

4.5 QUESTIONNAIRE 3 - (29 QUESTIONS AND 100 RESPONDENTS)

	POST LEVEL	QUESTIONNAIRE	FREQUENCY	PERCENT
MALE	ONE	THREE	60	60
FEMALE	ONE	THREE	40	40
TOTAL			100	100

Table 4.5

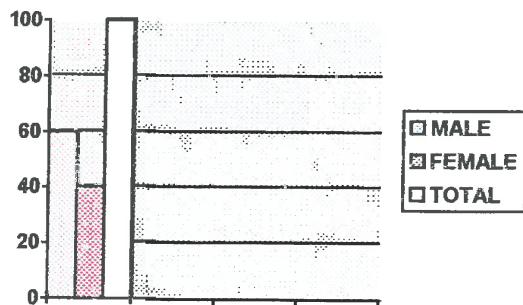


Figure 4.5

One hundred different educators from those who responded to questionnaires one and two answered questionnaire 3. They were however drawn from the same schools, namely:

- ✓ Imisebe Primary
- ✓ KwaMyeza Primary
- ✓ Gobandlovu Primary
- ✓ Aldingville Primary
- ✓ Muzikayise Primary
- ✓ Endakane High
- ✓ Clairwood Secondary
- ✓ Mandlakayise Primary
- ✓ Enkelabantwana Primary
- ✓ Nkabini Primary

- ✓ Endwebu Primary
- ✓ Beaula Primary
- ✓ Enkonjeni Primary
- ✓ Cezwana Primary
- ✓ Madulini Secondary
- ✓ Bilanyoni Primary

The researcher followed the same procedure as with questionnaire one in administering this questionnaire. Twenty-nine questions were asked. (see pages 177 - 217).

4.5.1 Education management is that process by which managers direct and co-ordinate organisations through human efforts.

NO OF RESPONDENTS	SCALE	PERCENT
70	STRONGLY AGREE	70
05	AGREE	05
03	UNDECIDED	03
15	DISAGREE	15
07	STRONGLY DISAGREE	07

Table 4.5.1

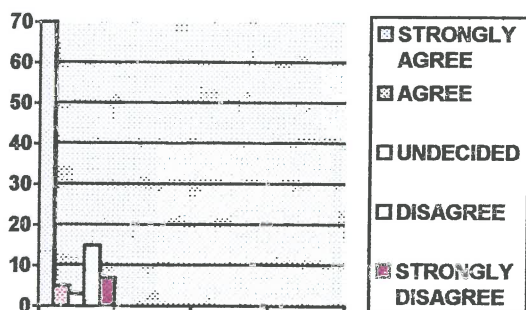


Figure 4.5.1 Education management is that process by which managers direct and co-ordinate organisations through human efforts

70% of the respondents argue that education management is the social process through which the manager co-ordinates the activities of a group of people by means of planning, organising, guiding, supervising and controlling, in order to achieve the specific goals of the school. 5% of respondents agree that management is a consecutive action, which forms a continuous cycle of planning, organising, guiding, supervision and controlling in order to reach previously set goals. 3% were of the respondents were undecided about this. 15% of respondents disagreed by arguing that the above statement could either be emphasised or accepted. The above definition contains an element of management that is absolutised. The last 7% of respondents strongly disagree with the statement maintaining that all the elements of management above should be evenly applied to ensure effective management and formative education. Management, as strongly argued by 70% of respondents must also account for the regulative aspect of management.

It is clear that good management may co-ordinate and control the activities of a school as evidence by 75% of respondents as opposed to the 20% who disagreed. This is also supported by Van der Westhuizen *et al.* (1999:40-41) in their comments that management is a complex concept that particularly describes the activities of people in an organisation. Trewatha and Newport (1976:22) maintain that management plans, organises and controls a school's operations in order to co-ordinate the human and material resources that are essential for the effective and efficient attainment of objectives.

4.5.2 Management development cannot be simply equated with a focus on school district heads, superintendents of education and principals only - all relevant stakeholders must be involved

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
20	AGREE	20
0	UNDECIDED	0
15	DISAGREE	15
5	STRONGLY DISAGREE	5

Table 4.5.2

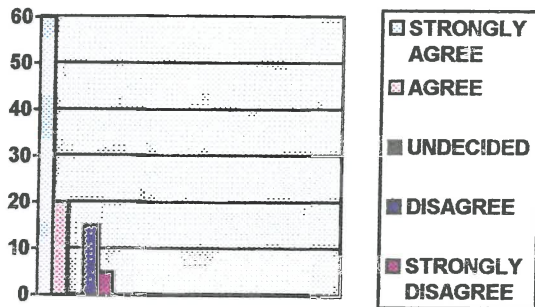


Figure 4.5.2 *Management development cannot be simply equated with a focus on school district heads, superintendents of management and principals only; all relevant stakeholders must be involved*

60% of the respondents strongly agreed with the National Department of Education annual report (1996:46) which emphasises that if at all our education management development is to be meaningful in the classroom situation, the development of a learning society requires the reclaiming of educators and the training system by all the communities in the country, not only the educator appraisal panels, principals and governing bodies. 20% of respondents agree with the above 60% of respondents. There were no undecided respondents. 15% of respondents commented that in developing human resources for education, care needs to be taken to meet those needs that are emerging from the new approach to education management, including an increased emphasis on relationship and team building skills. They further maintain that participative management and decentralised decision-making requires educators or stakeholders at all levels to interact with many different people and schools in making joint decisions and co-operating in a range of tasks. They need new interpersonal facilitation, leadership and conflict resolution skills (Report 1996:46). 5% of respondents also tally with the 15% of respondents above in terms of their comments.

80% of respondents maintained that school management development is the responsibility of all stakeholders, not only the principal. It is concluded that if this is the case, the blame must not be laid at the principal's door, but also at the door of the governing body of the schools where they are members. This is supported by A Facilitator's Manual (1997:28), which emphasises that even people from outside the institution may be brought in to assist and facilitate in such a workshop, which could be a management workshop or a relevant school workshop. This is also enshrined

within the new constitution of the Republic of South Africa (1996:1-146). Furthermore, the Draft Policy Framework in Education Management Development has enforced this (2000:3-45). 20% of respondents who disagreed with the 80% of respondents voiced constructive criticism when they say that in developing human resources for education, care needs to be taken to meet the needs that are emerging from the new approach to school education management, including team building skills.

4.5.3 Productive education change is the ability to survive the vicissitudes of planned and unplanned change

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
20	AGREE	20
1	UNDECIDED	1
15	DISAGREE	15
4	STRONGLY DISAGREE	4

Table 4.5.3

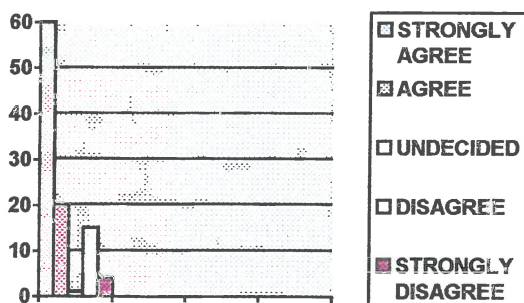


Figure 4.5.3 Productive education change is the ability to survive the vicissitudes of planned and unplanned change.

60% of the respondents said that productive education is not the capacity to implement the latest policy, but the ability to survive the vicissitudes of planned and unplanned change while growing and developing. 20% of respondents agreed with the 60% respondents above on this statement. 1% were undecided. The 15% of respondents commented that what is crucial is that the

individuals working in a constantly changing environment require support. In other words, they agreed that it is not the ability to survive the vicissitudes but to make change possible where it is impossible. The last 4% of respondents maintained that change could not take place if people managing the change do not work properly and do not keep time. The respondents are not, as such, opposed to the implementation of the latest departmental policy in management.

80% of respondents agreed that productive education is the ability to survive the vicissitudes of planned and unplanned change. It is clear that change needs certain skills from those who handle it, as this, though helpful, may bring ill-accepted results. However, educators may not be aware at the onset that these changes have some benefits. Lemmer and Squelch (1994:140) maintain that principals and appraisal teams are to be more responsible for initiating and managing change. They need to develop certain skills. 19% of respondents said it is crucial that all stakeholders must support people working in the change environment. This is a clear indication that educators need to know and be prepared for what needs to be changed.

4.5.4 Structural change refers to changes, policies and procedures

NO OF RESPONDENTS	SCALE	PERCENT
40	STRONGLY AGREE	40
10	AGREE	10
5	UNDECIDED	5
15	DISAGREE	15
30	STRONGLY DISAGREE	30

Table 4.5.4

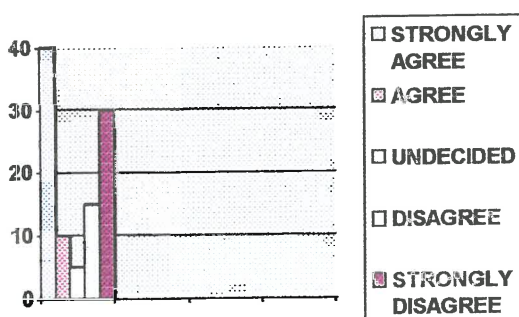


Figure 4.5.4 Structural change refers to changes, policies and procedures.

40% of respondents maintained that change is the key to creating a different environment that is more constructive and pleasing to all stakeholders in all schools and beyond school boundaries. They claim that structured change is common, as there are changes to policies in education and changes of rules and procedures in our education system, for example, in school methodology. 10% of respondents agreed with the 40% above. 5% of respondents were undecided. 15% of respondents maintained that although there are changes in policies, the real implementation of these education policies is dysfunctional. These changes are reflected on paper but the implementation thereof is still wanting. Structural change is not common these days. The respondents (30%) that strongly disagreed referred to structural or formal structure, which is disturbed because of the interaction with the environment. By means of effective management therefore, the balance could be restored in such a way that the organisation stabilises itself on a higher level than after each change previously.

It is evident that structural change occurs as a result of the policies and procedures that have been promulgated by the government - in this case by the national department of education. 50% of respondents who agreed had no option but to accept what the national department of education has pronounced. This is a top-down structure, which is beneficial, as there must be order in any school so that learning and teaching can continue.

45% of the respondents disagreed, maintaining that possibly the educators resist these rules, policies and procedures because they were not involved in their development. They were not part and parcel of the process. This is shown by the minor difference between those educators who agreed and those who disagreed. 50% agreed, i.e. strongly agreed and agreed, 49% disagreed, i.e. disagreed and strongly disagreed and 1% were undecided. One can thus conclude by saying that change is imposed upon recipients and initiated by the educator.

4.5.5 People-centred change focuses on changing people’s performances

NO OF RESPONDENTS	SCALE	PERCENT
20	STRONGLY AGREE	20
20	AGREE	20
1	UNDECIDED	1
59	DISAGREE	59
0	STRONGLY DISAGREE	0

Table 4.5.5

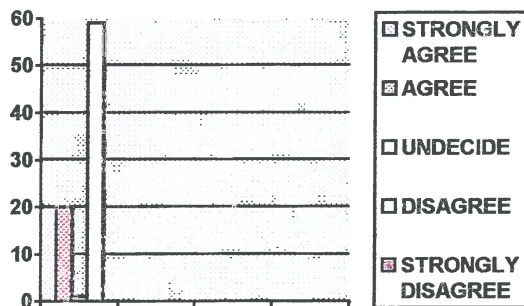


Figure 4.5.5 People-centred change focuses on changing people’s performance

20% of the respondents maintained that this change focuses on changing people’s attitudes, behaviour, performance and way of acting. They strongly believe that this is possible. 20% of respondents agreed that changing people’s attitude is possible. 1% of the respondents were undecided.

59% disagreed and argued that change has numerous implications for educators who are required to create a classroom culture and to support learning experiences that are relevant to all learners. The respondents further maintained that situations that precipitate change might arise within a school. Such internal sources of change include a failure of discipline, dissatisfaction with examination results or a change in school staff. No respondent strongly disagreed. They affirmed what the group that disagreed has said above.

40% of respondents agreed that educators’ attitudes towards classroom performance is positive on

rare occasions. They argued that learners fail at the end of the year because educators are not motivated towards classroom work and always complain that their salaries are not attractive and that the department has deprived them of their leave gratuities. Leave days no longer accumulate. The educator-learner ratio is still more than 1:30, unlike in the past where model C schools handled a minimum of 15 learners. This is supported by Lemmer and Squelch (1994:137) who maintain that people-centred change has numerous implications for the educators who are required to create a classroom culture and learning experiences that are relevant to all learners.

59% of respondents disagreed with the statement. Their view seems to be in line with what Lemmer and Squelch have said before, that a people-centred approach precipitates change within the school. It is concluded that this change may not work beneficially at times.

4.5.6 The appraisal of educators is in essence a developmental process that depends upon continuous support from all stakeholders

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
20	AGREE	20
0	UNDECIDED	0
18	DISAGREE	18
2	STRONGLY DISAGREE	2

Table 4.5.6

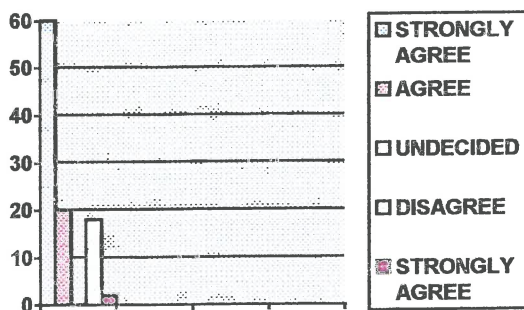


Figure 4.5.6 The appraisal of educators is in essence a developmental process that depends upon continuous support from all stakeholders

60% of the respondents commented that the developmental process should be continuous, systematic and developmental in nature and, above all, should be related to one's job description. This will fruitfully encourage the educator in his or her classroom performance. 20% of respondents supported the above comment. 0% were undecided and 18% disagreed with the statement. They argued that appraisal should not be continuous because it disturbs lesson work in the classroom and does not benefit learners at all, as some educators themselves are too lazy to teach. This suggests that appraisal should be introduced in colleges of education, not at school level where it has no room in the school timetable. This is one of the reasons for timetable clashes, as mentioned before in this research.

2% of respondents strongly disagreed. They supported 18% of respondents who emphasised that the appraisal of educators cannot be successful without the support of all stakeholders. This view is supported by Stenning and Lyons (1986:62) who stated that this process should be passed on to staff in a regular, constructive and helpful way. Furthermore, this 80% of respondents are supported by West-Burnham (1993:3) and Chisholm *et al.* (1997:5), who say this is a continuous and systematic process intended to help individual educators with their professional development and career planning and also ensures that in-service training is continuous. 20% of respondents disagreed with the appraisal process being continuous, maintaining that this disturbs normal class routine. It is concluded that the appraisal developmental process should be continuous if it is to be of benefit to the educators.

4.5.7 The developmental appraisal system aims at reviewing the improvement of the current performance

NO OF RESPONDENTS	SCALE	PERCENT
0	STRONGLY AGREE	0
0	AGREE	0
0	UNDECIDED	0
80	DISAGREE	80
20	STRONGLY DISAGREE	20

Table 4.5.7

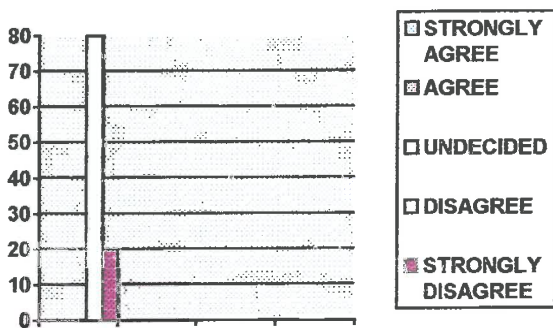


Figure 4.5.7 The developmental appraisal system aims at reviewing the improvement of the current performance

There are none that strongly agree, agree or remain undecided. 80% of the respondents disagree with the statement, maintaining that the above aims cannot be effectively achieved, as there is a decline in the practice of importing ready-made developmental appraisal systems from other prosperous organisations. They further comment that to achieve the above aims a balance must be maintained between teaching and other responsibilities and in all cases a formal interview should be preceded by self-appraisal and followed by a written report. The schools lack up-to-date accessible information which is consistent and systematic about the performance of educators. Educators are concerned with their professional development and expect effective performance to be recognised and supported. The last 20% who strongly disagree endorse what the 80% of respondents have said above.

All of the respondents argue that the aims of the developmental appraisal system cannot be effectively achieved, as there is a decline in the practice of importing ready-made developmental appraisal systems from other schools or organisations. There is no balance between teaching and other responsibilities. It is concluded in this research that the aims of the developmental appraisal process cannot be implemented effectively. It therefore stands to reason that all the stakeholders must try to remove the barriers in order to implement the aims of the appraisal developmental process with ease. Without these aims being implemented, learning and teaching cannot be enhanced.

4.5.8 In order to facilitate change in education one cannot only target one aspect of the institution

NO OF RESPONDENTS	SCALE	PERCENT
5	STRONGLY AGREE	5
6	AGREE	6
5	UNDECIDED	5
4	DISAGREE	4
80	STRONGLY DISAGREE	80

Table 4.5.8

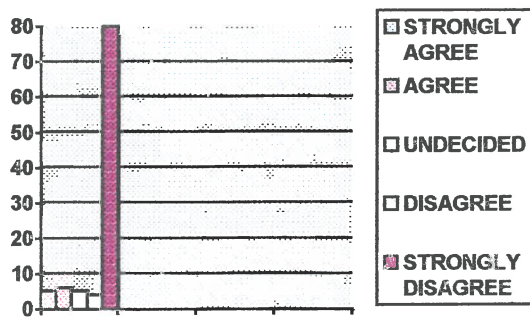


Figure 4.5.8 In order to facilitate change in education one cannot only target one aspect of the institution

5% of the respondents commented that currently only educators and not learners are appraised. They are supported by 6% of the respondents who agreed with the statement. 5% are undecided and 4% disagreed, holding the view that the appraisal process in South African school situation concentrates on educators only and learners do not know what they are supposed to be taught. It is therefore argued that learners should also be involved in the appraisal process as observers. The governing bodies must also be involved, as they are involved in the selection process for purposes of educator appointment and promotion posts. 80% of respondents strongly disagreed and echoed what the 4% of respondents who disagreed emphasised.

11% of respondents agreed that all educators within the school must be part of the process. This is

supported by A Facilitator’s Manual (1997:24) which states that the developmental appraisal system is part of whole school development approach and should be viewed in relation to other initiatives that are underway in schools. The developmental approach system is not divorced from these other initiatives, but should form an integral part of it.

80% of respondents were in favour of exclusion of the learners and governing bodies from the process, claiming that learners should be involved in the appraisal process as observers as well. If learners were involved, they would be able to help other learners with their classroom work. The governing bodies must also be involved, as they are part and parcel of the teaching and learning processes. It is concluded that learners and governing bodies must be involved in the appraisal process.

4.5.9 In order to facilitate the ways in which the appraisal panels are set up, staff development teams are necessary

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
0	AGREE	0
0	UNDECIDED	0
20	DISAGREE	20
0	STRONGLY DISAGREE	0

Table 4.5.9

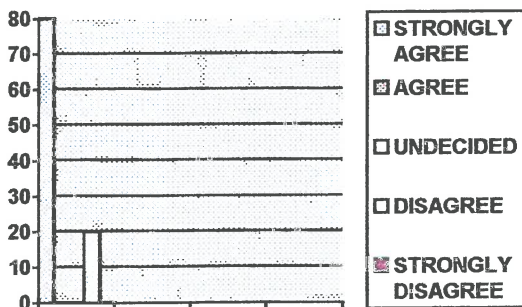


Figure 4.5.9 In order to facilitate the ways in which the appraisal panels are set up, staff development teams are necessary

80% respondents strongly agreed that the purpose of developmental teams is to initiate, coordinate and monitor the appraisal process in schools and ensure that training in the developmental appraisal system occurs. They emphasised that it is also incumbent upon the staff development teams to facilitate ongoing professional support. It is recommended that this team should consist of the principal or deputy principal as members and other elected members of the staff. The establishment of the staff development teams should be discussed openly in both staff meetings of the school governing bodies. There was no one who agreed, remain undecided or strongly disagreed.

20% respondents disagreed and argued that the management plan of the staff development team may be amended to suite the conditions of each school. It will be difficult for the development team to monitor this process because they are teaching in their own schools. It goes without saying that the appraisal panels should be set up and it is imperative that the staff developmental teams are a priority in developing the educators in schools.

4.5.10 The purpose of the staff development team in the developmental appraisal system is to monitor the appraisal process in institutions and to ensure that training in developmental appraisal system occurs

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
0	AGREE	0
0	UNDECIDED	0
20	DISAGREE	20
0	STRONGLY DISAGREE	0

Table 4.5.10

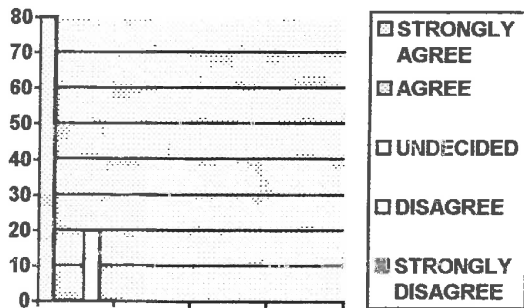


Figure 4.5.10 The purpose of the staff development team in the developmental appraisal system is to monitor the appraisal process in institutions and to ensure that training in developmental appraisal system occurs

80% of the respondents commented that managing the implementation of the new development appraisal system ensures mainly that organisational arrangements are made and the process is co-ordinated and effectively accounted for. They argued and said that providing training for it is only about ensuring that people are equipped with an understanding of and skilled within the developmental appraisal system. Monitoring the progress and experiences of the implementation of the new developmental appraisal process is of vital importance. There were no respondents who agreed with this statement and no respondents who were undecided about it.

20% of respondents disagreed and argued that educators allocated to two or more roles cannot be expected to fulfil both at the same time. Monitoring the progress and experiences of the implementation of the new developmental appraisal process is of vital importance. It is on the basis of the findings of such monitoring that the developmental appraisal system will be reviewed and modified if necessary. Ensuring a casual and well-planned system is vital. No respondents strongly disagreed with this statement.

4.5.11 The new developmental appraisal system is for all educators including educators outside of schools and those that are office-based

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
0	AGREE	0
0	UNDECIDED	0
20	DISAGREE	20
0	STRONGLY DISAGREE	0

Table 4.5.11

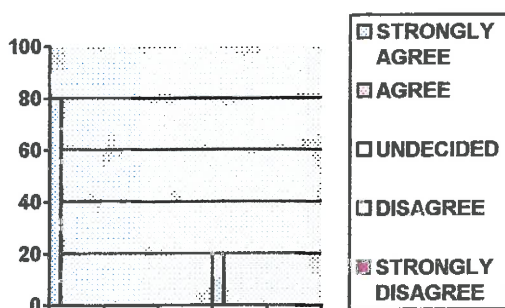


Figure 4.5.11 The new developmental appraisal system is for all educators, including educators outside of schools and those that are office-based

80% of the respondents strongly agreed that all educators, including principals should be appraised, even if office-based. They should be appraised so that they are aware of what is going on in their schools and should be able to assist where possible. No respondents agreed with this statement and no one remained undecided about it.

20% of respondents disagreed and commented that the credibility of any scheme will be threatened if any staff members are omitted, especially if those chosen are either the weakest or the strongest educators. Equality of all educators is essential. The principal must be appraised, as the lack of a plan to appraise the principal may detract from the acceptability of the scheme. No

respondents strongly disagreed with the statement.

Evidence in figure 4.5.11 and table 4.5.11 show that 80% of respondents maintain that all educators should be appraised, even those outside the school premises. It is therefore concluded that before the principle of educator developmental appraisal process, all educators are equal.

20% of respondents argue in support of appraisal and say that there should be a proper plan for the appraisal purpose, but they are not opposed to the inclusion of all educators, both weak and strong, in the process of appraisal. This school of thought is supported by A Facilitator’s Manual (1997:35), which maintains that in some schools all members of staff possibly form part of appraisal process. Chisholm *et al.* (1997:17) support the idea of appraising all educators. They argue that in order to realise their maximum potential is the point of departure from which the development of all educators could be undertaken.

4.5.12 The appraisal must be transparent

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
3	AGREE	3
7	UNDECIDED	7
0	DISAGREE	0
10	STRONGLY DISAGREE	10

Table 4.5.12

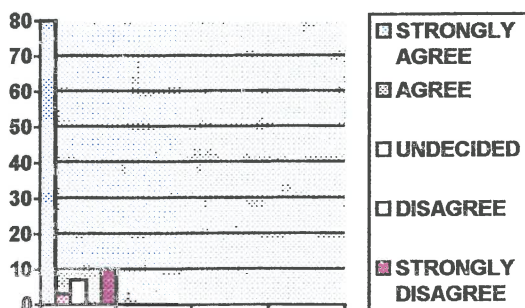


Figure 4.5.12 The appraisal must be transparent

80% of the respondents maintained that the appraisal process must be democratic and transparent. Transparency also ensures accountability and prevents appraising being done in secretive and corrupt ways. Because of this, the process needs to be open and transparent and all decisions need to be clearly justified and agreed upon to avoid that appraisers make unilateral decisions. Transparency enables educators to be confident about being appraised fearlessly. 3% of respondents agreed with the statement and argued in the same manner as the 80% who strongly agreed. 7% were undecided. These were all female respondents who are usually used to discussing matters secretly. No respondents disagreed with the statement.

10% of respondents strongly disagreed, claiming that in their schools transparency is still not practised. Most of the appraisal reports are strictly confidential and not accessible to those who were not in the appraisal process meeting. They further argued that, in principle, transparency in the appraisal process exists, but is not applied. This is endorsed by the many disputes that arise from the unprocedural ways in which educators are interviewed. Educators and governing bodies still experience problems with the old method of appraisal, which lacks transparency and openness (Chisholm *et al.* 1997:25). This research concludes that the appraisal process should be transparent, without hidden agendas.

4.5.13 The appraisal team is to arrange for observation of the educator in practice

NO OF RESPONDENTS	SCALE	PERCENT
20	STRONGLY AGREE	20
0	AGREE	0
0	UNDECIDED	0
0	DISAGREE	0
80	STRONGLY DISAGREE	80

Table 4.5.13

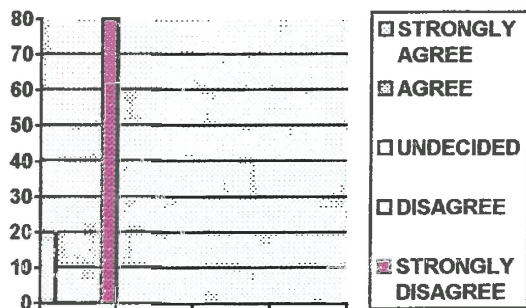


Figure 4.5.13 The appraisal team is to arrange for observation of the educator in practice

20% of the respondents strongly agreed that classroom observation improves the educators' performance in class. However, the emphasis needs to be on improvement rather than correction, negotiation rather than assertion, shared understanding, rather than imposed judgement. Crucially, the activity should focus on the performance of the educator and not the personality. It should be noted that the aim of classroom observation is not to emphasise negative aspects. No respondents agreed, disagreed or remained undecided about this issue.

80% of the respondents strongly disagreed with classroom observation, maintaining that it lowers their dignity in front of the class. Moreover, if they commit a mistake in the presence of the appraisal team that affects their integrity. Their opinion is that the appraisal team must highlight the strengths of the educator. Good work must be praised, although the weak points in the educator's performance must also be mentioned. It is viewed as a common mistake that appraisers only highlight the weaknesses of the appraised.

Despite the fact that the report by Chisholm *et al.* (1997:33-34) favours class visits, they argue that the process itself does not open any path for victimisation. It is obvious that the majority of the educators in KwaZulu-Natal do not accept class observation by the principal, head of department or any senior educator. This is supported by the educator unions, i.e. NAPTOSA, SADTU etc. The researcher knows this from practical experience, as he is Chief Director of the Ulundi Region.

4.5.14 The appraisal report prevents summative decisions

NO OF RESPONDENTS	SCALE	PERCENT
20	STRONGLY AGREE	20
0	AGREE	0
3	UNDECIDED	3
0	DISAGREE	0
77	STRONGLY DISAGREE	77

Table 4.5.14

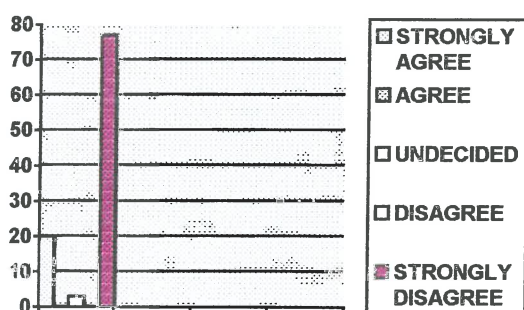


Figure 4.5.14 The appraisal report prevents summative decisions.

20% of the respondents strongly agreed with this statement, maintaining that the principle of democracy and transparency has been fully implemented. This encourages the appraisee to improve in his or her work, as the chances of privacy and secrecy are limited. Any interested educator or appraisee could have access to such information. There are no secret processes. All decisions need to be clearly justified and the appraisee is at liberty to oppose them these decisions. No respondents agreed. Only 3% of the respondents remained undecided and none disagreed with the statement.

77% of the respondents who strongly disagreed maintained that the summative forms of evaluation tend to use the judgmental approach. They also tend to be quantitative in nature and concerned about outputs or products. The summative forms of evaluation look at what educators do in achieving what is required of them. The trend here is that educators are inspected and their

performances tend to be quantitatively evaluated by focusing on those aspects of teaching and learning that measurable (A Facilitator’s Manual 1997:11). This research concludes that the process of appraisal does not prevent summative forms of evaluation. The element of policing educators is still perceived in some schools, possibly by the principals.

4.5.15 The human resources manager ensures continuous improvement and positive change for everyone in the organisation

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
20	AGREE	20
0	UNDECIDED	0
20	DISAGREE	20
0	STRONGLY DISAGREE	0

Table 4.5.15

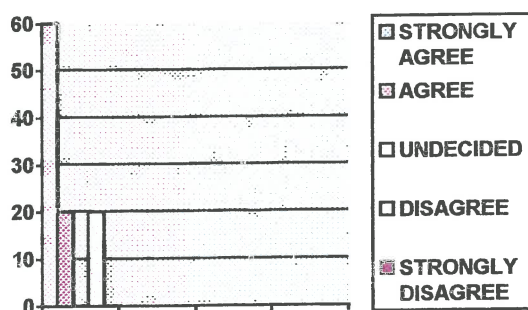


Figure 4.5.15 The human resources manager ensures continuous improvement and positive change for everyone in the organisation

60% of the respondents maintained that the human resources manager needs to cultivate, nurture and sustain a planned and caring program. Reynders (1971:166) maintains that personnel utilisation must be strictly planned to apply to every colleague’s services as profitably and beneficially as possible. Educators welcome regular, continuous, constructive and knowledgeable assistance in the examination of their own performance and appreciate opportunities to share in

the process of drawing up yardsticks or criteria to evaluate their effectiveness. The manager and his or her team should reach an understanding and agreement on the scope, accountability and constraint of their respective roles. They should appreciate each other's problems and reach an understanding about what results are expected from specific tasks and how these could best be achieved with sufficient opportunities for monitoring the progress of the work and the extent to which agreed standards and specific targets are being achieved. Fourie (1998:48) concurs with Reynders (1971:166) in that you cannot hold an educator accountable, unless you have oriented him/her and have provided leadership and empowerment that builds effective work teams, as well as having assessed subordinates' career progress and advised them regarding their career options.

20% of respondents who agreed with the statement support the above comments without any doubts. They assert that they cannot say anything more than the strongly agreed respondents. There were no undecided respondents. 20% of respondents maintain one cannot examine an educator's performance. It is natural that one lives with his or her mistakes. They further argue that it is impossible for any appraiser to monitor any educator's progress, as they are not full time assessors and have their own class or office work to attend to. Secondly, the department finds it difficult to provide transport for the appraisal team to reach different schools because of financial constraints. No respondents strongly disagreed with the statement.

This research deduces that it rests upon the human resources manager to ensure continuous improvement for everyone in the school.

4.5.16 The management team's role entails that it must be the glue in the school

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
0	AGREE	0
0	UNDECIDED	0
20	DISAGREE	20
0	STRONGLY DISAGREE	0

Table 4.5.16

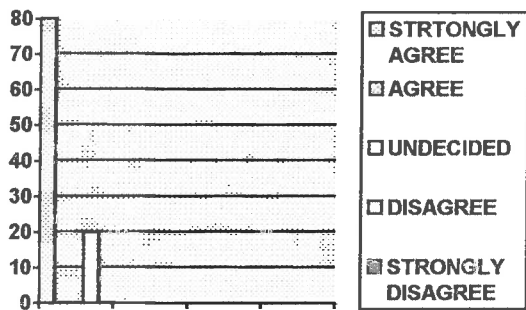


Figure 4.5.16 The management team's role entails that it must be the glue in the school

80% of the respondents maintained that the management team has to plan, organise, direct and control the work of other educators. They argue that this involves a fundamental change in the criteria for job success. In support of the above comment, Morris and Everard (1990:5) point out that throughout the educational process, success tends to depend on demonstrating the exploiting one's own ideas and talents. This would be the focus in one's first teaching appointments. No respondents agreed with the statement and no respondents remain undecided about it.

20% of the respondents claim that the team members must take joint decisions. They further emphasised that the team members in change management must be fully committed and ensure that their ideas are put into effect. In this situation, therefore, the management team is less concerned with being a resource than with using resources. It is argued that the management team must be the glue in the school, hopefully not in the sense of gumming up the whole process (although those whom they manage will inevitably see it that way at times), but in the sense of holding the school together. No respondents strongly disagreed with the statement.

4.5.17 Every human resources manager has a concern to achieve results

NO OF RESPONDENTS	SCALE	PERCENT
70	STRONGLY AGREE	70
0	AGREE	0
0	UNDECIDED	0
30	DISAGREE	30
0	STRONGLY DISAGREE	0

Table 4.5.17

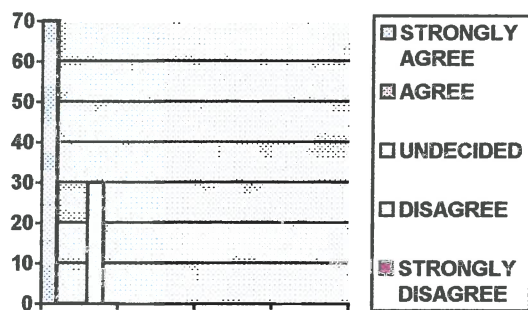


Figure 4.5.17 Every human resources manager has a concern to achieve results

70% of the respondents maintained that the role of the human resources manager is to support, facilitate and be receptive to ideas and suggestions and should not only be able to plan resources, but also to deliver them, as he or she is also concerned about results. No respondents agreed with this issue and no respondents remained undecided on it. 30% of them disagreed and commented that educators will not respond if the principal and his management team make the elementary mistake of accepting continued effective performance without comment and complaining when mistakes are made. They further maintained that a basic good management tactic is that only positive consequences encourage good future performance. There were no respondents who strongly disagreed. This research concludes that the human resources manager is to support, facilitate and be receptive to the ideas and suggestions of other educators if he or she wants to succeed. A Facilitator's Manual (1997:27-32) also supports the ideas suggested by 70% of the respondents in this section.

4.5.18 The consultative style manager consults people for professional advice in his or her development approach

NO OF RESPONDENTS	SCALE	PERCENT
65	STRONGLY AGREE	65
5	AGREE	5
0	UNDECIDED	0
30	DISAGREE	30
0	STRONGLY DISAGREE	0

Table 4.5.18

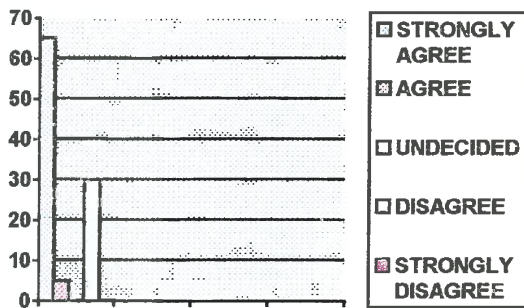


Figure 4.5.18 The consultative style manager consults people for professional advice in his or her development approach

65% of the respondents strongly agree that education consultative style management is opposed to assertive passive behaviour and political behaviour. 5% of respondents agreed. 30% of respondents maintain that it is solicitous style that cares about the people, avoids open conflict, praises achievement, tends towards management by committee and is helpful to the educators inside and outside the school. No respondents strongly disagreed with the statement. The conclusion is that 70% of the respondents are in favour of the consultative management style, while 30% of them disagree.

4.5.19 The democratic style model is in line with the new developmental system - nothing is done without involvement of the people

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
0	AGREE	0
0	UNDECIDED	0
20	DISAGREE	20
0	STRONGLY DISAGREE	0

Table 4.5.19

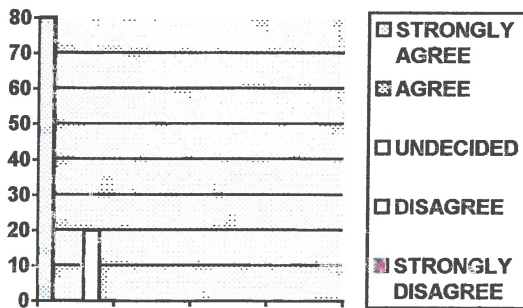


Figure 4.5.19 The democratic style model is in line with the new developmental system, nothing is done without involvement of the people

80% of the respondents claimed that motivational style model agrees with goals and expects achievement, monitors performance against goals, helps educators to find solutions to poor performance, faces up calmly to conflict, agrees and monitors action plans, includes staff in decisions which affect them, delegates clearly and takes decisions when needed. This manager moves with change in the South African Department of Education. No respondents agreed with this statement or remained undecided about it.

20% of the respondents disagreed, claiming that although the democratic model involves staff in decision-making, the presence of the manager when decisions are taken are biased, as he or she influences the decisions and educators fear that to oppose the manager might result in the

manager not recommending them when there are promotion posts. There were no respondents who strongly disagreed with the statement.

The respondents above strongly maintained that the democratic style is a formative form of evaluation and this is supported by A Facilitator’s Manual (1997:11). It is clear that educators favour the democratic style model in the appraisal process.

4.5.20 The autocratic management style shows an intense interest in tasks

NO OF RESPONDENTS	SCALE	PERCENT
40	STRONGLY AGREE	40
0	AGREE	0
0	UNDECIDED	0
60	DISAGREE	60
0	STRONGLY DISAGREE	0

Table 4.5.20

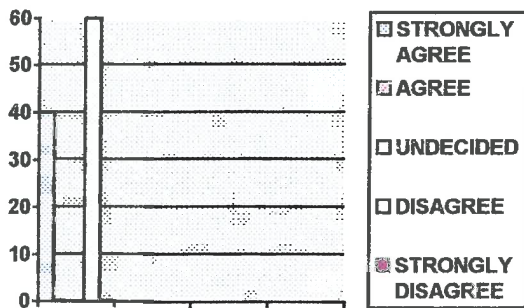


Figure 4.5.20 The autocratic management style shows an intense interest in tasks

40% of the respondents maintained that if appraisal is implemented in an autocratic way without the co-operation of educators, educators might view it negatively. As long as the process of appraisal involves all relevant educators as part of the appraisal panel, it cannot be viewed in a negative way. No respondents agreed with the statement or remained undecided about the issue.

60% of respondents disagreed with the autocratic manner in the appraisal process. They argue

that educators should be informed of all aspects of the appraisal process so that they could take initiative in realising their educational objectives and helping themselves, as well as to clarify their career aspirations. The autocratic model is the exact opposite of the democratic model. If, for whatever reason, the appraisal team is not democratic and accountable, the appraisee could reject the appraisal report and the report would not be valid. Democracy and accountability are therefore necessary conditions of the new developmental appraisal system. No respondents strongly disagreed with the statement.

This research tallies with Chisholm *et al.* (1997:40) who endorse that the appraisal process should be fair, democratic and just.

4.5.21 Every job description developed should be open to revision after appointment

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
20	AGREE	20
0	UNDECIDED	0
0	DISAGREE	0
0	STRONGLY DISAGREE	0

Table 4.5.21

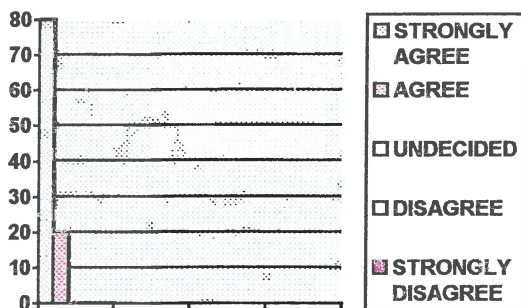


Figure 4.5.21 Every job description developed should be open to revision after appointment

80% of the respondents strongly agreed that job description should be clear and open to revision after appointment. It should allow changes or amendments to suite the environment of an

educator. 20% of them who agreed claim that planning and development are crippled because of tardiness of the job description. A promising candidate may emerge with unforeseen talents that may not be further developed because of this. There were no undecided, disagree and strongly disagree responses.

There was a 100% positive response to the statement, which said every job description must be flexible to accommodate any later improvements in the work situation. For example, an educator may volunteer to change a certain aspect in his or her job description. All the respondents support the further development of the job description after appointment. It is argued that educators are professionals and should be allowed a wide scope to use their flair and to apply their qualities and skills in ways that seem most appropriate to them. The job description should therefore leave ample discretion to the educator. Emerson and Goddard (1997:80-81) support the above views.

4.5.22 The purpose of human resources development is to develop the educator and enable him or her to provide quality education

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
10	AGREE	10
2	UNDECIDED	2
20	DISAGREE	20
8	STRONGLY DISAGREE	8

Table 4.5.22

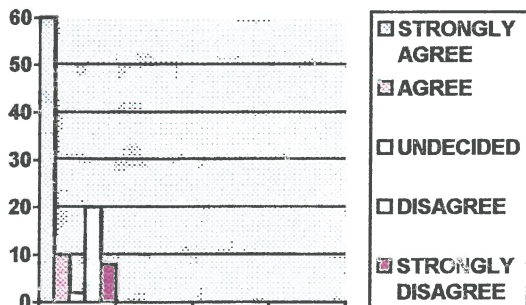


Figure 4.5.22 The purpose of human resources development is to develop the educator and enable him or her to provide quality education

60% of the respondents strongly agree that the main purpose of the human resources manager is to develop his or her personnel to perform better than ever before. They maintain that the most important resource in an organisation is its staff. If staff members are well trained, adaptive and motivated, great things could happen. 10% of respondents agreed with the 60% above. 2% of respondents remained undecided on the issue.

20% of the respondents disagreed, maintaining that not enough is done to help people to improve their performance. Even less is done to help those who cannot understand their deficiencies and find roles where they might succeed outside of the school organisation. 8% of respondents strongly disagreed, saying no one deliberately performs unsatisfactorily and some never seem to be able to develop the level of skill necessary to adequately perform his or her work.

70% of respondents agreed that one of the main purposes of human resources development is the professional development of educators. 28% of respondents disagreed, maintaining that not enough is done to help people to improve their classroom performance and, furthermore some never seem to be able to develop the level of skills necessary to perform his or her job well. To provide quality education, the respondents support the idea of full development of the educator by the appraisal development team, not only the principal in that particular school.

4.5.23 Educationists at every level of the management process must understand the changes that are taking place at present

NO OF RESPONDENTS	SCALE	PERCENT
0	STRONGLY AGREE	0
40	AGREE	40
0	UNDECIDED	0
60	DISAGREE	60
0	STRONGLY DISAGREE	0

Table 4.5.23

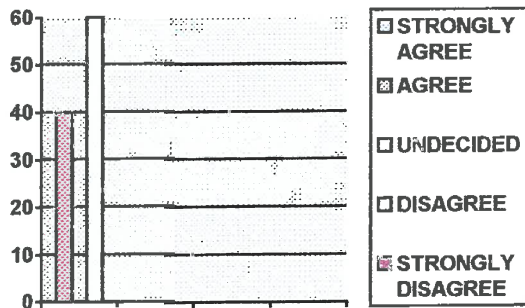


Figure 4.5.23 Educationists at every level of the management process must understand the changes that are taking place at present

No respondents strongly agreed with this statement. 40% of them maintained that these changes would fundamentally alter many of the practices of the past and demand new approaches and understanding of the role of educational planners, managers, administrators, educators and support staff at every level of the educational system. No respondents remained undecided on the issue.

60% of respondents commented that, through public discussions about the new developmental appraisal approach to management, all managers at all levels must be familiar with the implications of the new education policy and legislation for management and be able to understand what it means to manage under democratic and fully participating conditions in all schools in South Africa. No respondents strongly disagreed with this.

40% of respondents maintained that changes alter many of the practices of the past and demand new approaches for the future. 60% of them commented that all managers at all levels must be developed in the skills expected of them. It is argued that whether we like it or not, change is there and managers must change. Change is inevitable, whether it is imposed upon us or initiated by us (Lemmer & Squelch (1994:136-137). It is thus obvious that change is inevitable.

4.5.24 The natural resistance to change implies that change can only succeed with the active involvement and support of the principal and the appraisal team

NO OF RESPONDENTS	SCALE	PERCENT
70	STRONGLY AGREE	70
0	AGREE	0
0	UNDECIDED	0
30	DISAGREE	30
0	STRONGLY DISAGREE	0

Table 4.5.24

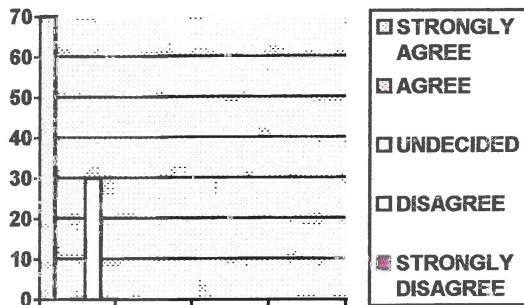


Figure 4.5.24 The natural resistance to change implies that change can only succeed with the active involvement and support of the principal and the appraisal team

70% of the respondents maintained that during this current change in the South African education system not only the principal is to effect change. The appraisal team must work hand in hand with the principal. Supporting the 70% of respondents, Vandenberg (1988:2) argues that, as facilitators of change, the principal and the appraisal teams suggest that there could be distinguished between principals and appraisal teams who are more successful than others in the implementation of change. No respondents agreed or were undecided.

30% of respondents maintained that not all change proposals are authentic and there may be reasons why change decisions are made, of which not all represent sustained commitment. Fullan (1982:36) supports this. If the subjective and the objective implications of implementing real

change are as profound as claimed, there is way that even a fraction of the changes in the pipeline could be implemented. All new change programs could not be developed to the point that change is good, depending on one's values and whether or not the change is implemented and with what consequences. No respondents strongly disagreed with this issue.

70% of respondents agreed that it is natural to resist change, particularly if its purpose has not been fully explained and it is imperative to involve all stakeholders who will be affected by the change. 30% of respondents commented that the new change programs are not developed to the point that they may become meaningful. In concluding, change is good, depending on one's values, whether or not the change is implemented and with what consequences. Supporting the respondents above Carnall (1986:106) maintains that the principal and the appraisal teams need skills to successfully initiate and manage change.

4.5.25 The prerequisites for the implementation of transformational change are educators' commitment to the process of change

NO OF RESPONDENTS	SCALE	PERCENT
0	STRONGLY AGREE	0
70	AGREE	70
0	UNDECIDED	0
30	DISAGREE	30
0	STRONGLY DISAGREE	0

Table 4.5.25

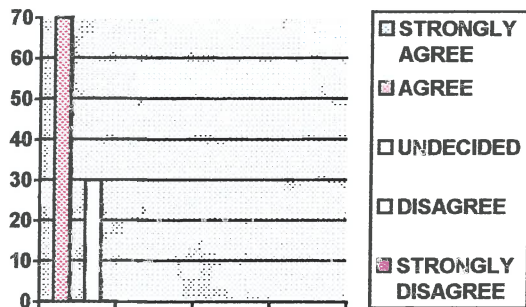


Figure 4.5.25 The prerequisites for the implementations of transformational change are educators' commitment to the process of change

No respondents strongly agreed with this statement. 70% of the respondents maintained that there should exist clear cut strategic goals to be reached as the organisation undergoes the change process and milestones should be established to guide the path of change. They added that detailed tactical plans should be decided upon and be made available in an understandable language and identifying who is to participate in the change process. Training should be provided to those individuals who are to initiate or manage change. If they do possess the requisite knowledge or skills, human resources must be provided to enhance the probability of successful change and high quality, comprehensive and frequent two-way communication should take place throughout the entire change process. The summative plans should be made during the summative period of the change process. If changes are required during the initiation and implementation stages of change, the appraisal team should take the initiative in this process. There were no undecided respondents.

30% of the respondents argued that change would not succeed if the attitudes of all stakeholders were opposed to it. We shall talk of change but not act. We must accept change and its ripples and always consult those with better knowledge of change. No respondents strongly disagreed in this case.

70% of respondents agreed that change needs educators' commitment. 30% of them maintained that change would not succeed if the attitudes of all educators were opposed to it. They must accept change and its ripples. It is concluded that unless educators accept change it will never succeed, and its failure will result in no improvement of the new education system in the Republic

of South Africa. Despite numerous implications, the educators must be able to accept change and implement it (Lemmer & Squelch, 1994:136-141).

4.5.26 To implement change, the principal and the appraisal team need to have a broad teaching experience

NO OF RESPONDENTS	SCALE	PERCENT
0	STRONGLY AGREE	0
70	AGREE	70
0	UNDECIDED	0
30	DISAGREE	30
0	STRONGLY DISAGREE	0

Table 4.5.26

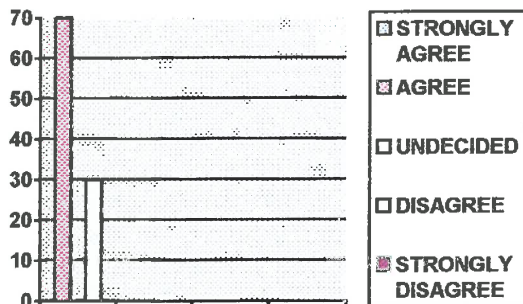


Figure 4.5.26 To implement change, the principal and the appraisal team need to have a broad teaching experience

No respondents strongly agreed with this statement. 70% of respondents maintained that to implement change, the principal and the appraisal teams should have a broad teaching experience and sound knowledge of educational management. The principal and the appraisal teams should have sound knowledge of group functioning and be familiar with all appraisal workshops. Sound knowledge of educational management and a good general knowledge of their disciplines are also essential. They should have skills for enhancing communication, trust and self-confidence. No respondents remained undecided on this issue. 30% of respondents maintained that without a broad knowledge of teaching experience, the educators might not be able to handle conflict and

stress in the appraisal process in the classroom situation. Skills in the planning for action and in implementation are necessary and hence, broad teaching experience is essential in the appraisal process. No respondents strongly disagreed on this issue.

70% respondents maintained that to manage change, the principal and appraisal team needs to have a broad teaching experience. Skills such as good personal qualities as an educator are essential to manage change (Carnall 1976:106). 30% of respondents maintained that without a broad knowledge of the teaching field, educators might not be able to handle conflict and stress in the appraisal process in the classroom situation. It is concluded that educators need skills in order to deal with the problems caused by change in the schools.

4.5.27 Change in teaching methods should be the underlying principle for the management of change in order to increase school effectiveness

NO OF RESPONDENTS	SCALE	PERCENT
0	STRONGLY AGREE	0
70	AGREE	70
0	UNDECIDED	0
30	DISAGREE	30
0	STRONGLY DISAGREE	0

Table 4.5.27

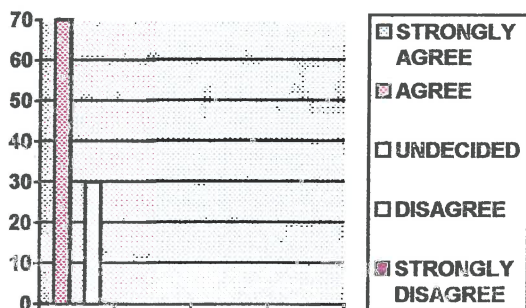


Figure 4.5.27 Change in teaching methods should be the underlying principle for the management of change in order to increase school effectiveness

No respondents strongly agreed with this statement. 70% of them said that the principles should be school-based, enjoy outside support, there must be some informed relationships, and appraisal should be school-based. There must be some change in teaching methods in the classroom situation that should be characterised by behavioural change of educators. Immediate evaluation of the methods used should be done before anything goes wrong. The respondents maintained that the above principles might promote effective teaching if applied in a correct manner by the principals and management teams. Furthermore, the change agents must not simply aggravate educators' problems for the sake of change in any school situation. No respondents remained undecided on this issue.

30% of respondents disagreed and commented that plans for implementing change fail mainly because principals and management teams tend to be too rational. They develop in their minds a clear and coherent vision of where they want their schools to be and they assume that all they need to do is to spell out the logic to the world in words of one syllable, thus motivating everyone immediately to follow the lead. Morris and Everand (1990:234-235) support this and contend that the more vivid the mental picture of the principals' and appraisal teams' goal and the more conviction they have that it is the right goal, the more likely they are to stir up opposition and the less successful they are likely to be in a managing the change process. No respondents strongly disagreed with this statement.

70% of respondents agreed that the underlying principle for the management of change is in changing teaching methods. This should be characterised by behavioural change of the educators. 30% of respondents maintained that the implementation of change fails because principals and management teams tend to be too rational. It is therefore true that an educator may not manage change if he or she does not improve his or her teaching skills in the classroom situation.

4.5.28 The initial change causes ripples of change to radiate in all directions, often resulting in unpredictable consequences

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
0	AGREE	0
0	UNDECIDED	0
40	DISAGREE	40
0	STRONGLY DISAGREE	0

Table 4.5.28

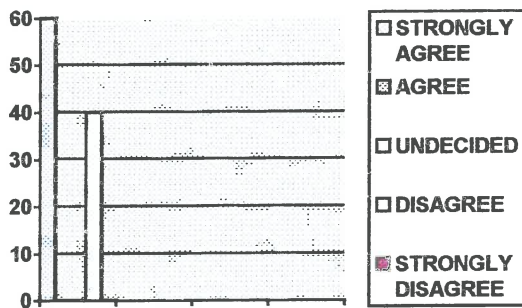


Figure 4.5.28 The initial change causes ripples of change to radiate in all direction, often resulting in unpredictable consequences

60% of the respondents stated that initial change might cause reaction. They further argued that effecting change calls for open-mindedness and a readiness to understand the feelings and position of others. Truth and reality are multi-faceted and the reality of other people’s worlds is different from yours. Most people act rationally and sensibly within the reality of the world as they see it. They make assumptions about other people and about the causes of things as their experiences differ and they even experience the same event differently. Hence, innovators have to address themselves not just to the world as they see it, but also to the world as other people see it. No respondents agreed with this statement and no respondents remained undecided about it.

40% of the respondents commented by emphasising that implementing the initial changes is not a question of defining an end and letting others get on with it, it is a process of interaction, dialogue, feedback, of modifying objectives, recycling plans, coping with mixed feelings and values, pragmatism, micro-politics, frustration, patience and muddle. The crucial point is that rationality has to be applied not only to defining the end of change, but also to the means of applying it. There were no respondents that strongly disagreed with the statement.

60% of the respondents argued that initial change causes ripples in the classroom. 40% of them maintained that initial change is a process of interaction, dialogue, recycling plans and coping with mixed feelings. It is clear that initial change causes ripples in the classroom situation. Innovators have to address themselves not just to the world they see it, but also to the world as other people see it, however misguided, perverse and distorted they may think the outlook of others to be.

Van der Westhuizen (Ed.) *et al.* (1999:655) and Burkett *et al.* (1990:147) fully support the above comments by all the respondents in this questionnaire.

4.5.29 Participation and involvement in the process of appraisal may help to curb resistance to change

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
0	AGREE	0
0	UNDECIDED	0
40	DISAGREE	40
0	STRONGLY DISAGREE	0

Table 4.5.29

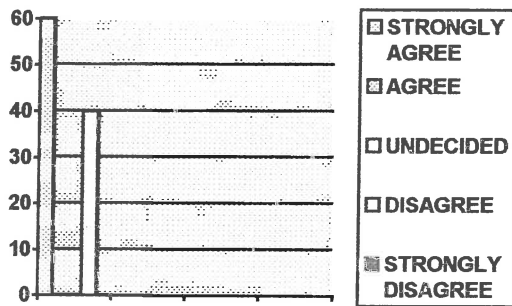


Figure 4.5.29 Participation and involvement in the process of appraisal may help to curb resistance to change

60% of the respondents strongly agreed that a common method in reducing resistance to change is to inform and educate educators involved as early as possible about the necessity for and logic of the change process. This strategy is suitable when resistance is due to insufficient or inaccurate information and results may be prejudiced if educators are naturally conservative and show resistance when their assistance is needed for implementing the change. This method is however dependent on mutual trust between the school principal and the educators who resist the change. The problem is time and more time is needed. It is unlikely that educators will show resistance to change when they have shared in the decision-making and are responsible for these decisions. If educators have been involved in decision-making, they will be motivated by their commitment to generate ideas and information and will co-operate in applying these decisions.

No respondents agreed with the statement and none remained undecided about it. 40% of respondents disagreed and maintained that much time is needed and poor solutions may be provided for problems. Constant monitoring of the processes may, however, preclude these disadvantages. The problem here may be that this may consume much time as mentioned and the appraisal team may not have received training in the relevant skills. The educators added that the agents of change adopt change by means of threats about job loss, dismissal or transfer, etc. This strategy is used when it is imperative to bring about change soon and the principal has the authority to use this strategy. This strategy crushes any type of resistance and brings about frustration, fear, aggression and loneliness. It is recommended that the principal should make use of other methods to fight resistance to change. No respondents strongly disagreed with this statement.

60% of the respondents maintained that resistance to change might be curbed by the full participation and involvement of the educators. They emphasised that resistance to change is caused by insufficient or inaccurate information and results that are prejudiced. 40% of the respondents argued that poor solutions in solving the problems of change are a cause of resistance to change. Finally, the respondents believe that resistance to change is caused by threats from senior management, something that is unnecessary in the classroom situation. It is concluded that no problem is unsolvable in the classroom. Educators must be equipped with the various skills to solve problems caused by change.

4.6 QUESTIONNAIRE 4 - “STRUCTURED INTERVIEW” (ELEVEN MANAGERS INTERVIEWED)

	POST LEVEL	QUESTIONNAIRE	FREQUENCY	PERCENT
MALE	FOUR Managers	FOUR	5	45
FEMALE	FOUR Managers	FOUR	6	55
TOTAL			11	100

Table 4.6

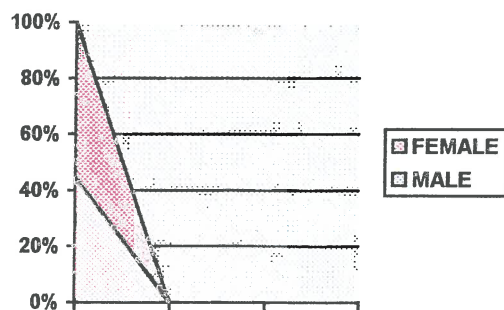


Figure 4.6 Managers interviewed

4.6.1 Introduction

The managers used as a sample were taken from the following schools:

- ✓ Imisebe Primary with forty five educators
- ✓ KwaMyeza Primary with forty two educators
- ✓ Gobandlovu Primary with forty six educators
- ✓ Aldingville Primary with forty two educators
- ✓ Muzikayise Primary with seventy one educators
- ✓ Endakane High with forty nine educators

- ✓ Clairwood Secondary with fifty one educators
- ✓ Mandlakayise Primary with forty six educators
- ✓ Enkelabantwana Primary with forty four educators
- ✓ Nkabini Primary with forty four educators
- ✓ Endwebu Primary with forty six educators
- ✓ Beaula Primary with forty two educators
- ✓ Enkonjeni Primary with forty one educators
- ✓ Cezwana Primary with thirty nine educators
- ✓ Madulini Secondary with forty one educators
- ✓ Bilanyoni Primary with seventy two educators

As with questionnaire one, the methodology used was qualitative and the administering of the questionnaire followed the same pattern as that in questionnaire one (see the first paragraphs in questionnaire one). Ten questions were used in this questionnaire four.

The problem encountered by the researcher was that most of the above managers were not proficient managers, despite the fact that they had broad experience in managing schools. The researcher noted that female managers still clung to the old principles of management.

Only three high school principals were interviewed as the principals of these schools had studied educational management during their post graduate work. Eight principals were from primary schools where most principals have Primary Teachers' Diplomas without managerial expertise. This structured interview therefore served as a fruitful workshop. The interviews were conducted in schools by the researcher. The researcher did all the recordings and kept the records. It was found that the managers had problems with the meanings of the concepts.

The managers were interviewed on the following concepts:

- Management of developmental appraisal in schools; and
- Management of change in schools.

4.6.2 Why is this process of developmental appraisal of such importance to the educator in the classroom?

For the first time the interviewees said that they are able to identify themselves with the appraisal instrument conducted under a non-threatening environment. The six female managers welcomed this. The managers commented that appraisees could not rate themselves. This was new in the evaluation process. The managers were warned that if care was not taken, the discussion might be time consuming. Chisholm *et al.* (1997:29-30) support the managers as self-appraisal is one of the aspects of the instrument that functions well. It provides the opportunity for self-examination and reflection. Learners really think critically about what they are actually doing in the classroom situation. Even the concept of the peer in the appraisal process was welcomed by 40% of the managers, while 60% of these were opposed to this concept. They raised concerns about the qualifications of the peer. For example, one cannot be appraised by a peer with lower qualifications and lesser teaching experience.

Another concern raised by the managers is that appraisal should not only concentrate on school-based educators as even out-of-school-based educators should be involved. This is also supported by the report outlined in A Facilitator's Manual (1997:49).

Developmental appraisal supports the formative form of evaluation, which is qualitative and emphasises the process rather than the product. It concentrates on what the educator does right. It is thus of paramount importance that the Department of Education in South Africa must ensure that all the educators are equipped with the right skills in the classroom situation. One female manager did emphasise that the appraisal process is built on the strengths that educators already possess, rather than criticising what educators already have. It is the direct opposite of the judgmental process, which judges the educators in the classroom.

4.6.3 Give the problems of this process in the classroom.

In support of the Chisholm *et al.* (1997:35) report, the managers say that language is the problem. Appraisal documentation is only written in English, despite the fact that most Afrikaans-speaking educators are not conversant with English. This might affect the manner in which certain field questions were answered or understood. Again, the fact that one instrument was used for different

educators, i.e. experienced and inexperienced, was expressed as a cause for concern by some educators. They maintain that in order to obtain improved results, different instruments should be developed for experienced and inexperienced educators.

The appraiser of educators at special schools need needs specialised training, as the behaviour of the learners in a special school differs from the behaviour of learners in a public school for normal children.

4.6.4 What are your perceptions about this process in the new education system in South Africa?

On the one hand managers believe that nobody is only full of faults. Nobody is only and totally negative. Therefore, developmental appraisal balances the judgmental approach in the process.

In contrast to developmental appraisal, the managers believe that people on their own are not likely to give critical assessment of their own performances. They tend to point out the positive and not negative aspects of their performances. A Facilitator's Manual 1997:11 supports the above viewpoint.

The judgmental process is clearly a way of inspecting and, some would argue, of policing educators' performances. In comparing the present and the past, educators used to work very hard in order to achieve results. Nowadays, however, educators do not bother whether learners pass or fail.

A crucial point raised mainly by the female managers in this questionnaire is that the creation of an appropriate learning environment is vital as a favourable learning and teaching environment is vital to effective schools. One manager argued that this issue is crucial to the teaching profession, because no matter how knowledgeable and well-prepared one is, if the learning environment is not conducive to the learners, one's efforts are destroyed. Chisholm *et al.* 1997:38 also agree with this view.

4.6.5 What are the advantages/disadvantages of the process of classroom observation?

In literature review, the empirical study indicated that educators do not welcome classroom observation, as they perceive it to be subjective (see paragraph 2.7.8). They further maintain that the educator needs to know what the observer will actually do while observing the lesson. This needs careful thought. One male manager feels that classroom observation is necessary to enable the principal or the head of the department to monitor classroom progress and to correct mistakes committed during the course of that particular lesson. The organised educators' labour council bitterly opposed this routine because of the involvement of governing bodies with the professional work of educators. On the other hand, talking to learners about their work could be the most effective way of finding out about what has been learnt and of learners' attitudes and motivation. Where visits to lessons by other educators are a normal and accepted part of the school life, even participative observation is unlikely to be disruptive to the work of the educator and the learners. Chisholm *et al.* 1997:19-21 further remark that they strongly believe that this is a professional matter and that most parents should now be involved directly. They emphasise that parents are not very concerned with professional matters.

The respondents suggested that the observer needs to tailor what he or she does to what is going on in the classroom at that time. For example, it could clearly be distracting, unprofessional and bad form for the observer to walk around in the classroom or to talk to learners while the educator is attempting to talk to the whole class. In some cases, for instance, where the learners are working individually on tasks, it will be possible to talk to learners quietly about their work. The use of any sort of checklist and particularly the use of clipboards however, will give the educator and the learners the clear impression that the educator is being appraised. According to some, if the managers, especially female managers, say that this practice should be strongly discouraged, it is far better to use a small note book to make occasional notes about significant aspects of teaching and learning.

Lemmer and Squelch (1994:122-3) and Bollington and West (1992:44-71) concur with some managers above that classroom observation is not intended to police educators' work, but rather to provide them with help, encouragement and guidance, particularly to beginner educators.

4.6.6 Is self-appraisal of any benefit to the educator in the classroom situation?

The managers argue that self-appraisal assists in making the appraisal a genuinely two-way process, particularly in the discussion of the educator's performance, priorities and developmental needs thus:

- enabling the educator to clarify his or her perceptions and priorities;
- encouraging the educator to undertake regular reflection about his or her work and teaching career thus leading to greater commitment towards the achievement of agreed targets, and
- providing solutions to problems that prevent the educator from performing effectively.

In support of the above respondents, Emerson and Goddard (1997:90) argue as follows: "... self-appraisal need not be seen as a formal exercise, not as something which only takes place as part of the appraisal process. Indeed, making time to reflect on successes and failures, strengths and weaknesses, is to be encouraged as a normal part of day-to-day professional life."

The managers argue that if self-appraisal is to form part of the information for the appraisal discussion, the educator may be reluctant to be totally honest about perceived shortcomings. This will inevitably be the case, particularly if the educator sees appraisal as directly linked to the possibility of disciplinary measures, promotion or remuneration. Equally, educators' perceptions of how well they are doing in their jobs could provide a valuable (perhaps the most valuable) contribution to appraisal discussions. It is maintained that self-appraisal monitors the educator's own progress and the educator is at liberty to suggest areas where he or she needs help.

4.6.7 Do you recommend the present system of education in South Africa?

The respondents maintain that the national educational needs of all stakeholders in South Africa are not sufficient, as South Africa is a heterogeneous country. It could function and provide education services in collaboration with the mini-education system, mini-training system and non-formal education system. Outcomes-based education could only be effective if proper education system policy is put in place and education system administration is improved to provide effective education structures and support services.

The eleven managers interviewed are opposed to outcomes-based education. They maintain that it was hurriedly introduced without any prior consultation with parents or research having been done of countries that had introduced it. This system can hardly be evaluated, as there are no instruments to validate it. It also consumes much money at the expense of other programs in the teaching fraternity.

4.6.8 Is the appraisal report pertinent to the classroom situation?

NO OF RESPONDENTS	SCALE	PERCENT
50	APPRAISAL PERTINENT	50
20	DIFFICULT TO JUDGE	20
30	UNDECIDED	30

Table 4.6.8

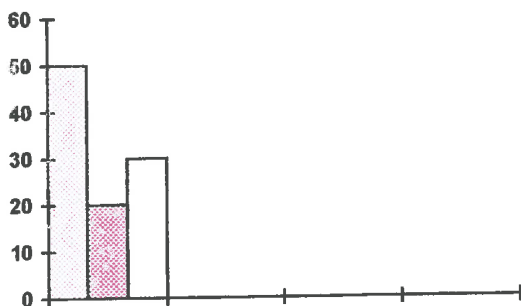


Figure 4.6.8 Is the appraisal report pertinent to the classroom situation?

50% of the respondents argued that it is pertinent to the classroom situation as it elicits the following on-going process i.e. reflective practices, self-appraisal, peer appraisal, collaboration and interaction within the appraisal panel. It is also based on the fundamental principle of lifelong learning and development. 20% of the respondents argue that it is currently difficult to judge the results of the appraisal without any evaluation reports and the outcome thereof in the practical life of the learners and educators. One has to prioritise areas for development and growth throughout one's career in education. 30% of the managers in this section were hesitant to express their opinions, stating that they needed time to investigate this new appraisal process in the changing environment of the South African education system

4.6.9 What are the main duties of the human resources manager in the school?

The managers maintained that together with the appraisal team, the human resources manager is to determine the personnel policy in the school, organising the execution of personnel functions, setting up posts, drawing up directives on the development and training of new and other staff, determining the merits and the Department of Education's merits of the personnel, setting up the conditions of service (salary scales, fringe benefits) and referring to national service conditions). Contrary to this, the managers maintain that this is not possible in the South African context, as the manager has to refer to the national policies of the Department. In support of this argument, Hughes and Ubben (1992:286) maintain that attention needs to be directed to factors such as the reclaiming of the education and training system by all of the communities in the country i.e.:

- the nature of the adult learner;
- the different kinds of learning required of effective staff members;
- the varying amounts of time required to effect different kinds of behaviour changes, and
- the application of an appropriate training or development process.

4.6.10 How can a resource manager manage the change process of appraisal?

The managers agreed that, as respondents and initiators, resource managers and appraisal teams should show initiative and innovative spirits and take the lead to make things happen. They further argue that during the implementation phase, particular attention should be given to the motivation of the purpose and setting out of the manner of implementation as a systematic and step-by-step process. The managers warn that, above all, the appraisal teams and managers must be aware that resistance to change is normal behaviour for human beings. The schools in South Africa are not exceptions.

Van der Westhuizen (1996:153) supports the managers in this argument by saying that the principal and appraisal teams need certain skills in order to initiate and manage change successfully. He maintains that vision and creativity are prerequisites to systematic planning when addressing and solving new problems. The authors (quoted by Van der Westhuizen), Carnall (1986:106) and Paulu (1989:72) strongly support the idea that the principal and the appraisal teams need special skills to curb resistance to change.

4.6.11 Why is a development plan of major importance to the educator in the classroom situation?

The managers maintained that the development plan formulates the objectives of the appraisal system of development in the classroom by identifying specific activities that will be necessary to achieve these objectives. It also states that by stating the key performance indicators, resources are needed to achieve these objectives. The managers further argue that it may identify the forces of change and initiate new policy directions in order to meet the needs of new requirements. The managers further maintain that the professional growth plan expects appraisees to indicate how they would practically achieve these objectives within a specific period. The appraisee is asked to outline what resources would be needed to achieve the formulated objectives, what indicators would demonstrate that the objectives have been reached, and whether such objectives would require optional criteria to be stipulated. The above views are fully supported by the report, *A Facilitator's Manual* (1997:43-44). In conclusion, the managers confirm that the professional growth plan is a way of ensuring that, from the beginning, the appraisal process is developmental with active participation of the appraisee.

4.7 GENERAL FINDINGS

This research literature review and empirical research revealed that some educators have some doubts about the future of the appraisal process in the classroom situation. They have doubts about the instruments of appraisal in terms of their objectives.

4.7.1 Findings from the literature review

In Chapters Two and Three of this research, negative and constraining features of the developmental appraisal process in the implementation process are discussed.

The literature review has established good theories on paper. These theories have, however, not been put into practice in the new developed appraisal process.

The literature review revealed that appraisal is an ongoing process that focuses on educator development and the improvement of learning in the classroom situation. This is not taking place

in the schools because of a lack of skilled staff. The policy statement of the national education department is only a theory, without having tested it in practice. Appraisal is handled by educators absorbed from the ex-colleges of education in KwaZulu-Natal and have not been trained in implementing developmental appraisal. This research found that evaluation is a total failure (see Chapter Two, paragraph 2.1).

The process of developmental appraisal is judgmental in nature, as grade twelve educators in high schools are usually judged by the performance of the learners of this grade, without taking into account the unfavourable conditions in which learners learn and educators teach (see Chapter Two, paragraph 2.1).

The objective of the developmental appraisal is not only assigned to school results, it is also aimed at the development of the school as a whole. The main problem of this research is to improve the quality of teaching and learning. Most parents favour the product model (see Chapter Two, paragraph 2.10.5). The process of appraisal excluded the parents. Parents are the main stakeholders in schools and without parents in education, no valid foundation could be laid. The first teacher of the child is the parent. The governing bodies are only puppets and have little say in the classroom situation. The rural parent population is still illiterate and therefore unable to guide educators in the classroom situation. In urban areas, however, most parents are educated these days. To say that most parents are illiterate is an excuse, as policy dictates that all the stakeholders must be involved in all school activities. This does not happen, however, and educators take unilateral decisions in all matters affecting the learners, except in cases of accidents or death (see Chapter Two, paragraph 2.3). This policy has totally failed in its implementation.

The in-service training needs of educators are not met. For example, in a mathematics workshop, educators need setsquares, calculators, computers, etc., and want to see these instruments in practice. This does not happen in most workshops. To quote a practical example, in an HIV/Aids workshop, the instructor is an ex-college lecturer who has no medical qualification and knows nothing about such contagious diseases, etc. Furthermore, the components of education management development require an educator who is qualified in management - somebody who has been running a school with a good track record. Newly qualified educators are appointed as team leaders in the above developmental appraisal process and this is a recipe for disaster in education. In terms of this research, the implementation of the developmental appraisal process

leaves much to be desired (see paragraphs 2.3 and 2.4 in Chapter Two). The developmental appraisal does not cater for the real needs of the schools.

Literature has established that the aims of the developmental appraisal process are to diagnose the strengths and weaknesses of educators. This is a direct way of differentiating between good and bad educators and causes ill feelings among learners. Parents want their children to be taught by good educators (see Chapter Two, paragraph 2.6).

All the above initiatives need educators and these are the same educators who are class teachers. They are forced to leave their teaching, leaving learners to loiter in the classroom without a teacher. The educator becomes the 'jack-of-all-trades, but the master of none' of these initiatives. This research found that this badly affects the quality of education in schools. Educators are supposed to be in the classroom for 7½ hours a day, but are at times there only for 30 minutes, or are totally absent. This is detrimental to the progress of the learners (see Chapter Two, paragraph 2.7.10).

What the literature review has established is contrary to actual practice in this research.

The concept of change is paramount in this research. More and more, the department of education is characterised by rapid change. Educators face the difficult task of preparing for and adapting to change, rather than being passively swept along by it. To mention an example in this research, the results of outcomes-based education will only be measured in three to four year's time, as it has not yet produced any results. The national department of education has requested Professors Chisholm and Magi (Zululand University) to transform the present system of outcomes-based education as stakeholders do not seem to see a bright future for this system of education. The implementation thereof has been a failure, as the implementers of the system were not trained. The ex-colleges of education did not introduce the system, and educators are only being confronted with it for the first time in the field. The classroom educators themselves are confused and some say that outcomes-based education does not need educators to prepare before teaching a class. This is a problem (see Chapter Three, paragraphs 3.1 and 3.5).

The main problem of this research is the improvement of the quality of teaching and learning in the classroom. However, without sound preparation prior to any lesson, this is impossible. This research has established that outcomes-based education has not taken off from the ground since

its inception (see Chapter One, paragraph 1.3.1).

Persons from non-governmental organisations who are not skilled in the particular field of the appraisee conduct most of the workshops in our KwaZulu-Natal Education Department. Consequently, the appraisee may reject the process and this is a major problem in the implementation of the process of appraisal (see Chapter Three, paragraph 3.6.2).

The educator's qualification determines what work the educator can do in accordance with his or her qualification. Currently in KwaZulu-Natal schools, under-qualified educators are forced to handle grade twelve classes without any applicable or suitable qualifications. This leads to unsatisfactory results at the end of the year. Educators implementing the process of appraisal should be well qualified in their fields, but this is not the case in practice and makes the implementation of the process impossible. To expect an educator to perform a task, for which he or she is not equipped, only gives rise to frustration and ends up in the achievement of poor results. This research emphasises that training should be provided to those individuals who are to initiate or manage change if they do not possess the requisite knowledge or skills. This research established that it is impossible to train an educator for a day or two and hope that, that he or she will be competent enough to efficiently lead others in any particular specialised field (see Chapter Three, paragraph 3.8).

Change in the teaching methods: The literature review has established that school change at an organisational level is achieved much more satisfactorily if it is linked with curriculum change and teaching methods, since the latter constitutes an aspect of their jobs in which educators are most involved and committed to. Organisational change must then be linked to educators' focal concerns (see Chapter Three, paragraph 3.15.5).

It is argued that, in practice, this research has established that the educators are not trained in using the current teaching methods in the classroom. Moreover, if they are to implement the process of appraisal in the classroom situation during these changing times in the education system in South Africa, they will have to be trained to do this (see Chapter Four, paragraph 4.3.1.2).

4.7.1 Findings from empirical research

Empirical research also encountered problems, like literature review (see paragraph 4.8.2.2).

This research argues that changing educators' and learners' behaviour and attitudes towards their work and subjects is still a problem in education. The research cannot guarantee that this is possible, as one can see that it takes time to convince an educator that if he or she is too lazy to teach effectively, learners die spiritually. The same thing applies to learners. One motivates them to study hard everyday if they want to pass at the end of the year, but some still do not study and consequently fail (see Chapter Four, paragraphs 4.1.2, 4.3.1.6 and 4.6.4).

Empirical study has established that weak educators are encouraged to work harder to be strengthened by in-service training in their schools. This is not so as, in practice, the weaker educators are never promoted to positions of high rank and only good educators with a good track record are promoted. This research did not find one weak educator that has been promoted to principal. It therefore shows that the appraisal process is still judgmental in nature (see Chapter Four, table 4.4.8 and figure 4.4.8). The process of new developmental appraisal still differentiates between educators that are good and poor performers in the classroom.

The staff development team must monitor the appraisal process in institutions and ensure that training in developmental appraisal systems occurs. During which time of the day should they do this, as the members of this team are educators in the classroom situation? Should they leave their classes? Surely the work suffers if an educator is not in class for even five minutes (see Chapter Four, table 4.5.10 and figure 4.5.10).

The appraisal of educators in special schools is a problem, especially in schools where there are only black educators who are not trained in special education. Take Vuleka Special School (a special school for deaf learners) in the Nkandla district as an example - the only white educator there is the principal. He is on the administrative staff and therefore does not teach. Amongst the blacks, only two or three educators are qualified in special education. The appraisal process does not feature in this school. The educators were not trained to implement outcomes-based education through the appraisal process. It was clear during this empirical research that the appraisal process couldn't be introduced in this school because of the shortage of skilled educators in special

education in the school (see Chapter Four, paragraph 4.7.2).

4.8 SUMMARY

In this chapter the views of educators (some of them direct resource managers) pertaining to the appraisal concept and the management of appraisal and change in the changing South African environment in education were analysed. The exploratory study on the concerns of educators about appraisal and management of appraisal and change was undertaken. This study revealed the following threats to the new developmental appraisal process:

- The appraisal process consumes much teaching time as the process takes two to four hours per appraisee (see paragraph 4.3.1.1);
- Effective appraisal requires a high level of interviewing skills, including listening skills, questioning skills, problem solving skills and verbal skills. Not all educators possess these skills (see paragraph 4.3.1.2);
- The focus on appraisal should be on results achieved against the criteria and objectives, not on the person (see paragraph 4.3.1.3);
- The evaluation practices are, by their very design, largely incapable of providing worthwhile insight into educator competence and the appropriateness of teaching practice beyond the identification of those educators who lack the most sedimentary teaching skills (see paragraph 4.3.1.3 and paragraph 4.3.1.4);
- The appraisal process does not attend to matters of pedagogical knowledge or judgement, such as the appropriateness of teaching objectives for meeting certain goals or for different types of learners (see paragraph 4.3.1.5); and
- The study revealed that an individual's resistance to change is so strong that educators would rather die than change (see paragraph 4.3.1.6).

It became evident from the findings in this chapter that the new appraisal process is most favoured by the majority of the educators and that the appraisal panel should conduct this process.

This panel is made up of the appraisee, the nominated peer, a senior management person, a union representative and a person from outside the school, for example from the district office, a non-governmental organisation, a college or university (see table and figure 4.4.5).

It also emerged that the new developmental appraisal system is for all educators. This includes principals, deputy principals and heads of departments. It is not only directed at post level one educators. It is also applicable to educators outside of schools, in offices, etc. (see paragraph 4.5.2, table 4.4.11 and figure 4.4.11).

From this chapter it clearly emerged that, in principle, the new appraisal process is one that is collaborative, democratic and, as such, cannot be performed by one person. It needs a panel of people with the participation of the appraisee. In short, it is democratic and accountable because if, for whatever reason, the appraisal is not performed in a democratic and accountable manner, the written appraisal reports could be rejected by the appraisee and may not be valid. (see table 4.5.12 and figure 4.5.12).

It emanated that the process of appraisal should be open and transparent. This ensures that both democracy and accountability are practised in this process. It needs to be open and transparent, i.e. all decisions need be clearly argued and justified (see table 4.5.12 and figure 4.5.12).

It is clear that the new appraisal process is in essence a developmental process, which means that it is not intended to intimidate and victimise educators, but to enrich strengths, develop potential and overcome weaknesses (see Chapter Two, paragraph 2.6).

It is evident that parents, as one of the main stakeholders, need to be involved in the new development appraisal process in the classroom situation (see paragraph 4.6.7 in this chapter).

It is noted that educators from all schools in KwaZulu-Natal are now positive about the appraisal process and that they share one and the same similarities and differences. For example they all complain about too much time taken by the appraisal process in the classroom situation. These small differences in context do not enable one to draw the conclusion that the opinions of respondents in the whole KwaZulu-Natal differed greatly from a target group of three hundred educators and eleven managers from a total of 75 567 educators in KwaZulu-Natal. (see paragraph 4.6.11).



The appraisal panel teams are an effective way of managing appraisal processes in schools. This has been confirmed by the responses elicited from respondents as recorded in this chapter. For example, in most cases the five-point scale (strongly agree; agree; undecided; disagree and strongly disagree) revealed that the majority of responses agreed with the statements as opposed to disagreeing with them. One snag was that this research could not establish why some respondents were still undecided. Even so, this tendency was so insignificant that this research could not draw distinct conclusions, as it is difficult, if not impossible, to measure human behaviour in any simple educational research. A model for the improved use of appraisal panel teams in the management of appraisal and management of change will be presented in Chapter Five in this research. This model emanates from observations made in this study and will try to address the situation in South African schools with particular reference to KwaZulu-Natal, where this research was conducted from 1994 to the year 2000 (see Chapter Two, paragraph 2.10 and Chapter Five “Developmental Model” in this research).