELOPMENTAL APPRAISAL SYSTEM AND THE NEW SOUTH AFRICAN EDUCATION DISPENSATION	69
3.5	THE DEVELOPMENTAL APPRAISAL SYSTEM AND THE WHOLE SCHOOL DEVELOPMENT PROCESS/APPRaisal	70
3.6	PROCEDURES FOR SETTING UP EDUCATOR DEVELOPMENT TEAMS AND THEIR ROLES	71
3.6.1	The role of the educator development team in this study	71
3.6.2	Procedures for setting up appraisal panels and the roles of members on the panel	72
3.7	THE DEVELOPMENT APPRAISAL INSTRUMENT	74
3.7.1	Curriculum development	75



3.7.2	The creation of a learning environment	75
3.7.3	The lesson presentation and methodology	75
3.7.4	Classroom management	75
3.7.5	Learner assessment	76
3.7.6	Development of learning field competency	76
3.7.7	Professional development in field of work	76
3.7.8	Human relations	76
3.7.9	Leadership	76
3.7.10	Contribution to school development	77
3.8	FORMS FOR DEVELOPMENTAL APPRAISAL	77
3.8.1	The professional growth plan	79
3.8.2	The appraisal report	79
3.9	CONDUCTING THE DEVELOPMENTAL APPRAISAL PROCESS	80
3.9.1	Pre-appraisal	80
3.9.2	Appraisal	80
3.9.3	Post-appraisal	80
3.10	THE TASK OF THE HUMAN RESOURCES MANAGER AND SCHOOL MANAGEMENT TEAM	81
3.10.1	Leadership skills required by a human resource manager	82
3.10.1.1	Morris and Everard style management model (modified)	83
3.10.2	The importance of the management team's role in human resources	84
3.11	EDUCATOR APPRAISAL, AN INTEGRAL HUMAN RESOURCE MANAGEMENT FUNCTION IN EDUCATION MANAGEMENT IN THIS STUDY	84
3.11.1	Introduction	84
3.11.2	Educator appraisal and human resources provision	85
3.11.2.1	Recruitment of staff	86
3.11.2.2	The job description	86
3.11.2.3	The personal application	86
3.11.2.4	Planning the interview	87
3.12	EDUCATOR APPRAISAL AND HUMAN RESOURCES DEVELOPMENT	87
3.12.1	Types of development needs	88
3.13	EDUCATOR APPRAISAL AND HUMAN RESOURCE UTILISATION	88
3.13.1	Objectives of personnel utilisation	88



3.13.2	Importance of effective personnel utilisation	89
3.14	THE PRINCIPAL AND APPRAISAL TEAM AS AGENTS OF CHANGE	91
3.14.1	Introduction	91
3.14.2	Prerequisites for effective management of change	92
3.14.3	Skills needed by principals and appraisal teams to manage change	93
3.15	THE MANAGEMENT OF THE CHANGE PROCESS OF APPRAISAL	94
3.15.1	School based	94
3.15.2	Outside support	94
3.15.3	Informal relationships	94
3.15.4	School appraisal	94
3.15.5	Change in teaching methods	94
3.15.6	Behavioural Change	94
3.15.7	Long term process	94
3.15.8	Consultative management	94
3.15.9	Evaluation and feedback	96
3.15.10	Interpersonal relationships	96
3.16	MANAGING RESISTANCE TO CHANGE	96
3.16.1	Prerequisites	96
3.16.2	Purpose	97
3.16.3	Structure	97
3.16.4	Process	97
3.16.5	People	97
3.16.6	Realism	98
3.16.7	Environment	98
3.17	STRATEGIES TO CURB RESISTANCE TO CHANGE	99
3.17.1	Education and communication	99
3.17.2	Participation and involvement	99
3.17.3	Facilitation and support	99
3.17.4	Negotiation and agreement	99
3.17.5	Manipulation and co-operation	100
3.17.6	Explicit and implicit	100
3.17.7	Methods of managing change	100
3.17.8	Guidelines to management of resistance to change	101

3.18	CHANGE IN THE SOUTH AFRICAN EDUCATIONAL ENVIRONMENT	102
3.18.1	Introduction	102
3.18.2	Educational managers need not be the passive recipients of the process of change, but they themselves can play an active part in the process	103
3.18.3	Educational system in South Africa	103
	3.18.3.1 Introduction to the system of education in South Africa	103
3.19	INFLUENCE OF CHANGE ON EDUCATOR APPRAISAL	105
3.19.1	Introduction	105
3.19.2	Usefulness of the instrument of appraisal	106
3.19.3	Problems with the educator appraisal instrument	107
3.19.4	The usefulness of the development growth plan	108
3.20	CONCLUSION	109

**CHAPTER 4: EMPIRICAL RESEARCH INTO THE CONCEPT OF APPRAISAL:
MANAGEMENT OF THE APPRAISAL SYSTEM AND CHANGE
WITHIN THE CHANGING SOUTH AFRICAN ENVIRONMENT**

4.1	INTRODUCTION	110
4.1.1	Literature review technique	111
4.1.2	The questionnaire technique	111
4.1.3	The interview technique	113
4.2	STATISTICS UTILISED IN THIS RESEARCH AS A WHOLE: SOURCE: EDUCATION FOUNDATION KZN DECEMBER 2000 DURBAN	115
4.2.1	Summary of learners and educators per region. Data source Snap 2000	115
4.2.2	Statistics used in this research. Summary from the whole KZN December 2000 Durban	116
4.2.3	Schools with the highest enrolment in KZN December 2000	118
4.2.4	Sample for exploratory study – questionnaire 1, 2, 3 & 4.	119
4.2.5	Comparison of numbers (schools, learners and educators) per region from highest to lowest region	120
4.3	QUESTIONNAIRE 1	122
4.3.1	Exploratory study on the concerns that educators have about the appraisal concept in the South African education environment	122

4.3.1.1	How does appraisal affect teaching time?	124
4.3.1.2	Are the educators trained in the appraisal process?	125
4.3.1.3	Are the instruments of the appraisal process objective?	126
4.3.1.4	Is the appraisal process reliable and valid?	127
4.3.1.5	Does appraisal attend to the substance of teaching?	127
4.3.1.6	Summary of the results	128
4.4	QUESTIONNAIRE 2	129
4.4.1	Table sample for questionnaire 2	129
4.4.2	Schools should have an effective appraisal system to improve and maintain a high standard of teaching	131
4.4.3	Educator appraisal is an important management task of the principal and management team	132
4.4.4	South Africa's system of appraisal has been largely inspectoral	133
4.4.5	The principle in our current system is that an appraisal team conducts the appraisal process	135
4.4.6	It is imperative for school appraisal teams to implement a formal appraisal system	136
4.4.7	Educators' perception of the current appraisal system reflects a strong sense of distrust	137
4.4.8	Appraisal is a process whereby an institution is enabled to identify its strengths and weaknesses within itself	139
4.4.9	To be worthwhile, appraisal should be a continuous process	140
4.4.10	The judgmental approach in appraisal has a tendency to find faults	141
4.4.11	The developmental approach, which is being practised in schools, is aimed at development of the positive aspects of educators' performance	143
4.4.12	The developmental approach recognises the fact that teaching and learning are complex processes	144
4.4.13	The developmental approach is blind to the negative aspects that exist in an educator's performance	145
4.4.14	Educator developmental appraisal will only make sense if it reflects the real needs of educators	147
4.4.15	The purpose of developmental appraisal includes the improvement of performance among educators	148

4.4.16	The managerial purpose of appraisal is to encourage efficiency among educators	150
4.4.17	The whole process of appraisal increases communication within the school	151
4.4.18	The ultimate aim of teaching staff appraisal is to enhance the quality of teaching and learning	152
4.4.19	The appraisal process provides a basis on which to build the educators' self-confidence	154
4.4.20	Peer appraisal is rarely used in our schools	155
4.4.21	The job description must be confined to detailing the areas in which the educator will be working	157
4.4.22	The appraised may be hurt by the revelation of his or her weaknesses in the appraisal process	158
4.4.23	The appraisal timetable might clash with the educators' timetable	160
4.4.24	The process of educator appraisal may improve and develop learning in the classroom	161
4.4.25	Self-appraisal provides the means of improving one's performance	163
4.4.26	Classroom observation by the appraisal team enables the appraiser to witness the appraised at work	165
4.4.27	It is maintained that the purpose of the appraisal interview is to agree in areas of development of the educator	166
4.4.28	If a professional development model is to succeed, it requires that educators should be open, honest and self-critical during the process, and willing to comment frankly on their perceptions of their own strengths and weaknesses	168
4.4.29	The remedial model is directed at identifying educators' weaknesses	169
4.4.30	Educators should choose their own appraisal criteria	171
4.4.31	The product model holds educators' accountable for the outcome of the students' results	172
4.4.32	Educators are necessarily antipathetic to appraisal	173
4.4.33	The professional leaders in the school situation are not yet certain as to what appraisal really is	175
4.5	QUESTIONNAIRE 3	177

4.5.1	Education management is that process by which managers direct and co-ordinate organisations through human efforts	178
4.5.2	Management development cannot be simply equated with a focus on school district heads, superintendents of education and principals only - all relevant stakeholders must be involved	179
4.5.3	Productive education change is the ability to survive the vicissitudes of planned and unplanned change	181
4.5.4	Structural change refers to changes, policies and procedures	182
4.5.5	People-centred change focuses on changing people's performance	184
4.5.6	The appraisal of educators is in essence a developmental process that depends upon continuous support from all stakeholders	185
4.5.7	The developmental appraisal system aims at reviewing the improvement of the current performance	186
4.5.8	In order to facilitate change in education one cannot only target one aspect of the institution	188
4.5.9	In order to facilitate the ways in which the appraisal panels are set up, staff development teams are necessary	189
4.5.10	The purpose of the staff development team in the developmental appraisal system is to monitor the appraisal process in institutions and to ensure that training in developmental appraisal system occurs	190
4.5.11	The new developmental appraisal system is for all educators including educators outside of schools and those that are office-based	192
4.5.12	The appraisal must be transparent	193
4.5.13	The appraisal team is to arrange for observation of the educator in practice	194
4.5.14	The appraisal report prevents summative decisions	196
4.5.15	Human resources manager ensures continuous improvement and positive change for everyone in the organisation	197
4.5.16	The management team's role entails that it must be the glue in the school	198
4.5.17	Every human resources manager has a concern to achieve results	200
4.5.18	The consultative style manager consults people for professional advice in his or her development approach	201



4.5.19	The democratic style model is in line with the new developmental system - nothing is done without involvement of the people	202
4.5.20	The autocratic management style shows an intense interest in tasks	203
4.5.21	Every job description developed should be open to revision after appointment	204
4.5.22	The purpose of human resources development is to develop the educator and enable him or her to provide quality education	205
4.5.23	Educationists at every level of the management process must understand the changes which are taking place at present	206
4.5.24	The natural resistance to change implies that change can only succeed with the active involvement and support of the principal and the appraisal team	208
4.5.25	The prerequisites for the implementation of transformational change are educators' commitment to the process of change	209
4.5.26	To implement change, the principal and the appraisal team need to have broad teaching experience	211
4.5.27	Change in teaching methods should be the underlying principle for the management of change in order to increase school effectiveness	212
4.5.28	The initial change causes ripples of change to radiate in all directions, often resulting in unpredictable consequences	214
4.5.29	Participation and involvement in the process of appraisal may help to curb resistance to change	215
4.6	QUESTIONNAIRE 4 – “STRUCTURED INTERVIEW” (ELEVEN MANAGERS INTERVIEWED)	218
4.6.1	Introduction	218
4.6.2	Why is this process of developmental appraisal of such importance to the educator in the classroom?	220
4.6.3	Give the problems of this process in the classroom	220
4.6.4	What are your perceptions about this process in the new education system in South Africa?	221
4.6.5	What are the advantages/disadvantages of the process of classroom observation?	222
4.6.6	Is self-appraisal of any benefit to the educator in the classroom situation?	223



4.6.7	Do you recommend the present system of education in South Africa?	223
4.6.8	Is the appraisal report pertinent to the classroom situation?	224
4.6.9	What are the main duties of the human resources manager in the school?	225
4.6.10	How can a resource manager manage the change process of appraisal?	225
4.6.11	Why is a development plan of major importance to the educator in the classroom situation?	226
4.7	GENERAL FINDINGS	226
4.7.1	Findings from literature review	226
4.7.2	Finding from empirical research	230
4.8	SUMMARY	231
 CHAPTER 5: A SUGGESTED MODEL FOR THE MANAGEMENT OF THE NEW DEVELOPMENTAL APPRAISAL PROCESS AND CHANGE		
5.1	INTRODUCTION	234
5.2	APPRAISAL IN THE CONTEXT OF SCHOOL MANAGEMENT	236
5.3	CHANGE IN EDUCATIONAL SCHOOLS	236
5.3.1	The aim of change	237
5.4	THE MODEL OF THE NEW APPRAISAL PROCESS AND MANAGEMENT OF CHANGE	238
5.4.1	Introduction	238
5.4.2	The features of a staff development model of appraisal	238
5.4.2.1	Appreciation of what the educator does well	239
5.4.2.2	Identifying areas where the educator may be able to improve	239
5.4.2.3	Assisting the career development of the educator	240
5.4.2.4	Integrating the school and the individual educator and identifying areas of mutual interest	241
5.4.2.5	The identification of the support and in-service training which the educator requires in order to progress and the provision of the basis for school audit and review	241
5.5	MANAGEMENT OF CHANGE IN SCHOOLS	242
5.5.1	Introduction	242
5.5.2	Forces that bring about change	243

5.6	THE MANAGEMENT OF CHANGE	246
5.6.1	Prerequisites for the effective management of change	246
5.6.2	Skills needed by the staff development team, appraisal panel team and all educators to manage change	247
5.6.2.1	Abilities needed by the new development appraisal teams to manage change	247
5.7	MANAGEMENT OF THE CHANGE PROCESS	248
5.7.1	School based	248
5.7.2	Outside support	248
5.7.3	Informal relationships	248
5.7.4	Appraisal teams	248
5.7.5	Change in teaching methods	249
5.7.6	Behavioural change	249
5.7.7	Long-term process	249
5.7.8	Consultative management	249
5.7.9	Evaluation and feedback	249
5.7.10	Interpersonal relationships	250
5.8	MANAGING RESISTANCE TO CHANGE	250
5.8.1	Prerequisites	250
5.8.2	Purpose	250
5.8.3	Structure	251
5.8.4	Process	251
5.8.5	People	251
5.8.6	Realism	251
5.8.7	Environment	252
5.8.8	Strategies to manage resistance to change	252
5.8.8.1	Education and communication	253
5.8.8.2	Participation and involvement	253
5.8.8.3	Facilitation and support	253
5.8.8.4	Force	254
5.8.8.5	Persuasion and influence	254
5.8.8.6	Manipulation and co-optation	254
5.8.8.7	Negotiation and agreement	254
5.9	REASONS THAT GIVE RISE TO RESISTANCE TO CHANGE	256

5.9.1	Loss of the familiar and reliable	257
5.9.2	The loss of personal choice and values	257
5.9.3	The possible loss of authority	257
5.9.4	Not understanding the reason for change	257
5.9.5	Meaningless change	257
5.9.6	Fear of change	257
5.9.7	Competition	258
5.9.8	A low tolerance for change	258
5.9.9	Various perceptions in respect of change	258
5.9.10	Non-involvement	258
5.9.11	Pressure	258
5.9.12	Habit and dependence	258
5.9.13	Inadequate feedback	259
5.9.14	Lack of skills	259
5.9.15	Infrastructural support and communication	259
5.10	TYPES OF REACTION OR PHASES OF RESISTANCE TO CHANGE	259
5.10.1	Phase one: Shock	260
5.10.2	Phase two: Counter-reaction	260
5.10.3	Phase three: Grouping	260
5.10.4	Phase four: Anxiety	260
5.10.5	Phase five: Rationalisation	261
5.10.6	Phase six: Acceptance	261
5.10.7	Phase seven: Internalisation	261
5.11	THE VALUE OF RESISTANCE TO CHANGE	261
5.12	THE MANAGEMENT TASK OF THE STAFF DEVELOPMENT TEAMS, APPRAISAL PANEL TEAMS AND EDUCATORS AS CHANGE AGENTS	262
5.13	WHY IS THE MODEL OF MANAGEMENT OF APPRAISAL AND CHANGE RECOMMENDED	262
5.14	VIABILITY OF THE MODEL OF THE MANAGEMENT OF APPRAISAL AND CHANGE	263
5.15	EVALUATION OF THE MODEL OF APPRAISAL AND CHANGE	264
5.16	SUMMARY	265



CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1	INTRODUCTION	267
6.2	OVERVIEW OF THE INVESTIGATION	267
6.3	FINDINGS OF THE RESEARCH	269
6.4	THE SHORTCOMINGS OF THIS STUDY	274
6.5	SOLUTIONS TO THE PROBLEM AND ATTAINMENT OF THE AIMS IN THIS RESEARCH	274
6.6	CONCLUSIONS	275
6.7	RECOMMENDATIONS	277
	6.7.1 Further research	277
6.8	SUMMARY	277
	BIBLIOGRAPHY	279
	ANNEXURES	308

LIST OF FIGURES

Figure 1.1	Research programme	24
Figure 2.9.3.1	Self-appraisal	49
Figure 4.3.1	Educators interviewed in questionnaire 1	122
Figure 4.4.1	Educators interviewed in questionnaire 2	129
Figure 4.4.2	Effective appraisal system	131
Figure 4.4.3	Management task of the principal and management team	132
Figure 4.4.4	System of appraisal in South Africa	133
Figure 4.4.5	Appraisal team	135
Figure 4.4.6	Formal appraisal system	136
Figure 4.4.7	Educators' perception	138
Figure 4.4.8	Strength and weaknesses in appraisal	139
Figure 4.4.9	Appraisal is a continuous process	140
Figure 4.4.10	Judgmental approach	142
Figure 4.4.11	Developmental approach	143
Figure 4.4.12	Complex processes (teaching and learning)	144
Figure 4.4.13	Negative aspects in developmental approach	146
Figure 4.4.14	The real needs of educators	147
Figure 4.4.15	Purpose of development appraisal	149
Figure 4.4.16	Managerial purpose of appraisal	150
Figure 4.4.17	The whole process of appraisal	151
Figure 4.4.18	Aim of teaching staff appraisal	153
Figure 4.4.19	Basis of appraisal process	154
Figure 4.4.20	Peer appraisal	156
Figure 4.4.21	Job description	157
Figure 4.4.22	The appraised may be hurt	159
Figure 4.4.23	The appraisal timetable might clash with the educators' timetable	160
Figure 4.4.24	Appraisal may improve and develop learning	162
Figure 4.4.25	Self-appraisal	163
Figure 4.4.26	Classroom observation	165
Figure 4.4.27	Appraisal interview	169
Figure 4.4.28	Professional development model	168
Figure 4.5.29	Remedial model	170

Figure 4.4.30	Educators' appraisal criteria	171
Figure 4.4.31	Product model	172
Figure 4.4.32	Educators are antipathetic to appraisal	174
Figure 4.4.33	Professional leaders and appraisal	175
Figure 4.5	Questionnaire 3	177
Figure 4.5.1	Education management	178
Figure 4.5.2	Management development	180
Figure 4.5.3	Productive education change	181
Figure 4.5.4	Structural change	182
Figure 4.5.5	People-centred change	184
Figure 4.5.6	Appraisal of educators	185
Figure 4.5.7	The aims of developmental appraisal	187
Figure 4.5.8	To facilitate change in education	188
Figure 4.5.9	Appraisal panels and staff development	189
Figure 4.5.10	Purpose of the staff development	191
Figure 4.5.11	The new developmental appraisal system	192
Figure 4.5.12	The appraisal must be transparent	193
Figure 4.5.13	Appraisal team observation of educators	195
Figure 4.5.14	Appraisal report and summative decisions	196
Figure 4.5.15	Human resources manager	197
Figure 4.5.16	The management team's role	199
Figure 4.5.17	Human resources manager and results	200
Figure 4.5.18	Consultative style manager	201
Figure 4.5.19	Democratic style model	202
Figure 4.5.20	Autocratic management style	203
Figure 4.5.21	Job description development and it's revision	204
Figure 4.5.22	Purpose of human resources development	205
Figure 4.5.23	Educationists and change	207
Figure 4.5.24	Natural resistance to change	208
Figure 4.5.25	Prerequisites and transformational change	210
Figure 4.5.26	Implementation of change	211
Figure 4.5.27	Change in teaching methods	212
Figure 4.5.28	Initial change	214
Figure 4.5.29	To curb resistance to change	216

Figure 4.6	Managers interviewed (11)	218
Figure 4.6.8	Appraisal report	224
Figure 5.5.2	Forces for change and resistance to change	244

LIST OF TABLES

Table 4.2.1	Summary of learners and educators per region	116
Table 4.2.2	Sixteen schools used as focus group	117
Table 4.2.3	Schools with highest enrolment in KwaZulu-Natal, December 2000	118
Table 4.2.4	Sample for exploratory study: Questionnaires 1, 2, 3 & 4	119
Table 4.2.5	Comparison (schools, learners and educators)	120
Table 4.2.5.1	Region and schools	120
Table 4.2.5.2	Region and educators	120
Table 4.2.5.3	Region and learners	121
Table 4.3.1	Educators interviewed in questionnaire 1 (100)	122
Table 4.4.1	Educators interviewed in questionnaire 2 (100)	129
Table 4.4.2	Effective appraisal system	131
Table 4.4.3	Management task of the principal and management team	132
Table 4.4.4	System of appraisal in South Africa	133
Table 4.4.5	Appraisal team	134
Table 4.4.6	Formal appraisal system	136
Table 4.4.7	Educators' perception	137
Table 4.4.8	Strengths and weaknesses in appraisal	139
Table 4.4.9	Appraisal is a continuous process	140
Table 4.4.10	Judgmental approach	141
Table 4.4.11	Developmental approach	143
Table 4.4.12	Complex processes (teaching and learning)	144
Table 4.4.13	Negative aspects in development approach	145
Table 4.4.14	Real needs of educators	147
Table 4.4.15	Purpose of development appraisal	148
Table 4.4.16	Managerial purpose of appraisal	150
Table 4.4.17	The whole process of appraisal	151
Table 4.4.18	Aim of teaching staff appraisal	152
Table 4.4.19	Basis of appraisal process	154
Table 4.4.20	Peer appraisal	155
Table 4.4.21	Job description	157
Table 4.4.22	The appraised may be hurt	158

Table 4.4.23	Appraisal timetable might clash with the educators' timetable	160
Table 4.4.24	Appraisal may improve and develop learning	161
Table 4.4.25	Self-appraisal	163
Table 4.4.26	Classroom observation	165
Table 4.4.27	Appraisal interview	166
Table 4.4.28	Professional development model	168
Table 4.4.29	Remedial model	169
Table 4.4.30	Educators appraisal criteria	171
Table 4.4.31	Product model	172
Table 4.4.32	Educators are necessarily antipathetic to appraisal	173
Table 4.4.33	Professional leaders and appraisal	175
Table 4.5	Questionnaire 3 (29 questions and 100 respondents)	177
Table 4.5.1	Education management	178
Table 4.5.2	Management development	179
Table 4.5.3	Productive education change	181
Table 4.5.4	Structural change	182
Table 4.5.5	People-centred change	184
Table 4.5.6	Appraisal of educators	184
Table 4.5.7	Aims of development appraisal	186
Table 4.5.8	To facilitate change in education	188
Table 4.5.9	Appraisal panels and staff development	189
Table 4.5.10	Purpose of staff development	190
Table 4.5.11	The new developmental appraisal system	192
Table 4.5.12	Appraisal must be transparent	193
Table 4.5.13	Appraisal team and observation of educator	194
Table 4.5.14	Appraisal report and summative decisions	196
Table 4.5.15	Human resources manager	197
Table 4.5.16	Management team's role	198
Table 4.5.17	Every human resources manager and results	200
Table 4.5.18	Consultative style manager	201
Table 4.5.19	Democratic style model	202
Table 4.5.20	Autocratic management style	203
Table 4.5.21	Job description and it's revision	204
Table 4.6.22	Purpose of human resources development	205



Table 4.5.23	Educationists and changes	206
Table 4.5.24	Natural resistance to change	208
Table 4.5.25	Prerequisites and transformational change	209
Table 4.5.26	Implementation of change	211
Table 4.5.27	Change in teaching methods	212
Table 4.5.28	Initial change	214
Table 4.5.29	To curb resistance to change	215
Table 4.6	Managers interviewed (11)	218
Table 4.6.8	Appraisal report	224
Table 5.8.8.7	Model for managing resistance	255

ABSTRACT

Title: The Management of Educator Appraisal in South African Schools within the Changing Environment

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Department: Educational Management and Fundamental Education

Degree: Philosophiae Doctor

This research seeks to examine the positive features of the appraisal instrument on the one hand, and its negative and constraining factors on the other, as observed by the researcher. This is done by examining the elements that seemed to work particularly well, and those that were confusing or not effective in the eyes of the educators. Thus, the old stereotyped ground principles that were common in our schools and classroom situations, and that forced educators into similar and unquestioned moulds, have largely become questionable in the current education system of the Department of Education in South Africa.

The study is concerned with the concept of Appraisal; its types, processes, criteria, models, problems and systems in South Africa, as compared with United Kingdom and United States of America. The research goes further to treat educator appraisal as a managerial task of staff development teams and educators as a whole. The school principal is still recognised as a manager of human and material resources in the current changing environment in South African schools and this is a problem, as people resist change. In this light, the staff development teams are both professional and administrative leaders in schools. Thus, the research focuses on the management of appraisal and the

process of change in the classroom situation as well as on the appraisal of a new developmental system, with the view to answer the following questions:

- Does an effective educator appraisal process improve and maintain high quality education in schools?
- What models and strategies may be used by the management staff development teams to manage the appraisal and change processes?

Chapter One outlines an introductory classification of the research project.

Chapter Two contains a review of literature on educator appraisal and factors affecting it. The analysis of the system of educator appraisal in South Africa is compared with the systems in the school situation in the United Kingdom and the United States of America.

Chapter Three deliberates the management of the new appraisal system and change processes as major tasks of the staff development teams, appraisal panels and educators. The usefulness and the problems of the appraisal instruments in the classroom situation are also discussed.

Chapter Four provides a detailed analysis of the facts from the literature study in Chapters One, Two and Three.

Chapter Five contains the suggested model, i.e. “The Staff Development Model”, which is the writer’s contribution to this research.

Finally, in **Chapter Six**, findings from both the literature and empirical studies are critically discussed.

SAMEVATTING

Titel:	Die bestuur van onderwysertaksering in Suid-Afrikaanse skole binne 'n veranderende omgewing
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Graad:	Philosophiae Doctor

Die doel van hierdie navorsing is om enersyds die positiewe eienskappe van die takseringsinstrument en, andersyds, die negatiewe en beperkende faktore daarvan vanuit die oogpunt van die navorser, onder die loep te neem. Die elemente wat vir die opvoeders oënskynlik behoorlik gewerk het en dié wat verwarrend of oneffektief is word ondersoek. Gevolglik word die ou stereotipe grondbeginsels wat algemeen in skole en klaskamers gevind is en wat opvoeders in gelyksoortige en onbevraagtekende vorms gedwing het, in die huidige en veranderende strukture van die Departement van Onderwys in Suid-Afrika, bevraagteken.

Die studie het te make met die konsep van taksering: soorte, prosesse, kriteria, modelle, probleme en sisteme in Suid-Afrika, vergeleke met dié van die Verenigde State van Amerika en die Verenigde Koninkryk.

Verder behandel die navorsing onderwysertaksering as 'n bestuurstaak van die personeelontwikkelingspanne en opvoeders as geheel. Die skoolhoof word steeds beskou as die bestuurder van die menslike en materiele hulpbronne in die huidige veranderende omstandighede in Suid-Afrikaanse skole. Die situasie skep egter 'n probleem aangesien mense gekant is teen verandering. In hierdie opsig is die personeelontwikkelingspanne

beide die professionele en die administratiewe leiers in skole. Die navorsing fokus dus op die bestuur van taksering en die prosesse van verandering in die klaskamer, asook op die taksering van 'n nuwe stelsel van ontwikkeling, met die oog op die beantwoording van die volgende vrae:

- Bevorder en handhaaf 'n effektiewe stelsel van onderwysertaksering die gehalte van opvoeding?
- Watter modelle en strategieë kan deur personeelontwikkelingspanne toegepas word om onderwysertaksering en prosesse van verandering te bestuur?

Hoofstuk een bevat die inleidende klassifikasie van die navorsingsprojek.

Hoofstuk twee bevat 'n oorsig van die literatuur oor onderwysertaksering en faktore wat dit beïnvloed. 'n Analise word gedoen van die stelsel van onderwysertaksering in die skoolsituasie Suid-Afrika, vergeleke met die stelsels van die Verenigde Koninkryk en die Verenigde State van Amerika.

Hoofstuk drie bespreek die bestuur van die nuwe stelsel van onderwysertaksering en die prosesse van verandering as hoofopdrag van die personeelontwikkelingspanne, takseringspanne en opvoeders. Die nut van die takseringinstrumente en gepaardgaande probleme in die klaskamer word ook hier bespreek.

Hoofstuk vier is 'n volledige ontleding van die feite van die literatuuroorsig in hoofstukke een, twee, en drie.

Hoofstuk vyf bevat 'n voorgestelde model, "Die Personeelontwikkelingsmodel", die navorser se bydrae tot die navorsingsprojek.

In **Hoofstuk ses** word die bevindinge van die literatuurstudie en die empiriese studie krities bespreek.



KEY WORDS

- Educator Appraisal
- Staff Development Teams
- Human Resource Manager
- Appraisal Teams
- Change
- Transformation Teams
- Resistance
- Staff Development Model
- Transparency