

**THE POLITICS OF RESISTANCE IN THE
IMPLEMENTATION OF
INTEGRATED QUALITY MANAGEMENT SYSTEM**

by

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ABSTRACT

The need to improve on the quality and equity in education has been a direct challenge for the Department of Education in the South African post-apartheid era. The Department of Education, in agreement with the Education Labour Relation Council, implemented the Integrated Quality Management System (IQMS) as a quality management system, consisting of three programmes, aimed at enhancing and monitoring performance of the education system.

The Integrated Quality Management System was the focus of this study and, in particular, the attitudes of educators towards Developmental Appraisal and Classroom Observation. The research was guided by the following three main research questions: *What are the attitudes of educators towards Developmental Appraisal as an evaluation policy for accountability purposes? What are the attitudes of educators towards Classroom Observation as a practice for staff development with a developmental purpose?* and *To what extent do the attitudes of educators influence the implementation of Developmental Appraisal and Classroom Observation?*

Several factors influencing the implementation of Integrated Quality Management Systems were identified from literature and were selected for the study, namely the objectives, prevalence and frequency, benefits and difficulties of Developmental Appraisal and Classroom Observation. These were conceptualized in terms of three opposing dimensions using the Cube Model of Evaluation: *internal* and *external*, *pull* and *push* and *bottom-up* and *top-down*, all of which have varying degrees of tensions between them. Thus a point of balance on this three-dimensional continuum has to be delicately managed.

The findings of this study, which resulted from analysing data collected from forty-four educators by means of questionnaires and semi-structured interviews, revealed the following: the overall conclusion regarding the educators' perceptions on the policy objectives of Developmental Appraisal is that the majority of the respondents tended to agree with the policy objective of Developmental Appraisal.

However, one should take note of participants who did not agree, which illustrates the tension between policy and implementation and the possible resistance of educators.

The findings of this study further revealed that initially educators were 'threatened' by Internal and External Evaluation and Developmental Appraisal, weighing heavily on the Performance Management aspect, which could be seen as manifesting a resistance to change. However, over time and through deeper understanding, there has been a shift in attitude once educators realised the developmental function of Developmental Appraisal in informing teaching and learning which consequently plays a major role in educators' professional development. In addition, this may have a positive effect on the implementation of Developmental Appraisal in future.

However, the aspect of *pressure*, represented in the adapted model, is aimed at accountability of the various stakeholders within the schools to the Department of Education to ensure that quality education is provided. This suggests that there was a shift in the educators' attitudes from one of resistance to top-down directives to compliance and even a willingness to participate in the process of Developmental Appraisal and Classroom Observation. This could be a result of the monetary reward attached to performance. There was also a growing realisation of the potential effect on teaching and learning, which has resulted in the policy being viewed in a more positive light. However, there was concern about the lack of support, resources and facilities from the Department of Education, which resulted in the policy not being properly implemented.

Finally, the findings of this study bring another dimension to the issue of the politics of resistance towards Integrated Quality Management Systems, in that rejection of evaluation is not against the system *per se*; educators as represented by the South African Democratic Teachers' Union (SADTU) want appraisal to be an essential part of their development and not a mechanism for enforcing control or imposing a 'police unit' on educators.

Key words: Integrated Quality Management System; Accountability; Developmental Appraisal; Professional Development; Classroom Observation; Evaluation.

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LIST OF KEY WORDS

Integrated Quality Management System

Accountability

Appraisal

Classroom Observation

Evaluation

Teacher Development

LIST OF ACRONYMS

IQMS	Integrated Quality Management System(s)
DA	Developmental Appraisal
DAS	Developmental Appraisal System
PM	Performance Measurement
CO	Classroom Observation
DSG	Developmental Support Group
PGP	Personal Growth Plan
SDT	Staff Development Team
SMT	Staff Management Team
SIP	School Improvement Plan
DIP	District Improvement Plan
DoE	Department of Education
GDE	Gauteng Department of Education
ELRC	Education Labour Relation Council
WSE	Whole School Evaluation
INSET	In-service Education and Training
SADTU	South African Democratic Teachers' Union
NUE	National Union of Educators
TTA	Teacher Training Agency
TAS	Teacher Appraisal Scheme
LSES	Louisiana School Effectiveness Study
NPFTED	National Policy for Teacher Education and Development
UK	United Kingdom

CHAPTER 1

INTRODUCTION AND PROBLEM FORMULATION

1.1 INTRODUCTION

The aim of this research was to investigate the attitudes of educators towards evaluation and classroom observation inherent in the policies of Integrated Quality Management System (IQMS), in particular Developmental Appraisal (DA). The study also aimed to examine how educators and principals understood and enacted DA within the school environment. It also monitored the teachers' readiness to receive and manage change in the implementation of performance measurement and accountability measures. Through this research project, the researcher aimed to acquire useful information for participating schools and promote better understanding and implementation of the IQMS policy, in particular Developmental Appraisal.

Since 1994, the Department of Education has been struggling with the problem of transforming educational institutions in order to address the inequalities caused by the apartheid regime. A number of policies such as the White Paper on Education and Training (1995), were formulated in an attempt to redress the past. The Department also attempted to introduce the performance management system as a tool to measure the achievements of national goals by educational institutions (DoE, 1995). To achieve this, the Department has introduced various legislations to speed up the transformation process and at the same time improve the ability of the Department to monitor its achievements (DoE, 1995).

The need to improve the quality and equity in education has been a direct challenge for the Department of Education in the South African post-apartheid era. Research by Taylor and Vinjevold (1999) & DoE (2006) has indicated that teacher performance in South African schools remains low and contributes significantly to learners' poor results in the last decade (Taylor & Vinjevold, 1999; DoE, 2006). In South Africa, because of the apartheid legacy of unequal education systems, most

educators approached their work as workers or civil servants rather than as professionals. They do not see themselves as fully responsible for learners' results, and together with SADTU they argued that learners achieve poorly because of the inadequate school resources and socio-economic factors and as educators they can therefore not be expected to compensate for all these factors. These are the educators who work mostly in non-functioning and low-functioning schools which, according to Taylor, comprise around 80% of the schooling system (Taylor, 2006). It is for this reason that SADTU insisted that educator support precedes performance appraisal, and that districts and senior management adopt a developmental attitude in providing support to educators in line with their identified areas of development (SADTU, 2002 & 2005). This is further supported by the multifaceted approach suggested in the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) (DoE, 2007, p.18) that different forms of professional development are needed to address teachers with different needs and/or work demands and expectations.

According to DoE (1995) the government attached great importance to raising academic standards and paying continuing attention to the quality of teaching, a theme that re-emerged in the Education Labour Relation Council (ELRC) (Resolution 1 of 2003). In addressing the quality issue for education and training, the Department of Education and teacher unions agreed that quality management seemed to be the appropriate strategy. The IQMS was subsequently introduced by the ELRC agreements in 2003, with the aim of enhancing and monitoring the performance of schools and educators (Resolution 8 of 2003).

In an attempt to monitor, manage and ensure quality for school-based educators, an agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the Developmental Appraisal System (DAS) in Resolution 4 of 1998, the Performance Measurement System (Resolution 1 of 2003) and Whole School Evaluation (WSE). The IQMS is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998, where the Minister was required to determine performance standards for educators in terms of which their performance was to be evaluated.

According to Resolution 8 of 2003, a motivated and competent working force is a key to the delivery of quality education in schools. Teachers must therefore keep up with the ever-changing society through continuous learning and adaptation. Hence, the introduction of the three performance enhancement programmes: Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE) combined into one policy Integrated Quality Management System (IQMS). The objectives of IQMS are to ensure quality public education for all and to constantly improve the quality of learning and teaching (Resolution 8 of 2003).

Chapter 1 introduces the study, outlining the background of quality management systems in South Africa in section 1.2, the problem statement (1.3) and rationale (1.4) for conducting this study. The research questions are presented in section 1.5, while section 1.6 outlines the structure of the dissertation followed by the conclusion of the chapter in section 1.7.

1.2 BACKGROUND TO THE INTEGRATED QUALITY MANAGEMENT SYSTEM IN SOUTH

Since the inception of a democratic government in 1994, South Africa has had several processes for monitoring the quality of education, with the purpose of improving the outcomes of students through effective teaching and learning (SACE, 2006). A number of new social policies have been introduced into South Africa in various fields, including the field of education.

The following are examples of such policies:

- the Education and Training Quality Assurance Regulation (R1127), under the South African Qualification Authority Act (Act 58 of 1995), which mentioned the concept of Quality Management Systems to secure continual quality management and improvement,
- the National Education Policy Act (Act 27 of 1996),

- the Assessment Policy in the General Education and Training Band, Grades R to 9 and ABET (1996),
- the South African Schools Act (Act 84 of 1996), and
- the Further Education and Training Act (Act no. 98 of 1998).

The above policies were formulated to regulate the provision and delivery of quality education in South Africa.

Currently, the IQMS is the policy to regulate the provision and delivery of quality education by teachers. The IQMS is an integrated quality management system that consists of Developmental Appraisal (DA), the purpose of which is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development; Performance Measurement (PM) of which the purpose is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives; and Whole School Evaluation (WSE), the purpose of which is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning (Resolution 8 of 2003). The three programmes on quality management in education have been integrated with the aim of enhancing and monitoring performance of the education system.

According to Resolution 8 of 2003, IQMS is a holistic approach to teacher and school appraisal by determining competencies, assessing strengths and areas for development, providing support and opportunities for development, promoting accountability and monitoring an institution's overall effectiveness. In terms of this Resolution, the objectives of IQMS are to ensure quality public education and to constantly improve the quality of learning and teaching.

The implementation of IQMS, as outlined in Figure 1, is guided by the following principles: the need to ensure fairness, for example, there can be no sanction against an educator in respect of his/her performance before providing meaningful opportunities for development; the need to minimize subjectivity through transparency and open discussion; and the need to use the instrument professionally, uniformly and consistently (Resolution 8 of 2003). The School

Management Teams and teacher unions are responsible for ensuring that the principles guiding the implementation of IQMS are adhered to by all stakeholders.

There are different individuals and structures involved in the implementation of IQMS: the principal, the educator, School Management Teams (SMT), Staff Development Team (SDT), Developmental Support Group (DSG), district office, WSE unit and a grievance committee. The following are important documents that need to be developed and maintained during the implementation process: Completed Instrument, Personal Growth Plan (PGP), School Improvement Plan (SIP), Records and Reports of schools and District Offices and District Improvement Plan (DIP).

Classroom (Lesson) Observation is an important aspect of the implementation process of IQMS. After identifying the personal DSG, the educator needs to be evaluated for the purpose of determining a “baseline” evaluation with which subsequent evaluations can be compared in order to determine progress. The educator will have completed a self-evaluation and will have determined strengths and areas for development. This evaluation must be preceded by a pre-evaluation discussion and should be done by both members of the DSG.

The purpose of Classroom (Lesson) Observation is to confirm the educator’s perception of his/her own performance as realized through the process of self-evaluation, to enable discussions around strengths and weaknesses and to reach consensus on the scores for individual criteria under each of the Performance Standards. This evaluation also provides the opportunity for constructive engagement in terms of what the educator can do for him- or herself, how he/she can be assisted by the school through mentoring and support, and what INSET and other programmes need to be provided by the District Office to enable the educator and his DSG to develop a PGP that includes targets and time frames for improvement.

THE IMPLEMENTATION PROCESS

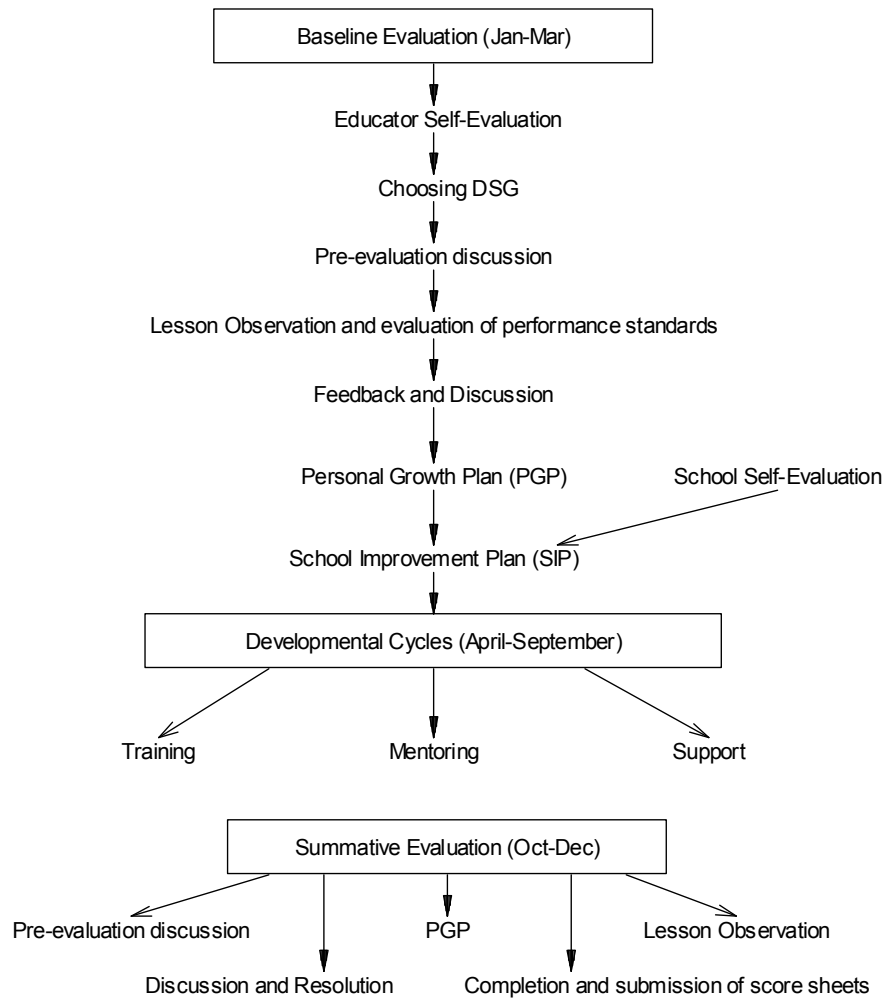


Figure 1

Developmental Appraisal Implementation Process (IQMS Training Manual for Provincial Teams, DoE 2004, p.35)

During the first year of implementation, timelines may be adjusted or adapted to satisfy different circumstances. Teachers will need to be evaluated by their DSGs only once per year. The “summative” evaluation at the end of the previous year becomes the “baseline evaluation” for the next year. It is therefore necessary to do only the summative evaluation at the end of each year (for performance measurement purposes) and to compare this with the summative evaluation of the previous year in order to determine progress.

1.3 PROBLEM STATEMENT

Initially the South African system of appraisal had been largely inspectoral and bureaucratic (Chetty, Chisholm, Gardiner, Magau & Vinjevold, 1993) with a focus on assessing teachers with a view to monetary rewards and on compliance with departmental regulations rather than engaging educators about their work (Chetty, Chisholm, Gardiner, Magau & Vinjevold, 1993, p.2). This led to widespread resistance and rejection by the teachers and their unions. Teachers wanted appraisal to be for professional development and not a mechanism of enforcing control (ELRC Resolution Number 4 of 1998).

The Department of Education and other stakeholders (ELRC Resolution Number 4 of 1998) introduced Developmental Appraisal System (DAS) as a tool, specifically developed to monitor educational standards in schools. The goal was to facilitate personal and professional development of educators in order to improve the quality of teaching practice and education management (DoE, 1998) and it focused more on teachers than on learner performance.

The Developmental Appraisal System, although initially agreed upon by all stakeholders, was not widely implemented when the Department of Education introduced Whole School Evaluation to monitor performance over the Developmental Appraisal System policy, thus causing more tension and frustration between the government and the teacher unions (Mboyane, 2002). The South African Democratic Teachers' Union (SADTU) called for the Department to reconcile Developmental Appraisal System and Whole School Evaluation (DoE, 2000, p.7). They proposed a new protocol for classroom observation to achieve real synergies between DAS and WSE so as to prevent a return to the inspection system that existed during the apartheid era (DoE, 2000, p.7).

SADTU, representing the majority of teachers in South Africa, had specific concerns, thinking that the government was giving priority to Whole School Evaluation at the expense of Developmental Appraisal (SADTU, 2002, p.1). They suspected that WSE was, in fact, a return to the previous inspection system

(Weber, 2005:63-72). SADTU were also troubled by the slow implementation of the DAS that was agreed upon long before the introduction of WSE, particularly as resources were made available by the Department for WSE.

According to Weber (2005, p.63), the WSE policy had taken precedence over the DAS policy and this continued to be a source of tension and frustration between the government and education unions. One of the reasons why a large percentage of teachers in this country rejected the DAS was that it was linked to promotion and merit awards. Teachers were strongly opposed to the link between evaluation and reward, given its subjective elements (Schutte & McLennan, 2001, p.15). The Education Labour Relations Council of South Africa, in response to the challenges by critics and unions, recently aligned the different Quality Management programmes in order to enhance and monitor performance of the education system. Integrated Quality Management System (IQMS) came into being, bringing together Developmental Appraisal, Performance Measurement and Whole School Evaluation (ELRC Resolution 8 of 2003).

De Clercq (2008, p.8) argues that although the IQMS addresses some of problems of previous educator monitoring and appraisal systems, it also creates new problems and tensions. She claims that IQMS makes assumptions about educator quality and improvement in South African schools. She further asserts that IQMS is not aligned with the status and work of most educators, and over-estimates the implementation readiness of the majority of schools and district office managements (De Clercq, 2008, p.8).

There is also the problem of the combination in one system of internal and external bureaucratic (standardized instrument) and professional monitoring (peer observation) for developmental appraisal and accountability, which inevitably leads to tension. The poor leadership capacity, at district and school level, to effectively implement the appraisal system and to manage its inherent problems is another worrying factor, which is exacerbated by the unrealistic assumptions of the IQMS regarding teachers' work, status and competencies given how the majority of teachers are treated, function and view themselves at work (De Clercq, 2008, p.13).

Weber (2005, p.63) concurred, but also raised concern over the two contradicting systems existing alongside each other for different purposes, as there is also tension between teacher development and accountability caused by the policy of IQMS. On the one hand, the policy emphasizes the positive benefits for school improvement that results from internal and external evaluation, such as support and development, assistance to implement their improvement plans. However, on the other hand, what happens if a school does not attain the levels of performance as outlined in its improvement plans due to the necessary support and development not being received as promised, and if the school does not attain the required levels despite receiving the necessary support?

The Department of Education has released the National Policy for Teacher Education and Development in South Africa (NPFTED) (DoE, 2007). This policy document acknowledges the need for educator development, but remains unspecific about how to plan and mobilize sufficient high quality professional capacity to provide relevant professional support. Naledi Pandor asserted that IQMS has not been properly implemented in provinces. In response, the unions attributed this to the non-provision of necessary resources and in-service training, (Munshi, 2006). This gives the impression that the professional development aspect of IQMS is, in fact, being subsumed into an accountability exercise.

To ensure that DA is understood and implemented effectively and thus contribute to the educators' professional development, teachers' attitudes towards DA are investigated. This attempts to address the politics of resistance towards the implementation of the policy of IQMS, in particular DA and CO. The extent to which the educators' attitudes influence the implementation of DA and CO is also investigated. An attempt is also made through this research to encourage educators to move from seeing DA and CO as judgemental to a view of a developmental processes intended for their professional development that can positively influence the quality of teaching and learning in South African schools.

1.4 RATIONALE

Resistance towards WSE and the introduction of the IQMS (Dladla, 2003) prompted the researcher to investigate the attitudes of educators, as one of the major stakeholders in education, towards Developmental Appraisal as an evaluation practice and policy.

According to Bollington, Hopkins and West (1990, p.2-4), there is a need to develop and maintain appropriate attitudes if teachers are to move from an understanding of appraisal to a commitment to doing it. Teachers will need to believe in the schools' capacity to introduce appraisal fairly and professionally. The views, opinions and behaviour of senior staff will be crucial in developing the necessary levels of trust and confidence in educators. Bollington, Hopkins and West (1990, p.2) assert that appraisal is increasingly becoming a feature of teachers' professional lives, believing that a properly constructed and presented appraisal system can improve both professional development of teachers and the management of schools.

At this stage of education in South Africa, research is necessary in order to identify the strengths and weaknesses of Developmental Appraisal and to evaluate which aspects of Developmental Appraisal can be improved, taking into account teachers' attitudes and practices. The research may also be useful in assisting provincial and district managers in planning in-service training relevant to educators' needs. This research is crucial as it may help teachers who participated in the study to accept that appraisal is necessary, firstly for their own professional growth and secondly, for the improvement of the education system. This study intends to encourage educators to acknowledge the shift from the old judgemental approach to the new developmental approach of appraisal with the hope that it will make a valuable contribution to their professional development and improve the implementation of IQMS in South African schools.

New policies need to have personal meaning for those expected to implement them, or the policies are unlikely to have a sustained and profound impact on

changing practice (Robinson, 2001, p.296). The question then becomes whether “State-initiated reform should be driven by legislation, or whether top-down legislation in fact stifles the process of developing and ‘owning’ their personal vision of good education” (Robinson, 2001, p.296). The Department may have the responsibility of formulating policies for reform, but it should always be respectful of the life experiences of those who will be expected to implement the reform. It is important that educators identify with the process of development, and have a sense of ownership of both the processes and the content of such change.

Quality Assurance approaches to school improvement are the core element of the school system in South Africa (DoE, 1995). The IQMS, in particular Developmental Appraisal, tends to link evaluation and development. According to Robinson (2002), the strategy for quality assurance is aimed at both institutions and individuals. At an institutional level, WSE is aimed at supporting schools and at monitoring their performance against their goals and developmental plans. Developmental Appraisal is intended to support individual teachers in their own professional development.

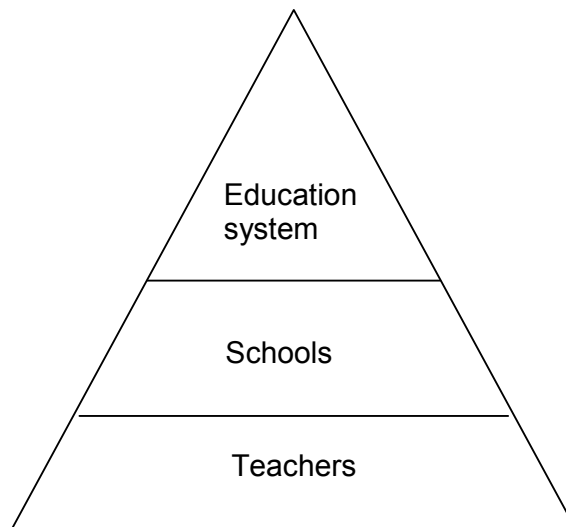


Figure 2: Three-tier system of quality management (adapted from National Union of Educators, Gauteng Department of Education: 2000)

Input by the National Union of Educators (NUE) on DAS (GDE, 2000) supported DAS as an instrument geared towards the improvement of Education. NUE

envisaged a three-tier system of quality management by evaluation that would enhance the quality of teaching and learning. The three tiers (see Figure 2) comprise individual teachers, schools and the education system as a whole. Teachers can only improve if schools are supportive, and schools can only improve if they are adequately supported by the system, and the system can only be said to be improving if the delivery of education in the classroom improves.

The researcher was interested in investigating how educators understand and enact IQMS, in particular Developmental Appraisal within the school environment given the competing policy demands in the South African context. The researcher looked at the implementation of IQMS at schools to see if it achieved its goal of promoting teacher performance and accountability while at the same time developing teachers professionally.

This research is further motivated by the assertion by De Clercq (2008, p.16), one of the few researchers who have conducted studies in the implementation of IQMS in South Africa, that although lessons from other teacher appraisal, monitoring and support worldwide are valuable, no teacher appraisal system can be borrowed and transplanted verbatim into another context. IQMS, she recommends, needs to be changed so that it reflects the local context, the current levels of educators and schools, and how they need to change and improve. Thus, the researcher was motivated to investigate the attitudes of educators towards evaluation and classroom observation on the basis of the policies of IQMS, in particular Developmental Appraisal (DA).

1.5 RESEARCH QUESTIONS

This study examined the attitudes of educators towards Developmental Appraisal and Classroom Observation on the basis of the policies of Integrated Quality Management Systems and the ways in which schools implement them. The main research question driving this study was:

What are the attitudes of educators towards Developmental Appraisal and its effectiveness in contributing to their professional development?

The study was guided by the following specific research questions:

1. What are the attitudes of educators towards Developmental Appraisal as an evaluation policy for accountability purposes?
2. What are the attitudes of educators towards Classroom Observation as a practice for staff development with a developmental purpose?
3. To what extent do the attitudes of educators influence the implementation of Developmental Appraisal and Classroom Observation?

1.6 OUTLINE OF THE DISSERTATION

This study is divided into five Chapters. Chapter 1 introduces the study, outlining the background of quality management systems in South Africa, the problem statement and the rationale for conducting this study. Chapter 2 reviews the literature, focusing on the international perspectives on Developmental Appraisal and Developmental Appraisal in South Africa, while Chapter 3 describes the design and methodology followed in conducting this study. Chapter 4 reports on the research findings with regard to the attitudes of educators towards Developmental Appraisal and Classroom Observation. Chapter 5 presents the conclusions and recommendations, implications for further study and limitations of this study.

1.7 CONCLUSION

Quality Management Systems are essential for enhancing and monitoring performance of the education system. A study exploring the politics of resistance to the implementation of Integrated Quality Management Systems would benefit the existing body of knowledge and contribute to the effectiveness of policy implementation to achieve quality teaching and learning. Therefore, this chapter focused on the introduction to the study, outlining the background of quality

management systems in South Africa, the problem statement and the rationale for conducting this study.

Chapter 2 will present a review of the literature concerned with quality management systems in education. It will further explore international and South African experiences with Developmental Appraisal and Classroom Observation. The conceptual framework adapted for the purpose of this study will also be discussed.

CHAPTER 2

INTERNATIONAL AND SOUTH AFRICAN PERSPECTIVES ON DEVELOPMENTAL APPRAISAL AND CLASSROOM OBSERVATION

2.1 INTRODUCTION

There is general concern, particularly with transformation in education and the need to address past inequity in education, that parents, educators, business people and the general public take joint responsibility for improving the quality of education in South Africa. Integrated Quality Management Systems (IQMS) comprising Whole School Evaluation (WSE), Developmental Appraisal (DA) and Performance Management (PM) is a tool that has been specifically developed by the Department of Education in agreement with the Education Labour Relation Council (ELRC) to monitor educational standards in schools.

This literature is informed by the following research questions:

1. What are the attitudes of educators towards DA as an evaluation policy for accountability purposes?
2. What are the attitudes of educators towards Classroom Observation (CO) as a practice for staff development with a developmental purpose?
3. To what extent do the attitudes of educators influence the implementation of DA and CO?

This study examines the attitudes and perceptions of educators towards DA and CO inherent in the policies of IQMS and the ways in which schools implement these policies. This chapter focuses on previous research and lessons on Appraisal Systems and CO, both internationally and in South Africa. The topics covered include quality management systems for accountability and developmental purposes as defined by formative and summative forms of

appraisal and the tensions arising from the co-existence of Appraisal Systems and Classroom Observation for accountability and developmental purposes. The literature search was conducted using different books on quality management systems and through Internet searches using the following key words: appraisal, classroom observation, accountability, evaluation, teacher development and Integrated Quality Management Systems.

This chapter is divided into seven sections, with Section 2.1 introducing the chapter. Section 2.2 defines terms used in this study and is followed by international perspectives on Developmental Appraisal in Section 2.3. International perspectives on Classroom Observation and research of Developmental Appraisal in South Africa are discussed in Sections 2.4 and 2.5, while the conceptual framework for this study is explained in Section 2.6. The conclusion of this chapter is presented in Section 2.7.

2.2 DEFINITIONS OF TERMS

To ensure that IQMS in teacher development is understood, certain concepts emerging from the policies need to be clarified. The focus here will be on the following: Integrated Quality Management System, Accountability, Developmental Appraisal, Evaluation, Classroom Observation and Staff Development.

2.2.1 Integrated Quality Management Systems (IQMS)

The IQMS is an integrated quality management system that consists of three programmes, aimed at enhancing and monitoring performance of the education system (ELRC, Resolution 8 of 2003). These are Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE). These three programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes.

According to Resolution 8 of 2003, the main objective of the IQMS is to ensure quality public education for all and to constantly improve the quality of learning and

teaching. The Department of Education has the responsibility of providing facilities and resources to support learning and teaching. Successful educational outcomes also depend on empowering, motivating, developing and rewarding educators. Quality Management seeks to monitor and support these processes (DoE, Circular 18/2007).

The IQMS is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998, where the Minister is required to determine performance standards for educators in terms of which their performance will be evaluated. This study focuses on Developmental Appraisal and Classroom Observation.

2.2.2 Accountability

Integrated Quality Management Systems (IQMS) has been designed to promote greater accountability and to ensure professional development on the part of educators. It is for that reason that an understanding of the word accountability becomes necessary. For the purpose of this study, the concept of accountability is defined according to Webster's 7th New Collegiate Dictionary, that quality of being accountable means being subject to giving an account, being answerable, and capable of being accounted for. The term 'account' entails "giving a report on, furnishing a justifying analysis and explanation, providing a statement of explanation of one's conduct, offering a statement or exposition of reasons, causes, grounds, or motives, or simply providing a statement of facts or events" (Leithwood, Edge & Jantzi, 1999, p.13).

Wagner (1995, cited in Leithwood, Edge & Jantzi, 1999, p.12) asserts that the concept of accountability is developed as a response to five issues: what level of accountability is to be provided, who is expected to provide the account, to whom is the account owed, what is accounted for and what are the consequences of providing an account. IQMS, for example, provides the level of accountability through stating the description of the purposes, the explanation and the justification for the policy. According to the policy, joint responsibility is required on the part of the Department of Education, Education Labour Relation Council and educators to provide an account in the implementation of the policy. Account is

owed to the entire population, parents, learners and educators themselves, and the Department of Education. Responsibility for quality teaching and learning is jointly shared by all interested stakeholders, whereas responsibility for educator performance is much more the educators' responsibility (ELRC, Resolution 8 of 2003).

As outlined in the IQMS policy, what is to be accounted for is the provision of quality public education. Some form of obligation or requirement is an essential part of the consequences of providing an account. In the case of IQMS, an account is obligatory, but no consequences have been formally specified. Educators may, however, consider an account obligatory on moral grounds; they may feel that the actions for which they are responsible imply an obligation to account by virtue of the special nature of their responsibility (ELRC, Resolution 8 of 2003).

The desire for accountability does not always match the capacity to collect the information necessary to reach judgements about accountability. Researchers point out that the data on which accountability decisions are based are often invalid and unreliable (Duke, 1995, p.5). Teachers' unions contend that the rights of educators are jeopardized by misguided policies and inadequate evaluation practices. They criticize policy makers who believe that new systems can be implemented without new resources being allocated for training and assistance (Duke, 1995, p.5). In South Africa, teachers' unions and in particular the South African Democratic Teachers' Union (SADTU) concur with the above contention in that they insisted that support precedes performance appraisal, and that districts and School Management Teams (SMTs) adopt a developmental attitude in providing support to educators (De Clercq, 2008, p.13).

There are two conflicting views of teacher evaluation, the 'controlling view', which demands greater accountability, and the 'non-controlling view', which focuses on professional development. A debate has developed on the issue of whether accountability-based and development-oriented teacher evaluation can co-exist in the same evaluation system (Duke, 1995; Leithwood, Edge & Jantzi, 1999; Jansen, 2004; Weber, 2005; De Clercq, 2008). One view holds that both purposes

can be served in the same system. The other maintains that accountability and professional development may be compatible in theory, but in practice too much confusion and role conflict arise to allow a functional blending of the purposes. Those who argue for professional development point out that development often entails trust and risk taking, factors that may be undermined by concern for accountability (Duke, 1995, p.5). Advocates for each position agree that teachers should be held accountable for professional development, but how this can best be accomplished is disputed.

2.2.3 Appraisal

Appraisal can be defined as “a continuous and systematic process to help individual teachers with their professional development and career planning and to help ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers and schools” (Mortimore & Mortimore, 1991, p.6). According to Wragg, Wickeley and Haynes (1996, p.3) appraisal can be defined as “a process emphasizing judgment about an activity (teaching), a teacher and an organization (school).” It further means to ‘rate’ abilities, performance and potential. For the purpose of this study, these two definitions are the most apt in that they encompass the integrated approach of teacher development and performance measurement and will therefore be used throughout the study.

The purpose of Developmental Appraisal is to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness, to identify specific needs of teachers and schools to draw up programmes for individual development (ELRC, Resolution 8 of 2003). Teacher appraisal supports and recognizes individual achievement which, in turn, provides directions for teacher development (Wragg, Wickeley & Haynes, 1996, p.3).

Thus, appraisal is seen as an important means of securing the professional development, career planning and personal fulfilment of teachers (Jones & Mathais 1995, p.25). It is designed to improve the quality of education for learners, through assisting educators to realize their potential and to carry out their duties

more effectively. This means that teachers have to accept responsibility for their own personal and professional development. Teachers cannot develop unless they have the drive, purpose, stimulation and motivation to do so. Motivation cannot be imposed on an individual and most individuals' goals are needs-seeking. It is therefore necessary for teachers to be clear about their needs so that they can fully participate in the school formal system of appraisal, ensuring that the goals that are set are attainable.

Teacher appraisal is clearly linked to teacher development, in that teacher development is an integral part of the total school programme, with the appraisal process itself being inherently developmental for all involved. Appraisal allows teachers the opportunity to develop new skills, or at the least the ability to use existing skills in new situations. In addition, the outcome of appraisal informs further teacher development, which may take a variety of forms including access to on-the-job learning, team teaching, networking and research. Appraisal also recognizes and acknowledges the existing skills of teachers, ensures the sharing and disseminating of those skills and provides a feedback mechanism to enhance these skills. Finally, the school plan provides a focus and context for the development of teacher skills needed to achieve its objectives (Taylor & Francois, 2006, p.14).

Performance appraisal is an activity which is central to the effective management of the teaching and learning situation. "Appraisal is a right of all teachers, something which is done with them rather than to them" (Jones & Mathias, 1995, p.16). It is therefore important that the appraised and the appraiser are actively involved in the process so that the aim of appraisal, which according to Jones and Mathias (1995, p.16) is to enhance and maximize the educational opportunities of pupils through the professional development of teachers leading to institutional and individual growth, can be met.

The aim of this research is to investigate the attitudes of educators towards evaluation through DA and CO on the basis of the policies of IQMS, in particular DA. It is in consideration of this aim that the following definition will be used for this study: Appraisal can be defined as "a continuous and systematic process to help

individual teachers with their professional development and career planning and to help ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers and schools” (Mortimore & Mortimore, 1991, p.6). As mentioned earlier in the problem statement and rationale for conducting this study, resistance towards the quality management system could occur. However, a system that focuses more on professional development was needed, hence the choice of the definition for the purpose of this study.

2.2.4 Evaluation

It is necessary at this stage to define evaluation in this research for the sake of differentiating it from the concept of appraisal that is now practised in South African schools. West-Burnham et.al. (2001, p.16) define Appraisal as “an evaluation used for external purposes, such as relating a judgment of a teacher’s teaching to issues such as employment, promotion and teacher registration.” IQMS through PM and WSE serves as an evaluation for external purposes. The purpose of PM is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives, while WSE aims at evaluating the overall effectiveness of a school as well as the quality of teaching and learning (ELRC, Resolution 8, 2003).

According to Stufflebeam, evaluation is “a process of providing useful information for decision-making” (Stufflebeam, 1996, p.60). Evaluation should therefore guide decision-making, provide accountability records and promote better understanding of what is to be evaluated. DA will provide information about the teachers’ strengths and weaknesses, and plans will be developed to assist teachers to improve the quality of teaching and learning. WSE will then provide accountability records regarding the performance of schools.

Stufflebeam identified four different kinds of evaluation information that are relevant and critical to this study, namely context, input, process and product evaluation information. Context evaluation is used to make planning decisions. A programme such as IQMS needs to be relevant and useful to the people (teachers) for whom it is intended. Input evaluation includes structuring decisions.

It is important to ensure that resources to achieve specific goals and objectives are allocated accordingly. As such it is the responsibility of the Department of Education to provide the necessary facilities and resources in the case of IQMS. Process evaluation focuses on the implementation decisions. During the implementation phase, it is also opportune to check whether the programme is being implemented as intended, hence the rationale for conducting this study as the policy of IQMS is currently being implemented in schools. Product evaluation focuses on recycling decisions. It checks if outcomes of the programmes are as expected, thus comparing expectations to the results and making decisions whether to continue, terminate, modify or refocus the programme. It should always be ensured that the worth and merit of the programme is achieved, at the same time ensuring that the needs of those concerned are met (Stuffelbeam, 1996, p.60).

According to a study investigating the effectiveness of Teacher Appraisal in Hong Kong Self-Managing schools (Kim Wan Mo, 1998, p.1), teacher appraisal systems can be classified as formative or summative. Kim Wan Mo considers formative appraisal as process evaluation and summative appraisal as product evaluation. Process evaluation provides information for teachers so they can make adjustments during the appraisal period. With product evaluation, a value is placed on the performance of teachers and that value can be used for an award of incentive pay.

Developmental Appraisal is a form of formative evaluation (Kim Wan Mo, 1998, p.1) in that its purpose is to provide information on teachers' strengths and weaknesses in order to plan for remedial training, thus promoting their professional development. The ultimate aim thereof is to foster individual improvement. Self-development is central to advancing teachers' knowledge and skills for personal and professional use, hence the self-evaluation by the educator as the initial step of DA. Teachers should therefore see the development that they undergo as a result of DA as adding value to both their personal as well as their professional development. It should be clear to teachers that they stand to gain personally from the process of DA.

Summative evaluation, on the other hand, provides information for personnel management decisions and promotes educational accountability (Kim Wan Mo, 1998, p.8). The concern for accountability for improved student learning has led to the development of summative systems. Summative Evaluation in IQMS is addressed through WSE, the purpose of which is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning.

Both systems of appraisal are important, as they both aim at the improvement of schools through improving teacher performance and making sound personnel decisions. This is in line with the purpose of IQMS which, in addition to identifying specific needs of teachers for support and development towards continued growth, seeks to promote accountability, monitor schools' overall effectiveness and evaluate teachers' performances.

2.2.5 Classroom Observation

Evaluating and monitoring classroom practice ought to be part of the everyday life of the school (West-Burnham et al., 2001, p.43). It should be a natural, non-threatening activity that leads to reflective practice by all staff. Lemmer and Squelch (1994, p.20) argue that Classroom Observation should be carried out regularly to keep in touch with what is happening in the classroom and with the work done. As most teaching and learning take place in the classroom, CO offers the most practical procedure for collecting data on educator performance. CO can be conducted by a peer educator, the head of department or the principal. For the purpose of Developmental Appraisal, the Developmental Support Group (DSG) comprising the educators' immediate senior and a peer, conduct Classroom Observation.

Educators should be informed prior to any visitation to their classrooms. They should be aware of the purposes of the visit which include, amongst others, confirmation of the perception of own performance as arrived through self-evaluation and identifying strengths and areas in need of development. CO should further provide the opportunity for constructive engagement on what the educator needs to do for him or herself, what needs to be done by the school in terms of

mentoring and support, and what INSET and other programmes need to be provided by the district offices.

Classroom Observation provides information, which differs from the information acquired and given through other appraisal practices. Teachers have the opportunity, through peer, mentor or principal, to take the role of the observer. In this way teachers can benefit from both observing and being observed. CO can be a developmental process for both the teacher observing and the teacher being observed. It is important that the peer has the confidence and trust of the educator as he/she will have to offer constructive criticism as well as support and guidance. A practical model for classroom observation has three distinct aspects: preparatory discussion, observation, and follow-up discussion and feedback leading to agreement on action (Lemmer and Squelch, 1994, p.20).

Observation is usually more successful when only one or two aspects of the lesson are observed rather than generalized observation, and should take place as and when agreed. Thus, in line with DA, the teacher will only call in the DSG for observation when he/she is ready and willing to be observed. According to Jones and Mathias (1995, p.39), appraisal processes require that judgments be made about teaching effectiveness and developmental needs. On completion of CO, the DSG must discuss their evaluation with the teacher and provide feedback. Differences (if any) should be resolved. Feedback on observation should focus on:

- “Performance and not personality
- Observations and not assumptions
- Objectivity and not subjectivity
- The specific and concrete and not the general and the abstract
- Sharing information and not giving instructions
- Alternatives and not 'what you should do is...;'
- The individual's needs
- Request from the individual.” (Department of Education, 2003, p.9)

2.2.6 Teacher Development

Tomlinson asserts that Teacher Development is “a continuous and systematic process, intended to help individual teachers with their professional development and career planning and to help ensure that the in-service training of teachers matches the complementary needs of individual teachers and schools. The cornerstone of appraisal schemes is the belief that educators wish to improve their performance” (Tomlinson 2000, p.10). The motivation to improve individual performance may come from the teacher as a result of personal reflection or it may result from a performance appraisal.

According to Robinson (2002, p.294), one of the strategies to address pedagogical and professional challenges in South Africa was a policy which required that teachers engage in eighty hours of professional development per annum, outside the formal school day. This was intended to establish the principle that on-going professional development was part and parcel of a teacher’s duty and responsibility. This could be achieved by recognizing the status of the teacher as professional and ensuring opportunities for the teacher to update and extend his/her knowledge and skills. It could provide opportunities for reflection and learning from experience as well as training and development for new roles and responsibilities to ensure effectiveness of the individual teacher in contributing to the improvement of the whole school.

“The regulation of the teaching profession in South Africa had been historically uneven, unequal and, for long periods of time unmanageable” (Mokgalane et al, 1997). The government was under pressure to develop a new teacher education policy after long delays post 1994, to provide a comprehensive statement on the growth and development of teachers and the regulation and administration of the teaching profession. Thus, in 2006 the National Policy Framework for Teacher Education and Development in South Africa was designed to develop a teaching profession that was ready and able to meet the needs of a democratic South Africa in the 21st century. The overriding aim of the policy was to “properly equip teachers to undertake their essential and demanding tasks, to enable them to

continually enhance their professional competence and performance and to raise the esteem in which they are held by the people of South Africa” (DoE, 2006, p.4).

The relationship between Developmental Appraisal, Teacher Development and School Improvement may be included in two of the key principles of quality assurance (Tomlinson, 1997, p.90). Firstly, appraisal should be integrated with the other annual management processes and the information systems directed at school improvement as evident in IQMS, where three programmes on quality management in education have been integrated, namely Developmental Appraisal, Performance Management and Whole School Evaluation.

Secondly, appraisal should address more consistently and systematically how well educators are performing their essential tasks and what would be required to assist their professional development. This can be achieved through CO, whereby Developmental Support Groups (DSG) will provide mentoring and support to teachers. The DSG will assist the teacher to develop and refine his/her Personal Growth Plan (PGP) and to work with the School Development Team (SDT) to incorporate plans for development of the teacher into the School Improvement Plan (SIP). Tomlinson (1997, p.90) is of the opinion that individual development contributes to organizational effectiveness. Thus, if people who work for an organization are better developed and prepared to do their work, the organization will be more efficient and effective in service delivery.

The definition and explanation of teacher development by Tomlinson (1997, p.90) is more appropriate for use in this study. It supports the integrated approach of appraisal with other annual quality management systems, such as Performance Measurement and Whole School Evaluation. It further highlights the fact that appraisal should address educators' developmental needs, thus contributing to their professional development.

The aim of this research is to investigate the attitudes of educators towards evaluation and CO on the basis of the policies of IQMS, in particular Developmental Appraisal (DA).

2.3 INTERNATIONAL PERSPECTIVES ON DEVELOPMENTAL APPRAISAL

In this section, the international literature on Developmental Appraisal as a process for quality management and the use of Classroom Observation as a tool for teacher development is reviewed. The literature indicates that quality assurance approaches to staff appraisal and development have received priority in government schools in many parts of the world, for example in the United States of America (USA), New Zealand and in England (Leithwood, Edge & Jantzi, 1999, p.65). However, in this section Developmental Appraisal in Hong Kong, Botswana and Turkey is also investigated.

As in many developed countries, events surrounding teacher evaluation programmes were prompted by the general population and businesses that viewed public education as a failure. Criticism of public schools was escalating, and the politicians placed much blame on poor teaching. Issues of the purpose of teacher evaluation, the structure of teacher evaluation, the relationship between teacher evaluation and pay for performance, and the resources required to support teacher evaluation have generated controversy and debate in the implementation of quality management systems (Leithwood, Edge & Jantzi, 1999, p.65).

Performance Management in the *USA* came in different “shapes and sizes” and was the result of the state government having jurisdiction over public education (Weller, 2001, p.190). Before the 1900s, the evaluation of teacher performance was an inspection process. Teachers were observed and rated on their classroom performance by administrators who checked on whether they conformed to established local school board standards and who had training in classroom observation techniques. Criteria for ‘inspection’ of teacher performance were mostly personal as opposed to professional standards.

It was only after more than two decades of research that it emerged that no best way existed to evaluate teachers for effectiveness and that the multi-faceted nature of teaching did not allow for a “one-size-fits-all” approach to teacher

evaluation (Weller, 2001, p.190). If performance standards were to accurately assess teacher effectiveness, they had to be multi-dimensional in scope and mutually agreed upon by both the teacher and the administrator. "Teacher assessment instruments had to be valid and reliable, they had to be both formative and summative in scope, and they had to assess individual teacher performance on job related objectives" (Weller, 2001, p.190). Based on appraisal results of the assessment, meaningful and individualized remediation programmes would be developed for teachers who failed to meet acceptable performance criteria levels. Thus, teacher evaluation should be viewed as a non-threatening process designed to improve classroom performance and to assist teachers to develop personally and professionally (Weller, 2001, p.190).

A study of the evaluation practices in the 100 largest school districts in the *USA* showed that the groups involved in the process represented both external and internal stakeholders (Stronge, 2005, p.11). Groups included business leaders, state departments of education staff, central office staff, school site administrators, teachers, teacher organisation representatives, parents and students. According to Stronge, these stakeholders have conflicting expectations regarding what is good practice and effective reform and yet their inputs and support was an important aspect of gaining political support for a new evaluation system (Stronge, 2005, p.11). They have differing views on issues related to both evaluation for professional development and evaluation for accountability.

When asked their preferences regarding the purposes of teacher evaluation, most teachers favoured formative or professional development purposes. The desire of teachers to focus more evaluation effort on professional development has received considerable support from educational researchers. While acknowledging that accountability is a legitimate and legally required purpose of teacher development, researchers have been unable to offer much evidence that the accountability purpose has been well served by conventional teacher evaluation practices (Duke 1995, p.175).

Formative evaluation practices are concerned with the ongoing growth and development of teachers, whereas summative evaluation practices are generally

associated with accountability and control. Stronge asserts that although different in intent and purpose, summative and formative evaluation can and do co-exist (Stronge, 2005, p.107) and it is almost impossible, perhaps inadvisable, to separate the two in that these forms act in complementary and reciprocal fashion. In fact, Stronge maintains that “formative and summative evaluations cannot be seen as two discrete categories. Ongoing assessments provide the basis for summative evaluation, and summative evaluation can inform the types of assistance and professional learning opportunities needed to assist with formative development” (Stronge, 2005, p.107).

The very meaning of summative and formative evaluation is a point of controversy, with some authors considering formative evaluation the long-term process of gathering evaluation data and summative evaluation the synthesis of those evaluation data in order to make personnel decisions (Danielson & MacGreal, 2000). The definitions above raise a concern regarding whether formative evaluation (for professional development) and summative evaluation (for accountability) should be integrated or be kept separate.

According to Gordon, those who favour integrating the two say that they must be combined for the unity of the purpose and coherence needed for an effective evaluation system. Those who favour separating them, consider their purposes to be fundamentally different and argue that the ‘trust, openness and collegiality’ needed for professional development is endangered when summative evaluation is tied to formative evaluation for professional development (Gordon, 2005, p.268). Stronge identified two tensions between formative evaluation (for professional development) and summative evaluation (for accountability). He believes that the same person cannot provide both formative support and then later evaluate the performance of the teacher for accountability purposes. He also confirms that in many schools evaluation is practised for accountability purposes, however “the purposes of evaluation need not be in direct opposition, both can support the improvement of teaching” (Stronge, 2005, p.107).

In *New Zealand*, performance management frameworks operated at both school and classroom levels. The Education Review Office (ERO) took the lead in

spelling out performances expected of teachers while the Ministry of Education explained clearly the requirements for the management of teacher performance, (O'Neill, 2001, p.176). The model adopted was a standard managerial cycle of appraisal requiring classroom observation, self-review, the setting of developmental objectives and a statement by the appraiser regarding performance against a number of areas of classroom and management activity.

In February 1997, the Secretary for Education issued a prescription in the New Zealand Education Gazette concerning matters to be taken into account when assessing the performance of teachers. The notice spelt out three related aspects of teacher appraisal, namely principles, process and performance, that the board of trustees, as employers of teachers, must adhere to (West-Burnham, 2001, p.67). Boards of trustees had to ensure that policies and procedures for the appraisal of teacher performance were not only open and transparent, developed in consultation with teachers, were appropriate for individual teachers, had a professional developmental orientation and maintained confidentiality but, more importantly for their purposes, were part of an integrated performance management system within the school (West-Burnham, 2001, p.67).

The board of trustees was responsible for ensuring, amongst others, that a policy for the appraisal of teacher performance was in place, that it was in accordance with the principles, and that its implementation was formally delegated to a professionally competent person. They further had to ensure that the teachers' performance expectations related to their key professional responsibilities and key performance areas (West-Burnham, 2001, p.67).

A study of a large urban school's teacher appraisal system was conducted in *New Zealand* entitled *Teacher Appraisal: a lesson on confusion over purpose* (Gratton, 2004, p.4). The focus of this study was to ascertain the teachers' perceptions on the purpose of the appraisal system in use, using a survey questionnaire and conducting interviews. The main findings from the study were that the teachers had no clear sense of the purpose of the appraisal system and consequently had little commitment to it. The general view from the teachers was that appraisal in

that school was of little value and wasted otherwise valuable time; it was ineffective.

The *British government* was committed to raising standards in education and one of the major issues at the 1997 election was “Education, Education, Education” (Brearly, 2001, p.204). Specific programmes in performance management in education had been developed for England since the 1997 election and came into force in September 2000 through The Education School Teacher Appraisal Regulation 2000.

The Education School Teacher Appraisal Regulation 2000 in the *United Kingdom*, described performance management as “a way of helping schools improve by supporting and improving teachers work, both as individuals and as teams” (Brearly, 2001, p.204). Teachers and their team leaders would agree and review priorities and objectives within the context of the school development plan. The outcomes of performance reviews would help set priorities for future planning and professional development and would inform governing bodies' decisions about discretionary pay awards.

According to (Brearly, 2001, p.204) the purpose of performance management was described as being of benefit to both pupils and teachers. The pupils would benefit because their teachers would have a more focused picture of what, with encouragement, support and high expectations, their pupils could achieve. Teachers had the right to expect that their performance would be regularly assessed and that they would have a proper opportunity for professional discussion with their team leader about their work and their professional development. That was to be achieved through three distinct processes, namely objectives for head teachers, performance management for teachers and performance related pay (Brearly, 2001, p.204).

There was a positive correlation between teacher evaluation results and teacher improvement when performance appraisals and their results were considered fair and accurate (Brearly, 2001, p.204). Teachers also viewed performance appraisal more positively when they knew the results would be used to devise staff

development programmes to build individual plans, to realign job descriptions and job requirements and to recognize achievement. When appraisals were used as a vehicle that allowed teachers to improve continuously as professionals and as people, teacher evaluations were less threatening and more satisfying.

According to the Advisory Conciliation and Arbitration Service (ACAS) agreement in *London*, appraisal is “a process intended to raise the quality of education in schools by providing teachers with enhanced job satisfaction, more appropriate in-service training and improved career development, a means of ensuring that the in-service training matches the complementary needs of individual teachers and schools” (Jones & Mathias 1995, p.22).

Turner and Cliff (1992, p.112) concluded that teachers in *Britain* perceived appraisal as having positive and negative effects. Positive effects included improvement of communications and helping teachers to gain insight into their own performance and to collect evidence of their work. Negative effects included seeing appraisal just as a formality and as threatening their job security and being very subjective.

Tomlinson (1997, p.90), however, has shown that the Oldham/Manchester research on appraisal found that three out of four teachers in both Oldham and Manchester saw appraisal as a beneficial professional process and they thus valued highly the opportunities for self-review and constructive feedback. The survey revealed that teachers valued most highly the appraisal interview in both Oldham and Manchester and referred to the benefits of ‘feeling valued’, of ‘improved communications’ and of ‘openness’ throughout their responses. More than fifty percent of teachers in both Local Education Authorities identified specific improvement to their teaching and management practices as a result of the appraisal process (Tomlinson 1997, p.90).

Oldham and Manchester teachers closely related the perceived benefits and improvement emanating from appraisal to the skills of their appraiser and observer. According to their findings, the use of peer observation provided some increased opportunity for teachers to benefit from the process within appraisal.

Many observers found the process to be highly demanding and challenging on both personal and professional levels, thus the need for 'high order' professional skills. The success of appraisal in Oldham and Manchester could be linked to the significant investment made in both authorities in the high quality training for appraisal using expert training (Tomlinson, 1997, p.90).

The review of appraisal TTA AND OFSTED as stated in Tomlinson (1997, p.95) highlighted the relationship of appraisal and whole school improvement. It stated that "appraisal should be a central strand in how a school manages, evaluates and seeks to improve its own performance and that of all those working in it." In spite of its weaknesses and faults, for example excessive paperwork and bureaucracy, there were some examples of good practice that could be developed more widely. The best type of appraisal was one that encompassed a formative development function and was linked to professional development (Tomlinson, 1997, p.95).

Recent policy on teacher appraisal in *Botswana* emphasized that the process of Developmental Appraisal should be professional, non-threatening and constructive (Monyatsi, Steyn & Kamper, 2006, p.1). In a study that investigated the extent to which the teachers themselves experienced their appraisal system, it was found that the teachers perceived it as demoralizing and even threatening. Although teachers had varying experiences and mixed feelings about the appraisal system, the study confirmed findings from other studies, specifying that all parties involved in the teacher appraisal process should know its purposes, and should interpret and apply these in a uniform and professional way (Monyatsi, Steyn & Kamper, 2006, p.1).

2.4 INTERNATIONAL PERSPECTIVES ON CLASSROOM OBSERVATION

The classroom context is the major location for the formal expression of the teacher's purpose, that is teaching (Hancock & Settle, 1990, p.16). The work that children do and the way in which they undertake it are the key indicators to teacher performance (Hancock & Settle, 1990, p.16). In the classroom, the teacher

mainly functions as the sole adult and his/her interaction and behaviour in the classroom has a direct influence on how learners act and behave. In order to make what they do in classrooms more effective, teachers should change their own behaviour. In turn, for pupils to learn more effectively, they too should alter their behaviour.

One of the largest and longest running studies of school effectiveness has been the *Louisiana School Effectiveness Study* (LSES) (Schaffer, Nesselrodt & Stringfield, 1994, p.20) in the USA. This study used Classroom Observation to link levels of variables related to school performance. These Classroom Observations showed considerable differences between highly effective schools and ineffective schools in the use of class time. Classes in high achieving schools consistently spent more time on academically oriented activities. Classroom teachers in high achieving schools included more activities that integrated different academic content areas and gave their students reasons for undertaking such tasks. A major strength of the classroom methodologies used in the LSES was that both high and low-inference data were gathered. This insured that student engagement rates, which were highly correlated with learning, were quantifiably measured. It also permitted researchers to gather contextually rich classroom data from which new hypotheses about effective teaching could emerge.

Peer-Observation and Assistance (POA) “is a method that can significantly help the classroom teacher who wants to improve her teaching, particularly as it places the teacher in control of improving her existing skills or of developing new skills” (Willerman, McNeely & Koffman, 1991, p.45). In POA one of a teacher’s peers meets him/her to assist in choosing areas to be scrutinized, observes the teaching and then helps analyze and interpret what was observed and lends assistance in deciding on future actions. During Classroom Observation, the peer objectively records the teacher’s behaviour and provides feedback that is authentic. Since the teacher has selected skills to be observed, it is likely that the results of the observation will be accepted and acted upon. Thus, engaging in POA ensures that the teacher assumes responsibility for his/her own development and, as a result, the working in collaboration with the other teachers assists the teacher in

becoming a more effective professional (Willerman, McNeely & Koffman, 1991, p.45).

A survey conducted on 2400 educators in *Hong Kong* about educators' opinions on Classroom Observation as a practice of staff development and appraisal suggested that, compared to secondary school educators, primary school educators were less likely to welcome observers. Teachers were more likely than principals to perceive that Classroom Observation was more for appraisal than for staff development. All respondents indicated that they wished for a model peer observation and coaching. They emphasized a need for a model of observation that would focus solely on staff development (Shui-fong Lam, 2001, p.1). The reason for this is that appraisal incites pressure on teachers. They therefore would like to have Classroom Observation that is independent of appraisal to allow teachers to make the best use of peer coaching without the apprehension of performance review.

A study conducted in *Turkey* to discover a group of English language teachers' perceptions on the Teacher Appraisal Scheme (TAS), with a developmental purpose, found that those teachers who were in favour of Classroom Observation, preferred to be observed by a peer rather than by the group leader or teacher trainer (Vanci-Osam, 1999, p.260). Other teachers preferred self-observation through audio or video recording to Classroom Observation. Teachers in that study were quite positive towards evaluation practices and Classroom Observation thinking that TAS might help them improve their teaching. There was, however a general concern that TAS was good in theory, but did not work in practice because it was time-consuming and teachers did not have enough time as they had heavy workloads.

Classroom Observation is an important form of professional development and can contribute directly to improvement in classroom practice. All teachers have a set of developmental needs that relates to their age, experience and teaching context. In the *USA*, a two-year study of professional development found that effective professional development had to be focused on classroom change and necessitated working with others (Harris, 2002, p.250). Based on the researchers'

analysis, it was clear that mutual observation and professional partnerships were key to improving the quality of teaching and learning and Classroom Observation played a crucial role in supporting the professional growth of teachers (Harris, 2002, p.25).

In contrast to the positive views on Classroom Observation as cited above, other research in the *United Kingdom* provided a negative picture of Classroom Observation as a tool for staff development and appraisal. Hargreaves (1999, p.10) explains that the most startling feature of teachers in their relations with adults, including colleagues, was their sensitivity to observation while teaching. Most teachers preferred to work alone with a class of learners, enjoying working in a protected environment in which areas of responsibility were clearly specified. Hargreaves (1999, p.10) suggested that they sought autonomy because of their fear of being judged and criticized as any form of observation was seen as being evaluative of the teachers' competence. Teachers tried to maintain their privacy and felt sensitive, and at times embarrassed and intimidated when observed in practice. They were therefore reluctant to engage in Classroom Observation.

It was clear from the research referred to above that teachers internationally were cautious and concerned about being evaluated and observed in practice. Most of the quality management systems, accountability policies and procedures exhibited some weaknesses which need to be addressed if teacher appraisal is to be used to improve the quality of teaching and learning. With greater concerns for accountability, it is imperative that quality management systems be well understood and implemented so as to yield positive results.

In reflecting on the critical role of evaluation on public sector performance from the World Bank Seminar, Mackay (1998, p.20) posed the question, "who should be responsible for measuring performance, impartial outsiders, or expert insiders?" The former approach stresses objectivity and independence, while the latter stresses expert knowledge and ownership of the evaluation results which, in turn, is likely to encourage learning by managers and their staff.

According to Hopkins et al (1994, p.10) school improvement is about raising student achievement through focusing on the teaching/learning processes and conditions that support it. Teacher appraisal will not be complete without an appraisal of the interactive process in the classroom, which is usually carried out through Classroom Observation. Educators need to review their classroom conditions early on in their journey to school improvement because activities designed to assess the internal conditions of the classroom can also be used to generate awareness and build commitment towards development work.

It is clear from the literature discussed earlier in the chapter that the teacher is the most significant factor impacting on student achievement (West-Burnham, 2001, p.65). Schalock (1998, p.6) asserts that “if the purpose of teaching is to nurture learning, then both teachers and schools should be judged for their effectiveness on the basis of what and how many learners learn. Furthermore the classroom is where the action is and teachers are those that make it happen.” This means that educational effectiveness is primarily achieved at classroom level.

It could be argued that if Classroom Observation is to remain a valuable tool in developing teacher competence, then schools and teachers should be able to use Classroom Observation dominantly as a method of gathering data for self-improvement. Classroom Observation from this perspective and the experiences of appraisal shared here therefore remain powerful tools in the further development of a self-critical community of teaching professionals.

The literature further indicated that quality assurance approaches to staff appraisal and development were receiving priority in government school systems in *London*, where Classroom Observation was a mandatory aspect of the Education (School Teacher Appraisal) Regulations of 1991 (Jones & Mathias, 1995, p.3). The ultimate purpose of teacher appraisal was to enhance the quality of pupil learning. That could be achieved through improving teacher effectiveness, thus making what actually happens in the classroom vital (Jones & Mathias, 1995, p.3). It was very important that the focus of the appraisal process related closely to the central function of an educational institution and that classroom activities “should enhance

and maximize the educational opportunities of pupils through appraisal and professional development of teachers” (Jones & Mathias, 1995, p.18).

Previous research on appraisal by Leithwood, Edge and Jantzi (1999, p.65) asserted that “when administrators are respected, are trusted and have the best interests of teachers at heart, they are more likely to view performance assessments in a positive light, take recommendations for improvement seriously and have a greater commitment to improve.” But “when performance appraisals are used to control teacher behaviour through administrative authority, they serve to cause the resentment of teachers. When teachers are evaluated on realistic criteria or subjective judgments are made about their teaching, teachers become distrustful of and dissatisfied with the evaluator and the assessment process.”

The international perspective on Developmental Appraisal and Classroom Observation as processes for internal evaluation may be summarized by the following list of lessons about school-based evaluations learned from the authors’ experience (Nevo, 1995, p.51) which in the researchers’ view may be applicable to schools in other educational systems, including those of the *United States of America, Great Britain and South Africa*.

Lessons in School-Based Evaluation (Nevo, 1995, p.51):

- School people understand best the meaning of evaluation through the distinction between description and judgement.
- Students and their achievement should not be the only object of school evaluation.
- Outcomes or impacts should not be the only thing to be looked at when evaluating a programme, project or any other object within the school.
- School evaluation has to serve both the formative and the summative function of evaluation, providing information for planning and improvement, but also for certification and accountability.

- There is no meaningful way to judge the overall quality of a school (or a teacher, or a student or a programme) by one single criterion, or a universal combination of multiple criteria, nor is there any real need to do so.
- The internal needs of a school can be best served by a team of teachers and other educators, for whom evaluation is only part of their job definition, supported by appropriate training and external technical assistance.
- To conduct meaningful evaluation within the school, it is necessary to mobilize many alternative tools and methods of inquiry from the behavioural sciences and related fields of study and adapt them to the needs of the school and the capabilities of amateur evaluators.
- Learning-by-doing is still the best way to learn how to do evaluation.
- In school-based evaluation, internal evaluation is a prior condition to useful external evaluation.
- Authority should be given to individual schools, teachers, principals and parents to make important decisions about the ways in which their schools should operate. This may enhance and promote ownership, thus motivating the said stakeholders to improve the quality of teaching and learning in their schools. There is a need to change perceptions about the nature of school evaluation. Nevo suggests that “we must stop using school evaluation as a source of coercion and intimidation, and start using it as a basis for dialogue between schools, their teachers and principals, and the rest of the educational system and society at large” (Nevo, 1995, p.60).

The main themes emerging from this section that the researcher needs to take position on include the definition of evaluation. Literature on international studies has shown that when a definition of evaluation points to the judgemental character, it tends to create anxiety among those evaluated and raises resistance

among opponents of evaluation. Where accountability and control were more emphasized in the appraisal systems, teachers experienced appraisal as demoralizing and even threatening. A non- judgemental definition, on the other hand, such as 'providing information for professional development' is accepted more favourably by those evaluated. When used to allow teachers to improve continuously, teacher evaluations were less threatening and more satisfying.

Linked to the definition of evaluation, the literature suggests the distinction between 'formative evaluation' and 'summative evaluation', referring to two major purposes of evaluation. In its formative purpose, evaluation is used for professional development. In its summative purpose; it is used for accountability and to exercise control. The literature suggests that when there is no clear sense and understanding of the purpose of appraisal, there is little commitment to it. However, the general view is that appraisal is of little value, it wastes valuable time, and in fact, it is ineffective. The definitions and purposes highlighted above raise a concern as to whether formative evaluation (for professional development) and summative evaluation (for accountability) should be integrated or should be kept separate. An attempt will be made through this study to address this gap, especially in the South African context. This study will further look at the question of how the attitudes of educators will influence the design of professional development and teacher evaluation programmes that will work together to improve the quality of teaching and learning by design , not chance.

Positive aspects that emerged from the literature include the valuable insight that educators gained in their performance as a result of appraisal. Educators cited the benefits of being valued, improved communication and openness gained through participation in appraisal processes that encompass a formative developmental function linked to professional development. Classroom Observations were very useful in gathering data to inform effective teaching and teachers were further able to identify specific improvements to their teaching and management practices as a result of appraisal.

The review of the literature showed that some teachers in the *United States of America, New Zealand* and in *England* (Leithwood, Edge & Jantzi, 1999, p.65)

took a very cynical view, seeing appraisal as time-consuming, characterized by excessive paperwork, heavy workloads and bureaucracy. They saw it as a formality, as threatening their job security and as being very subjective. Classroom Observation was experienced by some teachers as a demanding and challenging process on personal and professional levels, thus requiring 'high order' professional skills. Such teachers sought autonomy because of fear of being judged and criticized. This further identifies the gap that this study intends to address in ensuring that educators involved in the appraisal processes should know its purpose and should interpret and apply this in a uniform and professional way. Furthermore, appraisals should be professional, non-threatening and constructive.

The accounts in this literature review further reveal some central themes related to Developmental Appraisal and Classroom Development over which interested stakeholders, policy makers, business people, school administrators, teachers, union representatives and educational researchers have been struggling during the past two decades. These themes include accountability, professional development, time allocation and increased workload, ineffective appraisers and lack of support capacity, provision of resources and facilities and pay for performance.

According to the literature, it can be deduced that legislators and policy makers tend to value the summative purposes of evaluation, those of quality assurance and accountability. They claim that public schools are public institutions, supported by tax-payer money, and therefore the public has a legitimate interest in the quality of the teaching that occurs there. Educators, on the other hand, tend to think that teacher evaluation should be designed for the purpose of professional development and the improvement of teaching. Experienced practitioners argue that "professional dialogue about teaching, in a safe environment, managed and led by teachers, is the only means by which teachers will improve their practice" (Danielson & McGreal, 2000, p.8).

Given the experiences of the different evaluation systems in terms of policy and practice discussed above, one can identify the gap in terms of policy formulation

and the implementation of such policies. Though well intentioned, the systems are burdensome and not helpful to teachers who are looking to improve their practice, nor do they assist administrators in making difficult decisions regarding teacher performance. Evaluation systems in the *United States of America*, *New Zealand* and in *England* (Leithwood, Edge & Jantzi, 1999, p.65) rely heavily on outdated, limited evaluative criteria of “observable behaviours.” Educators can therefore, in their observed lessons, do all things they should do in accordance with the set standards in the evaluation instruments. Educators’ autonomy is hampered by the evaluative instruments in that educators should comply with prescribed standards. They may not be sure or be deprived of the initiative to exercise own values and assumptions about good teaching in trying to stick to the prescriptions on which their performance will be judged.

The evaluation systems depend on rating scales of whether certain behaviours have been observed or not. Such ratings may be questioned in that one person’s ‘satisfactory’ may be another person’s ‘outstanding’. There is no balancing of benchmarks and all educators will expect to receive 'outstanding' on their evaluations regardless of the actual quality of their teaching and the definition of outstanding. Anything less would signal a serious deficiency, especially where performance is linked to rewards. Evaluators cannot really be honest and risk being the ones depriving their colleagues of benefits or rewards attached to performance.

They maintain that “the success of students in schools is a function of many factors. While the quality of teachers’ instruction is important, it is significantly influenced by such factors over which the community or the government, not the teacher or the school, has control such as the physical condition of the school building, the size of classes, the time available for teachers to prepare for classes and the like” (Leithwood, Edge & Jantzi, 1999, p.16).

One other disturbing issue from the literature is that most evaluation systems are characterized by top-down communication. Evaluation systems are compulsory and imposed on educators rather than encouraging educators by participating in the system by making it attractive for them. It is imperative to demonstrate to

educators slowly and systematically that evaluation interventions function in their own interests.

The limited knowledge of evaluators in what they are to observe undermines the evaluation process, contributing to the perception that it has little value. Many teachers are more expert at regarding their work than the evaluators who supervise them. The evaluators should have knowledge of the content and approaches to learning in addition to observation skills required for making valid judgements during observations. Appraisal systems that proved to be successful owed the success to heavy investments in high quality training for appraisal using expert trainers.

This section examined international perspectives and lessons from other countries on the attitudes of educators regarding Developmental Appraisal and Classroom Observation as processes of quality management systems. It has provided some background on initiatives undertaken in other countries such as the *USA*, *New Zealand* and *Hong Kong*, amongst others, to increase educational accountability and enhance professional development.

2.5 RESEARCH OF DEVELOPMENTAL APPRAISAL IN SOUTH AFRICA

The previous appraisal system in South Africa (inspectoral system) has been largely summative (Chetty, Chisholm, Gardiner, Magau & Vinjevold, 1993, p.2). Loyalty to the officials and their departments by the inspectoral system outweighed the interests and the needs of educators. As a result, teachers' perceptions reflected a strong sense of distrust and anxiety (Chetty, Chisholm, Gardiner, Magau & Vinjevold, 1993, p.2). The main objective of teacher appraisal, reflected in the forms used in Department of Education and Training (DET) schools as instruments for appraisal, was monitoring and surveillance, and not developmental. According to Chetty et al, (1993), teachers demanded that the instruments for their appraisal should be negotiated and be appropriate to their needs. They wanted development and support to be the focus of the appraisal

system and, as a result, teacher rejection of evaluation has not been appraisal *per se*; the majority of teachers wanted appraisal to be an essential part of their development, not a mechanism of enforcing state control.

The quality management system that is currently used in South African education is the Integrated Quality Management System (IQMS). The IQMS is an integrated quality management system that consists of three programmes, aimed at enhancing and monitoring performance of the education system (ELRC Resolution 8, 2003). The initial resistance and rejection of the quality management systems that was formulated before in South Africa, as described in Chapter 1, prompted the researcher to establish whether the good intentions of this particular policy are being met.

As with all departments of the government, the Department of Education also had to transform and comply with the new constitution. In an attempt to measure the achievements of national goals by the educational institutions, the Department of Education introduced a number of performance management systems. This was necessitated by the need to address inequalities caused by the Apartheid government pre-1994. The Department had to speed up the transformation process and at the same time improve the ability to monitor its achievements.

The Minister of Education, in agreement with teacher unions, then introduced the Developmental Appraisal System (DAS) in 1998. Input by the National Union of Educators (NUE) on DAS supported DAS as an instrument geared towards improvement of education. The NUE envisaged a three-tier system of quality management by evaluation that would enhance the quality of teaching and learning. The three tiers consist of individual teachers, schools and the education system as a whole. Teachers could only improve if schools were supportive, and schools could only improve if they were adequately supported by the system, and the system could only be said to be improving if the delivery of education in the classroom improved (GDE, 2000).

In 2000, the then Minister of Education introduced the National Policy on Whole School Evaluation (WSE). Teacher unions felt that the minister was undermining

the implementation of DAS, a policy that was agreed upon through a collective agreement between the Department of Education as an employer and the teacher unions. The Department then, through negotiations with teacher unions, agreed to reconcile Developmental Appraisal with Whole School Evaluation. In a press statement on reconciling the Developmental Appraisal System and Whole School Evaluation, SADTU was pleased that the processes of conducting Classroom Observation for the purposes of the Developmental Appraisal System and Whole School Evaluation had been reconciled (Press Release, 22-8-2002). The new protocol for classroom visits began to address many of their concerns. They were initially sceptical of Whole School Evaluation, thinking that it was a return to the “inspectoral system”.

Although they had previously suspected that WSE was a return to the inspection system that existed in the Apartheid system, SADTU saw Classroom Observation as a tool to staff appraisal and development which could improve classroom teaching. However, they were concerned about the slow pace of implementation of the DAS, while resources were immediately made available for WSE. But they appreciated the fact that there was a national plan for teacher development in place to address the training needs highlighted by the Developmental Appraisal System. SADTU also welcomed the fact that their members were taken on board and the Developmental Appraisal System was to become a process of teacher appraisal that would be democratic, developmental, teacher-centred and capable of delivery.

Schutte and McLennan (2001, p.15) stated that teachers were becoming involved in issues that affected them directly, they wanted to be involved in a system that was intended to evaluate them and they also wanted the system to cater for their professional development. However, teachers then had concerns with the DAS because it was subjective, in that it linked evaluation to rewards. As a result an agreement was reached by two major teacher organizations, SADTU and Professional Educators’ Union (PEU), to de-link salaries from qualifications to performance in the classroom. Parties to the agreement adopted a new broad-banding model that was unrelated to qualifications but was more performance-related. The broad-banding model would allow good teachers to remain in the

classroom and be paid larger salaries instead of moving them into managerial positions, as has been the case in the past (Schutte & McLennan, 2001, p.15).

The literature on teacher appraisal showed that appraisal could be very complex as it involved a number of factors that could either impede or support teacher effectiveness (Monyai 2006, p.101). Risimati (2007, p.5) cited the following challenges as findings of his study conducted at primary schools in the Limpopo Province. Schools experienced difficulties in conducting self-evaluation, educator development was a problem and the district and Department of Education did not assist schools after WSE had been conducted. There was a need to assist schools and the department had to find ways and means of assisting schools in the route to development, as that would assist in developing the whole institution and improving the level of education in South African schools.

Sharing those sentiments was Sebolaishi (2004, p.86) on managing the quality management system in schools. He contended that there was lack of support, communication and understanding from evaluators as the need for evaluations was not explicit. Schools did not receive any guidance on self-evaluation prior to external evaluation. He recommended that managers should receive good training in order to ensure objectivity, quality and consistency in managing quality management systems.

This was taken further by Seheshe (2006, p.2) on the effectiveness of the DAS in Thokoza Primary. He cited a lack of understanding as the main reason why Developmental Appraisal failed in his research. Guidelines were not followed in the implementation of the process. Educators used their own styles of evaluation. He recommended that further training was necessary and the School Management Teams were to be trained first in order to be able to guide and direct implementation.

Mabotsa (2006, p.1) also alluded to the same experiences on evaluating the impact of the appraisal system in Tembisa Primary School. There was poor implementation since inadequate strategies were employed to implement the DAS and educators were frustrated. Hence they developed a negative attitude towards

the DAS, which led to its failure. He argued that “the alternative strategies that include proper and sufficient training, communication and teamwork, should be employed in an effort to implement developmental appraisal system effectively” (Mabotsa 2006, p.1). Educators need to be motivated in this process to accept change. The study also suggested that educators should be involved in the decision-making and planning of the implementation of the DAS in order to commit to its success.

In 2003, after negotiations and consultations on the issue of quality management systems, the Department of Education, as an employer, and teacher unions agreed on a new system called Integrated Quality Management System (IQMS). The new system will incorporate the three systems, namely Developmental Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE). The IQMS was informed by Schedule 1 of the Employment of Educators Act, No 76 of 1998, where the Minister was required to determine performance standards for educators in terms of which their performance was to be evaluated.

In his article *New controls and accountability for South African teachers and schools: The Integrated Quality Management System*, Weber (2005, p.64) analyzed IQMS and identified three tensions, two of which will be discussed for the purpose of this research. Weber asserted that IQMS had tried to be all things to all people, a co-existence of accountability and the development of human resources. According to him, “the contradiction between the politics of accountability and the development of human resources is problematic because the two opposites exist alongside each other and it is not clear how it will be resolved in practice” (Weber, 2005, p.64). The IQMS acknowledged subjectivity in appraisal and outlined how that could be countered through the guiding principles of transparency and open discussion. It further reinforced the existing hierarchies of control and line management within schools by the structures required to implement IQMS in schools, namely: Senior Management Team (SMT), Staff Development Team (SDT) and Developmental Support Group (DSG), thus ignoring the role of institutional politics at school level through how authority and power were exercised.

Weber suggested that the processes within the different levels of evaluation, internal appraisals and external evaluations were “bureaucratic, linear and relies upon predetermined and prescriptive instruments and checklists” (Weber 2005, p.68). The internal and external evaluation excluded learners in the complex interrelationship between teaching and learning, thus expecting teachers to perform and take responsibility for that which was beyond their control, without encouraging learners to take responsibility in their own learning.

Although the IQMS had been agreed upon by the government and teacher unions, tensions between accountability and the development of human resources, and tensions between internal and external evaluations would continue to be problematic. This was highlighted in the contradiction between the government’s intention to hold teachers and schools accountable, and the teachers unions’ insistence that the process not be punitive.

Attitudes towards external evaluations and support could be improved through availability of resources and addressing individual needs of teachers through training and professional development by the government. Teachers need to be convinced that such evaluations are in their best interest. Evaluations cannot run concurrently for accountability and development of human resources. If the government desires to have positive attitudes towards evaluations, they need to focus on internal, peer-driven teacher development first and then follow it up with external, evaluation-driven accountability, (Jansen, 2004, p.16).

During the review of the implementation of IQMS in 2006 by the Gauteng Department of Education it was found that in the majority of provinces no personal development had taken place and the Developmental Appraisal had not been properly implemented (Independent online, June 20 2006). This was mainly because the Department of Education failed to provide facilities and resources to support learning and teaching. The idea that “The Department has the responsibility of providing facilities and resources to support learning and teaching” (ELRC Resolution 8 of 2003, p.3), was not followed through with explanations about what would be provided, how, who would monitor and evaluate the adequacy of the provision and the efficacy of the development of human resources

(Weber, 2005, p.65). As a result, the Department failed to provide the necessary facilities and resources to contribute to teacher performance and development.

A number of lessons had been learned in the recent past about best practice and areas that need urgent development with respect to the quality of implementation of IQMS in several schools in Gauteng (Circular 18/2007 of GDE). Some areas of strengths and weaknesses were identified and valuable recommendations were made by the review teams. There was a need for refresher training on the implementation of IQMS and a clear and common understanding of the performance standards should be established in order to facilitate a moderation process that would ensure scores that are reflecting the true performance of every teacher. Teachers would benefit even further from a performance management system implemented successfully through the clarification of individual expectations, recognition of their efforts, feedback on their performance, improved training and development and enhanced career planning (Circular 18/2007 of GDE).

The process of Developmental Appraisal needs to be perceived as a process of constantly identifying further needs for development so that teachers can progress as professionals and fulfil their potential and not only their current level of effectiveness. It is important in Developmental Appraisal to identify the needs of individuals and to integrate these with the needs of the organization. By satisfying individual needs, the organization's capacity to perform is optimized and, as a result, the overall improvement of the quality of teaching and learning will be enhanced (Brown & Harvey, 2006, p.90).

Two main concerns emerging from the South African literature are the tension between accountability and the development of human resources; and the tension between internal and external evaluation of schools and teachers. Although the IQMS, in particular Developmental Appraisal and Classroom Observation, addresses some problems of previous educator quality management systems, it also creates new problems and tensions.

The adoption of the IQMS in 2003 was preceded by several years of conflict between the leading teachers' organisation, SADTU, and the state over the contradiction between the politics of accountability and the development of human resources. SADTU has always insisted that educator support precedes performance appraisal and those districts and SMTs adopt a developmental attitude in providing support to educators, in line with their identified areas of development (SADTU, 2002 & 2005). Lack of planning on the part of the Department of Education, professional support capacity and resources has reinforced the perception that the professional development aspect of IQMS is in fact being subsumed into an accountability exercise.

In the South African literature on appraisal and teacher evaluation above, the assumption is made that the key to more productive teacher evaluation is to involve teachers and administrators in the development of the process, provide them with the appropriate in-service support to implement the process, and in time you will see positive results with respect to improvements in the quality of teaching and learning in schools. However, in the South African context, the explanation for the poor implementation of IQMS and the lack of results has been that the process developed was flawed in some way (Duke, 1995, p.78). Thus, this research has identified that in order to understand the reasons behind the poor implementation and the consequent lack of results, educators need to be consulted and hence this study investigates the attitudes of educators towards Developmental Appraisal, and the effectiveness of DA in contributing to their professional development. To understand the research conducted within a South African context, a conceptual framework was developed using the adapted Cube Model of Evaluation.

IQMS makes an important distinction between formative and summative evaluation. The formative evaluation, or appraisal for development, informs professional growth, while the summative evaluation or performance measurement linked to a grade and/or salary progression assesses the progress which the educators make after receiving the professional support specified in their Personal Growth Plans (PGPs) from their Developmental Support Groups (DSGs) and/or districts. According to De Clercq, the PGPs ensure a transparent educator-initiated system for development, for which district officials and/or school management are

expected to account (De Clercq, 2008, p.13). But De Clercq identifies the following problematic issues concerning “the IQMS unrealistic assumptions regarding teachers’ work, status and competences given how the majority of South African educators are treated, function and view themselves at work; the awkward combination in one system of internal and external bureaucratic (with a standardized appraisal instrument) and professional monitoring (with peer contextual appraisal) for developmental and accountability which leads inevitably to tensions; and finally the poor leadership capacity, at district and school level, to effectively implement the appraisal system, and to manage its inherent dilemmas” (De Clercq, 2008, p.13). The above can be identified as the gaps within the IQMS as an appraisal system in South Africa.

The issue of pay for performance has been problematic. Those who are in favour of pay for performance maintain that most capable teachers should be rewarded, lest they lose interest and leave teaching. Teacher organisations on the other hand tend to oppose most forms of pay for performance. Among their stated concerns are the qualifications of those charged with making judgements about rewards and the instruments used to collect data upon which such judgements are based. Fears have also been expressed that attempts to differentiate between more or less skilled educators might undermine the teaching morale. The consequences of not performing accordingly are also not specified by most evaluation systems, thus it is safer to write positive evaluation reports. The subjectivity of scoring and the link of rewards to performance in most evaluation systems compromise the integrity of the entire process, in that no one will want to forfeit the benefits. In many situations educators have little trust in the ratings, citing favouritism as the main reason. All teachers want the high ratings and believe that their careers will be damaged if they do not receive it. Such teachers argue that they are not the only ones to be solely held accountable for matters involving a shared, causal responsibility.

This study seeks to investigate whether districts and schools can benefit from integrating or keeping separately formative evaluation and summative evaluation, given the summative-formative controversy emerging from the literature referred to above. There are propositions that both sides of the summative-formative

controversy can readily accept. “Firstly, both formative and summative evaluations are necessary. Secondly, formative and summative evaluation must be consistent and coordinated with each other. Thirdly, formative evaluation, professional development and school improvement must be integrated if student learning in schools is going to improve” (Gordon, 2005, p.268).

Furthermore, considering that teacher evaluation, professional development and school improvement are all moving towards the same denominator of quality teaching and learning, this study will investigate attitudes of educators towards Developmental Appraisal and its effectiveness in contributing to their professional development.

2.6 CONCEPTUAL FRAMEWORK

For the purpose of this research, The Cube Model of Evaluation was adapted from MacBeath, Michael, Denis and Lars (2000), to examine the relationship between the internal and external forms of evaluation for accountability and developmental purposes due to its relevance within the South African context, as it encompasses the components of the Integrated Quality Management Systems (IQMS). The Cube Model has thus been adapted to incorporate the various components of IQMS. The *inside* aligns with internal evaluation or Developmental Appraisal (DA), the *outside* relates to external evaluation or Whole School Evaluation (WSE) and Performance Measurement (PM). *Support* is development such as DA. However, pressure is caused by *accountability* and in the adapted model this aligns with WSE and Performance Management (PM), which could cause tension within the school situation and between stakeholders and the Department of Education.

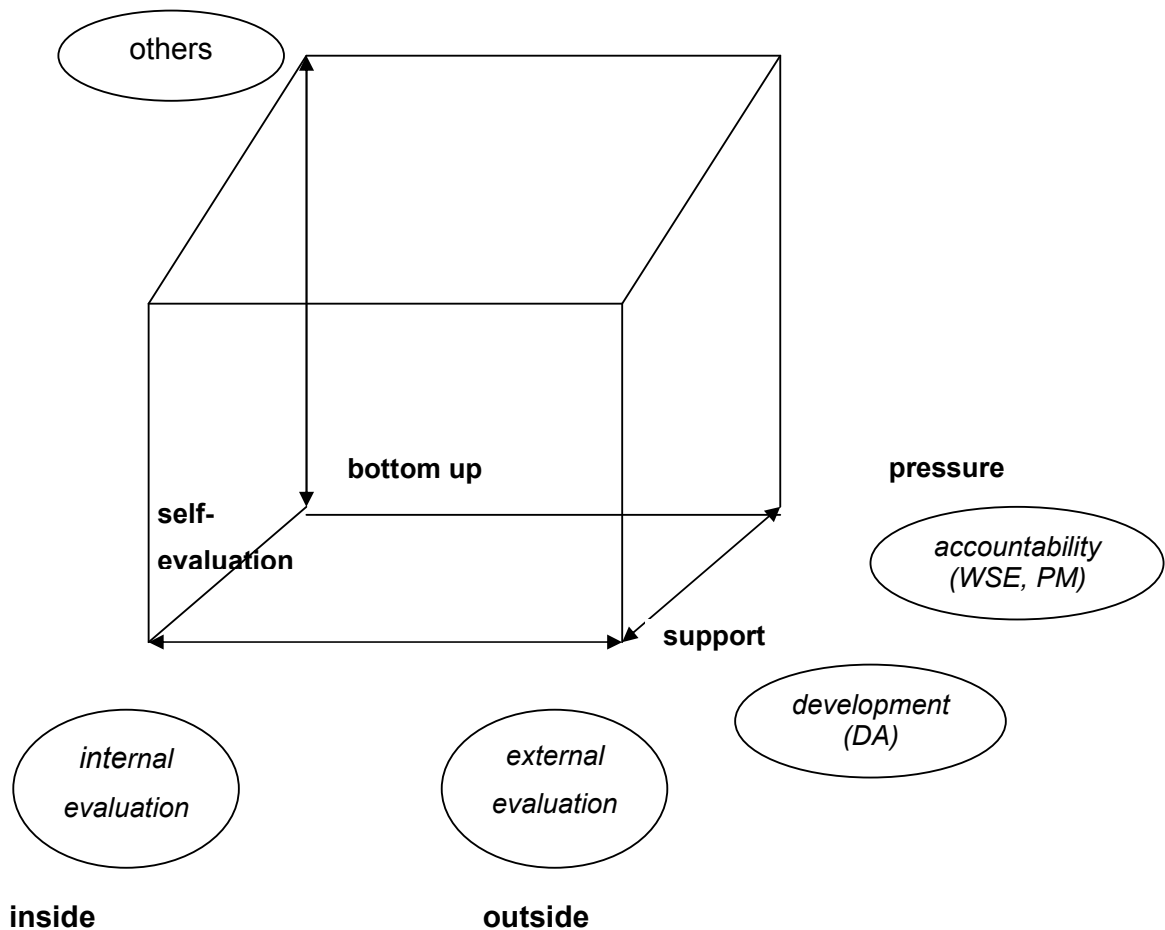


Figure 3

The cube model of Developmental Appraisal as an evaluation process

(Adapted from MacBeath, Michael, Denis & Lars, 2000)

The Integrated Quality Management Systems (IQMS), in agreement with the Education Labour Relation Council, is the Department of Education's initiative to be implemented by all educators by means of which their performance will be evaluated. According to the adapted Cube Model of evaluation, this 'top down' directive (signified by *others* on the model) from the Education Department, which is compulsory and mandatory for all educators, is to ensure accountability through teacher performance, Performance Measurement (PM) and ultimately Whole School Evaluation (WSE). In this 'top down' directive, the Developmental Support Group (DSG), comprising the Head of Department and a peer educator, evaluates

the educator to “ensure that quality education is provided” (MacBeath et al, 2000, p.91).

Once evaluation and classroom observation has been conducted, the DSG reports back to the District, who in turn reports to the Department of Education. This ‘*bottom up*’ aspect of external evaluation can inform policy revision and departmental support and “can offer feedback to schools on their strengths and weaknesses” (MacBeath et al, 2000, p.91). In the quest for quality in teaching and learning, it becomes the responsibility of the state to ensure that quality education is provided for everyone by providing facilities and resources to support teaching and learning. According to MacBeath et al (2000), politicians and policy makers can use strategies such as persuasion, enthusiasm, incentives and rewards to monitor and ensure accountability. Thus, IQMS could contribute to the professional development of the teacher and the school after areas that need support and development have been identified through the process of DA. However, in the South African context, support, which should be provided by the Department of Education through District support, INSET programmes, providing of resources and so on, has been found to be lacking.

Support or DA needs to be linked to the *inside* or Internal Evaluation, as seen on the adapted model. It starts with self-evaluation by the teacher to familiarize him/herself with the instrument and with the performance standards and levels of performance against which he/she will be evaluated. Self-evaluation is seen as an “intrinsic and necessary component of school improvement and as it develops within the school, the systemic gathering and judgment of information becomes a routine and integral aspect of planning and school development” (MacBeath et al, 2000, p.91-92).

Linked to the *inside* and *outside* of the adapted model, *support* aligns with *development* and within IQMS, this is DA. DA is a self-evaluation mechanism for empowering schools to improve quality from within, helping them to monitor their progress. Policy states that DA is “to appraise individual educators in a transparent manner with a view to determining areas of strength and weaknesses, and to draw up programmes for individual development” (ELRC, Resolution 8 of 2003). West-

Burnham (2001) defines evaluation as “a judgment about the value or worth of the teaching achieved.” Such evaluations of the teacher’s teaching, which may be excellent, good or poor, may be linked to improvement of practice or to external functions. DA can be achieved through Classroom Observation, in an attempt not only to monitor progress and to contribute to planning and improvement at classroom, school and community levels, but also “to report accurately to external constituencies, that is, parents and the wider public” (MacBeath et al, 2000, p.92), or to identify specific needs of teachers for support and development and to monitor an institution’s overall effectiveness ensuring that “schools use resources efficiently and that they provide value for money” (MacBeath et al, 2000, p.91). Whilst self-evaluation has an accountability purpose, its primary focus is developmental. Thus, the involvement of all relevant stakeholders (teachers, learners and parents), and access to instruments, which can best support decision-making, learning and teaching, is imperative.

External evaluation has a further component, that of WSE, to evaluate the overall effectiveness of a school as well as the quality of teaching and learning. However, the adapted model, which presents the evaluation process in terms of three opposite dimensions, represents the tensions between *internal* and *external*, *pull* and *push* and *bottom-up* and *top-down*. Because of the tensions, it is necessary to find a point of balance within these three dimensions that will define the nature and describe the process of evaluation particularly.

While external evaluation is driven primarily by a need for accountability, MacBeath et al (2000), explain that it may be combined with an improvement perspective. In the South African context, IQMS consists of three programmes that are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes. The purpose of IQMS is to evaluate an educator’s performance, identify his/her needs, to provide support for continued growth by providing facilities and resources so as to achieve intended outcomes such as improved learner achievement (ELRC, Resolution 8 of 2003). External expectations have to meet internal needs, and *pressure* will not work without the *push* of some direction or vision *pull push* (MacBeath et al, 2000).

However, several tensions generated by the policy of IQMS in attempting to strike the balance between educational *outputs* and *inputs* are noted. There is tension between the school autonomy and the state control. Schools appear to be given autonomy to decide their own progress, plans and priorities for school improvement through the process of DA. But as the processes of IQMS unfold through WSE, there are critical areas in which the school principal and the staff are excluded from the evaluation process (DoE, 2000, p.21).

Another tension in the IQMS, specifically in WSE, is between *teacher development* and *accountability*. Schools are supposed to receive support and development from the Department to implement their improvement plans. At the same time, schools will be exposed to external evaluation with the purpose of monitoring and evaluating performance. This, in other words, means that the IQMS uses performance as a measure of compliance and accountability of the school system to national policy.

'*Top-down*' approaches need '*bottom-up*' responses. As the Department of Education, through a collective agreement, implements IQMS from the *top*, educators and principals at school level need to fulfil their roles from the *bottom*. At school level the quality of teaching, learner achievement and management need to be monitored continuously to ensure effectiveness. This can be done through DA with a view to determine areas of strengths and weaknesses, and to draw up programmes for individual development. However, as previously suggested, this has to be delicately managed to maintain a balance on the continuum to ensure accountability but not allow tensions to develop whereby educators are 'threatened' with Performance Management (PM).

The relationship between *internal*, teacher school-based evaluation and *external* evaluation is problematic because of mandatory prescribed standards and, in particular, PM. There is no certainty that the school performance will improve as a result of *external accountability*. *External accountability* also undermines teachers' individual knowledge and experience of their work. *External accountability* is difficult to implement and when implemented it can present serious problems to or undermine the schools' capacity to improve (Mackay (1998, p.20).

The adapted model serves as an important conceptual framework for the implementation of IQMS in the South African context. It serves as a guide to explore the relationships between the various components of the system and the tensions that could arise. It also becomes a framework or a lens through which to uncover and understand the perceptions and attitudes of educators towards classroom evaluation of the policies of DA. According to Mackay (1998, p.20), to ensure quality of the public sector, performance evaluations need to continue. Evaluation contributes to three basic functions: firstly, *accountability*, in making sure that public institutions and their staff are held accountable for their performance; secondly, *resources*, ensuring that they are allocated to those activities which contribute most effectively to achieving the basic objectives of the institution; and lastly, *learning*, making sure that its lesson is learnt from successes and failures, in order to do things better in future (Mackay 1998, p.20).

2.7 CONCLUSION

There is a need for teacher evaluation programmes to provide evidence of attaining quantifiable performance targets, thus assuring the Departments of Education, internationally as well as in South Africa, that the quality control of teaching and teacher education offer “value for money” and “ensure that quality education is provided” (MacBeath et al, 2000, p.91).

However, in many cases the implementation of such programmes or quality control systems is unsuccessful, resulting in tensions between stakeholders and not addressing the importance of professional development in educators. This study, thus, attempts to undercover the attitudes of educators towards Developmental Appraisal, and to understand the effectiveness of DA in contributing to their professional development. For this purpose the conceptual framework, which looks at external evaluation, internal evaluation, development and accountability, has been developed to provide a lens for viewing the findings, taking into account that a balanced *internal* and *external*, *pull* and *push* and

bottom-up and *top-down* as well as “*inputs* and *outputs*” (Avalos, 2002, p.267) needs to be maintained.

The following chapter, Chapter 3, describes the research design and the methodology adopted in order to answer the research questions.

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

The purpose of this chapter is to discuss the research design used to investigate the research questions and to present the methods utilized in this study. Section 3.2 examines the research paradigm and is followed by the research questions in Section 3.3. The research design and method is discussed in Sections 3.4 and 3.5, while the conclusion to this chapter is presented in Section 3.5.

3.2 RESEARCH PARADIGM

A descriptive research design (survey method) was adopted for this study. The use of different data collection methods is informed by the pragmatic method and system of philosophy. “Its logic of inquiry includes the use of induction, (or discovery of patterns), deduction (testing of theories and hypothesis), and abduction (uncovering and relying on the best of a set of explanations for understanding one’s results)” (Johnson & Onwuegbuzie, 2004, p.22).

According to Creswell, pragmatic knowledge claims arise out of actions, situations, and consequences. Instead of methods being important, the problem is the most important and researchers use all approaches to understand the problem. Thus the researcher in this study uses both questionnaire and interview data because they work to provide a better understanding of a research problem (Creswell 2003, p.18).

Pragmatism provides a basis for the following knowledge claims in that it is not committed to any one system of philosophy or reality. Pragmatist researchers look to the “what” and “how” of research based on its intended consequences. Researchers have a freedom of choice to draw freely from quantitative

assumptions and thus choose the methods, techniques and procedures of research that best meet their needs and purposes (Creswell, 2003, p.18).

3.3 RESEARCH DESIGN

This section presents the approach adopted in this study to find answers to the three specific questions discussed in Section 3.2 above. The purpose of the research design, according to Wiersma (1995), is to provide the most valid and accurate answers possible to research questions. For this reason, considering attitudes as the key word in the research questions means that descriptive data is required, therefore the use of a survey in the form of a questionnaire is considered the most suitable way to collect such data.

The survey method is useful for investigating a variety of educational problems and issues. Typical survey studies are concerned with assessing attitudes, opinions, preferences, demographics, practices and procedures (Gay & Airasian, 2003, p.277). Hence the choice of a survey was deemed an appropriate method for this research as it is mainly concerned with attitudes of educators towards the implementation of Developmental Appraisal and Classroom Observation.

This study begins with a survey in order to determine educator opinion regarding Integrated Quality Management Systems. Such information is to be used to better understand and improve the implementation of the policy in schools. The researcher decided on survey research because it is economical and efficient in that data would be collected during a single visit. It also generates numerical data, which will be processed statistically using SPSS. Through the use of a survey, the researcher was able to gather standardized information and enhance validity of the study since she used the same questionnaire for all the participants (Gay & Airasian, 2003, p.277).

Survey research is primarily a quantitative data gathering technique using a structured questionnaire to obtain opinions or factual information from the general public. The main aim of a survey in education is to determine educator opinions

regarding teaching, learning and other topics. Such information could be used to improve services and influence policy. Survey research may be combined with other data gathering techniques so that trends and/or relationships are better understood. For the purpose of this study, the survey will be followed by semi-structured interviews.

For the purpose of this study, the data collection involved gathering both numeric information through questionnaires as well as text information through interviews to secure in-depth understanding of the phenomenon in question and to add vigour, breadth and depth to the investigation (Creswell, 2003, p.290). The quantification of the numeric data is necessary for the validity and legitimacy of the findings. The choice of using both questionnaires and semi-structured interviews was mainly for the purpose of triangulation, complementarities and development.

The advantage of using semi-structured interviews in addition to questionnaires is that it allows for direct contact with the interviewees and the opportunity to use probing questions to obtain pertinent information on the attitudes of educators towards the implementation of Developmental Appraisal and Classroom Observation. Direct face-to-face contact also facilitates clarification of issues and responses, adding to the findings of the study. Interviews can produce in-depth data not possible with a questionnaire and they are most appropriate for asking questions that cannot effectively be structured into a multiple-choice format, such as questions of a personal nature or those that require lengthy responses. The interview may result in more accurate and honest responses since the interviewer can explain and clarify both the purpose of the research and individual questions (Creswell, 2003, p.290).

To provide for the triangulation and verification of the data received from the questionnaire, it was also considered to gather data through interviews due to the descriptive nature of the study. The main purpose of data from interviews was to collect detailed views from participants and clarify issues which arose from the results of the survey. For triangulation purposes to enhance validity, the researcher compared the data from questionnaires with the responses from interviews.

3.4 RESEARCH QUESTIONS

This study examined the attitudes of educators towards Developmental Appraisal and Classroom Observation on the basis of the policies of Integrated Quality Management Systems and the ways in which schools implement them. The main research question driving this study was:

What are the attitudes of educators towards Developmental Appraisal and its effectiveness in contributing to their professional development?

In this study the attitudes of educators regarding Developmental Appraisal in schools of Moretele Area Project Office were captured through both questionnaires and a semi-structured interview as data collection methods.

To answer the first two research questions, questionnaires were administered to the educators and principals of the participating schools to collect data. It was decided to involve educators and principals because the implementation of the policy depended on them. Attitudes of teachers towards Developmental Appraisal and Classroom Observation play a crucial role in the success of the IQMS policy, since the teachers are the main agents of IQMS, and participating in the system is intended to benefit both the teachers and the schools as far as both the teachers' professional development and the schools' improvements are concerned.

This study was guided by the following specific research questions:

1. What are the attitudes of educators towards Developmental Appraisal as an evaluation policy for accountability purposes?

This question sought to provide insight on the attitudes of educators with regard to Developmental Appraisal as an evaluation policy for accountability purposes. A four-point Likert scale was used seeking information about the following scales: teachers' attitudes regarding the policy of Developmental Appraisal, the difficulties of Developmental Appraisal, the benefits and prevalence, and conflict of

Developmental Appraisal. There is a need to develop and maintain appropriate attitudes if teachers are to move from an understanding of appraisal to a commitment of doing it (Bollington, Hopkins & West, 1990, p.24).

This question was addressed through questionnaires and semi-structured interviews with the educators and principals of the participating schools to collect data on teachers' attitudes.

2. What are the attitudes of educators towards Classroom Observation as a practice for staff appraisal with a developmental purpose?

This question sought to provide insight on the use of Classroom Observation as a practice for appraisal for teacher development using a four-point Likert scale. The following scales were investigated: prevalence and frequency of Classroom Observation, attitudes of teachers on the objectives, benefits and difficulties of Classroom Observation. According to Lemmer & Squelch, Classroom Observation, when well conducted, can be a developmental process for both the teacher observing and the teacher being observed (Lemmer & Squelch, 1994, p.20).

Questionnaires were administered and interviews conducted with the educators and principals of the participating schools to collect data to investigate attitudes of educators towards Classroom Observation as a practice for staff appraisal with a developmental purpose.

3. To what extent did the attitudes of educators influence the implementation of Developmental Appraisal and Classroom Observation?

This question sought to provide insight into the impact of the attitudes of educators on the implementation of Developmental Appraisal and Classroom Observation. The questionnaires used in the two questions above were followed by interviews to probe further and triangulate the information from the questionnaires, as well as to answer the third question. While a larger sample was used for the survey, only six respondents were sampled for the interviews. This question was addressed

mainly through interview questions which specifically focused on the experiences of teachers in implementing the two processes and understanding how the processes influenced their teaching and day-to-day operation in executing their tasks.

Before the IQMS policy can be implemented, it is necessary to know how the educators perceive the policy and the practice of classroom observation in their schools. According to Shui-fong Lam (1990, p.16) teacher attitudes will be closely related to their acceptance of the system. Furthermore, their expectations of the system will have significant implications for the future development of the practice.

3.5 RESEARCH METHODS

This section describes the methods adapted in the study by incorporating a discussion on the sampling in Section 3.5.1, research instruments in Section 3.5.2 and data collection in Section 3.5.3. The procedure followed in the conduct of the research is presented in Section 3.5.4, followed by data analysis in Section 3.5.5. Lastly, Section 3.5.6 deals with methodological norms of this study.

3.5.1 Sample

A total of nine schools including three (3) primary schools, three (3) middle schools and three (3) secondary schools in the Moretele District, North West Province, were surveyed. The schools in the Moretele District were selected on the basis of proximity and convenience to the researcher for collection of data. Five teachers each from three (3) primary schools, three (3) middle schools and three (3) secondary schools were selected purposively to participate in this study, although some principals of schools and leaders of SADTU were included in the sample by virtue of them also being teachers in the selected schools.

Purposive sampling (Merriam, 1998, p.61) was used to identify suitable educators to participate in the study, including principals and union members by virtue of their positions as educators. The researcher selected members of the Staff

Development Team comprising the principal, the WSE coordinator, democratically elected members of the SMT and democratically elected post level-one (1) educators. The identified educators were considered suitable given their leading role and participation in the implementation of IQMS. “Purposeful sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 1998, p.61). A purposeful sampling approach allows the researcher to reach the individuals who are likely to be “information rich” or “key informants”, as Wiersma (1995, p.35) suggests, hence the selection of members of the Staff Developmental Team (SDT).

There were samples of:

(a) Practising teachers

The sample was drawn from forty-four (44) practising teachers, who have already been evaluated and observed in practice and some of whom have been exposed to the pre-1994 forms of evaluation. These teachers were in a better position to compare the developmental appraisal that they have undergone with other previous quality management systems, such as Developmental Appraisal System (DAS) and Whole School Evaluation (WSE).

(b) Principals of the participating schools

Nine principals from all the participating schools were included in the sample due to their prescribed role in the implementation of the policy on IQMS. According to Resolution 8 of 2003, principals are responsible for ensuring that the IQMS is implemented uniformly and effectively at the school.

(c) Teachers’ union leadership

The researcher also included leaders from SADTU, Moretele Branch, because SADTU initially was resistant to Developmental Appraisal. The chairperson, secretary and education representative were included in the sample because of

their roles in educational matters and policy implementation. The chairperson is also a principal in one of the primary schools in the sample, while the secretary and the education representatives are educators in the secondary and middle schools within the sample respectively. They are also responsible, as supported by Resolution 8 of 2003, to ensure that all processes and principles guiding the implementation of IQMS are fair and transparent. They also took part in their capacity as teachers in the district.

(d) Sub-sample for interviews

In order to seek more information about the subject and triangulate the collected data, the researcher interviewed two principals, two heads of departments and two post level-one (1) teachers sampled purposively as best suited to provide information from a better and well informed position. According to Gay and Airasian (2003, p.115), the key to sampling for interview purposes is to choose good participants who can provide the “insights and articulateness” needed to attain the desired richness of interview data. For practical reasons, the number of participants in interviews is generally a great deal fewer than the number that can be surveyed with a questionnaire.

Interviews are time-consuming and expensive and are most appropriate for asking questions that cannot effectively be structured into a multiple-choice format, such as questions of a personal nature or those that require lengthy responses (Gay and Airasian, 2003, p.115). In contrast to the questionnaire, interviews are flexible; the interviewer can adapt the situation to each subject to obtain data that the respondents would not give on a questionnaire. Hence a smaller sample for collecting interview data as the selected participants must be able to provide the desired information sought and be willing to provide it to the researcher.

Patton is of the opinion that there are no rules for sample size in interview inquiry. “Sample size depends on what you want to know, the purpose of the inquiry, what will be useful, what will have credibility and what can be done with available time and resources” (Patton, 2002, p.224). This is in support of the small sample that was chosen for the purpose of this research.

3.5.2 Research instruments

Questionnaires take less time, are less expensive and easy to administer. They can also provide structured and numerical data that can be straightforward to analyze (Cohen, Lawrence & Morrison, 2000, p.246). The same questionnaires with close-ended questions were used for all the participants. The questionnaire consisted of two parts: one on Developmental Appraisal and the other on Classroom Observation. The questionnaires and interview questions were piloted prior to the collection of data, using teachers from the schools that were not included in the sample, to explore the validity of the questions, assess the internal consistency of the instruments and to evaluate the administration procedures. Piloting of the questionnaires and interview schedule helped to rephrase certain questions to avoid ambiguity and to correct the flow of questions.

Teachers were asked to indicate on a 4-point scale (from strongly disagree (1) to strongly agree (4)) the extent to which they agreed with the statements on Developmental Appraisal as an evaluation policy, Classroom Observation as a practice for staff appraisal with a developmental purpose and the extent to which the attitudes of educators influenced the implementation of Developmental Appraisal and Classroom Observation.

A Likert scale was used because it allows an accurate assessment of opinions from educators and mostly because opinions are thought of in terms of values. Likert scales combine the opportunity for a flexible response with the ability to determine frequencies, correlation and other forms of quantitative analysis (Cohen, Lawrence & Morrison, 2000, p.246). They also afford the researcher the possibility to combine measurement with opinion, quantity and quality (Cohen, Lawrence & Morrison, 2000, p.246).

An interview is a purposeful interaction between two or more people and can be used to explore and probe various issues. Gay and Airasian (2003, p.290) explain that “an interview is a two-way conversation where the interviewer asks questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants.” Interviews allow you to see the world through the

eyes of the participant. It can also lead to the construction of new meaning between the researcher and the participants (Gay and Airasian, 2003, p. 290).

The researcher conducted interviews in order to explore and probe participants' responses to gather more in-depth data about their experiences and feelings. Interviews can examine attitudes, interests, feelings, concerns and values more easily than observation (Gay & Airasian, 2003, p.290). A semi-structured interview was used in this research to collect detailed views from participants and clarify issues which arose from the results of the survey.

A semi-structured interview schedule allowed the researcher to gather detailed information from the participants, allowing them to discuss their personal experiences with the implementation of IQMS with the aim of understanding the extent to which the attitudes of educators influenced the implementation of Developmental Appraisal and Classroom Observation. The interviewer asked every participant the same set of questions to establish some measure of the responses and enhance validity, but also allowed time to probe and ask additional follow-up questions. Reliability was also enhanced as one way of controlling reliability is to have a highly structured interview, with the same format and sequence of words and questions for each respondent (Cohen, Manion & Morrison, 2000, p.121). The researcher further used interviews for the purpose of triangulation to ensure validity so as to enrich the collection of data and analysis.

3.5.3 Data collection

The data was collected during the month of February for a period of two weeks. Participating schools were visited by the researcher and questionnaires were administered. Questionnaires were administered to the sample drawn from practising educators who have already been evaluated and observed in practice. Questionnaires were administered to principals of participating schools, sampled teachers and to the leaders of the union, who are also practising teachers.

Semi-structured interviews were conducted with two principals, two heads of departments and two post level-one (1) teachers, who had undergone appraisal.

This was because the teachers were well informed to critique the appraisal that they had undergone. Interviews can explore and probe participants' responses to gather more in-depth data about their experiences and feelings, adding more value to the information gathered through questionnaires (Gay & Airasian, 2003, p.290). The interviews were recorded with the permission of the interviewees in order to provide a verbatim account of the session for the researcher to return to the data in its original form as often as he wished.

3.5.4 Research procedures

Participants for this study were purposefully selected from schools in the Moretele Area Project within convenient reach of the researcher. A total of forty-four teachers including principals and SADTU leaders were selected. The participants were selected based on their ability to provide the desired information needed and willingness to provide it to the researcher (Gay & Airasian, 2003, p.283).

A pre-test of the questionnaires was done at two other schools which were not part of the sample. This was done mainly to check the instruments for correctness and to enhance validity. Pre-testing the questionnaire and interview provides information about deficiencies and suggestions for improvement (Gay & Airasian, 2003, p.293). Feedback from pre-testing can be used to add, remove or revise interview questions and give insights into better ways to handle certain questions. Pre-testing can also help to determine whether the resulting data can be quantified and analysed in the manner intended.

After being granted permission from the Area Project Office, the researcher approached principals of participating schools who were very helpful in facilitating the process of completing questionnaires. The researcher was able to personally distribute questionnaires and allow the respondents to complete them during a single visit to schools.

After two weeks from the initial visit to schools, the researcher then followed up the questionnaires by conducting interviews with six participants, who were mainly members of the School Development Team as they were the ones responsible for

coordinating the process of IQMS in their schools. Data from questionnaires was analysed with assistance from the Department of Statistics using SPSS. The researcher then analysed data from interviews. Since the sample size was not representative of the entire target group and since questionnaire data often result in socially desirable answers, this study must be seen as an exploratory one and as such the findings from this study cannot be generalized to the entire target population.

3.5.5 Data analysis

Data analysis involves “organising, accounting for, and explaining the data; in short, making sense of the data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities” (Cohen, Manion & Morrison, 2000, p.147).

At first, the researcher edited the responses to the questionnaires. Editing was intended to identify and eliminate errors made by respondents. Moser and Kalton (1977) point to the three central tasks in editing:

- **Completeness:** a check that there is an answer to every question.
- **Accuracy:** a check that all questions are as far as possible answered accurately.
- **Uniformity:** a check to ensure that all respondents interpreted the questions uniformly.

3.5.5.1 Quantitative data

Since the questionnaire consisted of a Likert scale, a scoring procedure had to be planned to ensure consistency and accuracy during the capturing process. All items on the questionnaire were coded numerically and the responses were captured on the computer using Microsoft Excel. The data was later exported to the Statistical Package for Social Sciences (SPSS) and analysed through the

assistance of the Department of Statistics at the University of Pretoria. Descriptive statistics were used to describe and give meaning to data obtained from the survey. Tables, figures and tabulations were used to summarize the data obtained from the questionnaires so that they were presented in a manner that could be easily understood. Frequencies and cross tabulations were presented to enhance and enrich the findings of the study.

3.5.5.2 Interview data

For qualitative data analysis the researcher used content analysis in order to identify appropriate categories and units of analysis to reflect the nature of the data analysed and the purpose of this research. Content analysis has been defined as “a multipurpose research method developed specifically for investigating a broad spectrum of problems in which the content of communication serves as a basis of inference, from word count to categorization” (Cohen, Manion & Morrison, 2000, p.164).

The object of analyzing interview data is to determine the categories, relationships and assumptions that inform the respondents’ view of the world in general, and of the topic in particular (Bosit, 2003, p.120). The data analysis for the interviews was done based on the patterns and themes that emerged from the data. The responses were coded, tabulated and summarized. The researcher organized and categorized data from the interviews into relevant concepts in relation to meaning.

As the researcher analyzed the subjects’ responses to the interview questions, certain words, phrases, patterns of behaviour, subjects’ ways of thinking and events appeared frequently and stood out. These were reduced to units of meaning relevant to the research question and then general and unique themes were identified from the clusters of meaning. There were themes common to most of the interviews and several themes were unique to a single interview. The themes were then placed back within the overall context from which they emerged. The researcher subsequently wrote a composite summary of all the interviews to capture the essence of the study. For triangulation purposes, the researcher compared the data from questionnaires with the responses from interviews.

3.5.6 Methodological norms

Vithal and Jansen argue that validity is an attempt to “check out” whether the meaning and the interpretation of an event is sound or whether a particular measure is an accurate reflection of what you intend to find out, while reliability is about the consistency of a measure, score or rating (Vithal & Jansen, 1998, p.30).

Validity in research pertains to the degree to which a method investigates what it is intended to investigate. The researcher enhanced validity through summarizing at the end of an interview what had been said, and checking the correctness of understanding with the participants. Gay and Airasian (2003, p.136) suggest the use of several strategies to check and enhance a study’s validity. The researcher used the following to reduce researcher bias and improve the validity of the collected data. In addition; she made efforts to obtain participants’ trust and comfort, thus providing more detailed and honest information from the participants.

The questionnaires ensured that the researcher established some measure of the responses, because she asked the same questions to all the respondents. Questionnaires are valid with respect to the content, provided that they are suitable for investigating the intended aspects of the phenomenon under study (Gay & Airasian, 2003, p.36).

To ensure content validity, the questions both in the interviews and in the questionnaire dealt with the broad research question. Content validity refers to the degree to which a test measures an intended content area (Gay & Airasian, 2003, p.36). The researcher further collected and captured data carefully, checking informally with participants for accuracy during data collection, analyzed the data accurately and reported the data accurately and carefully. Verbatim accounts of interviews were used by collecting and recording data and quotations with tape recordings.

Triangulation was also used to enhance validity. Triangulation involves checking information that has been collected from different sources or methods for

consistency of evidence across sources of data. In this study, use was made of results from interviews and questionnaires. According to Johnson and Onwuegbuzie (2004, p.18), triangulation is seeking convergence and corroboration of results from different methods and designs studying the same phenomenon. When different methods or information from different sources result in similar findings, this convergence adds to the strength of the results. Trustworthiness was ensured through triangulation whereby survey data was verified by interview data. Respondents were representative of different post levels. Interviews were recorded and transcribed verbatim. Field notes taken during the interviews were used to verify the data collected during interviews.

The reliability of the scales was measured in order to determine whether the same results would be achieved if the same tests could be applied over time. Reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collecting. Reliability of a scale indicates how free it is from random error. The goal of developing reliable measures is to minimize the influence of chance or other variables unrelated to the intent of the measure (McMillan & Schumacher, 2001, p.244).

Internal consistency is the degree to which the items that make up a scale all measure the same underlying attribute; that is the extent to which the items “hang together” (McMillan & Schumacher, 2001, p.244). Internal consistency was checked in order to determine whether items that proposed to measure the same general construct produced similar scores and to enhance item validity which is concerned with whether the test items are relevant to measurement of intended content area (Gay & Airasian, 2003, p.36). The most commonly used statistic for checking internal consistency is Cronbach’s Alpha coefficient. This statistic provides an indication of the average correlation among all the items that make up the scale. Values range from 0 to 1, with higher values indicating greater reliability. Cronbach Alpha is generally the most appropriate type of reliability for survey and other questionnaires in which there is a range of possible answers for each item.

Cohen, Manion & Morrison (2000, p.121) suggest that the reliability of interviews can be enhanced by: careful piloting of interview schedules; training of interviewers; inter-rater reliability in the coding of responses and the extended use of closed questions. For the purpose of ensuring reliability in this study interview schedules were carefully piloted and closed questions were used extensively.

3.6 ETHICAL CONSIDERATIONS

According to Merriam (1998, p.201), validity and reliability in research involves conducting an investigation in an ethical manner. To ensure this, in this study respondents in the study participated voluntarily, their anonymity was guaranteed, and they gave written consent before participating in the research.

Permission was granted by the education authorities at Moretele District for the researcher to conduct the study. In the letter of permission sent to schools principals were requested to assist and cooperate with the researcher to allow her access to their schools. Furthermore the researcher met the principals and the selected educators to explain the purpose of the research. The researcher then through written informed consent letters (see appendix B) acquired permission from educators to participate in the study.

Confidentiality and anonymity were offered by way of using codes and not participants' real names in questionnaires and interviews. Codes were also assigned to the schools that took part in the study. In the consent letter it was explained that participants were at any given time during the study free to end their participation. It was clearly explained to the participants that the research was for study purposes and only the researcher and examiners would have access to the data. Participants were asked to comment on transcripts of interviews to ascertain if their responses were captured correctly. The researcher further promised to provide feedback on the processes and conclusions of the study upon completion.

3.7 CONCLUSION

This chapter outlined the research approach that was used to conduct this study. Data on the attitudes of educators towards the implementation of Developmental Appraisal and Classroom Observation was collected using the quantitative approach. Questionnaires were administered and interviews conducted to gather data. The reason for using this strategy to collect data is because it suited the exploratory nature of this study which required descriptive information in response to the research questions.

Since the sample size was not representative of the entire target group of educators in the Moretele area and because questionnaire data often result in socially desirable answers, this study must be seen as exploratory and as such the findings from the study cannot be generalized to the entire group.

The next chapter will present the research findings with regard to the attitudes of educators towards Developmental Appraisal as an evaluation policy and Classroom Observation as a practice for staff development. The chapter will further discuss how the attitudes of educators towards Developmental Appraisal and Classroom Observation influenced the implementation of the policy of Integrated Quality Management System in schools.

CHAPTER 4

ATTITUDES OF EDUCATORS TOWARDS DEVELOPMENTAL APPRAISAL AND CLASSROOM OBSERVATION

4.1 INTRODUCTION

In this chapter, the findings about the attitudes of educators, including principals and SADTU officials towards Developmental Appraisal and Classroom Observation which were interpreted and analyzed, are reported. A total of forty-four (44) educators including school principals and SADTU officials were included in the study. All 44 educators completed questionnaires and six were interviewed.

The research centred on the following question:

What are the attitudes of educators towards Developmental Appraisal and its effectiveness in contributing to their professional development?

The results in this chapter address the following specific questions in this chapter:

1. What are attitudes of educators towards Developmental Appraisal as an evaluation policy for accountability purposes?
2. What are attitudes of educators towards Classroom Observation as a practice for staff development with a developmental purpose?
3. To what extent do the attitudes of educators influence the implementation of Developmental Appraisal and Classroom Observation?

This chapter is divided into three sections. The first section (4.2) discusses research question 1 and focuses on the findings regarding attitudes of educators towards Developmental Appraisal as an evaluation policy. The following indicators are discussed: perceptions of educators on the policy objectives, difficulties,

benefits, prevalence and conflict of DA. The next section (4.3) addresses research question 2 by looking at the attitudes of educators towards Classroom Observation as a practice for staff development. This section deals with the prevalence, objectives and patterns, benefits and difficulties of Classroom Observation. The last section (4.4) interprets and discusses the educators' responses and the extent to which their attitudes influence the implementation of Developmental Appraisal and Classroom Observation. Finally, the conclusion aligns the findings with the conceptual framework.

4.2 THE ATTITUDES OF EDUCATORS TOWARDS DEVELOPMENTAL APPRAISAL AS AN EVALUATION POLICY

In this section, the findings about the attitudes of educators towards Developmental Appraisal as an evaluation policy are discussed. The findings also include those of SADTU representatives and principals. When data was collected, the researcher did not separate or identify the data according to the three groups and therefore the data are reported overall. The following indicators are covered: the perceptions of educators on the policy objectives, difficulties, benefits, prevalence and conflict of DA.

4.2.1 Educators' perceptions regarding the policy objectives of Developmental Appraisal

According to the policy of Integrated Quality Management System (IQMS), the purpose of Developmental Appraisal is to appraise individual educators in a transparent manner with a view to determining areas of strengths and weaknesses, and to draw programmes for individual development (ELRC, Resolution 8 of 2003). The policy states that the motivation to improve individual performance may come from the educator as a result of personal reflection and/or performance appraisal.

A number of questions were addressed to educators about the policy objectives of Developmental Appraisal (DA) that should form part of the school programme as

an important part of the educators' work. The questions focused on DA as a process where educators are enabled to identify their strengths and weaknesses with the aim of developing positive aspects of their performance to encourage efficiency. A four-point Likert scale was used whereby educators had to identify the extent to which they agreed or disagreed with the given statements, with one (1) representing strongly agree and four (4) strongly disagree.

Four questions (mentioned in 4.1) were combined into a scale, which proved to have internal consistency with a Cronbach Alpha coefficient $\alpha = .79$, meaning that the items that proposed to measure the policy objectives of DA to form part of the school programme as an important part of the educators' work, produced the similar scores (Gay & Airasian, 2003, p.136).

Table 4.1
Policy objectives of Developmental Appraisal

Items	N	Strongly agree	Agree	Disagree	Strongly Disagree
DA to identify Strengths and Weaknesses	42	28.57	61.90	7.14	2.38
DA being part of the school programme	42	20.93	62.79	13.95	2.33
DA encouraging efficiency of the teachers	42	20.45	63.64	15.91	0.00
DA developing positive aspects of teachers' performance	42	36.36	45.45	18.18	0.00

For the purpose of reporting, positive responses (strongly agree and agree) were combined and negative responses (disagree and strongly disagree) were combined, but where meaningful, attention is given to separate responses. Accordingly, 90% of the respondents (n = 42) agreed that DA is a process whereby educators are enabled to identify their strengths and weaknesses. It is also worth noting that 7.14% disagreed and 2.38% strongly disagreed with the

statement. Eighty-four percent (84%) of the educators (n = 42) agreed that DA should form part of the school programme as an important part of the educators' work while 2.33% strongly disagreed and 84% (n = 42) agreed that DA encourages efficiency in teaching and learning. About 82% (n = 42) reported that DA is aimed at developing positive aspects of their performance, with 36% responding strongly to this aspect, although 18.18% of participants did in fact disagree.

The overall conclusion regarding the educators' perceptions on the policy objectives of Developmental Appraisal is that the majority of the respondents agreed with the policy objectives of the Developmental Appraisal. This may have a positive effect in the implementation of Developmental Appraisal in future. However, one should take note of participants who did not agree, which does indicate the tension between policy and implementation and the possible resistance of educators.

In spite of the system being mandatory and imposed on educators rather than being self-initiated, it was also evident from the interviews that the educators generally had a good understanding of the policy objectives of DA. The emerging pattern from the interviews was that the educators were becoming aware of and were developing a deeper understanding of the objectives behind the implementation of this policy in the schools. There was also the growing realisation of the potential positive effect on teaching and learning, which has resulted in the policy being viewed in a more positive light. An experienced, middle school, male educator encapsulates this in the following quote:

Ja, it (DA) was implemented. It is just that the implementation was a jigsaw system (sic) or an approach because in the past it has been (sic) stalled by unions, [through] politics [of resistance] but otherwise after repeated training, motivation settled in the educators' mind and almost everybody embraced it (Transcript 4 Lines 12-16).

This suggests that there was a shift in the educators' attitudes from one of resistance to top-down directives to compliance and even willingness to participate

in the process of Developmental Appraisal and Classroom Observation. This could be a result of the increased training and understanding of policy objectives of Developmental Appraisal. The above conclusion was supported by a middle-aged, experienced principal of a high school who responded as follows to the question that asked how his colleagues feel about the implementation of Developmental Appraisal and Classroom Observation: *Eh, the attitude of educators is now positive; they are willing to participate as they understand better (sic) ... so most of the educators are keen to be evaluated* (Transcript 3 Line 19).

This change in attitude is a positive one for the implementation and continued application of IQMS in the schools, particularly as educators can *learn from the process* (Transcript 2 Line 53). DA is seen as a *developmental process* rather than a *judgemental one* (Transcript 2 Line 48) and it has value in informing the practice of teaching and learning in the schools.

Further analysis applying Cross tabulations and Chi-square tests were conducted. However, no significant relationships were found between individual items in the policy objectives of DA (listed in Table 4.1) and gender, professional training, qualifications, school level and teaching experience.

4.2.2 Educators' perceptions regarding the difficulties of Developmental Appraisal

The questions related to educators' perceptions on the difficulties of DA were combined into a scale ($\alpha = .81$) on the difficulties of Developmental Appraisal. Positive responses (strongly agree and agree) were combined and negative responses (disagree and strongly disagree) were combined to elicit a clearer picture, as shown in Table 4.2. However, if aspects needed highlighting, separate responses were given.

Table 4.2

Educators' perceptions regarding the difficulties of Developmental Appraisal

Items	N	% of teachers			
		Strongly agree	Agree	Disagree	Strongly Disagree
DA is time-consuming	42	9.09	29.55	38.64	22.73
DA pressurises teachers	42	18.6	46.51	20.93	13.95
DA increases teachers' workload	42	18.6	27.91	41.86	11.63
DA poses admin. burden to schools	42	11.36	29.55	50.00	9.09

Four indicators revealed that the implementation of DA provided challenges for the educators to overcome. The literature highlights the implementation of DA as time-consuming (Vanci-Osam, 1999). In contrast, the questionnaire results suggest that this is not the case, with 61% of respondents (n = 42) indicating their disagreement that DA is time-consuming, with 1 in 5 teachers strongly disagreeing. More than a third (39%) agreed to the statement that implementing DA is time-consuming, possibly these are the principals and/or those who are intensively involved in the process such as the Staff Developmental Team (SDT). About 65% (n = 42) of educators agreed with the statement that DA pressurises educators. Educators were divided on the issue of whether the implementation of DA increased their workload: 47% agreed that it did as opposed to 53% (n = 42) who did not.

Interview data reflected a concern in schools about the issue of time. A principal observed that *people have been called to meetings and workshops and so forth and that has disturbed our programme* (Transcript 3 Line 92-93). Thus the implementation of DA is seen as time-consuming, it tends to increase the educators' workload and it takes the educators out of the school and has implications for the planned programme. The administration of the school is further burdened particularly *when the department takes teachers away from school that they attend workshops so we never have time to evaluate the remaining bulk of the teachers because we are about 32 teachers in school so we need enough time*

(Transcript 3 Line 100-102). However, a mature and experienced, high school male principal recommended that consideration be given to the times: *this process should be given enough time, because there are other activities in the school, so if the time frames should (sic) be reviewed so that we are given ample time to accommodate the Appraisal System* (Transcript 3 Line 89-92). It is clear that about 4 out of 10 educators viewed DA as time-consuming and that this imposes additional workload on schools and increases the administration burden in schools.

Research studies on teacher appraisal conducted in different parts of the world, including the *USA, New Zealand and England* (Leithwood, Edge & Jantzi, 1999, p.65) and in South Africa (Monyai, 2006, Sebolaishi, 2004, Seheshe, 2006 & Mabotsa, 2006), confirms the findings in this study. For example, all mentioned a lack of time, pressure felt by teachers, increased workload and lack of understanding and experience in Developmental Appraisal and Classroom Observation.

4.2.3 Attitudes of educators regarding the benefits of Developmental Appraisal

Educators were asked a number of questions regarding the benefits of Developmental Appraisal. The questions addressed issues relating to DA, asking whether it was an effective process that improves and maintains a high standard of teaching that may result in improving and developing learning in the classroom, as it reflects the needs of the educator. The questions regarding the benefits of DA were combined into a scale, $\alpha = .87$. Once again, positive responses (strongly agree and agree) were combined and negative responses (disagree and strongly disagree) were combined, but some separate responses allowed for highlighting interesting occurrences.

Table 4.3
Educators' perceptions regarding the benefits of Developmental Appraisal

Items	N	% of teachers			
		Strongly agree	Agree	Disagree	Strongly Disagree
DA improves and maintains standards	42	27.27	45.45	27.27	0.00
DA improves and develops learning	42	23.26	69.77	6.98	0.00
DA enhances teachers' confidence	42	20.45	59.09	15.91	4.55
DA reflects teachers' needs	42	25.00	52.27	20.45	2.27
DA results in teaching changes	42	9.09	63.64	22.73	4.55
DA provides opportunities for development	42	25.58	58.14	16.28	0.00

According to their responses in the questionnaires and in the interviews, educators were more positive than negative about the benefits of Developmental Appraisal (Table 4.3). The educators saw a number of the benefits of the policy and its implementation.

The results of the questionnaires showed that almost 73% of the educators agreed that DA is a system that can improve and maintain a high standard of teaching. However, there was some dissent about this issue, with 28% of educators disagreeing. Ninety-three percent felt that DA may improve and develop learning in the classroom. Eighty-four percent (84%) of the educators perceived that the implementation of DA indeed provides for meaningful opportunities for development as it reflects the needs of educators (77% in agreement, and two percent strongly disagreeing), thus enhancing their self-confidence as affirmed by 80% of respondents (n = 42). Seventy-three percent (73%) of respondents (n = 42) agreed that there has been some changes in their teaching and learning as a

result of DA and nine percent felt strongly about this, but again some (27%) disagreed with the statement.

The majority of the educators who now realize *that some form of evaluation to check the performance of the educator* (Transcript 2 Line 74) must take place, responded positively to items regarding the benefits of DA. Seventy-three percent (73%) related that they had experienced some improvement in their teaching, as their needs for professional development (77%) were being adequately met through the implementation of DA and as a result, 73% felt that there had been some changes in teaching and learning resulting from DA. One middle-aged primary school female educator explained that *it has improved me a lot especially when it comes to the records, how to deal with the learners, how to work with my colleagues as well as the principal – the relationship has improved a lot* (Transcript 1 Line 59-61). Another commented that *where I experience problems, my problems can be addressed by this process. I can see my mistake and thereafter develop myself*. A principal referred to the advantages of such an appraisal has it *shed some light in terms of addressing weaknesses that I have outlined especially in administration of the school* (Transcript 3 Line 50-51).

The changing attitude towards the implementation of DA at schools is positive as it provides meaningful opportunities for development, resulting in some changes in teaching and learning and enhancing the educators' self-confidence. A high school, male principal, when asked about the feeling of colleagues and teachers regarding the implementation of DA and CO, responded that *the attitude now is positive, they are willing to participate. We have got the Staff Development Team (SDT) in the school that coordinates all the activities, so obviously most of the teachers are keen to be evaluated* (Transcript 3 Line 19-21).

A middle school principal concurred with the above response. When asked how his colleagues and other teachers feel about DA and CO; he responded that *now of late in its context of IQMS it is taken very well, more so there is an incentive of 1% that is going along with it* (Transcript 4 Line 50-51). In spite of this, a middle-aged, qualified and experienced male high school principal made a sound comment in his interview, by warning that *We need to make an evaluation to see*

whether there is a correlation between learner performance and the scores the educators obtained when we complete the summative evaluation because there is no use educators scoring 80% whereas learner performance is 30%, there is no correlation (sic) (Transcript 3 Line 116-119).

Despite the difficulties regarding time and increased workload, educators also experienced positive changes in their teaching performance as a result of DA. Respondents recommended that the process should be given enough time, because sufficient time is needed for policies to be understood and then implemented in schools. Commenting on the implementation of DA and CO, one respondent said *the implementation is a problem, it's being rushed, because of structures, power structures that we have in our system. Everybody wants to be seen to be doing his work as an official, records being produced, summaries made, they are being evaluated as well. But I am saying that people need to be sturdy and see which one is suitable for rural areas. Learners are not the same. I will like to see policy makers realising and observing the dynamics that in areas where it is not quickly and easily applicable in respect of having the process been completed we need not rush because otherwise the people might do records disregarding the actual aim of learner education (Transcript 4 Line 133-141).*

Educators' perceptions towards the policy and the implementation of DA seem to be becoming more positive over time. Almost all educators and principals who were interviewed said that they felt optimistic about Developmental Appraisal and Classroom Observation. They also said that they gained a lot from the implementation of Developmental Appraisal and Classroom Observation in terms of improving classroom management and applying new methodologies. They asserted that they were willing and committed to it and reported that they had tried hard to implement it, in spite of the difficulties. A middle-aged male primary school educator said:

Eh, I feel it is very much important because it develops us (sic.) Let's say, where I experience problems, my problems can be addressed by this process. I can see my mistakes and thereafter develop myself (sic). It has improved me a lot especially, when it comes to records, how to deal with

learners, how to work with my colleagues in planning and improving our work (sic). The whole school benefited and we all want to implement it (Transcript 1 Line 46, 49, 59-61).

4.2.4 Educators' attitudes regarding the prevalence and conflict of Developmental Appraisal

The items, combined under a scale regarding the prevalence of Developmental Appraisal, did not have a good internal consistency; that is items that were grouped to measure the prevalence of DA did not produce similar scores. However, positive responses (strongly agree and agree) were combined and negative responses (disagree and strongly disagree) were combined for the purpose of reporting, but where meaningful attention is needed, individual responses are highlighted.

Table 4.4
Educators' perceptions on the prevalence of Developmental Appraisal

Items	N	Strongly agree	Agree	Disagree	Strongly Disagree
Performance standards acceptable	43	11.36	56.82	31.82	0.00
DA to be continuous process	43	27.27	50.00	13.64	9.09
DA success depend on openness, honesty and being critical	43	38.64	50.00	11.36	0.00
Teachers prepared for implementation	43	6.82	43.18	36.36	13.64
DA instruments used consistently	43	11.63	58.14	25.58	04.65

More than two-thirds (68%) of educators agreed that performance standards set by the Department of Education were acceptable, while 32% disagreed with the statement. The results of the two-way tables to investigate any associations

between the indicators mean scores and the five demographics (gender, professional training, qualification, school level and teaching experience) using Chi-square yielded the following results: there was a significant relationship between years of teaching experience and the item, that performance standards set by the Department of Education are acceptable to the educators, with a value of 0.04. This suggests that more experienced educators agreed to the performance standards set by the Department of Education and did not see the standards as being imposed on them.

The majority of respondents in favour of the process (77%, n = 43) agreed that DA should be a continuous process. This is supported by literature in the definition of DA as “a continuous and systematic process to help individual teachers with their professional development and career planning and to help ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers and schools” (Mortimore & Mortimore, 1991, p.6). The respondents in this study felt quite positive with the processes of Developmental Appraisal and Classroom Observation, realising that the processes might help them improve their teaching and, consequently, the learning in the classroom particularly as *the learners are sort of a focus and they are our goal* (Transcript 4 Line 69).

Almost 89% of respondents (n = 43) agreed that the success of DA is dependent on teachers being open, honest and self-critical, and 70% agreed that DA instruments were used consistently in their schools. The same percentage (70% indicated in Table 4.5) agreed that the principle of minimizing subjectivity through transparency and open discussion has been adhered to during the implementation of DA. It is worth noting that the same percentage (30%) disagreed that instruments were used consistently in their schools and also that the principle of minimizing subjectivity through transparency and open discussion has been adhered to during the implementation of DA.

Results emerging from the interviews are contrary to the 89% who agreed to the statement about DA being dependent on open, honest and self-critical teachers. However, 11% disagreed and this aligns itself with the responses in the interview.

The manner in which the process was conducted and the one percent salary progression attached to the implementation of the process made it very difficult to adhere to the guiding principles of the implementation of DA and tended to develop a feeling of mistrust and fault-finding. One educator explained that *we can't have systems that are just advantaging teachers in terms of getting 1% and learners are not gaining anything* (Transcript 4 Line 70-72). Another respondent, a middle-aged male from a high school said in the interview: *The process is educator oriented. There is too much educator role in it...I scratch your back, you scratch mine, and if it becomes like that the whole process becomes a fuss* (Transcript 2 Line 141-144).

It seemed, therefore, that it became very difficult to be open, honest and critical because everybody wanted to get the money attached to good performance and, as such, tended to lose sight of the objectives of the process. This aspect was of some concern as combining appraisal for development and performance management with a common appraisal instrument sends ambivalent messages to educators who could be tempted to use the instrument for the sole purpose of securing awards instead of improving the quality of teaching and learning. This comment relates to the earlier comment by a school principal when he issued a warning about ensuring that there was correlation between learner performance and the scores the educators obtained. This was supported by the guiding principles of IQMS (ELRC, Resolution 8 of 2003).

Literature also highlighted the challenges around linking payment to performance. SADTU rejected the way in which the Department was trying to link payment to performance, through a self- and peer-evaluation system, IQMS, and a new system through which teachers would be evaluated by outsiders (Blaine, 2007). Teachers in two of the three teachers' unions, the Irish National Teachers Organisation (INTO), which organized primary school teachers, and the Teachers' Union of Ireland (TUI) representing post-primary schools and colleges, strongly opposed the Programme for Prosperity and Fairness (PFP). They claimed that WSE and Performance Related Pay (PRP) were all part of an agenda to blame teachers for the failure of education policy and appalling illiteracy rates. Others saw the project of introducing WSE and PRP as "a way of scapegoating teachers

with problems which the appalling weakness of our education system has produced” (Republican News, 2000).

The Department of Education as well as unions prepared educators for the implementation of Developmental Appraisal. Workshops were held whereby educators were taken through the training manuals on all processes and procedures to be followed in conducting Developmental Appraisal. However, there seems to be concern about the actual preparation as only half of the respondents (50%) agreed that the Department of Education had prepared them adequately for the implementation, with only seven percent strongly agreeing, while the other half (50%) disagreed that they were adequately prepared. Although most of the educators felt that the DA programmes provided by departmental officials were useful, the majority of the educators suggested that there should be a follow up DA INSET programme. The emerging pattern from the interviews was that the training by the Department was useful to “some extent”, particularly if there was *repeated training* (Transcript 4 Line 14).

This suggests that whilst some preparation took place, it was not successful as it did not really prepare them adequately by covering all aspects and issues. When educators were supposed to start with the implementation, they realized that they did not understand many of the issues and that there had been a deficit in the training, for example, educators had not been trained in observation skills, yet they had to observe their peers during Classroom Observation.

Table 4.5
Educators' perceptions on the conflict of Developmental Appraisal

Items	N	% of teachers			
		Strongly agree	Agree	Disagree	Strongly Disagree
DA aimed at finding faults in teachers	40	6.82	22.73	43.18	27.27
Teachers not trusting DA	40	6.98	32.56	53.49	6.98
DA ignore negatives in teacher performance	40	7.14	40.48	38.10	14.29
Adherence to guiding principles of DA	40	13.95	55.81	30.23	0.00

The majority of educators perceived the aim of DA as raising awareness, self-evaluation, self-improvement and professional development. Seventy percent (70%) of the respondents disagreed that DA was aimed at finding fault in educators. One respondent from interview data suggested that *they have to keep in mind that the process is here to develop an educator not to pinpoint the educator and find faults* (Transcript 2 Line 49-50).

But the same respondent highlighted the challenge that may arise when the observation is conducted by an HOD who has specialized in one or two languages, but is supervising all languages offered in the school, *a language person who heads English, Afrikaans and Tswana, he goes in to observe an Afrikaans lesson and was supposed to give some sort of support to that teacher. What kind of support can you offer, it is very difficult to come through, and instead when the situation is like that it does not become developmental but judgemental. He will be trying to pinpoint all the faults because he cannot give anything that is positive. Once a person who observes you is not conversant with the subject matter definitely there will be a problem like that* (Transcript 2 Line 194-201).

Sixty percent disagreed that educators did not trust the implementation of DA as an evaluation process, with seven percent strongly disagreeing and seven percent

again strongly agreeing. Fifty-two percent (52%) also disagreed that DA ignored the negative aspects of the educators' performance while a significant 48% agreed that DA ignores negative aspects that may exist in the teachers' performances. Seventy percent (70%) of the respondents agreed that the principle of minimizing subjectivity through transparency and open discussion has been adhered to during the implementation of DA. The above suggests that there were educators who had negative views of the aims and implementation of the appraisal system; however, they were willing to go through the process and be observed in practice with the hope that the process would improve their teaching.

There was also a significant relationship between professional training and the item that states that the Department of Education had prepared educators for the implementation of DA, with $X^2= 0.0120$. In exploring the relationship between years of teaching experience and the item, educators do not trust the implementation of DA as an evaluation process, $X^2= 0.0099$. This means that the proportion of years of teaching experience is significantly different to the proportion of educators' mistrust of the implementation of DA. Educators tend to be more concerned about securing awards than to improve on the quality of teaching and learning as is the main objective of quality management systems.

The overall conclusion regarding the educators' perceptions on the policy objectives of Developmental Appraisal is that the majority of the respondents agreed with the policy objectives of Developmental Appraisal. This may have a positive effect in the implementation of Developmental Appraisal in future. Despite the difficulties regarding time and increased workload, educators also experienced positive changes in their teaching performance as a result of DA. They suggested that they experienced some improvement in their teaching as DA provided meaningful opportunities for personal and professional growth and development, which ultimately improves the teaching and learning in the school.

A majority of the respondents offered recommendations in the interviews. One of these recommendations is that the process should be given enough time, because sufficient time was needed for the policies to be understood and then implemented in schools. It was also recommended that there was a need for the Department of

Education to provide the necessary facilities and resources to support training and development that was informed by the process of DA. In other words, the Department should take note of what emerges from the DA process.

There was concern expressed in interviews that to ask Developmental Support Groups (DSGs) to act as evaluators and as advisors at the same time, especially when not adequately prepared and trained in relevant skills, was also a challenge. The manner in which the process was conducted and the one percent salary progression attached to the implementation of the process made it very difficult to adhere to the principles guiding the implementation of DA. The combination of appraisal for development and performance management with a common appraisal instrument sent ambivalent messages to educators who could be tempted to use the instrument for the sole purpose of securing awards instead of improving the quality of teaching and learning.

4.3 THE ATTITUDES OF EDUCATORS TOWARDS CLASSROOM OBSERVATION AS A PRACTICE FOR STAFF APPRAISAL WITH A DEVELOPMENTAL PURPOSE

It is important to know how educators perceive the practice of Classroom Observation in their schools. Their perception of its objectives and benefits will be closely related to their acceptance of the practice. Furthermore, their expectation of its objectives and benefits will have significant implications on the future development of the practice. Vanci-Osam and Askit suggest that the teachers' perceptions of the process of Classroom Observation play a crucial role in the success of the process since the teachers are the main agents of Classroom Observation, and participating in the process benefits both the teachers and the schools as far as both the teachers' professional development and the schools' improvements are concerned (Vanci-Osam & Askit, 2000, p.256).

4.3.1 Prevalence, objectives and patterns of Classroom Observation

All the respondents in the sampled schools indicated that Classroom Observation was practised in their schools. On average, educators who indicated that they practiced Classroom Observation observed their colleagues at least once a year. In turn, they were also observed by their colleagues once a year.

A number of items were addressed to educators about the prevalence of Classroom Observation as a practice for staff appraisal with a developmental purpose. The respondents were requested to respond on whether quality management through Classroom Observation was necessary; and whether it was crucial for teachers to be observed in practice and if performance standards set by the Department were acceptable. They also had to respond to what patterns of observation were practised in their schools. Three patterns were listed in the questionnaire: principal observes teachers, Heads of Departments observe teachers, and teachers observe other teachers. For the purpose of reporting, positive responses (strongly agree and agree) were combined and negative responses (disagree and strongly disagree) were combined, but where meaningful, attention is given to separate responses.

Table 4.6
Educators' perceptions on the prevalence, objectives and patterns of Classroom Observation

Items	N	% of teachers			
		Strongly agree	Agree	Disagree	Strongly Disagree
CO necessary for quality management	43	22.73	72.73	4.55	0.00
Crucial for teachers to be observed	43	13.64	52.27	27.27	6.82
CO performance standards acceptable	43	4.55	63.64	27.27	4.55
Principals observes teachers during CO	43	4.65	48.84	39.53	6.98
HOD observes teachers during CO	43	13.64	54.55	29.55	2.27
Teachers observes teachers during CO	43	11.36	70.45	15.91	2.27
CO is for purpose of DA	43	11.36	56.82	22.73	9.09
Purpose of CO is Staff Development	43	15.91	59.09	20.45	4.55

According to the results of the questionnaire administered to the educators, 95% of the respondents felt that quality management through Classroom Observation is necessary (only five percent disagreed) with 66% affirming that it is crucial to be observed in practice, and as a result, most of the educators were willing to be observed in practice. Thirty-four percent (34%) disagreed that it is crucial to be observed in practice, although they had to be observed in practice as the process was compulsory. A respondent commented that the implementation of DA and Classroom Observation is *a very clever move on the part of the department because everything is coming out* (Transcript 2 Line 82-83) and as a result this will have a positive effect on the teaching and learning in schools as well as the professional development of teachers. These questions were combined into a

scale, which proved to have good internal consistency, with a Cronbach Alpha coefficient of $\alpha = 0.70$.

It was found that the common pattern of observation followed was that of Heads of Departments observing teachers and teachers observing other teachers. This was in line with what the policy prescribed, as according to the policy a Developmental Support Group (DSG) comprising the educators' immediate senior and a peer should be responsible for Classroom Observation (ELRC, Resolution 8 of 2003).

Respondents were asked to indicate if Classroom Observation was practised in their schools for the purpose of Developmental Appraisal and if the purpose of Classroom Observation was Staff Development. More than two-thirds (75%) of the respondents agreed that Classroom Observation in their schools was for staff development, while 68% confirmed that Classroom Observation was practised in their schools for the purpose of Developmental Appraisal.

There were concerns regarding the lack of capacity and necessary skills for conducting evaluations and observations. During training, educators were not equipped with these important skills, yet they were expected to conduct evaluations and observations. A post level-one (1) female teacher raised a concern during the interview that *we were not so clear of what is expected of us even those people who were evaluating us, were not sure of what they should do* (Transcript 6 Line 10-11). *But the problem is how can you appraise me or develop me whereas you do have your own weaknesses that I know, how is that going to help and then I have a negative attitude, I know that one is weak in presenting then she came to class and say to me present, how is she going to help me whereas I know that she cannot deliver* (Transcript 6 Line 37-41). Literature proved that teachers closely related the perceived benefits and improvement emanating from appraisal to the skills of their appraiser and observer. Furthermore, the success of appraisal in areas such as Oldham and Manchester in the *United Kingdom*, was linked to the heavy investment made in the high quality training for appraisal using expert training (Tomlinson, 1997, p.90).

4.3.2 Attitudes of educators towards the benefits of Classroom Observation

The items related to the benefits of Classroom Observation were combined on a scale that had a good internal consistency of $\alpha = .79$. Positive responses (strongly agree and agree) were combined and negative responses (disagree and strongly disagree) were combined, but where meaningful, attention was given to separate responses.

Table 4.7
Educators' perceptions on the benefits of Classroom Observation

Items	N	% of teachers			
		Strongly agree	Agree	Disagree	Strongly Disagree
CO contribute to individual development	43	20.93	65.12	6.98	6.98
CO enhances teaching and learning	43	22.73	63.64	11.36	2.27
Teachers willingness to be observed	43	16.28	74.42	6.98	2.33

Eighty-six percent (86%) of educators ($n = 43$) felt that Classroom Observation contributes to individual development, although there was some disagreement. *I was observed in the class, well learners were participating and everybody was happy, there was no problem. I also enjoyed this* (Transcript 1 Line 25-26). *I feel it is very much important because it develops you* (Transcript 1 Line 46). In addition, 86% agreed that CO enhances teaching and learning: *Let's say where I experience problems, my problems can be addressed by this process. I can see my mistake and thereafter develop myself* (Transcript 1 Line 49-50). *The DSG, we sat together and then discussed the performance of myself in the classroom. They were very supportive* (Transcript 2 Line 26-28).

They were, therefore, willing to participate in classroom observation, with 91% of them willing to be observed in practice, as they perceived the practice to be beneficial to them.

...keep in mind that the process is here to develop an educator not to pinpoint the educator and find faults ... take it [as a] development process ... and learn from the process (Transcript 2 Line 49-53). However, one must take note again of those who did not agree, as this reinforces the fact that there was some resistance to the implementation of this policy.

4.3.3 Attitudes of educators towards the difficulties of Classroom Observation

A number of items were addressed to educators about the difficulties of Classroom Observation. The items focused on whether Classroom Observation is time-consuming and if educators lacked understanding and experience in Classroom Observation. Educators were further asked if they felt anxious and stressed during Classroom Observation and if they were resistant to the practice of Classroom Observation. These questions were combined into a scale, that proved to have good internal consistency, with a Cronbach Alpha coefficient of $\alpha = .74$. Once again, positive responses (strongly agree and agree) were combined and negative responses (disagree and strongly disagree) were combined. Separate responses are again sometimes given as they are deemed noteworthy.

Table 4.8
Educators' perceptions on the difficulties of Classroom Observation

Items	N	% of teachers			
		Strongly agree	Agree	Disagree	Strongly Disagree
CO is time-consuming	43	4.76	21.43	47.62	26.19
Teachers lack understanding and experience in CO	43	9.09	27.27	45.45	18.18
Teachers feel stress and anxiety during CO	43	11.36	22.73	45.45	20.45
Teachers resist CO	43	11.63	30.23	41.86	16.28

About 74% of the respondents disagreed that Classroom Observation was time-consuming, while worth noting that 26% (five percent strongly) agreed that Classroom Observation was time-consuming. However, the interviews revealed that most respondents were concerned about time taken by the process and increased workload. *We need enough time* (Transcript 3 Line 102-103).

Only 36% (n = 43) expressed concern about the lack of understanding and experience in Classroom Observation, nine percent felt strongly about this. During interviews concerns were raised regarding the fact that no training was given about observation skills and observations which were conducted by Heads of Departments who did not have the necessary expertise in the subjects. One educator raised a concern that *we were not so clear of what is expected of us even those people who were evaluating us, were not sure of what they should do* (Transcript 6 Line 10-11). *Presently I am having a negative attitude towards this, so if we know exactly what are the expectations, what the people have come to do we won't have a problem, for now we don't know exactly what one is looking for or what one is expecting from you* (Transcript 6 Line 20-23).

Most educators felt confident about the practice of Classroom Observation as they were *definitely comfortable and willing to be observed in practice* (Transcript 4

Line 58-59). They did not feel anxious and stressed during Classroom Observation as expressed by two-thirds (66%) of the respondents who disagreed with the statement that educators felt anxious and stressed during Classroom Observation. This might be due to the fact that educators only called in their DSGs to observe them when they were ready to be observed. They might therefore have been specifically prepared for the observation, which means that the observers were not being given the real picture of the educators' everyday interactions with the learners.

There were, however, still a number of educators who were sceptical about the practice, with about 42% (n = 43) of the respondents agreeing that educators resist the practice of Classroom Observation as opposed to only 58% who disagreed with the statement. However, the results from the interview gave a conflicting picture, with one respondent saying that *it was implemented, it was just that the implementation was a jigsaw-puzzle system or an approach because in the past it has been stalled by unions, politics but otherwise after repeated training, motivation settled in the educators' minds and almost everybody embraced it. As a whole it is now taken up* (Transcript 4 Line 12-15). Literature further suggests that educators resist the practice of Classroom Observation as SADTU (2002; 2005) argues that "Both the difficult teaching conditions and the recent policies, which are beyond educators' control, greatly influence learners' poor attitudes, low levels of interest and achievements. For these reasons, many educators resist this formal appraisal process (and more specifically its classroom visits), which they see as unfair, inappropriate to their work circumstances, and more about accountability than development" (SADTU, 2005). Those educators felt that support should precede appraisal and those evaluators and observers should adopt a developmental attitude in providing support to educators, in line with their identified areas of development.

It emerged from this study that Classroom Observation is an important aspect of Developmental Appraisal. Educators were willing to be observed with the hope that observation would benefit them through identification of their strengths and weaknesses as *inform[s] the weakness of the educator, the strength of the educator and one then is able to improve and adjust where necessary and good*

progress can be registered and quality education can be ensured (Transcript 4 Line 74-77). Most of the educators suggested that Classroom Observation contributed positively to their individual development, thus enhancing their teaching and learning and, in turn, realising the aims of IQMS.

Unfortunately, it seems that the Department failed to provide facilities and resources to support learning and teaching by addressing those areas of development as identified through Developmental Appraisal and Classroom Observation. One respondent commented that *it is very important that the educators get outside support especially in the implementation of the new curriculum [and new policy]* (Transcript 2 Line 145-146). As a result, there seems to be shortcomings in the implementation of Developmental Appraisal and Classroom Observation. One comment from the interviews explains that *it is nobody's fault, there is no clear definition of who is to do what, and I don't think the subject advisory has been informed that they have to give that kind of service to the educators based at schools ...there is no clear definition of who is to do what maybe that is the problem why it [the support] is not coming* (Transcript 2 Line 158-161).

The IQMS policy cites as its main objective quality public education for all and constantly improving the quality of teaching and learning. According to the policy, the Department of Education has the responsibility of providing facilities and resources to support teaching and learning. The policy further states that successful educational outcomes depend on empowering, motivating, developing and rewarding educators. Quality Management seeks to monitor and support these processes (Circular 18, 2007).

4.4 THE EXTENT TO WHICH THE ATTITUDES OF EDUCATORS INFLUENCE THE IMPLEMENTATION OF DEVELOPMENTAL APPRAISAL AND CLASSROOM OBSERVATION

The findings from the study, as supported by evidence of the questionnaires and interviews, suggest that the changing attitudes and good understanding of educators about Developmental Appraisal and Classroom Observation had a positive influence on the implementation of Developmental Appraisal. Although the implementation of the policy of Integrated Quality Management System was mandatory, educators were keen and willing to be appraised and to be observed in practice.

At the time of conducting this research, almost all educators in the sampled schools had been appraised. However, it seems that educators need to have sufficient time to understand the policy and all its aspects so that they can implement it accordingly. They also need to identify with the values and principles contained in the policy, and realize that the policy is for their own benefit in that it will assist in their professional development.

Although there was an overall attempt by schools to implement the policy, Developmental Appraisal in the majority of provinces has not been properly implemented and, as a result, little personal development has taken place (DoE, 2006). The Department of Education was meant to develop all individual growth plans to inform a school improvement plan, then a district improvement plan and finally, a provincial improvement plan. This did not take place and as a result, the Department of Education has failed to provide the necessary facilities and resources to address educators' developmental needs emanating from Developmental Appraisal.

Another area of concern was the many policy initiatives and activities that educators were faced with. They have had to implement a number of policies at the same time and tended to be overwhelmed by meetings and workshops in order to be oriented and guided through the implementation of the various policies.

Focus at the time was directed at the New Curriculum Statement (NCS) and more time and effort was put into the implementation thereof. As a result, policies such as IQMS were either completely ignored or haphazardly implemented.

Parker (2001) writes about the need for policy coherence and articulation in educator reform. He suggests that “those who are expected to implement new policies will not do so if they do not understand the contents of the new policy or if they cannot identify with values and principles contained in the policy. Neither will the interests of the new policy be served if those who are expected to implement it are experiencing what is called ‘systemic fatigue’ where educators end up attending ‘weekly training’ workshops which are not co-ordinated, or of particular relevance and serve more to disrupt teaching than to develop it” (Parker, 2001, p.25).

4.5 CONCLUSION

The discussion on the adapted model in Chapter 2 revealed that the evaluation process is represented in three opposing dimensions, *internal* and *external*, *pull* and *push*, and *bottom-up* and *top-down*, all of which have varying degrees of tensions between them. Thus a point of balance on this three-dimensional continuum has to be delicately managed.

The findings of this study have revealed that initially educators were ‘threatened’ with Internal and External Evaluation and Developmental Appraisal weighing heavily on the Performance Management (PM) aspect, which could be seen as manifesting a resistance to change. However, over time and through deeper understanding, there has been a shift in attitude once educators realized the developmental function of Developmental Appraisal in informing teaching and learning and playing a major role in educators’ professional development. However, the aspect of *pressure*, represented in the adapted model, is aimed at accountability of the various stakeholders within the schools to the Department of Education to “ensure that quality education is provided” (MacBeath et al, 2000, p.91).

Currently, the South African Democratic Teachers' Union (SADTU) and the Department of Education are at loggerheads over an African National Congress (ANC) conference resolution calling for the establishment of a teacher evaluation agency (Kgosana, 2008). The Minister of Education, in her budget speech, recently announced the formation of the National Evaluation and Education Agency, which would monitor the performance of the country's teachers. She said the agency would support teachers in the evaluation of education outcomes and would also identify teachers' developmental needs. But the South African Democratic Teachers' Union (SADTU) sees this as an attempt to police teachers in classrooms. SADTU said while it was not opposed to the evaluation of teachers' performance, external factors such as the condition of a school had to be taken into account whenever a teacher was evaluated.

The findings of this study, in line with the above current state of affairs, bring another dimension to the issue of the politics of resistance towards Integrated Quality Management Systems. Rejection of evaluation is not against the system *per se*; teachers as represented by South African Democratic Teachers' Union (SADTU) want appraisal to be an essential part of their development and not a mechanism for enforcing control or imposing a 'police unit' on educators.

The next chapter will deal with the summary of findings of the research, the research approach, conclusions and recommendations. It will further explore limitations of this study and suggest areas where further research can be conducted on the topic of Developmental Appraisal and Classroom Observation.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION AND OVERVIEW OF THE STUDY

This study has focused on attitudes of educators towards evaluation and classroom observation inherent in the policies of Integrated Quality Management System (IQMS), in particular Developmental Appraisal (DA) and Classroom Observation (CO). The study also aimed at examining how educators and principals understood and enacted DA within the school environment. In Chapter 1, the concept of IQMS was introduced and the initial problem statement given. The problem was resistance and rejection by teachers and their unions of performance management systems in South Africa. Teachers wanted performance management systems to be for professional development and not a mechanism of enforcing control. A review of the literature was undertaken for this research and presented in Chapter 2. This review revealed that teacher evaluation in other countries, just as in South Africa, has not been without challenges. There are two conflicting views of teacher evaluation, the 'controlling view' which demands greater accountability and the 'non-controlling view' which focuses on professional development. A debate has developed around the issue of whether accountability-based and development-oriented teacher evaluation can co-exist or whether the politics of resistance is prevalent in the same evaluation system.

The review was followed by a description of the research design and methods in Chapter 3. A survey approach was adopted in this research and allowed for the collection of data in the Moretele District in the North West Department of Education. Questionnaires were administered to forty-four educators including school principals and union representatives in nine selected schools in the area. Subsequently six (6) educators were interviewed, which provided insight into participants' attitudes and also triangulated questionnaire data to enhance validity. Analysis of data was done by the Department of Statistics in the University of Pretoria using descriptive analysis. Interviews were transcribed and then analysed

through content analysis. Chapter 4 revealed the findings of the study, taking into account the main research question with its specific questions, and presented thematically looking at the indicators which relate to the perceptions and attitudes of educators on the implementation of DA and CO.

The conclusions based on this research and recommendations from this study are presented in this chapter. The summary is presented according to the three specific research questions that emerged from the problem statement and rationale for conducting this research. This is followed by a discussion reflecting on the findings in relation to the conceptual framework and reflections on methodology adopted in this study. Finally, the main conclusions are given as well as recommendations.

It is important at this point to reiterate that this study focused on educators and principals as the main target for the implementation of Developmental Appraisal and Classroom Observation. This research can be characterized as exploratory where the findings cannot be generalised to the entire population, given the size and nature of the sample. Nonetheless, the study contributed to the knowledge in a rarely researched area.

5.2 SUMMARY OF THE MAIN FINDINGS

The purpose of this section is to highlight the main findings of the research in relation to the problem statement and rationale for this research as discussed in Chapter 1, and the results reported on in Chapter 4. The main findings are presented according to the three specific questions, namely 1) What were the attitudes of educators towards Developmental Appraisal as an evaluation policy for accountability purposes? 2) What were the attitudes of educators towards Classroom Observation as a practice for staff development with a developmental purpose? and 3) To what extent do the attitudes of educators influence the implementation of Developmental Appraisal and Classroom Observation?

Research Question 1

What were the attitudes of educators towards Developmental Appraisal as an evaluation policy for accountability purposes?

In the problem statement and rationale discussed in Chapter 1, the main concern raised was that the implementation of quality management systems in South Africa has proved to be problematic. Research studies conducted in the United States of America, New Zealand and England also showed that the implementation of quality management systems, even in well-developed countries, have not been without challenges (Leithwood, Edge & Jantzi, p.65).

Further evidence (De Clercq, 2008, p.13) showed that the combination in one system of internal and external bureaucratic (with a standardised appraisal system) and professional monitoring (with peer observation) for development and accountability inevitably leads to tensions. It is unlikely that the system with two interrelated purposes can co-exist alongside each other without any challenges. “The developmental purpose assumes that teachers trust one another and want to improve their performance by reflecting together as professionals on their developmental needs. On the other hand, the performance purpose provides management with information to be used for accountability purposes” (De Clercq, 2008, p 11).

The overall conclusion regarding the educators’ perceptions on the policy objectives of Developmental Appraisal is that the majority of the respondents agreed with the policy objectives of the Developmental Appraisal (Section 4. 2.1) which may have a positive effect on the implementation of Developmental Appraisal in the future. Educators felt that DA was an effective process that could improve and maintain high standards of teaching, resulting in improvement and development of learning in the classrooms, as it reflected the needs of the educators. It may further provide meaningful opportunities for development, resulting in some changes in teaching and learning and enhancing educators’ self-confidence. The findings suggest that educators were more positive than negative about the benefits of DA (Section 4.2.3). A concern was raised with regard to the

time taken by the process of DA (Section 4.2.2). This is consistent with international literature from the USA, New Zealand and England (Leithwood, Edge & Jantzi, 1999, p.65) and South African literature (Monyai, 2006, Sebolaishi, 2004, Seheshe, 2006 & Mabotsa, 2006). Some teachers felt that the implementation of DA increased their workload and posed an administration burden on schools, thus pressurizing them (Section 4.2.2). In spite of the difficulties regarding time and increased workload, educators also experienced positive changes in their teaching performance as a result of DA.

With regard to prevalence and conflict of DA it was noted that the training and preparations for the implementation of DA was useful to some extent (Section 4.2.4). This suggests that whilst preparations took place, they were not as successful as they could have been in preparing the teachers for implementation of this important policy. When teachers were supposed to start with implementation they realised that they did not understand a lot of issues; for example, they were not trained on observation and evaluation skills.

Because the implementation of the policy was mandatory and all schools had to comply with certain time frames in implementing the process, educators implemented the process though acknowledging that more training was needed, possibly motivated by the pay progression that was linked to performance. Pressure to comply with stipulated time frames suggests that the desire for accountability and control of teachers took precedence over the aim of professional development and, as a result, educators were tempted to use the standardised instrument for the sole purpose of securing awards.

Most of the teachers seemed to be more motivated by the one percent pay progression that was linked to the process of Developmental Appraisal than to the main purpose of improving the quality of teaching and learning. As a result, because of the monetary incentive attached to the process, everybody had to perform to the expected standards in order to benefit and be rewarded. This raised concerns as to whether the results were authentic or, as one respondent put it, it was a matter of *I scratch your back, you scratch mine* (Transcript 2 Line 131).

The other challenge that emerged from the findings was that of asking School Management Teams (SMTs) and peer educators to act as evaluators and advisors at the same time. The respondents in the interviews claimed that the above compromised the process of Developmental Appraisal and Classroom Observation, especially because SMTs and peer educators were not thoroughly prepared and trained to conduct evaluations and observations. Hence teachers' unions, in particular SADTU, insisted that educator support precedes performance appraisal, and that districts and SMTs adopt a developmental attitude in providing support to educators in line with their identified areas of development (SADTU, 2002 & 2005).

Research Question 2

What were the attitudes of educators towards Classroom Observation as a practice for staff development with a developmental purpose?

This research question investigates the attitudes of educators towards Classroom Observation as a practice for staff development with a developmental purpose. A summary of the findings on the scales about the prevalence and frequency of Classroom Observation, the attitudes of teachers towards the objectives, benefits and difficulties of the process is presented in the next section.

Classroom Observation was practised by all respondents in sampled schools. The common pattern followed was that heads of departments and peer educators observed other educators. The objectives of Classroom Observation were welcomed by most educators agreeing that quality management through Classroom Observation was necessary and that Classroom Observation was practised as part of Developmental Appraisal for Staff Development. Educators generally felt that Classroom Observation contributed to their individual development and enhanced teaching and learning. They were willing to be observed and perceived the practice to be beneficial to them. There were, however, a significant number of educators (42%) who were sceptical about the practice and who agreed that educators tended to resist the practice of Classroom Observation (Section 4.3.4).

Educators felt confident about the practice of Classroom Observation even though the practice posed some challenges for them (Section 4.3.3). Some educators expressed concern about the lack of understanding and experience in Classroom Observation (Section 4.3.3). No specific training was given on observation and evaluation skills and HODs were sometimes expected to conduct observations of lessons in subjects in which they did not have expertise.

The policy itself was said to be good and well accepted, but the implementation thereof created some problems (Section 4.3.3). A problem arose with heads of departments having to be part of the developmental support group (DSG) and being involved in Classroom Observations, as per policy, while not having the necessary qualifications and expertise in all the subjects that they supervised. The process was therefore compromised, leading to subjectivity. Reality was that heads of departments were not conversant with all subjects that they supervised, this therefore might have led to fault finding due to lack of expertise on their part (Section 4.3.3). The process of Classroom Observation requires specific skills and knowledge such as observation skills, knowledge of the curriculum and subject knowledge and most teachers lacked the skills (Section 4.3.3). Ordinary teachers who conducted the processes lacked those skills and still needed some training in implementing Developmental Appraisal and Classroom Observation.

This study also yielded the following concerns from participants as reflected in the questionnaires and interviews: Integrated Quality Management System is a very important, necessary quality assurance measure that requires time to effectively implement (Section 4.2.2). No specific time was allocated for the implementation of IQMS (Section 4.2.2). The process of Developmental Appraisal took place during normal teaching time, in addition to all other activities such as the orientation of teachers to the National Curriculum Statement. Teachers, therefore, voiced concerns about the time needed to complete the process and they complained that the process interfered with normal teaching and learning (Section 4.2.2). As a result, it is suggested that more time needs to be allocated specifically for Developmental Appraisal and Classroom Observation for the processes to yield the desired results (Section 4.2.2).

There was some unfair judgement in the process of Developmental Appraisal and Classroom Observation, as contextual factors such as a lack of resources were not addressed prior to teachers being appraised (Section 4.3.3). The process was supposed to be uniform nationally, without taking into account the unfavourable conditions under which learners learn and teachers teach especially in rural settings (Section 4.3.3). This might not give a clear picture of the actual classroom situations. Some schools in the sample suffered from overcrowding and lack of learning and teaching support materials and the physical environment was also not conducive to teaching and learning. In spite of the above problems, schools in the sample were supposed to be assessed according to the same standards as set by the Department of Education (Section 4.2.3).

Research Question 3

To what extent do the attitudes of educators influence the implementation of Developmental Appraisal and Classroom Observation?

In the rationale for conducting this study, it was emphasised that there is a need to know how educators perceive the practice of Developmental Appraisal and Classroom Observation. Their perception of the objectives, patterns of operation, benefits and difficulties involved will be closely related to their acceptance of the practice.

The literature argues that there is a need to develop and maintain appropriate attitudes if teachers are to move from an understanding of appraisal to a commitment to doing it (Bollington, Hopkins & West, 1990, p.2). Hence, this research question, after investigating the attitudes of educators towards the implementation of Developmental Appraisal and Classroom Observation, aimed to determine the extent to which those attitudes would influence the implementation of the two processes.

The research evidence in this study shows that teachers in the sample had mixed feelings about the implementation of Developmental Appraisal and Classroom

Observation (Section 4.4). Some educators, who initially resisted the implementation of DA and CO, were more positive about the appraisal process and they also mostly agreed that the process was, in fact, developmental rather than judgemental (Section 4.4). The participants therefore saw that the implementation of this policy was important in order to ensure quality education in South African schools.

However, the main challenge and disturbing factor was that the needs of educators were not met through in-service training as promised (Section 4.4). Schools drew up school improvement plans (SIP) from personal growth plans (PGP) after the process and submitted these to their districts. It was at that stage where training was to be provided, but this did not materialise (Section 4.4). Emphasis was then on the implementation of the new curriculum, National Curriculum Statement (NCS) and all in-service training was focused on that, ignoring the needs of educators that emanated from Developmental Appraisal and Classroom Observation. Developmental Appraisal thus failed to cater for the real needs of the schools as at that stage, as the focus was on the needs of the Department with the introduction of the new curriculum.

The Department of Education failed to provide the necessary resources and facilities to support the implementation of Developmental Appraisal and Classroom Observation (Section 4.4). Undoubtedly, resources are essential to the effective functioning of any educational institution. If educators have not been supplied with on-going training and appropriate resources, then the consequence is that there will be no effective implementation of the processes thus compromising teaching and learning at schools (Section 4.4).

A number of policies were concurrently being implemented by the same educators, without complementing each other. For example, training of teachers on implementing National Curriculum Statement (NCS) and addressing teachers' needs that were diagnosed through Developmental Appraisal and Classroom Observation, needed educators and these were the same educators who were class teachers. They were thus forced to move from their teaching to training, leaving learners to loiter in the classroom without a teacher (Section 4.2.2). That

was detrimental to the progress of the learners and in direct conflict to the well-intended purpose of improving quality teaching and learning.

In summary, it can be argued that the problems and challenges mentioned above are serious enough to impact negatively on the effective implementation of Developmental Appraisal and Classroom Observation. The fundamental concern is that Developmental Appraisal and Classroom Observation were not properly implemented due to failure on the part of the Department of Education to provide the necessary resources and facilities (Section 4.4).

A comparison of the findings of this study with those of some similar research studies requires mentioning. It was interesting to note that the majority of the teachers in this study also talked about the positive aspects of Developmental Appraisal, in spite of its difficulties. A study on the same subject, conducted by Turner and Clift in schools in Hong Kong which had their own appraisal schemes (Vanci-Osam & Aksit, 2000), supports the results of this study. The researchers reported that teachers vary in how positive they were, from those who were highly enthusiastic to those who were merely lukewarm. As can be seen from the results of this study, there was not always total agreement; rather there was often disagreement which illustrates that there is resistance to the politics of this policy implementation. Some teachers took a very cynical view, seeing appraisal as a way of manipulating staff, whilst others saw it as a 'bandwagon' - the latest fashion to be involved with. Finally, looking into the positive and negative views of appraisal, many teachers' perceptions of appraisal changed as a consequence of experiencing the system. In a similar vein, the teachers' attitudes changed over time from negative to positive through actual involvement and participation in the study.

In investigating teachers' attitudes to aspects of IQMS, it became evident from the findings emerging from the interviews and questionnaires that the majority of educators favour Developmental Appraisal and Classroom Observation particularly as they realised that the goal is to facilitate their personal and professional development so as to improve the quality of teaching practice and education management (DoE, 1998).

It also emerged that all educators should be involved in the process, and that this process should be collaborative, democratic and transparent as prescribed by the guiding principles of Integrated Quality Management System where the purpose is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development (Resolution 8, 2003).

The process of Developmental Appraisal allows teachers to choose their own developmental support groups and identify dates on which they are ready for appraisal. This gives the teachers ample time to prepare and only call in the Developmental Appraisal Group (DSG) when they are ready to be appraised. It is clear that the process is developmental, in that it is meant to enrich teachers' strengths, develop potential and overcome weaknesses, thus enhancing teaching and learning in schools and achieve the aim of the policy which is to regulate the provision and delivery of quality education by teachers.

5.2.1 Findings in relation to the Conceptual Framework

The literature has shown that different countries use different ways of evaluating schools. In many countries, for example the United States of America, New Zealand and England, school evaluation is aimed at school improvement (Leithwood, Edge & Jantzi, 1999, p.65). The definition of evaluation by the National Policy on Whole School Evaluation states that "evaluation is the means of judging the success of schools' performance based on the criteria in the evaluation framework" (DoE, 2001a). In this definition, the judgemental aspect of evaluation is emphasised.

In this study, not only is the judgemental aspect of evaluation emphasised, but the importance of the developmental aspect is also discussed as the Integrated Quality Management System combines both the formative (through developmental appraisal and performance measurement) and summative (whole school evaluation) forms of evaluation. The findings in this research suggest that priority should be given to the professional development of educators through the

processes of Developmental Appraisal and Classroom Observation in order to improve the quality of education in South Africa. Most of the teachers advocate internal evaluation rather than external evaluation, but both forms are perceived to be crucial to school improvement.

The current state of teacher evaluation in South Africa is not desirable in that the Department of Education has failed to support the development of teachers by not providing the necessary facilities and resources. Schools have tried to implement the IQMS policy and through Developmental Appraisal have drawn up their improvement plans. However, in the majority of provinces no personal development has taken place as the IQMS has not been properly implemented (Independent Online, 2007).

The Cube Model, adapted to incorporate the various components of IQMS, shows that the *inside* aligns with internal evaluation or Developmental Appraisal (DA), and the *outside* relates to external evaluation or Whole School Evaluation (WSE) and Performance Measurement (PM). *Support* is development such as DA, however, pressure is caused by *accountability* and in the adapted model this aligns with WSE and PM, which could cause tension within the school situation and between stakeholders and the Department of Education.

The conceptual framework adopted for this study was suitable and relevant to the current Integrated Quality Management System. However, considering the findings of the study it may be necessary to adapt it to accommodate the new approach in the study suggested below. The model should clearly depict the kind of support to be provided by the Department and its commitment to ensuring the provision of resources and facilities. The processes should be made more attractive to educators rather than to make it compulsory and imposing it on educators. It should be self-initiated through activities showing appreciation to the educators who have already worked hard for the system and who have proven to be successful in reaching the quality targets they set for themselves, for example through National Teachers' Awards processes. The model should also identify the commitment of educators, learners and parents as the main role players who have personal stakes in quality, standards and improvement.

The findings of this research and the South African context suggest the two separate evaluation systems, each with its own instruments, should be developed: firstly, an external standardised system to monitor educator performance across the system, and secondly, a district-controlled, school-based developmental and performance appraisal system backed by more effective appraisers and support capacity. Educator support should precede performance appraisal and the Department of Education should commit to ensuring effective implementation of the systems by providing the necessary resources and facilities.

5.2.2 Reflections on methodology

This research is based predominantly on the quantitative research design, where use was made of a survey, whereby questionnaires were administered by the researcher to collect data from educators. However, the survey was followed up by semi-structured interviews for purposes of triangulation, in order to elicit a more complete picture and to cross-check information, "complementarity, which seeks elaboration, enhancement, illustration, and clarification of the results from one method with results from the other method" (Johnson & Onwuegbuzie, 2004, p.22). Lastly, the rationale for two methods of data collection was for developmental purposes, where the researcher used the findings from the questionnaires to inform interviews and thus the goal was to learn more about the constructs measured by studying it with different measures.

In the context of this study, the use of a survey method was considered the best option since the research focused on the collection of primary information regarding the attitudes of educators. The survey method is useful for investigating a variety of educational issues, which, in this case, was assessing attitudes of educators. The questions were specifically designed to focus on a particular area such as attitudes and therefore it was considered appropriate to use surveys. A collection of data from forty-four (44) participants could best be accomplished through the use of written questionnaires.

The questionnaires were administered to a sample of forty-four (44) educators, including principals and SADTU leaders. The sample included teachers, principals and union leaders; however, the researcher could not analyse and compare the responses from the different groups as data collected through questionnaires was not clearly differentiated and identified. This compromised the data analysis as different groups would probably, as indicated to some extent through the interviews, have different opinions that would have impacted differently on the implementation of Integrated Quality Management System, in particular Developmental Appraisal and Classroom Observation. In addition, interviews were conducted with only six (6) of the forty-four educators. The small sample size had an impact on the research results, in that the sample is not representative of the entire target population. The results can therefore not be generalised to the entire population.

5.3 CONCLUSIONS AND RECOMMENDATIONS

From the findings of this study, several conclusions can be drawn. Firstly, it has been adequately proven that if properly done, with the purpose clearly defined and understood, and secondly, sufficient time allocated for implementation, Developmental Appraisal and Classroom Observation can be very effective interventions in promoting the quality of teaching and learning in schools. Thirdly, Developmental Appraisal and Classroom Observation require specific skills and knowledge such as observation skills, knowledge of curriculum and subject knowledge to enhance educators' performance. Fourthly, Developmental Appraisal should be collaborative, democratic and transparent in accordance with the principles of Integrated Quality Management System. Lastly, it can be concluded that with the necessary support and provision of facilities and resources from the Department of Education to implement Integrated Quality Management System, the objective of ensuring quality public education for all and constantly improving on the quality of teaching and learning can be met.

This section presents the conclusions and recommendations for this research. The conclusions are dealt with under the following sub-headings and are directly linked

to the recommendations: Success in the implementation of Developmental Appraisal and Classroom Observation depends on a clear sense of purpose; Developmental Appraisal and Classroom Observation require sufficient time to be implemented properly; Developmental Appraisal and Classroom Observation require specific skills and knowledge such as observation skills, knowledge of curriculum and subject knowledge to enhance educators' performance; The processes of Developmental Appraisal and Classroom Observation should be collaborative, democratic and transparent in accordance with the principles of Integrated Quality Management System and the provision of resources and facilities is essential to the effective implementation of Development and Appraisal.

5.3.1 Success in the implementation of Developmental Appraisal and Classroom Observation depends on a clear sense of purpose

Educators need to understand the purpose of Developmental Appraisal and Classroom Observation and how the two processes enhance their professional development. The processes need to start with a briefing session where the purposes are explained and expectations outlined. Educators involved in Developmental Appraisal and Classroom Observation should know their purposes and should interpret and apply the processes in a uniform and professional way.

The purpose of Developmental Appraisal and Classroom Observation needs to be explicit and well understood by the teachers. The real aims of the processes should be explained by clarifying individual expectations and providing information on the teachers' strengths and weaknesses in order to plan for remedial training, thus promoting their professional development. It is very important that teachers realize that the processes are intended to help them to improve teaching and learning in schools through their own professional development. Kim Wan Mo (1998, p.5) notes that "a well-planned and carefully implemented teacher appraisal system could have a far-reaching impact on teacher effectiveness, while a poorly-planned one could dampen the staff morale and have a negative effect on teacher performance."

This study has shown that, if properly done, Developmental Appraisal and Classroom Observation can be effective in improving the quality of teacher performance and learning. Attitudes of educators towards Developmental Appraisal and Classroom Observation changed from negative to positive with a better understanding and clarification of purposes (Section 4.4). In investigating teachers' attitudes towards Developmental Appraisal and Classroom Observation, it became evident from the findings emerging from the interviews and questionnaires that the majority of educators in the sample favoured Developmental Appraisal and Classroom Observation, particularly as they realised that the goal is to facilitate their personal and professional development so as to improve the quality of teaching practice and education management (DoE, 1998).

It is therefore recommended that before the processes could be implemented, the intended purposes of Developmental Appraisal and Classroom Observation should be clearly explained to ensure understanding and proper implementation. It should also be clarified how the results would be or could be used to benefit educators. Developmental Appraisal and Classroom Observation should be developmental processes beginning with preparatory discussions, followed by the actual action of appraisal and observation and, finally, a follow-up discussion.

5.3.2 Developmental Appraisal and Classroom Observation requires sufficient time to be implemented properly

Developmental Appraisal and Classroom Observation demand quite extensive time and effort on the part of teachers in order to cover all the steps as outlined in the implementation process discussed in Chapter 1. Successful quality management processes in schools require careful planning, implementation and evaluation. The processes should be continuous in order to achieve the desired results. Educators require adequate time to implement the processes effectively without compromising valuable teaching/contact time with learners.

The issue of time was raised as the main challenge in the study regarding the implementation of Developmental Appraisal and Classroom Observation (Sections 4.2.2 and 4.3.3). Educators were concerned that no specific time was allocated for

the implementation of Developmental Appraisal and Classroom Observation. They were expected to participate in such a demanding process in addition to their responsibilities and daily activities in terms of teaching and learning. Time constraints, coupled with increased workload and excessive paper work, had a negative impact on educators' attitudes towards Developmental Appraisal and Classroom Observation even though some educators thought that the processes were beneficial for them in order to develop professionally.

The above concerns could be addressed through allocation of sufficient time to accommodate the processes of Developmental Appraisal and Classroom Observation without compromising the valuable teaching and learning periods. Teachers should, therefore, be fully supported and their efforts be recognized in terms of time allocated to Developmental Appraisal and Classroom Observation so that they can benefit from the processes without having to deal with increased workloads and administrative burdens.

5.3.3 Developmental Appraisal and Classroom Observation require specific skills and knowledge such as observation skills, knowledge of curriculum and subject knowledge to enhance educators' performance

International perspectives on Developmental Appraisal (Section 2.3) have shown that success in Developmental Appraisal and Classroom Observation depends heavily on quality training for appraisal and observations using expert training.

Findings in this study suggested that there were concerns with regard to a lack of capacity and the necessary skills to conduct evaluations and observations. During training, educators were not equipped with these important skills, yet they were expected to conduct evaluations and observations. There was a lack of effective district and SMT support for the implementation of Developmental Appraisal and Classroom Observation policies. Educators and officials responsible for evaluations and appraisals also lacked the necessary skills and capacity to conduct evaluations and observations.

Developmental Support Groups (DSGs) are important, as they have to make judgements and offer suggestions to the teachers on how to improve teaching and learning. Their relationship with the teachers is crucial to the successful outcomes of the appraisal. In addition, the DSGs should be knowledgeable, credible and skilful in conducting Developmental Appraisals and Classroom Observations.

It can be drawn from the above conclusion that for the outcomes of Developmental Appraisal and Classroom Observation to be accepted by the teachers and to facilitate growth, the appraisers should be perceived as helpful, patient, trustworthy and credible in providing useful information, able to demonstrate new ideas and methods, and to encourage teachers with convincing reasons. Finally, teachers should be adequately trained and prepared to implement the processes so that they are able to organise and manage their time effectively, thus achieving the overall purpose of improving the quality in teaching and learning in their schools.

5.3.4 Developmental Appraisal and Classroom Observation should be collaborative, democratic and transparent in accordance with guiding principles of Integrated Quality Management System

The implementation of IQMS (Developmental Appraisal and Classroom Observation Appraisal in particular) is guided by the following principles: the need to ensure fairness, for example there can be no sanctions against an educator in respect of his/her performance before providing meaningful opportunities for development; the need to minimize subjectivity through transparency and discussion; and the need to use the instrument professionally, uniformly and consistently.

It was noted and acknowledged by the majority of the respondents that the success of DA was dependent on educators being open, honest and self-critical during the process, but the challenge of using DA instruments consistently in schools and adhering to the principle of minimizing subjectivity through transparency and open discussion was overwhelming and had negative impacts on the validity and authenticity of appraisal results (Section 4.2.4). The

combination of appraisal for development and performance management with a common instrument sent ambivalent messages to educators who were then tempted to use the instrument for the sole purpose of securing rewards.

It is highly recommended that linking performance to salaries/rewards should be reviewed as this compromised the authenticity of the whole IQMS process. SADTU rejected the way in which the Department of Education attempted to link payment to performance, through a self- and peer-evaluation system of IQMS. SADTU's general secretary, Thulas Nxesi, rejected the idea that teacher performance should be linked to pupil performance, stating "This has been tried and found unworkable elsewhere, but it makes absolutely no sense in the South African setting where extreme social and racial inequalities - reflected in the schooling system - would lead to a situation where privilege is further rewarded" (Blaine, 2007).

5.3.5 Provision of resources and facilities is essential to the effective implementation of Developmental Appraisal

The Department of Education has the responsibility to support and provide schools with the necessary resources and facilities for the effective implementation of Developmental Appraisal and Classroom Observation.

The most important purpose of Developmental Appraisal is to improve teaching and learning through the improvement of teacher performance. This can be better achieved if the appraisers provide feedback on the weaknesses identified, followed by necessary interventions from the Department to address those weaknesses. Furthermore, the influence of the outcomes of developmental appraisal on teachers depends on the nature and quality of the feedback provided to the teachers. According to Kim Wan Mo (1998, p.7) "Feedback is effective when it is immediate, direct, timely, and process of Developmental Appraisal and Classroom Observation specific, non-punitive and provides suggestions for improvement." It is therefore imperative that the districts respond and facilitate necessary training and development as identified through the in-service training.

The processes of Developmental Appraisal and Classroom Observation were not properly implemented in the sampled schools because of a lack of resources and facilities from the Department of Education (Section 4.4). The Department of Education was meant to develop all individual growth plans to inform school improvement plans, then district improvement plans and finally provincial plans. This did not take place and, as a result, the Department of Education has failed to provide the necessary facilities and resources to address educators' developmental needs emanating from Developmental Appraisal.

Although there was an overall attempt by schools to implement the policy, Developmental Appraisal in the majority of provinces has not been properly implemented. As a result, little personal development has taken place (DoE, 2006). The Department of Education failed to ensure equitable distribution of resources across schools. Many schools still remain under-resourced and consequently the quality of teaching and learning in those schools is compromised.

The Department of Education needs to commit and take responsibility in supporting the processes of Developmental Appraisal and Classroom Observation by providing the necessary resources and facilities, understanding that there is indeed a gap between policy and practice. External expectations by the Department of Education have to meet internal needs, and pressure will not work without the push of some internal support and direction. In order to achieve the highest quality return in terms of accountability measures, the Department has to invest highly in resources and facilities to support quality management processes. The commitment of teachers and learners depends on the support from the Department of Education to contribute effectively to quality, standards and improvement.

5.4 IMPLICATIONS FOR FURTHER RESEARCH

The current Integrated Quality Management System policy and practice, in particular Developmental Appraisal and Classroom Observation, exhibited some weaknesses, which need to be addressed if it is to be used to improve the quality of teaching and learning in South Africa. The Integrated Quality Management System, in particular Developmental Appraisal System, has not been properly implemented and no personal development has taken place. Many concerns were raised by the teachers which could be addressed through the recommendations as outlined by the researcher.

The focus of this study was the attitudes of teachers on Developmental Appraisal as an evaluation policy and Classroom Observation as a practice for staff appraisal with a developmental purpose, and the extent to which the attitudes of teachers influenced the implementation of Developmental Appraisal and Classroom Observation. Teachers generally showed positive attitudes and acceptance of the Integrated Quality Management System in spite of the difficulties and concerns raised in interviews and questionnaires. They also became more aware of the developmental nature of the policy in their own professional development, which would ultimately have an effect on the teaching and learning in their classrooms.

However, teachers will benefit even further from the system if it can be implemented successfully through the clarification of individual expectations, recognition of their efforts, feedback on their performance, improved training and development and enhanced career planning. Researchers, therefore, need to conduct further research to investigate whether positive attitudes and acceptance of the policy would result in improved student learning. A clear and common understanding of performance standards should be established in order to facilitate a moderation process that will ensure scores that reflect the true performance of every educator linked to student learning.

Since this study was exploratory, a follow-up study with a representative sample of schools, principals and educators should be conducted to validate the findings of this study. Furthermore, in the next study, data collected from the three categories of respondents, namely; principals, educators and union representatives, should be separated. The different groups would probably have different opinions that would have impacted differently on the implementation of Integrated Quality Management System, as indicated to some extent through the interviews.

5.5 LIMITATIONS OF THIS STUDY

The study focused on a small sample, limited by the scope of a mini-dissertation. The results of this study can, therefore, not be generalized to a broader population as the study was only conducted in a few schools of the Moretele Project Office. It is therefore not representative of the whole area of the North West Department of Education. Since the policy and practice of Developmental Appraisal and Classroom Observation is a national policy, it would have been ideal to cover a number of schools from different provinces to gain a clearer picture of the attitudes of teachers towards IQMS in general, and Developmental Appraisal and Classroom Observation in particular.

The sample size was not representative of the entire target group of educators in the Moretele area and because questionnaire data often result in socially desirable answers, the data was triangulated with data from the interviews. As such, this study must be seen as exploratory, with the result that the findings from this study cannot be generalised to the entire group.

The sample included principals, educators and union representatives. When data was collected, the researcher did not separate or identify the data according to the three groups and therefore the data is reported overall. This could be seen as a limitation to the study as it would have been ideal and more appropriate to get perspectives from the various groups.

5.6 CONCLUSION

There is worldwide educational change and in South Africa, since 1994, there has been major educational reform with the introduction of many policies. This study highlighted challenges and concerns with regard to the implementation of the Integrated Quality Management System and, in particular, the current system of Developmental Appraisal and Classroom Observation, as it seems that Developmental Appraisal has not been properly implemented. The above recommendations suggest areas to consider such as the improvement of the policy itself and the implementation thereof.

Generally, the teachers' attitudes towards Developmental Appraisal and Classroom Observation showed a move towards being more optimistic and these, in turn, have had a positive influence on the implementation of the policy. However, there is still a need for improvement as suggested above and what is particularly vital is teacher involvement in the implementation of educational policy. As such, teachers should see that they are key agents to change the state of education in South Africa and provide quality education for the youth of South Africa.

In conclusion, given the South African context and the background of resistance to the implementation of quality management systems, the researcher suggests the development of two separate evaluation systems, each with its own instruments. Firstly, priority should be given to a peer-driven teacher development system supported by districts and SMTs by adopting a developmental attitude in providing support to educators, in line with their identified areas of development. Secondly, an external standardised accountability system to monitor educator performance across the system may follow. All parties concerned in the implementation should be well trained to acquire the necessary skills to conduct evaluations and observations. Developmental Appraisal and Classroom Observation will have positive results and meet the goals of professional development only when adequate support resources and capacity are provided and directed to meet identified educators' needs.

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APPENDIX A

LETTER TO CONDUCT RESEARCH



education

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OFFICE OF THE AREA MANAGER: MORETELE AREA PROJECT OFFICE

24 FEBRUARY 2006

ENQUIRIES: MRS S. L. MOKOENA

TO: PRINCIPALS OF SCHOOLS

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

1. Kanyane C. M. B, a curriculum specialist and part-time student at the University of Pretoria has been granted permission to conduct research in our schools.
2. Principals are kindly requested to assist her.

MOKOENA S. L.
I.S.C



"STAND UP, TEAM UP AND REACH OUT"
"A PORTMAN OF EXCELLENCE"

APPENDIX B

ETHICAL CLEARANCE

ANNEXURE D

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CLEARANCE NUMBER : CS07/10/04

CERTIFICATE

DEGREE AND PROJECT | M.Ed Assessment and Quality Assurance in Education
and Training
The politics of resistance in the implementation of
Integrated Quality Management Systems in teacher
development.

INVESTIGATOR(S) | C Kanyane - 99244455

DEPARTMENT | Curriculum Studies

DATE CONSIDERED | 9 November 2007

DECISION OF THE | APPROVED

COMMITTEE

This ethical clearance is valid for 2 years from the date of consideration and may be renewed upon application

CHAIRPERSON OF ETHICS COMMITTEE

Dr Salomé Human-Vogel

DATE

9 November 2007

CC

Prof S Howie
Dr L Jita
Mrs J Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

APPENDIX C

TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

This questionnaire forms part of the requirements for Masters in Education (Assessment and Quality Assurance) and is addressed to practicing teachers, who are asked to contribute to a study that seeks to investigate the attitudes of teachers towards Evaluation and Classroom Observation based on the policies of Developmental Appraisal.

It is important that you answer each question carefully so that the information provided reflects your situation as accurately as possible. It is estimated that it will require approximately 20 minutes completing this questionnaire.

Please provide all the information asked in this questionnaire.

For each question please circle the appropriate number below or next to the response of your choice.

All information in this questionnaire will be treated confidentially

Your cooperation in completing this questionnaire is greatly appreciated.

TEACHER QUESTIONNAIRE

TEACHER BACKGROUND

Please provide all the information asked in this questionnaire.
For each question please circle the appropriate number below or next to the response of your choice.
All the information in this questionnaire will be treated confidentially.

What is your age?

Under 20 years	21-30 years	31-40 years	41-50 years	51years & over
1	2	3	4	5

Are you male or female?

Male	1	Female	2
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Indicate your highest academic qualification attained at a higher education institution.

College of Education Diploma	1
Technikon Diploma	2
Bachelors Degree	3
Honours/ Bachelor of Education	4
Masters	5
Other, Specify:	6

Indicate your highest level of professional training.

Further Diploma in Education	1
Advanced Certificate in Education	2
Postgraduate Certificate in Education	3
Higher Education Diploma	4
Primary Teaching Certificate	5
Senior Teaching Certificate	6
Primary Teachers' Diploma	7
Secondary Teachers' Diploma	8
Technikon Diploma	9
Other, Specify:	10

Indicate the number of years of your teaching experience.

	Years
--	-------

How many hours have you attended for Developmental Appraisal INSET programs?

Period	Number of hours
a. Before 2004	
b. During 2004 (IQMS)	

In the following statements a four (4) - point scale is used. Encircle one of the following:

Strongly Disagree.

Disagree.

Agree.

Strongly Agree.

7. If you have attended the **Developmental Appraisal (DA) INSET programmes**, please indicate the extent to which you agree with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. DA INSET programmes provided by the teachers were very useful.	1	2	3	4
B. DA INSET programmes provided by the departmental officials were very useful	1	2	3	4
C. DA INSET programs provided by union representatives were very useful.	1	2	3	4
D. After attending the INSET programs I feel confident to implement DA.	1	2	3	4
E. DA is difficult to implement.	1	2	3	4
F. There should be a follow up DA INSET program.	1	2	3	4

TEACHERS' ATTITUDES TOWARDS DEVELOPMENTAL APPRAISAL (DA) AS AN EVALUATION POLICY

8. Please indicate the extent to which you agree or disagree with the following statements about **the policy of Developmental Appraisal (DA)**:

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. DA is a process whereby teachers are enabled to identify their strengths and weaknesses	1	2	3	4
B. DA should form part of the school program as an important part of the teachers' work	1	2	3	4
C. DA is aimed at finding faults in teachers	1	2	3	4
D. The purpose of DA is to encourage efficiency of the teachers	1	2	3	4
E. Teachers do not trust the implementation of DA as an evaluation process	1	2	3	4
F. Performance standards set by the Department of Education are acceptable to the teachers	1	2	3	4
G. The implementation of DA is time-consuming	1	2	3	4
H. DA should be a continuous process	1	2	3	4
I. Teachers feel pressured by the implementation of DA	1	2	3	4
J. DA implementation increases the workload of teachers	1	2	3	4
K. DA is an effective appraisal system that improves and maintains a high standard of teaching	1	2	3	4
L. DA poses an administration burden to schools	1	2	3	4
M. DA may improve and develop learning in the classroom	1	2	3	4

N. The appraisal process enhances the teachers' self-confidence	1	2	3	4
O. The success of DA is dependent on teachers being open, honest and self-critical during the process	1	2	3	4
P. DA is aimed at developing the positive aspects of the teachers' performance	1	2	3	4
Q. DA reflects the needs of teachers	1	2	3	4
R. DA ignores the negative aspects that may exist in the teachers' performances	1	2	3	4
S. The Department of Education prepared teachers for the implementation of DA	1	2	3	4
T. There has been some changes in teaching and learning as a result of DA	1	2	3	4
U. The implementation of DA will provide meaningful opportunities for development	1	2	3	4
V. The principle of minimizing subjectivity through transparency and open discussion has been adhered to during the implementation of DA	1	2	3	4
W. DA instruments are used consistently in my school	1	2	3	4

9. Please indicate the extent to which you agree or disagree with the following statements about the **main aim of appraisal**, considering your experience of the appraisal process.

Developmental Appraisal is necessary for:	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Improving the management of the school	1	2	3	4
B. Dismissing teachers who are not producing good results	1	2	3	4
C. Enhancing communication	1	2	3	4
D. Improving teaching performance	1	2	3	4
E. Identifying development needs	1	2	3	4
F. Enhancing motivation	1	2	3	4
G. Sharing ideas and expertise	1	2	3	4
H. Identifying ineffective teachers	1	2	3	4
I. Encouraging personal growth	1	2	3	4
J. Helping and supporting teachers	1	2	3	4
K. Improving working relations	1	2	3	4
L. Improving the quality of teaching and learning	1	2	3	4
M. Hurting the teacher by the revelation of his/ her weaknesses	1	2	3	4
N. Accomplishing common goals	1	2	3	4
O. Enhancing job satisfaction	1	2	3	4
P. Linking performance to pay progression	1	2	3	4

PRACTICE OF CLASSROOM OBSERVATION (LESSON OBSERVATION)

10. Please indicate the extent to which you agree with the following statements about the practice of **Classroom Observation**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Quality Management through classroom observation is necessary	1	2	3	4
B. Classroom Observation is practiced in schools for the purpose of DA	1	2	3	4
C. The purpose of Classroom Observation is staff development	1	2	3	4
D. It is crucial for teachers to be observed in practice	1	2	3	4
E. I am willing to be observed in practice	1	2	3	4
F. Classroom Observation is time-consuming	1	2	3	4
G. Classroom Observation contribute to individual development	1	2	3	4
H. Teachers lack understanding and experience in Classroom Observation	1	2	3	4
I. Performance standards set by the Department for Classroom Observation are acceptable	1	2	3	4
J. In my school the Principal observes teachers during Classroom Observation for appraisal purposes	1	2	3	4
K. In my school the Head of Department observes teachers during Classroom Observation for appraisal purposes	1	2	3	4
L. In my school teachers observe other teachers during Classroom Observation for appraisal purposes	1	2	3	4

M. Teachers feel anxious and stressed during Classroom Observation	1	2	3	4
N. Classroom Observation enhances teaching and learning	1	2	3	4
O. Teachers resist the practice of Classroom Observation	1	2	3	4

11. Please indicate the extent to which you agree or disagree with the following statements about the **role of the observer in the classroom** as you have experienced it during classroom observation.

The observer is someone who ...	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Comes to advise	1	2	3	4
B. Comes to criticize	1	2	3	4
C. Suggests new ideas	1	2	3	4
D. Clarifies educational objectives	1	2	3	4
E. Explains curriculum content	1	2	3	4
F. Recommends new teaching materials	1	2	3	4
G. Provides information for self-development	1	2	3	4
H. Contributes very little to my teaching	1	2	3	4
I. Makes suggestions on improving teaching methods	1	2	3	4
J. Encourages professional contact with other teachers	1	2	3	4

THANK YOU FOR YOUR COOPERATION

APPENDIX D

COMBINED FREQUENCIES - AGREE OR DISAGREE

The FREQ Procedure

CITEM7A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	34	82,93	34	82,93
DISAGREE	7	17,07	41	100

Frequency Missing = 3

CITEM7B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	32	76,19	32	76,19
DISAGREE	10	23,81	42	100

Frequency Missing = 2

CITEM7C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	21	51,22	21	51,22
DISAGREE	20	48,78	41	100

Frequency Missing = 3

CITEM7D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	29	69,05	29	69,05
DISAGREE	13	30,95	42	100

Frequency Missing = 2

CITEM7E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	19	45,24	19	45,24
DISAGREE	23	54,76	42	100

Frequency Missing = 2

CITEM7F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	90	36	90
DISAGREE	4	10	40	100

Frequency Missing = 4

CITEM8A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	38	90,48	38	90,48
DISAGREE	4	9,52	42	100

Frequency Missing = 2

CITEM8B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	83,72	36	83,72
DISAGREE	7	16,28	43	100

Frequency Missing = 1

CITEM8C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	13	29,55	13	29,55
DISAGREE	31	70,45	44	100

CITEM8D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	37	84,09	37	84,09
DISAGREE	7	15,91	44	100

CITEM8E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	17	39,53	17	39,53
DISAGREE	26	60,47	43	100

Frequency Missing = 1

CITEM8F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	68,18	30	68,18
DISAGREE	14	31,82	44	100

CITEM8G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	17	38,64	17	38,64
DISAGREE	27	61,36	44	100

CITEM8H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	34	77,27	34	77,27
DISAGREE	10	22,73	44	100

CITEM8I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	28	65,12	28	65,12
DISAGREE	15	34,88	43	100

Frequency Missing = 1

CITEM8J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	20	46,51	20	46,51
DISAGREE	23	53,49	43	100

Frequency Missing = 1

CITEM8K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	32	72,73	32	72,73
DISAGREE	12	27,27	44	100

CITEM8L	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	18	40,91	18	40,91
DISAGREE	26	59,09	44	100

CITEM8M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	40	93,02	40	93,02
DISAGREE	3	6,98	43	100

Frequency Missing = 1

CITEM8N	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	35	79,55	35	79,55
DISAGREE	9	20,45	44	100

CITEM8O	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	39	88,64	39	88,64
DISAGREE	5	11,36	44	100

CITEM8P	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	81,82	36	81,82
DISAGREE	8	18,18	44	100

CITEM8Q	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	34	77,27	34	77,27
DISAGREE	10	22,73	44	100

CITEM8R	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	20	47,62	20	47,62
DISAGREE	22	52,38	42	100

Frequency Missing = 2

CITEM8S	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	22	50	22	50
DISAGREE	22	50	44	100

CITEM8T	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	32	72,73	32	72,73
DISAGREE	12	27,27	44	100

CITEM8U	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	83,72	36	83,72
DISAGREE	7	16,28	43	100

Frequency Missing = 1

CITEM8V	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	69,77	30	69,77
DISAGREE	13	30,23	43	100

Frequency Missing = 1

CITEM8W	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	69,77	30	69,77
DISAGREE	13	30,23	43	100

Frequency Missing = 1

CITEM9A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	31	72,09	31	72,09
DISAGREE	12	27,91	43	100

Frequency Missing = 1

CITEM9B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	7	16,28	7	16,28
DISAGREE	36	83,72	43	100

Frequency Missing = 1

CITEM9C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	83,72	36	83,72
DISAGREE	7	16,28	43	100

Frequency Missing = 1

CITEM9D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	40	93,02	40	93,02
DISAGREE	3	6,98	43	100

Frequency Missing = 1

CITEM9E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	39	90,7	39	90,7
DISAGREE	4	9,3	43	100

Frequency Missing = 1

CITEM9F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	38	88,37	38	88,37
DISAGREE	5	11,63	43	100

Frequency Missing = 1

CITEM9G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	40	95,24	40	95,24
DISAGREE	2	4,76	42	100

Frequency Missing = 2

CITEM9H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	24	55,81	24	55,81
DISAGREE	19	44,19	43	100

Frequency Missing = 1

CITEM9I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	40	90,91	40	90,91
DISAGREE	4	9,09	44	100

CITEM9J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	40	90,91	40	90,91
DISAGREE	4	9,09	44	100

CITEM9K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	40	90,91	40	90,91
DISAGREE	4	9,09	44	100

CITEM9L	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	39	88,64	39	88,64
DISAGREE	5	11,36	44	100

CITEM9M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	10	22,73	10	22,73
DISAGREE	34	77,27	44	100

CITEM9N	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	42	95,45	42	95,45
DISAGREE	2	4,55	44	100

CITEM9O	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	71,43	30	71,43
DISAGREE	12	28,57	42	100

Frequency Missing = 2

CITEM9P	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	69,77	30	69,77
DISAGREE	13	30,23	43	100

Frequency Missing = 1

CITEM10A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	42	95,45	42	95,45
DISAGREE	2	4,55	44	100

CITEM10B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	68,18	30	68,18
DISAGREE	14	31,82	44	100

CITEM10C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	33	75	33	75
DISAGREE	11	25	44	100

CITEM10D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	29	65,91	29	65,91
DISAGREE	15	34,09	44	100

CITEM10E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	39	90,7	39	90,7
DISAGREE	4	9,3	43	100

Frequency Missing = 1

CITEM10F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	11	26,19	11	26,19
DISAGREE	31	73,81	42	100

Frequency Missing = 2

CITEM10G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	37	86,05	37	86,05
DISAGREE	6	13,95	43	100

Frequency Missing = 1

CITEM10H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	16	36,36	16	36,36
DISAGREE	28	63,64	44	100

CITEM10I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	68,18	30	68,18
DISAGREE	14	31,82	44	100

CITEM10J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	23	53,49	23	53,49
DISAGREE	20	46,51	43	100

Frequency Missing = 1

CITEM10K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	30	68,18	30	68,18
DISAGREE	14	31,82	44	100

CITEM10L	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	81,82	36	81,82
DISAGREE	8	18,18	44	100

CITEM10M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	15	34,09	15	34,09
DISAGREE	29	65,91	44	100

CITEM10N	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	38	86,36	38	86,36

DISAGREE	6	13,64	44	100
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CITEM100	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	18	41,86	18	41,86
DISAGREE	25	58,14	43	100

Frequency Missing = 1

CITEM11A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	38	88,37	38	88,37
DISAGREE	5	11,63	43	100

Frequency Missing = 1

CITEM11B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	8	18,6	8	18,6
DISAGREE	35	81,4	43	100

Frequency Missing = 1

CITEM11C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	83,72	36	83,72
DISAGREE	7	16,28	43	100

Frequency Missing = 1

CITEM11D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	83,72	36	83,72
DISAGREE	7	16,28	43	100

Frequency Missing = 1

CITEM11E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	29	67,44	29	67,44
DISAGREE	14	32,56	43	100

Frequency Missing = 1

CITEM11F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	36	85,71	36	85,71
DISAGREE	6	14,29	42	100

Frequency Missing = 2

CITEM11G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	38	90,48	38	90,48
DISAGREE	4	9,52	42	100

Frequency Missing = 2

CITEM11H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	5	11,9	5	11,9
DISAGREE	37	88,1	42	100

Frequency Missing = 2

CITEM11I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	38	90,48	38	90,48
DISAGREE	4	9,52	42	100

Frequency Missing = 2

CITEM11J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AGREE	39	92,86	39	92,86
DISAGREE	3	7,14	42	100

Frequency Missing = 2

APPENDIX E

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

Interview Schedule for Educators involved in the implementation of Integrated Quality Management System.

Time of Interview: _____

Date : _____

Place : _____

The following questions will be asked during the interviews:

1. To what extent was the process of Developmental Appraisal implemented in your school?
2. To what extent were Classroom Observations conducted in your school?
3. What kind of feedback did you receive after Classroom Observation?
4. How do you feel about the implementation of Developmental Appraisal and Classroom Observation?
5. How do your colleagues or other teachers feel about the implementation of Developmental Appraisal and Classroom Observation?
6. To what extent has the implementation of Developmental Appraisal and Classroom Observation met your developmental needs as a teacher?
7. What are you doing differently now that you have been appraised and observed in practice?
8. What are your recommendations regarding the policy itself and the implementation of Developmental Appraisal and Classroom Observation?

APPENDIX F

TRANSCRIPTS

1 **Transcript 1: Educator, Middle School**

2 **Interviewer:** Good Morning Sir, Thank you for agreeing to do this study with me. I
3 am conducting this study to investigate the attitudes of teachers towards
4 Evaluation and Classroom Observation based on the policies of Developmental
5 Appraisal.

6 **Educator:** Yes Mam.

7 **Interviewer:** I hope that you have gone through the process of IQMS in your
8 school.

9 **Educator:** Correct.

10 **Interviewer:** Developmental Appraisal is part of IQMS, so for the purpose of my
11 study we are going to focus on Developmental Appraisal, to what extent was the
12 process of Developmental Appraisal implemented in your school?

13 **Educator:** Eh, it was well implemented, we were informed in time to get ourselves
14 ready, and then we were ready to tell the principal that you can come we are
15 ready, and then that is exactly what I did. I told him that I am ready come and
16 appraise me together with my colleagues. They started checking my file and
17 everything and thereafter they went with me to the class how I teach, check the
18 learners' books, while they were observing and then they have also written some
19 recommendation.

20 **Interviewer:** Ok, all the other teachers have gone through that process.

21 **Educator:** At our school, all teachers were appraised.

22 **Interviewer:** All the teachers, thank you, to what extent were classroom
23 observation conducted in your school, I hear that you were observed in class while
24 teaching.

25 **Educator:** Yes, eh, I was observed in the class, well learners were participating
26 and everybody was happy, there was no problem. I also enjoyed this.

27 **Interviewer:** Ok, and then all the teachers were observed in class.

28 **Educator:** All the teachers were invited. Ok, they were present.

29 **Interviewer:** Ok, what kind of feedback did you receive after classroom
30 observation?

31 **Educator:** The feedback that I got from our colleagues was that I should
32 encourage with all the learners in class. I must not just concentrate on part of the
33 learners in class, all the learners must participate.

34 **Interviewer:** Ok, any other thing concerning the feedback?

35 **Educator:** Nothing else.

36 **Interviewer:** Nothing else, how do your colleagues, the other teachers that you
37 are working with, how do they feel about the implementation of Developmental
38 Appraisal?

39 **Educator:** They were very much happy, they were very much happy, they also
40 enjoyed this- I- They enjoyed it, at our school we do not have any problem with it,
41 appraisal.

42 **Interviewer:** Ok, then Classroom Observation?

43 **Educator:** Number 1 the principal was impressed with the marks that I obtained, I
44 did quite well.

45 **Interviewer:** Ok, how do you personally feel about Developmental Appraisal?

46 **Educator:** Eh, I feel it is very much important because it develops us.

47 **Interviewer:** Ok, can you take it further, what do you mean by the fact that it
48 develops you further?

49 **Educator:** Lets say where I experience problems, my problems can be addressed
50 by this process. I can see my mistake and thereafter develop myself.

51 **Interviewer:** Ok, can you maybe give us an example of how your weaknesses
52 were highlighted and how you were helped to correct that.

53 **Educator:** Eh, my weakness was that as I mentioned I mustn't just concentrate on
54 the other learners only, all the learners must be involved, I must also, particularly I
55 must also concentrate on the slow learners so that

56 **Interviewer:** Alright, thank you, to what extent has the implementation of
57 Developmental Appraisal met your needs, your developmental needs as a
58 teacher?

59 **Educator:** Eh, it has improved me a lot especially, when it comes to the records,
60 how to deal with the learners, how to work with my colleagues as well as the
61 principal, the relationship has improved a lot.

62 **Interviewer:** Ok, to what extent has the implementation of Classroom Observation
63 met your needs as a teacher, the actual classroom practice?

64 **Educator:** As an educator I gained a lot, more especially when coming to the
65 posters eh, I was encouraged that I should bring as many as I can, the relevant
66 on, concerning the subject or the learning area.

- 67 **Interviewer:** Ok, and then any other way in which your developmental needs were
68 developed or were met- concerning classroom observation?
- 69 **Educator:** Eh, concerning classroom observation I realised that some of the
70 learners when you give them work you should always move around to check them
71 because some of them are inclined of copying from other learners and some of the
72 learners are too preserved they are very much..... when you ask questions they
73 become shy but when you come to writing they do quite well.
- 74 **Interviewer:** Ok, thank you for that, what are you doing differently now that you
75 have been appraised?
- 76 **Educator:** Eh, from the advice that I got from my colleagues, the, I am preparing
77 as many posters as I can, and I am also concentrating at all the learners in the
78 classroom.
- 79 **Interviewer:** Ok, what are your recommendations regarding the policy itself, policy
80 of IQMS, what can you recommend, what can you add?
- 81 **Educator:** I feel that all the educators must be appraised because, this thing it
82 because not only at school even when you work with the community outside how,
83 how can we as educators how can we help them, also how can they help us, their
84 involvement at school.
- 85 **Interviewer:** Any other recommendation concerning the implementation, avctual
86 implementation of Developmental Appraisal and Classroom Observation?
- 87 **Educator:** I recommend that they should be done yearly.
- 88 **Interviewer:** Ok, what should be done yearly?
- 89 **Educator:** This appraisal, at least twice a year, it must not stop, because we gain
90 a lot from it.
- 91 **Interviewer:** Ok, that the process should be continuous- Ok.
- 92 **Educator:** Because the aim is to develop us.
- 93 **Interviewer:** For how many years have you been teaching?
- 94 **Educator:** 20 years.
- 95 **Interviewer:** You have been exposed to the previous kind of evaluation?
- 96 **Educator:** Yes.
- 97 **Interviewer:** Can you compare that to this one?
- 98 **Educator:** Eh, I the inspection system ,eh compare to this, this one I think is
99 much better compared to the first one because in the past the inspectors were just
100 coming to the class, observing us and they did not even give us a guide they have

101 just looking for mistakes- so I can see the difference, even the educators were not
102 invited in the class.

103 **Interviewer:** Ok, .

104 **Educator:** Compared to this one, because with this one are you ready, just
105 invite us when you are ready, so in the past they will just come into the class
106 whether you like it or not or whether you are ready or not.

107 **Interviewer:** Thank you very much Sir for your inputs.

108 **Educator:** Thank you very much.

1 **Transcript 2: Educator, High School**

2 **Interviewer:** Good Morning, Sir.

3 **Teacher:** Good Morning, Mam.

4 **Interviewer:** Thank you so much for agreeing to do this interview with me to
5 investigate the attitudes of teachers towards evaluation and Classroom
6 Observation based on the policies of Developmental Appraisal.

7 **Teacher:** Ok

8 **Interviewer:** To what extent was the process of Developmental Appraisal
9 implemented in your school?

10 **Teacher:** We have done, we have advanced quite a bit, we have done the
11 baseline evaluation, and also the summative evaluations for 2005. 2004 even if it
12 was not completed because we did not reached the place where it was
13 supposed to reach but we managed to complete it in 2005. In 2006 we have done,
14 sorry we used the summative evaluations as the baseline for 2006. We are about
15 to complete.....

16 **Interviewer:** Ok, to what extent were Classroom Observations conducted?

17 **Teacher:** Eh, it was done 100% satisfactorily... the DSGs ... everything was done
18 systematically, and the process was completed for 99% of the teachers.

19 **Interviewer:** 99%, have you gone through the process yourself. Have you been
20 observed in practice?

21 **Teacher:** Yes Mam, yes.

22 **Interviewer:** What kind of feedback did you receive after Classroom Observation?

23 **Teacher:** The process was done in a very satisfactorily manner. We all
24 cooperated, we did our jobs, our part we all everything was done systematically,
25 the process was completed 99% yes, yes feedback. The DSG, we sat together
26 and then discussed the performance of myself in the classroom. They were very
27 supportive – eh, the negative of the whole process. The evaluation of the files was
28 also done, the deficiencies of the file. It was done in a Manner.

29 **Interviewer:** And then I guess you were also involved in evaluating or observing
30 other teachers.

31 **Teacher:** That is correct.

32 **Interviewer:** What can you say about that, the observing of others.

33 **Teacher:** The process was done in a very satisfactory manner. We all cooperated,
34 actually we all did our job, our part very well and I hope all the educators that
35 have done observations have benefited.

36 **Interviewer:** How do your colleagues or other teachers feel about the process of
37 Developmental Appraisal and Classroom Observation?

38 **Teacher:** It is very difficult to say, there are people that take it very positively and
39 those that take it as a waste of time. It depends how people take , how people feel
40 about the whole process. If you take and if you take it the way it should be taken
41 but if you look only at the negative side of everything it is a waste of time
42 altogether. That is my feeling.

43 **Interviewer:** That is your feeling, how I hear you saying if you take it the right
44 way it has to be taken what can you elaborate on that?

45 **Teacher:** I think the attitude count how you eh, people have to always remind
46 themselves that this is not a judgemental issue developmental process. They
47 have to keep in mind that the process is here to develop an educator not to
48 pinpoint the educator and find faults about what happens with his career and what
49 happens with day to day teaching or day to day work life so if they take it
50 development process and accordingly that is the process and learn from the
51 process.

52 **Interviewer:** And then those that take it negative what do they give as their

53 **Teacher:** Eh, to a certain extent you can't, you can't because we have seen quite
54 a bit of, quite a bit of I don't know if I can call it rh deficiency – there are some
55 people when we observe them from our viewpoint and especially when we look at
56 the entries about the scoring it becomes very difficult to believe what is happening
57 around us. The scoring system has made sure..... even then when we look at
58 some people scoring when it is you always tend to wonder what is happening
59 with the whole system so a number of people but if you are someone who
60 mind your own business and who look after your things and do not focus on other
61 people, fine it's a good idea

62 **Interviewer:** (Laughs) I like that, Ok, lets not look at what other people say.

63 **Teacher:** Exactly.

64 **Interviewer:** How do you feel about

65 **Teacher:** I feel very good about the process Mam.

66 **Interviewer:** Can you elaborate on that?

67 **Teacher:** Eh, one or another kind of evaluation must be there if you have to
68 develop yourself as an educator. This particular process is an ongoing one- so
69 esp-.. look I believe that the evaluation of a teacher come in once.....teacher
70 teaches.....you look at the educators who are teaching the internal classes- one
71 way or the other evaluation must take place some form of evaluation to check
72 the performance of the educator..... now, I, the government, the department has
73 put some system in place called IQMS. If you look at the merits and demerits of it
74 look I am not the one but if they have come up with a process like that I will
75 support that process and I personally feel it is not that bad because at the end of
76 the day whatever happens it will be from the day whatever happens it will be from
77 my side ... the ...if I say I am good I am good, if I say I am bad I am bad and if I
78 say I have a lot of room for development it comes..... and it is a very clever move
79 on the part of the department because everything is coming out , they make sure
80 that it is coming out from the educator himself.

81 **Interviewer:** (Laughs) how is it made sure that it comes from the educator
82 himself?

83 **Teacher:** Because that is all that it is all about, is it not so? That is why.....

84 **Interviewer:** No, I am not sure what you mean.....

85 **Teacher:** What I mean is, when you write your PGP, you see, I am the one who
86 write the PGGP, it is not written by someone else the PGP, it is not written by
87 someone else I write what I feel....

88 **Interviewer:** You evaluate yourself

89 **Teacher:** I evaluate myself ... and you see, look at the end of the day I cannot say
90 I wrote the PGP because so and so instruction or somebody else's cohesion. I
91 did it on my own.... My own conviction

92 **Interviewer:** OK.

93 **Teacher:** So, that is something that is intended to Te educator in mind. So to a
94 very large extent it is very good. I can blame anybody else for drawing my own
95 PGP. Somebody.....

96 **Interviewer:** By the way when do you draw the PGP before people come to
97 observe you in practice or afterwards.

98 **Teacher:** PGP comes in afterwards, after....eh from the PGP we collect – if I put
99 to you – I am the chairperson of the school, I collect the PGPs and together with
100 management we sit together ... and then we develop a SIP school improvement

101 plan which we have done in 2005, we have submitted that one and 2006, we are
102 busy with the drawing of the summative evaluation and after that we will be
103 drawing.....

104 **Interviewer:** so personally what you say to wrap up...

105 **Teacher:** Just like I suggested, it depends on how you take it but eh, there must
106 be one or another system in place where the free awarding of marks if you
107 and very close teachers are not, I agree with you but at the end of the day I am
108 given that of choosing the DSG and the DSG does not take onto consideration
109 especially in a classroom situation and the scoring part because they don't want to
110 hurt, let me put it very straight to you when it come to that part of let us not hurt
111 anybody I let us support especially when it comes to the scoring part I have got a
112 feeling it fails I think the whole process was not intended for that kind of thing.
113 Firstly, when money is involved, when they say 1% increase depends on how
114 good you are going to score, so who is going to score against you will be an
115 enemy of yours so people who want to see you prospering that is how people will
116 take it .

117 **Interviewer:** Ok, I get the point now, thank you. By the way for how long have you
118 been teaching?

119 **Teacher:** Well, I have been teaching here from 1987 that is around 20 years.

120 **Interviewer:** 20 years, the reason I am asking is that I want to if you have been
121 exposed to the previous king of evaluation

122 **Teacher:** Oh, definitely, more than enough.

123 **Interviewer:** Ok,

124 **Teacher:** It was all the time, eh, even there also that kind of evaluation was,
125 what we call the inspections they used to come, they did not do much good
126 actually I will be evaluated by a person who does not know anything about my
127 subject, they will sit and observe me for one day and make a judgement out of
128 ...he will be somebody who will be completely ignorant about the whole process,
129 what my subject is, what I am supposed to teach and it will the judgement
130 actually comes according to how I treat yhr guy or how I smile to the guy actually it
131 has never done any good to me

132 **Interviewer:** Ok

133 **Teacher:** Never.

134 **Interviewer:** So comparatively speaking what can you say to the past and the
135 now.

136 **Teacher:** It's educator oriented, let me put it that way, it's very interesting like
137 that, even though if you ask me I can say there is too much educator role in it
138 because just like what I said DSG WE FORM I scratch your back you scratch
139 mine if it happens like that the whole process becomes a fuss

140 **Interviewer:** Ok.....To what extent has the implementation of Developmental
141 Appraisal met your needs as a teacher?

142 **Teacher:** I don't know how to put it, but I learnt quite a bit, fortunately my DSG
143 was very supportive and they were I chose people who could call a spade a
144 spade, with me it was, it was quite good- I learnt my weakness here and there
145 and then I have tried to improve on it definitely.

146 **Interviewer:** Ok, then in your trying to improve were you alone or did you get
147 support?

148 **Teacher:** Ah, we met as a DSG, afterwards and then we discussed the exercise,
149 definitely we benefited yes.

150 **Interviewer:** Ok, in terms of support are you supposed to get it from inside and
151 also from outside.

152 **Teacher:** Well, it's very interesting to note, look especially after the
153 implementation of the new curriculum, it is very important that the educators get
154 outside support especially the implementation of the new curriculum especially
155 when it comes to subject matter which is hardly forthcoming we undergo
156 different type of workshops, what , how to do the paperwork since the subject
157 matter has changed especially through the upgrading of the syllabus a lot of
158 support must come from the subject advisory services it is not coming, it's a
159 reality .

160 **Interviewer:** Ok.

161 **Teacher:** We know it, they know it, everybody knows it, but very only not only for
162 my subject, I have noticed quite a bit, it is very important that it is forthcoming but
163 it's very rare that it comes.

164 **Interviewer:** Ok.

165 **Teacher:** Can I add something onto it Mam?

166 **Interviewer:** Yes, yes.

167 **Teacher:** It is nobody's fault, there is no clear definition of who is to do what, and I
168 don't think the subject advisory has been informed that they have to give that kind
169 of service to the educators based at schools there is no clear definition of who is
170 to do what maybe that is the problem why it is not coming.

171 **Interviewer:** Ok, to what extent has the implementation of LO specifically this time
172 met your needs for development as a teacher. Are you doing something different
173 in the class?

174 **Teacher:** Hm, actually it is have I been doing something differently in my class,
175 that means my modus operandi, or my method of teaching has changed, that is
176 your question.

177 **Interviewer:** Yes, let me rephrase it to say what are you doing differently now that
178 you have been appraised and observed in practice?

179 **Teacher:** I have tried to rectify a few things that I was doing in class actually I
180 have tried to improve quite a bit about The movement in classrooms and then the
181 mode of questioning in the class I those I have improved dramatically after
182 the observation and after the DSG has the process.

183 **Interviewer:** Ok, what are your recommendations regarding the policy itself and
184 the implementation of Developmental Appraisal and Classroom Observation. We
185 have this policy in place, let's start with the policy itself.

186 **Teacher:** Ok, the policy itself states that we have heads of departments
187 personally I will prefer the HOD who knows what I am doing in class. It is difficult
188 to have something like that taking place for example languages. I am not a
189 language teacher but language person who heads English, Afrikaans and
190 Setswana, he goes in to observe an Afrikaans lesson and supposed to give some
191 sort of support to that teacher, what kind of support can you offer, it is very difficult
192 to come through instead when there is a situation like that it does not become
193 developmental but it becomes judgemental he will be trying to pinpoint all the
194 faults because he cannot give anything that is positive. Once a subject matter is,
195 once the person who observes you is not with the subject matter definitely there
196 will be a problem like that. I wish it could be improved one way or the other it
197 should be improved.

198 **Interviewer:** And then regarding the implementation of Developmental Appraisal
199 and Classroom Observation.

200 **Teacher:** For a start, for quite a bit during that period there was no system in
201 place but the department has boldly brought in something let me put it very
202 user- friendly of educator friendly system of evaluation so there is a system of
203 evaluation that is we will improve on it little by little but at the end of the day I
204 hope for the best.

205 **Interviewer:** Ok, anything that you will like to at this stage improve.

206 **Teacher:** To be .

207 **Interviewer:** Improved on any general recommendation that you can .

208 **Teacher:** Eh, the scoring system, you see, I don't know how it can be improved
209 on. The moment these the whole thing. Your improvement in your standard,
210 that is your monetary is linked to IQMS , this system of what I said in the
211 beginning It will never go away, even if you do not perform as an educator, there
212 will never be improvement in your monetary it will definitely influence influence
213 the the on paper. If the department could improve on that part if you could
214 definitely developmental Appraisal and the monetary not be linked to it, that
215 will be better better way.

216 **Interviewer:** Ok, is there some principle or guideline to curb that subjectivity?

217 **Teacher:** I don't think so Mam.

218 **Interviewer:** Ok.

219 **Teacher:** As far as I know, you do the Ok not as far as I know, the policy you
220 finifh and you score and your grade progression, all those things and eh the
221 moment it is linked to money that is going to be a problem .

222 **Interviewer:** Thank you so much Sir for your inputs, I hope we can look into this
223 and make some improvements.

224 **Teacher:** Thank you,

225 **Interviewer:** thank you....for your time.

1 **Transcript 3: Principal, High School**

2 **Interviewer:** Good Morning Sir.

3 **Principal:** Good Morning Mam.

4 **Interviewer:** Mr Rakoma, I am going to interview you regarding a study that seeks
5 to investigate the attitudes of educators towards Developmental Appraisal and
6 Classroom Observation. That you have gone through the process in your school.
7 To what extent was the process implemented in your school?

8 **Principal:** Ag, we started last year, now it was linked to IQMS we started last
9 year.

10 **Interviewer:** And then regarding Classroom Observation, have all your staff been
11 exposed to that?

12 **Principal:** Ja, for now, I can say 90% of the staff has been evaluated.

13 **Interviewer:** Ok, did you as a principal go through the process?

14 **Principal:** Eh, for me not yet, it will be done this year.

15 **Interviewer:** You haven't been observed in the classroom.

16 **Principal:** Yes.

17 **Interviewer:** How do you think your colleagues and teachers feel about the
18 implementation of Developmental Appraisal and Classroom Observation?

19 **Principal:** Ja, eh, the attitudes now is positive, they are willing to participate. We
20 have got the Staff Development Team (SDT) in the school that coordinate all the
21 activities so obviously most of the teachers are keen to be evaluated.

22 **Interviewer:** can you attribute your statement to say they are keen. What have
23 you seen in them to make you say they are keen?

24 **Principal:** SDT, when they draw up the plan, they ask the teachers to supply
25 them with the dates of evaluation and then they did that they were evaluated,
26 they gave the dates.

27 **Interviewer:** After the evaluation do you talk to your teachers some feedback.

28 **Principal:** Normally it is done by the DSG comprising of the appraisee, the peer
29 and they discuss, we talk about post evaluation meeting before they finalise the
30 score, remember at the end of the year they must the summative evaluation.
31 Which pay progress develop Personal Growth Plan (PGP).

32 **Interviewer:** Ok, how do you feel about Developmental Appraisal and Classroom
33 Observation?.....

34 **Principal:** Last year we have drawn our School Improvement Plan (SIP) from the
35 PGP we are about to implement the developmental process because some of the
36 weaknesses have been identified by the teachers wanted outside intervention so
37 we could not address those issues that needed outside intervention, but those that
38 dealt with discipline , that we ourselves in the school.

39 **Interviewer:** Ok, so at least you have started even the teachers are seeing the
40 good of the process. To what extent have the implementation of Developmental
41 Appraisal met your needs for development as a teacher?

42 **Principal:** Ja , it has some influence, eh on the side of the teachers especially
43 development because they are ready to be developed for example, we had one
44 problem on lesson preparation OBE less preparation, this new curriculum so we
45 identified that so we approached First Education Specialists to help those teachers
46 with learning programmesbecause....at least we discovered that problem at
47 least teachers need to be helped...in terms of NCS.....

48 **Interviewer:** Can you maybe talk about you personally, what is it that you...this
49 Developmental Appraisal has done for you as a principal.

50 **Principal:** Ja, eh, for me ,eh, it has shed some light in terms of addressing
51 weaknesses that I have outlined especially in administration of the school.

52 **Interviewer:** Ok, it helped you

53 **Principal:** ..in improving my administration ,in the administration of the school.

54 **Interviewer:** Ok, Ok.

55 **Principal:**because you need to have policies in place.

56 **Interviewer:** By the way you said you have not gone through Classroom
57 Observation....

58 **Principal:** Because I am only teaching one class and most of my job is
59 administration.... But that will be done....it will....

60 **Interviewer:** Given your experience as a teacher, and methods that were used
61 then, how do you compare those evaluation methods with what is happening today
62 in Classroom Observation.

63 **Principal:** Ja, ..the new approach is good as compared to the old one, eh, in the
64 past we only emphasized content. Learners must grasp content, the focus was not
65 on thinking skill, but now lately through this new curriculum is focusing more on the
66 learner, the development on learners especially in cognitive skills, is learner
67 centered. We just teach, if a learner can produce what we have taught it is fine....

68 **Interviewer:** (Laughs) I have learned that from the past there was a system of
69 inspection, have you gone through that?

70 **Principal:** We have experienced that in the past, because that system was solely
71 for fault finding system whereby now somebody just comes in to look for faults
72 from there you will not get any feedback, whether what you were doing is correct or
73 what, it was an instrument to punish people, during those days that is why it was
74 opposed strongly if you see an inspector coming teachers will go out, learners
75 outside but with this one of Appraisal System because it is based on the principle
76 of democracy people are being consulted before we embark on the process of
77 evaluation, the appraisees and all... unlike in the past....

78 **Interviewer:** Ok, thank you for that point. What are you doing differently now that
79 you have been appraised and observed in practice? You have just elaborated on
80 comparing the two systems.....

81 **Principal:** Ja, in the advent of this new approach, I am waiting for my turn so that I
82 can be evaluated but what I have observed is that what we used to do in the past
83 is no longer applicable because we have been through the workshops. Those
84 workshops indeed empowered many of us in the school, what I am doing now is
85 different to what I was doing in the past.

86 **Interviewer:** Ok, based on this Developmental Appraisal, what are your
87 recommendations regarding the policy itself, this policy of IQMS, what is it that you
88 personally will like to recommend?

89 **Principal:** Ja, well I will recommend that this process should be given enough
90 time, because there are other activities in the school, so if the time frames should
91 be reviewed so that we are given ample time to accommodate this Appraisal
92 system. Now lately there are a lot of activities from the Department. People have
93 been called to a meeting and workshops and so forth and that has disturbed our
94 programme for IQMS by activities.... We are given enough time to embark on the
95 program there is no problem I recommend that.....especially the process itself
96 time frames....

97 **Interviewer:** Ok, time frames to do what specifically, to observe....

98 **Principal:** To observe.....for example, the first term we can only observe
99 teachers only in March, first quarter, 2nd June examination, July you can only
100 observe for about a week now what.....department take teachers away from
101 school that they attend workshops so we never have time to evaluate the

102 remaining bulk of the teachers because we are about 32 teachers in school so we
103 need enough time and then come August preparatory examinations, the exams
104 are on, come October CTA starts , so I will appreciate if the activities that
105 depart.... Because they are the ones that disrupt us.

106 **Interviewer:** Besides the issue of time, do you have any other recommendation?

107 **Principal:** Ja, the other recommendation especially the developmental cycle it
108 needs to be addressed....because sometimes we identify a problem that need to
109 be rectified and then the school don't have the capacity to solve that problem so
110 when we outsource the problem.....from the department it takes timenobody
111 could be approached.

112 **Interviewer:** ...approached in terms of the problem, to solve the problem...to
113 address the grey areas.

114 **Interviewer:** Thank you very much Mr Rakoma for your time, I hope this research
115 can add some value maybe the department can

116 **Principal:** But thenwe need to make an evaluation to see whether there is a
117 correlation between learner performance and the scored the teachers obtained
118 when we complete the summative evaluation because there is no use teachers
119 scoring 80% whereas learner performance is 30%, no correlation.

120 **Interviewer:** ..if it is going to serve its purpose . Ok, but in terms of summative
121 evaluation have you already started on it?

122 **Principal:** We did it last year,...and this year if things can ...we will be finalizing
123 the process.

124 **Interviewer:** The summative evaluation...

125 **Principal:** Because the sum of last year serve as ... for this year as a base....

126 **Interviewer:** Ok

127 **Principal:** ..so we are about to complete the cycle other teachers were not
128 evaluated due to logistical problems when we came back we could not start
129 because of the workshops but form this month I think by the end of September
130 when school closes we shall have done our evaluation including the principal, and
131 then we will complete summative and submit towards the end of the year.... Policy
132 document on IQMS....

133 **Interviewer:** thank you very much Sir.

1 **Transcript 4: Principal, Middle School**

2 **Interviewer:** Good Morning, Sir.

3 **Principal:** Morning Mam.

4 **Interviewer:** Thank you very much for agreeing to do this interview with me. It is a
5 study that seeks to investigate the attitudes of teachers towards Developmental
6 Appraisal and Classroom Observation.

7 **Principal:** Thank you, you are welcome.

8 **Interviewer:** I am sure you are aware of the system IQMS, so we are going to
9 focus for the purpose of my study in particular to Developmental Appraisal and
10 Classroom Observation. To what extent was the process of Developmental
11 Appraisal implemented in your school?

12 **Principal:** Ja, it was implemented, it is just that the implementation was a jig- so-
13 puzzle system or an approach because in the past it has been stalled by unions,
14 politics but otherwise after repeated training and motivation settled in the
15 educators mind and almost everybody embraced it. As a whole it is now taken up.
16 IQMS is three phases including Developmental Appraisal, it is been encompassed.

17 **Interviewer:** Ok, I heard you talking about stalling by unions and politics, what
18 was their main reason for stalling the process?

19 **Principal:** Ja, well you will not exactly know but you of this nature in our
20 education system goes to the ELRC and the rest and after agreements are made
21 with unions we expect that to be cascaded down to the masses and of course the
22 history tells us it has always been the history of the floor, the grassroot not
23 agreeing and then there will be questions to stall.

24 **Interviewer:** Ok, thank you, to what extent were Classroom Observations
25 conducted in your school?

26 **Principal:** You mean in our school , it is definitely been done progressively, time
27 and schedule allowing it has been done.

28 **Interviewer:** Were all the teachers taken through the process?

29 **Principal:** Ja, they were, documents in place, everybody has a file, each individual
30 has his own Personal Growth Plan (PGP) and the Development Support Group
31 (DSG).

32 **Interviewer:** Were you also observed in practice?

33 **Principal:** Initially because of the dynamics in our area I was observed in
34 practice by a peer and together with my DSG in the school. Of late now it is from
35 policy department that Institutional Support Coordinators (ISCs) do it and when we
36 met with them yesterday where a schedule of some kind has been formulated, in
37 respect of IQMS.

38 **Interviewer:** Ok, what kind of feedback did you receive after the initial Classroom
39 Observation?

40 **Principal:** Now the feedback was progressive, support from the ISC and of course
41 peer discussion with my colleague as a principal

42 **Interviewer:** Can you take me through the peer discussion. What exactly came
43 out of that discussion?

44 **Principal:** basically we were looking at our strength and weaknesses in
45 respect of what sort of causes our weaknesses as systems/ schools and you will
46 then come to a point of agreeing that the resources that one has, the support of
47 human from our seniors is given full attention.

48 **Interviewer:** Ok, how do your colleagues and other teachers feel about
49 Developmental Appraisal?

50 **Principal:** Now of late in its context of IQMS it is taken very well, more so there is
51 an incentive of 1% that is going along with it.

52 **Interviewer:** Ok, what do you mean by of late?

53 **Principal:** Of late, meaning after several attempts from as far back as it was
54 Developmental Appraisal System (DAS) up to until it was worked into IQMS. It
55 could have been precisely last year.

56 **Interviewer:** Ok, how do they feel about Classroom Observation, are they
57 comfortable?

58 **Principal:** They are definitely comfortable.

59 **Interviewer:** and willing to be observed in practice?

60 **Principal:** Willing to be observed in practice, yes.

61 **Interviewer:** How do you feel personally about the implementation of
62 Developmental Appraisal and Classroom Observation?

63 **Principal:** Oh, this is wonderful, I mean you can't go stretch a distance without
64 being told this is not right after all you can find it is From many years
65 backwards...one should be observed for the sake of the learners.

66 **Interviewer:** Ok, can you elaborate on that fact, why for the sake of the learners?

67 **Principal:** Ja, they are our actual focus, I mean you can't have systems running
68 around circles without it putting a good reason why it is done with the learners.
69 The learners are sort of a focus and they are our goal. Teaching and learning
70 focus on the learners and the learners a purpose. I mean we can't have systems
71 that are just advantaging teachers in terms of getting 1% d and learners are not
72 gaining anything.

73 **Interviewer:** How do you see this system benefiting the learners or maybe
74 learners getting something out of it.

75 **Principal:** It does benefit the learners because periodically it will inform the
76 weakness of the educator, the strength of the educator and one then is able to
77 improve and adjust where necessary and good progress can be registered and
78 quality education can be ensured.

79 **Interviewer:** Ok, to what extent has the implementation of Developmental
80 Appraisal met your needs as a teacher?

81 **Principal:** Ja, to an individual it has contributed really it made me realize, it is
82 necessary in every ..to always check on your weaknesses and strength and
83 improve, it is necessary to improve and qualify the good that you have.

84 **Interviewer:** Ok, you saw yourself improving and developing.

85 **Principal:** Exactly.

86 **Interviewer:** How exactly?

87 **Principal:** I was able to for example adjust certain policies, schedule, change
88 certain schedules and new methods and strategies in monitoring my teachers.in
89 particular as a principal and this also made me involve myself almost in every
90 That teachers take in different subjects.

91 **Interviewer:** Ok, and regarding classroom practice, how has this met your
92 development needs.

93 **Principal:** As an individual Ja, it helped me a great deal because in itself
94 motivation that is now thrown into the the minds of a teacher, educators rather this
95 in itself enlightens my load and my work. I am motivating them but at the same
96 time they are motivated from another context through the process.

97 **Interviewer:** What are doing differently now that you have been appraised and
98 observed in practice?

99 **Principal:** Ja, doing differently it's a version of saying we have improved on the
100 quality assurance that we are doing, we have improved on the methods and

101 approaches that we were using and we are periodically, progressively changing
102 whatever approach... records,..., policies and the schedules although with you
103 policies, but we are improving everything because it tells us when you fail using
104 this approach you necessarily have to change.

105 **Interviewer:** Ok, I am sure you are aware that we have so many policies
106 especially in the education sector and there is a difference between the policy
107 itself and the implementation thereof. What are your recommendations regarding
108 the policy itself?

109 **Principal:** Ja, there are many changes that are being thrown down onto the
110 education system and the changes can if one is not aware and careful impact
111 negatively on the system as a whole. They can bottleneck the system as a whole,
112 they tie the system as a whole now what necessarily one needs to do, we need to
113 do continuous internal regional researches and see what can best obtain using a
114 particular policy and how the policy can be interpreted well and or better for a
115 particular area. Now this are the dynamics that one is taken into consideration
116 given all the many policies, not all of them,, others are experimental not all of
117 them can succeed we need to be very careful checking the dynamics of the
118 whole.... As to which policies to use and how to interpret but then keeping in frame
119 with the actual fundamental laws and policies of the education system.

120 **Interviewer:** What are your comments regarding this specific policy, the IQMS in
121 particular Developmental Appraisal.

122 **Principal:** Mummy, the, to be very honest IQMS as a policy is a very good policy.
123 It is just that the dynamics of our own area particularly the blacks may have a
124 problem in accommodation needs through quality service but generally speaking it
125 being used without resources being available, human and material then it is Ok, it
126 will benefit everybody. I have to add this I wouldn't like to have IQMS sort of
127 attached to the monetary value of it. We do that people might not do records,
128 might do what and evaluation might not be very fair the quality of learning
129 particularly in the aspect of learners.

130 **Interviewer:** Ok, that was in regard to the policy itself, can you comment on the
131 actual implementation. Any recommendation regarding the implementation of
132 Developmental Appraisal and Classroom Observation?

133 **Principal:** Ja, the implementation is a problem, it's a problem, its being rushed,
134 because of the structures, the power structures that we have in our system.

135 Everybody wants to be seen to be doing his work as an official, records being
136 produced, summaries made, they are being evaluated as well. But as I am saying
137 its people need to be sturdy ans see which one is suitable for rural areas. Learners
138 are not the same. I will like to see policy makers realizing and observing this
139 dynamic that in areas where it is not quickly and easily applicable in respect of
140 having the process been completed we need not rush because otherwise the
141 people might do records disregarding the actual aim of learner education.

142 **Interviewer:** Ok, the issue of need not rush takes me to the issue of time, besides
143 the time factor any other recommendation?

144 **Principal:** Mam resources are a problem , I don't ...resources, as soon as you
145 plan a policy equate the planning with the resources in your checklist because if
146 you can do one check and leave the other one out then it becomes incongruent.

147 **Interviewer:** Ok, by the way for how long have you been teaching?

148 **Principal:** From1977.

149 **Interviewer:** From 1977, so I guess you have been exposed to the previous
150 regime, the kind of evaluation the inspectoral system then.

151 **Principal:** Ja.

152 **Interviewer:** How can you compare the two?

153 **Principal:** Ja, to be very honest what comes late than any other thing always
154 brings a difference of thinking. Ja, the other method was a method that was not
155 very democratic in any case and in itself it was not completely developmental like
156 this one now this one is flexible and developmental and it s geared towards
157 making learners real, productive, assertive individuals who can serve the purpose
158 in this current...

159 **Interviewer:** Ok, thank you very much Sir,.....

160 **Principal:** I wish you good luck.

161 **Interviewer:** Thank you.

1 **TRANSCRIPT 5: Principal Primary School**

2 **Interviewer:** Good Morning Mam.

3 **Principal:** Good Morning.

4 **Interviewer:** Thank you very much for agreeing to go through this interview with
5 me. This study seeks to investigate the attitudes of teachers towards
6 Developmental Appraisal and Classroom Observation.

7 **Principal:** It is my pleasure.

8 **Interviewer:** I am sure you are aware that we have the system of IQMS that is
9 mainly focusing on appraisal and ensuring accountability on the side of educators.

10 **Principal:** Yes.

11 **Interviewer:** To what extent has the process of DA been implemented in your
12 school?

13 **Principal:** In fact we started with the process somewhere in last year and it was our
14 first experience so far we found it been good to teachers and everybody.

15 **Interviewer:** How far did you go, were all the teachers appraised?

16 **Principal:** Yes they were all appraised.

17 **Interviewer:** To what extent Mam, were Classroom Observations conducted in
18 your school?

19 **Principal:** Well Classroom Observations were not so much conducted due to time
20 factor especially the intermediate phase did not have any workshops whatsoever.

21 **Interviewer:** Ok, but you managed to conduct a few.

22 **Principal:** Exactly, and thereafter we meet and sometimes we do this workshops.

23 **Interviewer:** Were you personally appraised, were you visited in class, observed
24 in class?

25 **Principal:** Yes, by Mrs... and Ms ...

26 **Interviewer:** Ok, thank you for that Mam. What kind of feedback did you receive
27 after Classroom Observation?

28 **Principal:** They helped me a lot because so far I can see the difference between
29 what I have done previously and up to now, they helped me a lot.

30 **Interviewer:** Can you elaborate on that difference, what exactly and where exactly
31 did they help you?

32 **Principal:** Eh, we are having fourteen performance standards but one of them
33 especially the personal ... has taught me a lot. Well of course when it comes to

34 teachers when they ask for permission I don't deny them permission to go when
35 they show what can I say... the working togetherness.

36 **Interviewer:** What question is specifically based on Classroom Observation while
37 you were teaching.

38 **Principal:** While according to their rating they were satisfied.

39 **Interviewer:** They were satisfied, they did not come up with anything for example
40 in terms of your strengths?

41 **Principal:** The thing is I prefer classroom situation than the office. I really prefer
42 being in the class, even if I can go and show you my books really you will
43 understand, they comment on that. I like being in the classroom. I usually tell my
44 teachers that if they may find me faulty in the office work but classroom work they
45 will find it and that is what the kids have come for.

46 **Interviewer:** Ok, how do your colleagues and other teachers feel about the
47 implementation of Classroom Observation?

48 **Principal:** They feel very good about it, they like it.

49 **Interviewer:** What exactly do they like?

50 **Principal:** Especially when it comes to the methods of teaching.

51 **Interviewer:** How do you feel about the implementation of DA and CO, your
52 personal feeling?

53 **Principal:** Really it is good because it is not judgemental, it is developmental. I
54 also... it develops us a lot.

55 **Interviewer:** Ok, how, or what can you say specifically that it helps in
56 development, what exactly makes you say it is developmental and not
57 judgemental.

58 **Principal:** Some changes regarding to what we have been doing in the past.

59 **Interviewer:** Ok, which are...

60 **Principal:** There are so many changes really regarding the implementation of
61 IQMS, concerning the class situation and outside world.

62 **Interviewer:** Ok, you had been exposed to the previous regime where the
63 inspectors used to come to the school to do this, can you talk about the two,
64 compare the two.

65 **Principal:** Comparing the two, the old system was really bad... it is because

66 **Interviewer:** Ok, those ones were too punitive rather than developing other
67 people, they were fault finding.

- 68 **Principal:** Alright and then compared to this new system, there is no fault finding
69 in this new system
- 70 **Interviewer:** I don't think is there as I... that is developmental not judgemental,
71 they are helping, so when you find weaknesses in ...educators help other
72 educators.
- 73 **Principal:** Yes we do help each other.
- 74 **Interviewer:** Alright, to what extent has DA met your needs as a teacher
75 specifically your developmental needs?
- 76 **Principal:** Eh, it helped a great deal because some of these innovative methods
77 we are trying to apply them in the classrooms.
- 78 **Interviewer:** To what extent has CO met your needs as a teacher specifically
79 your developmental needs? How did you develop as a teacher?
- 80 **Principal:** Yes we did have some meetings so as to develop ourselves amongst
81 us, you may know something that I don't know, and that is how we came to
82 develop each other. Sometimes we are helping each other, there is a neighboring
83 school around here, we are helping each other.
- 84 **Interviewer:** How do you help each other?
- 85 **Principal:** For instance if you don't understand maybe you are not clear about
86 something, one just seek an advice from those educators, even the principal of
87 that school, they are not so selfish. We are helping each other as neighboring
88 schools.
- 89 **Interviewer:** What are you doing differently now that you have been appraised
90 and observed in practice?
- 91 **Principal:** So many things basically thing that I have learned from the exercise of
92 appraisal. Eh, we used to have difficulty in recording in the classroom and the
93 lesson plans but now that we have been shown how to record and to do the lesson
94 plan we do no longer have so many problems.
- 95 **Interviewer:** Any other thing from the appraisal and CO besides difficulty in
96 recording and lesson plans
- 97 **Principal:** There are so many things.
- 98 **Interviewer:** What are your recommendations concerning the policy of DA and
99 CO?
- 100 **Principal:** Regarding the policy, the one for IQMS.

101 **Interviewer:** Isn't that DA is part of IQMS, but for the purpose of my study I was
102 focusing mainly on DA, so I will like to know your views, what can you recommend.

103 **Principal:** It is good to an extent that ' firstly, we were not well workshopped on it
104 but now that we , as time goes on we can see how it work we can do our best in
105 it.

106 **Interviewer:** Do you think you can recommend to say maybe they can change this
107 or that. Some additions.

108 **Principal:** No, no, I think so far it is good, it is perfect because in the ultimate end
109 every teacher has a score sheet and we have to submit those score sheets to
110 show that really that person has done the appraisal system.

111 **Interviewer:** And about CO. Anything that you will like to recommend?

112 **Principal:** Yes, eh, the thing is you know the policies are done by the people who
113 are not in the classroom situation and people who are in the classroom situation
114 are those who encountered problems which are not included in their policies for
115 instance let me say there is lot of poverty around us, people don't , especially in
116 rural areas, you may find that let me say the people who are doing this policies are
117 in urban areas, they don't think for those in the rural areas.

118 **Interviewer:** For example on what regard. I understand that we have policy
119 makers on one side and implementers on the side, at school level you are
120 supposed to be implementers, can you come up with things that you as an
121 implementer will like to make the policy makers aware of in order to improve or to
122 can implement the policy better.

123 **Principal:** I think in future, they should consult people at school for their advices,
124 you just can't go through because it is a policy you must just implement it.

125 **Interviewer:** Supposing you were given a chance to advice on the policy what will
126 you say, what advice will you give to make it better for everybody.

127 **Principal:** They should include the people who are at grassroot when they plan,
128 they should try and invite them so that they can get the views from the
129 implementers and by so doing I think the whole process will run smoothly.

130 **Interviewer:** If you were to be asked now to give your advice, what will you say,
131 what will you like to see being done differently?

132 **Principal:** Eh, for instance when coming to the materials we use in the classroom.
133 I think for us people who are in the rural areas they should make ready made

134 materials for us and worse part of it we don't have resources of this new
135 dispensation of education, so they should consider those aspects.

136 **Interviewer:** I understand the policy is somehow related to pay e.g. a person
137 scores well, then the person get something, don't you have a problem with that in
138 terms of subjectivity because if one knows a senior person that one evaluates the
139 person and he does not get the pay, the person is going to blame you.

140 **Principal:** Well as we are having a case with us, one teacher has not received her
141 payment but she did very well, but I don't see any problem, if I perform good I
142 should get something that really goes along with my performance, I mean I can't
143 expect to get more whereas I did not perform very well.

144 **Interviewer:** And then the problem of subjectivity where a person because of
145 personal differences or what will feel he is not been scored accordingly, don't you
146 have such?

147 **Principal:** I have not experienced that one.

148 **Interviewer:** Do you have enough time to go through the process because it
149 means that teachers should stop for a certain time and evaluate one another.

150 **Principal:** Yes according to the program they gave us if you just follow it I don't
151 see any reason why should we delay because there a date that we should follow,
152 so I don't see the reason why delay or why should we object for not doing the
153 Appraisal System for me it is good and I like it.

154 **Interviewer:** Thank you very much Mam.

155 **Principal:** Ok.

1 **TRANSCRIPT 6: Educator, Primary School**

2 **Interviewer:** Thank you Mam for agreeing to do this interview with me , my study
3 is about investigating the attitudes of teachers towards Developmental Appraisal
4 and Classroom Observation based on IQMS. To what extent was the process of
5 DA implemented in your school?

6 **Teacher:** Oh, as far as I can remember it was well conducted even though there
7 were some problems that we encountered.

8 **Interviewer:** Can you take me through the problems, what kind of problems did
9 you encounter?

10 **Teacher** : We were not so clear of what was expected of us even those people
11 who were evaluating us, were not sure of what they should do.

12 **Interviewer:** Ok, were you taken through orientation, some workshops to prepare
13 you?

14 **Teacher:** No, there were others who were taken to the workshop and when they
15 came back they were also not clear that is why it was difficult for us to apply it, but
16 we tried it, though the people who come and make follow ups, told us that we did
17 not conduct it as it was supposed to be.

18 **Interviewer:** What is your personal feeling regarding the implementation of DA
19 and CO?

20 **Teacher:** Presently I am having a negative attitude towards this, so if we know
21 exactly what are the expectations, what the people have come to do we wont have
22 a problem, for now we don't know exactly what one is looking for or what one is
23 expecting from you

24 **Interviewer:** They did not take you through that when they started.

25 **Teacher:** They do, but because they just see that this is K, what does she or he
26 know, nothing. So if maybe perhaps we can be evaluated by the neighboring
27 school, a person we do not know their weaken points, maybe that can help also
28 because if it is myself I know the weak points of teacher X, I say how can he help
29 me because he can't do this.

30 **Interviewer:** Ok, are you aware that one of the objectives of the policy is to
31 enable you to see those weaknesses so that you can improve on the weaknesses.

32 **Teacher:** I personally should see that.

33 **Interviewer:** For example when you say that it is difficult to listen to somebody or
34 let somebody appraise you while you know their weakness. My question is, are
35 you aware that one of the weaknesses of the policy is for us to identify the
36 strengths and weaknesses, so that we can help one another in developing.

37 **Teacher:** I do know that one , but the problem is how can you appraise of develop
38 me whereas you do have your own weaknesses that I know, how is that going to
39 help and then I do have a negative attitude, I know that teacher X is weak in
40 presenting, then teacher X come to class and say to me present, how is she going
41 to help me whereas I know that she cannot deliver.

42 **Interviewer:** I get the point now.

43 **Teacher:** That is why I say it will be better if we can be appraised by the people
44 whom we do not know their weaknesses, maybe the neighboring school, that way
45 we can develop but around here, within our schools it is going to be a problem and
46 it is of course giving us a problem, within schools because I know that teacher X
47 has no planning forms but she come in my class and say to me just present your
48 planning forms, how can I do that.

49 **Interviewer:** And personally after you have identified your weaknesses, were you
50 able to get help from the people who appraised you?

51 **Teacher:** Unfortunately I need to be open, I undermine people, so because of the
52 situation in which I were, I did not bother myself, I said to myself I will see what to
53 do on my own because I had a negative attitudes towards the people who were
54 appraising me, the reason being that I know their weaknesses so when they came
55 in class though there were somewhere where they helped me, already I had an
56 attitude. It was difficult for me to accept and what they were telling me was that
57 some things were wrong or I have to improve on that.

58 **Interviewer:** Ok, I get what you mean, have you ever been exposed to the
59 previous inspection system?

60 **Teacher:** Yes.

61 **Interviewer:** How did you feel about that one compared to this one?

62 **Teacher:** That one maybe it was because they were officials from outside that is
63 why I say we can be evaluated by outsiders maybe that way it will give us a
64 direction and we will be developed, I think so.

65 **Interviewer:** You think this one is worse that the previous one.

66 **Teacher:** Yes, because of outside people.

67 **Interviewer:** Do you see any development in what they were doing?

68 **Teacher:** Yes, very much, a lot.

69 **Interviewer:** Ok, can you give me an example of how they helped in developing

70 you? **Teacher:** Let me say when they came usually you had to present your

71 lesson, they first start by checking your files and there was nothing personal there,

72 but within the school there is a lot of personality there so when they came into your

73 class and they gave you guidance what you should do, so those ones were better

74 and we were developing.

75 **Interviewer:** Ok, thank you very much I hope we can intervene and help improve

76 this policy.

77 **Teacher:** My pleasure.