

CHAPTER FOUR

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

4.1 INTRODUCTION

There is no agreement among researchers on what constitutes pure empirical research. The methodology is distinct from mere data-collection techniques. However, there is consensus that surveys constitute a distinctive empirical social research method. It is therefore difficult to define surveys as they are applied to a diverse range of investigations, uses and formats.

Education as such falls under this pitfall. Authors, Manion and Cohen (1986:13-14) argue that empirical in this case means something that is verifiable by observation and evidence, data, yielding proof or strong confirmation, in probability terms, of a theory and hypothesis in a research setting. They also state that the decision for empiricism is an act of scientific faith, signifying that the best way to acquire reliable knowledge is the way of evidence obtained by direct experience as in the case in this research.

The authors Schumacher and McMillan (1993:11-14) concur with the authors Manion and Cohen (1986:13-14) cited above in that, to the researcher, empirical means guided by evidence obtained from systematic research methods, rather than by opinions. The above authors are of the opinion that empiricism and empirical attitude requires a temporary suspension as personal experience and beliefs. It is argued that critical elements in research are evidence and logical interpretation, based on the detailed evidence analysis in this chapter (see questionnaire one, two, three and four).

This study maintains that evidence is data obtained from research from which interpretations or conclusions are drawn.

For the purpose of this study the following research techniques were used: literature review, questionnaires and interviews. The intention is to add the conventional descriptions, the characteristics of each technique that are relevant to this problem of appraisal in the context of

application and practice in the sixteen KwaZulu-Natal schools, which fall under the auspices of national education in the Republic of South Africa. Because of the importance of this research it is fitting to describe the procedure followed in respect of each technique.

4.1.1 Literature review technique

Schumacher and McMillan (1993:112-142), De Vos (2000:57, 58, 64, 104, 115, 174, 179) and Neuman (1991:88-89, 101-104, 89-91, 104) all concur that a literature review is a critique of the status of knowledge on a carefully defined educational topic. It is argued that literature review enables a researcher to gain further insight from the purpose and the results of a study. It enables a researcher to define and limit the problem. It avoids unintentional and unnecessary replication. Further, it enables the researcher in the selection of a valid instrument, a more appropriate data analysis procedure, or a different methodology for studying the problem. In this research a literature review has assisted the researcher to relate the findings to previous knowledge and to suggest further research, as will be shown later in this chapter.

The literature review could not reveal a valid instrument to appraise educators as the developmental appraisal differentiates weak and good educators, thus opening a ‘can of worms’ in that learners and parents want their children to be taught by good teachers (see Chapter Two, paragraphs 2.2, 2.6, 2.9.3.2, 2.10.2, 2.11, 2.12.2 & 2.15 and Chapter Three paragraphs 3.8, 3.10.1.1 & 3.12).

It was also difficult to find relevant literature in South African libraries, as this is a new concept in South African schools and universities. Literature reviewed in this research did not deal with the main problem of this research: “the improvement of the quality of teaching and learning” in the classroom situation. Consequently, the relevance of each reference to the main problem of this research was not explicit, with the exception of one or two policy documents, the National Teacher Appraisal Pilot Project Report (Chisholm, Gardiner, Carrim & Mokgalane, July 1997) and Developmental Appraisal for Educators: A Facilitator’s Manual (July 1997).

4.1.2 The questionnaire technique

The second technique, which the researcher used in this research, was the questionnaire. The following authors also recommend this technique: Neuman (1991:231-232, 266, 249-251, 245,

239, 251-253), Schumacher and McMillan (1993:238-250) and De Vos (2000:89, 152).

The questionnaire technique is the most widely used technique for obtaining information from respondents. The researcher preferred using it in this research as it is economical. The group questionnaire that involves many respondents at once lessens expenses and has standardised questions. It ensures anonymity and the questions are written for specific purposes (see Annexures Two and Three).

The researcher encountered some problems with this technique as well. Some respondents did not understand the questions correctly and the researcher was forced to explain them in the educators' mother tongue. Where there were whites or Indians, this was time consuming. The answering of questions took more time than was expected and it was not so easy to control a group of one hundred educators at one time.

The above authors and the researcher concur that a questionnaire is an instrument with open or closed questions or statements to which a respondent must react (see De Vos (Ed.) *et al.* (2000:89) (see questionnaire one, two, three and four in this chapter). As mentioned at the beginning of this chapter, the researcher used the group questionnaire in this research. The researcher used the questionnaire as qualitative and quantitative data collection method. These two compliment each other in this research.

Leedy (1993:139) argues that qualitative research methodology deals with data that are principally verbal and quantitative research methodology deals with data that are principally numerical in nature (see questionnaire two and three in this chapter). The quantitative approach used in this research is an approach to research in the social science that is more highly formalised, as well as more explicitly controlled within a range that is more defined and which, in terms of the methods used, is closed to the physical sciences (De Vos (Ed.) *et al.* (2000:15). Qualitative approaches are those approaches in which the procedures are not as strictly formalised, while the scope is more likely to be undefined and a more philosophical model of operation is adopted (De Vos *et al.* 2000:45), as is the case in this research (see questionnaire one and four, detailed analysis of data in this chapter). These two methodological paradigms differ vastly from each other, which is the reason why even their results differ (see the analysis of data for questionnaires one, two and three in this research). However, in summing up, quantitative research is based on positivism which takes scientific explanation to be nomophetic measuring,

based on universal law and its aims measure the social world, to test hypothesis and to predict and control human behaviour (see Chapter One hypotheses and Chapter Four findings in this research). In contrast, the qualitative paradigm that stems from an anti-positivistic interpretative approach is ideographic. It is thus holistic in nature and the main aim is to understand social life and the meaning that people attach to everyday life. De Vos (Ed.) *et al.* (2000:241) also concurs with the above author (Leedy, 1993) (see questionnaires one and four in this chapter, details of data analysis).

It is assumed that human nature is unique, cannot be measured by figures and, therefore, the quantitative technique is commonly subject to that criticism. Even in this research, this belief was common in the 1980's, as pronounced by De Vos (Ed.) *et al.* (2000:245). Critics of the modernist phase argue that it is impossible for qualitative researchers to discover the real world, as the people living in it know (De Vos (Ed.) *et al.* 2000:245). They argue that qualitative studies are the researchers' interpretation of the subjects' experiences. The assumption is that qualitative researchers cannot directly capture lived experiences, data may differ, so it should not be interpreted or analysed. These are the problems that were encountered in this research.

De Vos (Ed.) *et al.* (2000:245) further argue that qualitative research leads to confusion and therefore requires serious rethinking in terms of scientific validity and reliability. In short, the question is whether the truth could ever be captured and represented by means of qualitative research, because even if the other is empowered to become a researcher, differences in power, knowledge, etc, will exist in the relationship between them as researchers and subjects. It is argued that the final product will still be that of a researcher, not that of the subjects.

4.1.3 The interview technique

Schumacher and McMillan (1993:250-256), De Vos (Ed.) *et al.* (2000:90) and the researcher concur that interviews are vocal questionnaires. The interview involves direct interaction between individuals, which has both advantages and disadvantages. The interview technique may be used with many different problems (e.g. educational) types of persons, such as those who are illiterate (governing bodies, etc.) and for persons too young to read and write. Responses can be probed, followed up, clarified and elaborated to achieve specific, accurate responses (see questionnaire one and four, detailed data analysis in this chapter). Both non-verbal and verbal human behaviour could be noted in face-to-face interviews and the interviewer had the opportunity to motivate the

respondent. The direct interaction between the respondents and the researcher was closely followed.

The above interview resulted in a much higher in-depth response rate, especially for topics that concerned the personal qualities or negative feelings of the respondents (see questionnaires two and three where the researcher used the Likert scale (*agree, disagree, undecided, disagree* and *strongly disagree*), in this chapter.

Schumacher and McMillan (1993:251 & 252) argue that interview questionnaires are usually in three forms, namely *structured, semi-structured* and *unstructured*.

Structured questions are followed by a set of choices and the respondent selects one of the choices as the answer (see questionnaire two and three in this chapter). This is the type of interview that the researcher mainly used in this research (questionnaire two and three).

The semi-structured questions have no choices from which the respondent selects an answer. The question is phrased to allow for individual responses. The question is open-ended, but is specific in its intent (see questionnaires one and four in this chapter). The researcher used this type of interview.

The unstructured questions allow the interviewer great latitude in asking broad questions in whatever order seems appropriate. This research did not use this form of questioning, as it did not seem appropriate to this research.

This researcher used structured and semi-structured questions and this provided a high degree of objectivity and uniformity in this research, yet, to a great extent, allowed probing and classification.

In the above arguments, De Vos (Ed.) *et al.* (2000:90) fully support Schumacher and McMillan (1993:251-252), as mentioned before in this section. The main pitfalls of the interview that the researcher found common in this research is that, at times, this technique is subjective, biased, costly and time-consuming. It has taken the researcher nearly ten years to complete this research. At times the researcher found that the respondents were uncomfortable in the interview and unwilling to report true feelings (for example, most respondents were not forthcoming enough to

say that the implementation of the developmental appraisal has been a failure in many KwaZulu-Natal schools.

To curb the above ill feelings among the respondents, the researcher remained neutral, a recorder of facts, and thus a neutral medium through which information is exchanged.

4.2 STATISTICS UTILISED IN THIS RESEARCH AS A WHOLE

SOURCE: EDUCATION FOUNDATION, KZN DECEMBER 2000 DURBAN

4.2.1 Summary of learners and educators per region. Data source Snap 2000

(A summary of learners and educators per region appears on the next page in Table 4.2.1)

Table 4.2.1 Summary of learners and educators per region

REGION	No. of Districts	No. of Circuits	No. of Schools	LEARNERS					EDUCATORS			TOTAL EDUCATORS
				PreGrade R	Grade R	Primary Phase	Secondary Phase	Special	TOTAL LEARNERS	Privately Paid	State Paid	
PROVINCIAL TOTAL	41	195	5955	11633	66277	1673604	916711	11063	1679288	6343	69224	75567
Public Schools	N/A	N/A	5955	8721	63150	1654683	898896	10825	2636288	3577	69051	72628
As a % of the Province	N/A	N/A	96.8%	75.0%	95.3%	98.9%	98.1%	97.8%	98.4%	56.4%	99.8%	96.1%
Independent Schools	N/A	N/A	188	2912	3127	18921	17815	238	43013	2766	173	2939
As a % of the Province	N/A	N/A	3.2%	25.0%	4.7%	1.1%	1.9%	2.2%	1.6%	43.6%	0.2%	3.9%
DURBAN SOUTH	6	24	699	2947	13999	231071	143681	1698	393396	1284	1072	11986
As a % of the Province	14.6%	12.3%	11.7%	25.5%	21.1%	13.8%	15.7%	15.3%	14.7%	20.2%	15.5%	15.9%
EMPANGENI	5	26	821	1105	6950	231071	130858	667	394944	568	9612	10180
As a % of the Province	12.2%	13.3%	13.8%	9.5%	10.5%	13.8%	14.3%	6.0%	14.7%	9.0%	13.9%	13.5%
LADYSMITH	5	27	791	1253	5779	254764	129807	1719	369996	430	9660	10090
As a % of the Province	12.2%	13.8%	13.3%	10.8%	8.7%	15.2%	14.2%	15.5%	13.8%	6.8%	14.0%	13.4%
NORTH DURBAN	6	28	735	2394	11605	231438	146226	3133	388481	1724	10460	12184
As a % of the Province	14.6%	14.4%	12.3%	20.6%	17.5%	13.8%	16.0%	28.3%	14.5%	27.2%	15.1%	16.1%
PIETERMARITZBURG	5	26	832	1788	8793	194341	108331	2780	316033	1339	8118	9457
As a % of the Province	12.2%	13.3%	14.0%	15.4%	13.3%	11.6%	11.8%	25.1%	11.8%	21.1%	11.7%	12.5%
PORT SHEPSTONE	4	22	622	752	4372	174776	84018	661	264579	520	6784	7304
As a % of the Province	9.8%	11.3%	10.4%	6.5%	6.6%	10.4%	9.2%	6.0%	9.9%	8.2%	9.8%	9.7%
ULUNDI	4	27	925	771	13547	245405	111454	22	371199	318	9207	9525
As a % of the Province	14.6%	13.8%	15.5%	6.6%	20.4%	14.7%	12.2%	0.2%	13.9%	5.0%	13.3%	12.6%
VRYHEID	4	15	530	623	1232	116686	62336	383	181260	160	4681	4841
As a % of the Province	9.8%	7.7%	8.9%	5.4%	1.9%	7.0%	6.8%	3.5%	6.8%	2.5%	6.8%	6.4%



Table 4.2.2 16 schools used as a focus group

REGION	DISTRICT	CIRCUIT	NAME	EMIS	STATE	LEVEL	TOTAL LEARNERS	TOTAL EDUCATORS
DURBAN SOUTH	Umlazi North Camperdown	Maphundu Mpumalanga	Imisebe	160876	State	P	535	45
			KwaMyeza	182003		P	1713	42
EMPANGENI	Mthunzini Lower Tugela	Esikhaleniseni Umhlali	Gobandlovu	150109	State	P	974	46
			Aldingville	100677		P	835	42
LADYSMITH	Newcastle Mnambithi	Madadeni East Ezakheni	Muzikayise	220964	State	P	1519	71
			Endakeni	135827		Sec	1183	49
NORTH DURBAN	City of Durban Inanda	Merewent Inanda East	Clairwood	116846	State	Sec	1781	51
			Mandlakayise	196100		P	1456	46
PIETERMARITZBURG	Pholela Vulindlela	Bulwer Vulindlela	Enkelabantu	137566	State	P	732	44
			Nkabini	231631		P	1510	44
PORT SHEPSTONE	Ixopo Sayidi	Highflats Dweshula	Endwebu	136234	State	P	1406	46
			Beaula	106708		P	916	
ULUNDI	Mahlabathini Ubombo	Mashona Tshongwe	Enkonjeni	137677	State	P	1238	41
			Cezwana	115773		P	1432	39
VRYHEID	Vryheid Paulpietersburg	Bhekuzulu Dumbe	Madulini	191475	State	Sec	558	41
			Bilanyoni	110112		P	2497	72
						3SEC	20 167	761
						13 P		
						16		
REMARKS						300 USED IN THIS RESEARCH		

- 16 Schools used out of 5 955 in KwaZulu Natal.
- 300 educators used in this research out of 75 567 in KwaZulu-Natal and further from 16 schools. There were 761 educators but the research used 300 for the sake of thoroughness. It would be impossible to use all 75 567 in this research. It is implied that one manager controls $761/11 = 69$ educators each.
- 11 managers used instead of 75 567 managers in KwaZulu Natal. Gender was taken into account.
- The 16 schools had 20 167 learners which are controlled by 11 managers that is $21067/11 = 1 833$ (this implies one manager controls 1833 learners).



Table 4.2.3 Schools with the highest enrolment in KwaZulu-Natal, December 2000.

REGION	LEARNERS	EDUCATORS
DURBAN NORTH		
1. Clairwood S.	663	51
2. Mandlakayise P.	1456	46
DURBAN SOUTH		
1. Imisebe P.	1535	45
2. KwaMyeza P	1713	42
EMPANGENI		
1. Gobandlovu P.	974	46
2. Aldinvill P.	835	42
LADYSMITH		
1. Mzikayise P.	1519	71
2. Endakane H.	1183	49
PIETERMARITZBURG		
1. Enkelabantwana P.	732	44
2. Nkabini P.	1510	44
PORT SHEPSTONE		
1. Endwebu P.	1406	46
2. Beaulah P.	916	42
ULUNDI		
1. Enkonjeni P.	1238	41
2. Cezwana P.	1432	39
VRYHEID		
1. Madulini S.	558	41
2. Bilanyoni P.	2497	72

Remarks: The above schools were chosen in this research because it demands extra capability to manage a larger school than a smaller one. It is claimed that a small school calls for minor problems than a big school.

Table 4.2.4 Sample for exploratory study – questionnaire 1,2,3 & 4.

1. Schools	:	5955	Sample : 16
2. Educators	:	75 567	Sample : 300
3. Learners	:	2 679 288	Sample : NIL
4. Managers	:	5955	Sample : 11

REGION	SCHOOLS	NO OF EDUCATORS IN SCHOOL	EDUCATORS INTERVIEWED	MANAGERS
DURBAN	Imisebe P.	45	10	-
SOUTH	KwaMyeza P.	42	27	1
DURBAN	Clairwood S.	51	10	1
NORTH	Mandlakayise P.	46	28	-
EMPANGENI	Gobandlovu P.	46	12	1
	Aldingville P.	42	11	-
LADYSMITH	Muzikayise P.	71	21	1
	Endakane P.	49	19	1
PIETER- MARITZBURG	Enkalabantwana P.	44	11	-
	Nkabini P.	44	25	1
PORT	Endwebu P.	46	23	1
SHEPSTONE	Beulah P.	42	13	-
ULUNDI	Enkonjeni P.	41	16	1
	Cezwana P.	39	26	1
VRYHEID	Madulini S.	41	22	1
	Bilanyoni P.	72	26	1
	TOTALS	761	300	11

Table 4.2.4

Criteria used:

1. All educators were freely chosen from all regions and from a few schools (2 schools per region).
2. Managers were chosen from 11 schools.
3. Schools involved were those with large numbers of learners and educators. This was done in order to have a well-balanced sample.

4. The number of female and male respondents was balanced (see questionnaires 1-4 in Chapter Four).

Table 4.2.5 Comparison of numbers (schools, learners and educators) per region from highest to lowest region.

REGION	SCHOOLS
Ulundi	925
Pietermaritzburg	832
Empangeni	821
Ladysmith	791
North Durban	735
Durban South	699
Port Shepstone	622
Vryheid	530
Totals	5,955

Table 4.2.5.1

REGION	EDUCATORS
Ladysmith	10 090
Empangeni	10 180
Durban South	11 986
North Durban	12 184
Vryheid	4 841
Port Shepstone	7 304
Pietermaritzburg	9 457
Ulundi	9 525
TOTAL	75 567

Table 4.2.5.2



REGION	LEARNERS
Durban South	393 396
Empangeni	394 344
Ladysmith	369 996
North Durban	388 481
Pietermaritzburg	316 033
Port Shepstone	264 579
Ulundi	371 199
Vryheid	4 841
TOTAL	2 638 275

Table 4.2.5.3

Source: Extract from Snap Survey 2000, page10

4.3 QUESTIONNAIRE 1

In the sample for this exploratory study **one hundred educators** are interviewed

	POST LEVEL	FREQUENCY	PERCENT
MALE	ONE	45	45%
FEMALE	ONE	55	55%
TOTAL		100	100

Table 4.3.1

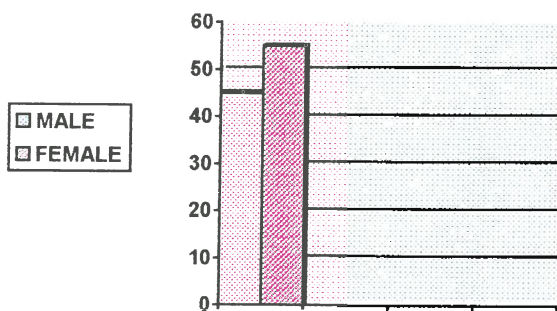


Figure 4.3.1 Educators interviewed in questionnaire one.

4.3.1 Exploratory study on the concerns of educators about the appraisal concept in the South African education environment

In this questionnaire one hundred educators were interviewed. They were all invited to one venue (Mahlabathini High School). The educators came from these schools:

- ✓ 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

It was an open-ended interview and the researcher encouraged the educators to talk freely and at length about the topics introduced by the interviewer to suit the occasion. The purpose was to gather facts from the respondents to learn about their opinions, attitudes and experience.

The researcher asked questions and recorded the respondents' answers. This put the respondents at ease and facilitated the verbal exchange that gave the researcher the most information about the educator. The interviewer spent a few minutes talking to the respondents in order to establish a proper relationship. He explained the purpose of the interview and asked whether the respondents had questions or concerns. He then put the questions to the respondents in the exact words indicated on the interview schedule. The questions were not rephrased as rephrasing could affect the responses.

As respondents responded to the questions, the researcher recorded the answers by means of written notes. This was time consuming during the interview and much information was lost as the interviewees relied only on memories to write down additional responses after the interview.

The interviewer allowed time for the respondent to answer and avoided anticipating and cueing a potential answer. Roles were neutral so to not affect the nature of the response. After the interview the researcher thanked all one hundred respondents and allowed time for the respondents to make comments about the questions.

The researcher used a qualitative research paradigm in questionnaire one, as this method of research elicits participant accounts of meaning, experience or perceptions. De Vos (Ed.) *et al.* (2000:243) argue that this method produces descriptive data in the participants own spoken words or written notes. It also involves identification of the participants' beliefs, attitudes and values

that may underlie the phenomena. It is further argued that the qualitative method is mainly concerned with undertaking, rather than explanation (unlike quantitative method). De Vos (Ed.) *et al.* (2000:247) still argue about whether the shift made by qualitative researchers to become more legitimate and representative, by trying to move closer to the lives they study, could elicit a common body of knowledge from which educators in the caring professions will at all benefit.

The following questions constituted the interview schedule for questionnaire one:

- *How does appraisal affect teaching time?*
- *Are the educators trained in the appraisal process?*
- *Are the instruments of the appraisal process objective?*
- *Is the appraisal process reliable and valid?*
- *Does appraisal attend to the substance of teaching?*

4.3.1.1 How does appraisal affect teaching time?

Appraisal affects teaching time because the educator is appraised during school hours, which are meant for teaching and learning. One can either answer *yes* or *no* to this question, since it depends upon a particular school's plan and policy. If it is known beforehand and well in advance when the educator will be appraised prior planning can be done that will ensure that appraisal time is compensated for. Where there is no prior planning, this could waste a lot of teaching time.

Mathias and Jones (1995:24) support the above view in that to develop a timetable for appraisal in one's school takes two to four hours, as the timetable must also include in-service training for the educators. In developing the timetable, certain aspects must be taken into account, for example: What must specifically be done during each month/term/year?

To further support what the respondents argued about, a report on the Evaluation of the School Teacher Appraisal pilot study (1989:64) states that the process is/must be well-presented and well-managed by the head or an appraisal co-ordinator and his or her team. If management is faulty, this cripples the professional process in the classroom situation.

The educators add that appraisal also depends on its nature and scope. An educator can be appraised during contact time that does not negatively impact on teaching time. Even if some

time is wasted, however, that wastage cannot be compared to the value of appraising the educator. This is like refusing to take stock of goods/merchandise, but losing millions of rands because of this.

Chisholm *et al.* (1997:34) support the view that some educators complained about the amount of administrative work involved, particularly the number of forms to be filled in before and after the appraisal process. This is time consuming. A female respondent felt that this process was still in line with the old bureaucratic administrative system of evaluation as it is cumbersome. She suggested simplification thereof.

4.3.1.2 *Are the educators trained in the appraisal process?*

The Colleges of Education did not train educators on appraisal in South Africa, despite the fact that it is one of the programs that National Education wishes to offer in schools. Some provinces, e.g. Gauteng, have been criticised and trade unions have ruled that this process be put on hold.

To be of benefit to educators, all educators, appraisal panels, principals, deputy principals and heads of departments must be equipped with skills of appraisal. In-service training courses must be conducted long before the process of appraisal takes place. All of the respondents support the statement that educators must receive prior training in appraisal. Lemmer and Squelch (1994:125) concur with the above respondents that effective appraisal requires a high level of interview skills including listening, questioning, problem-solving and verbal skills.

The respondents stress that the appraiser should be a competent communicator. He or she should use appropriate verbal and non-verbal communication and questioning techniques, display good listening skills and provide suitable feedback.

Chisholm *et al.* (1997) stress that professional involvement in appraisal enables educators to develop themselves through various professional bodies and subject committees. They add that the appraisal process enhances teaching and subject competency.

The school needs to be clear on what it is trying to achieve, both strategically and operationally, prior to the individual appraisal. The appraisers should also discuss with the individual being appraised, organisational issues on which they require assistance and co-operation.

This research found that the appraisers are not yet fully equipped in this process. There is still a great need for the training of appraisers and appraised in this process in the KwaZulu-Natal Department of Education and Culture.

4.3.1.3 *Are the instruments of the appraisal process objective?*

The respondents argue that instruments in appraisal are subjective. They believe that appraisal does not assess the educators' performance and instead the personality of the person is assessed. Morris and Everard (1986:76) state that to achieve better results, the focus should be on results achieved against no criteria and objectives, not the person per se. The respondents further affirm that the process does little for the educator except to contribute to his or her weariness and reinforce his or her scepticism of bureaucratic routine. Although, the respondents do agree that, in a way, the psychological effect of appraisal is a boost to morale. The interviews have spoken of improved self-image, increased confidence, reassurance, a sense of support, praise and recognition, as aspects of improved morale resulting from the process of appraisal in the classroom.

It is argued that the process of appraisal gives educators access to all the appraisal documents, including their performance outcomes or results. Educators consider this as conducive to a non-threatening environment for conducting appraisal and a supportive environment for teaching effectively (Chisholm *et al.* 1997:33). The respondents concur with the above author that the process of appraisal is opposed to the judgmental approach in the classroom and to the old stereotyped evaluation of the educators in the classroom situation. This approach too, one educator remarked, changes educators' attitudes towards work and changes learners' attitudes towards their particular subjects.

Twenty per cent of the respondents argued that many educators distrust the appraisal system and that regard it as a judgement by the appraiser of the appraised, rather than as a means to future improvement. The thorny issue may be that the appraiser and the appraised may be afraid that criticism or differences of views will lead to conflict or that the normal resistance to change phenomenon may also come into play. The emphasis in this research is that the introduction of appraisal, whether or not in the form of a "career", is in itself a professional development need of organisational proportions.

4.3.1.4 *Is the appraisal process reliable and valid?*

Yes, but to a reasonable degree, as human beings who naturally have some elements of subjectivity conduct this process. This is just like passing an examination. Each examination is reliable and valid when it covers all the themes or sections that it should cover as prescribed. However, examiners may have differing views on what they consider essential. This does not mean that examinations are not reliable and valid. A well-constructed appraisal process is indeed reliable if it measures skills and abilities in a consistent manner and valid if based on proper arguments, reasons or sound logic. It is valid if it is procedurally and correctly implemented.

The respondents complain that the process of appraisal is not reliable and valid as it still uses grading and rating scales that engage symbols and figures, i.e. A, B, C, D, & E that are awarded to an educator, instead of a percentage (e.g. 80% or 5%) without any motivation thereof. Chisholm, et al. (1997:35), support this criticism. These authors argue that the process uses terms, which can only be understood by intelligent and highly qualified educators. The respondents maintain that two instruments should be developed, one for experienced educators and one for inexperienced educators.

Tomlinson and Evans (1989:145) strongly agree with the Chisholm, *et al.* (1997) that evaluation practices are by their very design largely incapable of producing worthwhile insights into educator competence and the appropriateness of teaching practice, beyond the identification of those educators who lack the most rudimentary teaching skills. This therefore threatens the appraisal process in this study. Another pitfall is that developmental appraisal has not yet produced any good educators in the classroom. It is still too early to evaluate its products. Eighty percent of the respondents were negative about the reliability and validity of the appraisal system and twenty percent were undecided.

4.3.1.5 *Does appraisal attend to the substance of teaching?*

All of the respondents were of the opinion that developmental appraisal does not attend to the substance of subject matter. This is confirmed by Tomlinson and Evans (1989:146) who assert that evaluation of minimal competencies based on periodic observation of classroom performance attends to the presence of certain generic teaching behaviours that nearly all educators, except the

incompetent, will exhibit: planning, setting objectives, establishing and enforcing regulations for learner behaviour. The above authors argue that this type of evaluation does not attend to matters of pedagogical knowledge or judgement in their study, such as the appropriateness of teaching objectives for meeting certain goals or for different types of learners, the appropriateness of goals themselves, the relative effectiveness of the alternative strategies for presenting content, the relationship among lessons taught throughout the week/month/term, the availability of teaching techniques, the theoretical soundness of content and strategy decisions or the depth of subject matter that the educator possesses and imparts to the learners.

4.3.1.6 Summary of the results

The above arguments have shown that in any situation where people are faced with change of any kind, they are not brave enough to accept that change without reservations. Hofmeyer (1995:20) quoted by Monareng (1998:93) states that: “what these changes all have in common is that they require people to behave in different ways.” It is further argued that the change in behaviour becomes the greatest cause of concern and fear to the people. Van der Westhuizen (Ed.) *et al.* (1996:172) confirms: “change in the school itself as far as knowledge is concerned is an ongoing process.” Van der Westhuizen (Ed.) *et al.* go on to say that, “... an individual’s resistance to change is so strong that people would sooner die than change and most do.” In this research therefore, educators cannot be exceptions.

4.4 QUESTIONNAIRE 2

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

Table 4.4.1



Figure 4.4.1

4.4.1 Table sample for questionnaire 2

Thirty-three questionnaires were administered in terms of questionnaire two (one hundred educators). These educators are a different focus group from questionnaire one but from the same schools as mentioned in questionnaire one.

- ✓ 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

All the educators were invited to one venue, i.e. Mahlabathini High School. They all came, despite transport problems.

The purpose of this closed form of interview was to encourage more general group and individual responses. The researcher used scaled items. Schumacher and McMillan (1993:244) define a scale as a series of gradations, levels or values that describe various degrees of something. The researcher then used the Likert scale as it allows reasonably accurate assessments of opinions from educators and mostly because our opinions are thought of in terms of values.

Men believe something very strongly or intently or rather we have a positive or negative opinion of something. It must be noted however that while the researcher used the scale, it can also be misleading. For example, we might disagree with the statement: 'Mr Black is a good educator because he is an outstanding educator.' The fact remains that Likert type scale (Schumacher & McMillan 1993:244-5) provides great flexibility because the description on the scale can vary to fit the nature of the questions, as it has in this research (questionnaire 2 and 3, see Chapter Two analysis of data).

The procedure followed in administering this questionnaire was similar to the procedure used in questionnaire one above (see pages 122-128).

The researcher used the quantitative approach in this questionnaire. The quantitative approach deals with data that are principally numerical (De Vos (Ed.) *et al.* 2000:15), while the qualitative approach deals with data that are principally verbal, as mentioned before in this section. The above authors (De Vos (Ed.) *et al.* 2000:15) argue that the quantitative approach is the approach to research in the social sciences that is more formalised, as well as more explicitly controlled with a

range that is more exactly defined and which, in terms of the methods used, is relatively close to the physical sciences in nature. The qualitative approach is not strictly formalised and the scope is more likely to be undefined and a more philosophical mode of operation is adopted.

4.4.2 Schools should have an effective appraisal system to improve and maintain a high standard of teaching.

NO OF RESPONDENTS	SCALE	PERCENT
55	STRONGLY AGREE	55
32	AGREE	32
1	UNDECIDED	1
2	DISAGREE	2
10	STRONGLY DISAGREE	10

Table 4.4.2

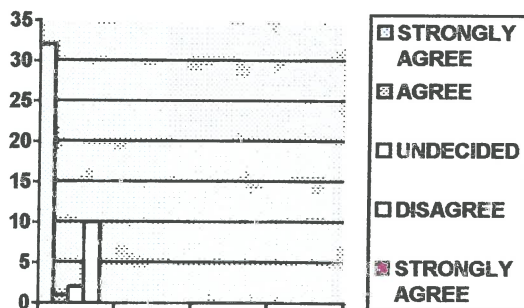


Figure 4.4.2 Schools should have an effective appraisal system to improve and maintain a high standard of teaching.

55% of the respondents are of the opinion that an effective appraisal system may improve and maintain a high standard of teaching and learning. Only 13 respondents were undecided.

According to the statistics given above, the majority of the respondents, (55%) strongly agreed, while a significant number of respondents (32%) agreed that schools should have an effective appraisal system to improve and maintain a high standard of teaching. The table also shows that 10% of the respondents strongly disagreed, while only 2% disagreed. An insignificant 1% of the respondents are undecided.

On the basis of the above evidence it would appear that for schools to improve and maintain a high standard of teaching, they should have an effective appraisal system. Lemmer and Squelch (1994:113) concur with eighty-three respondents who maintain that schools, as complex organisations, should have an effective appraisal system to improve and maintain a high standard of teaching.

4.4.3 Educator appraisal is an important management task of the principal and management team

NO OF RESPONDENTS	SCALE	PERCENT
40	STRONGLY AGREE	40
30	AGREE	30
0	UNDECIDED	0
20	DISAGREE	20
10	STRONGLY DISAGREE	10

Table 4.4.3

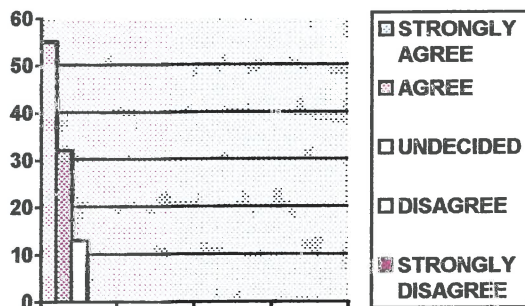


Figure 4.4.3 Educator appraisal is an important management task of the principal and management team

40% of the respondents strongly agreed that educator appraisal is first and foremost the principal's task, together with the management team and they go further to argue that without a strong sense of duty on the side of the principal, the process of appraisal may be negatively affected. 30% of respondents agreed with this, without qualifying their feelings. None of the respondents were undecided. This is possibly an indication that the respondents understand the role of the principal in the appraisal process.

20% of the respondents disagreed, stating that it should only be the principal, as he is paid for this task, the management team members are not. Furthermore, they argue that the principal was appointed to head the school because he has management skills and the management team is not thoroughly equipped with all the necessary skills of running a school.

10% of the respondents strongly disagreed with the emphasis on “strongly” disagree. The data above reflect that the majority of the respondents (40%) strongly agreed, while 30% agreed that educator appraisal is an important management task of the school and management team. In the same table, 20% of the respondents disagreed, while 10% strongly disagreed and the table depicts 0% as undecided.

Due to data shown in the table, one is inclined to conclude that educator appraisal is an important management task of the school principal and management team. Supporting the respondents above, A Facilitators Manual (1997:28) maintains that the appraisal developmental teams initiate, co-ordinate and monitor the appraisal process in schools. They also build on the strengths that educators have.

4.4.4 South Africa's system of appraisal has been largely inspectoral

NO OF RESPONDENTS	SCALE	PERCENT
70	STRONGLY AGREE	70
22	AGREE	22
0	UNDECIDED	0
5	DISAGREE	5
3	STRONGLY DISAGREE	3

Table 4.4.4

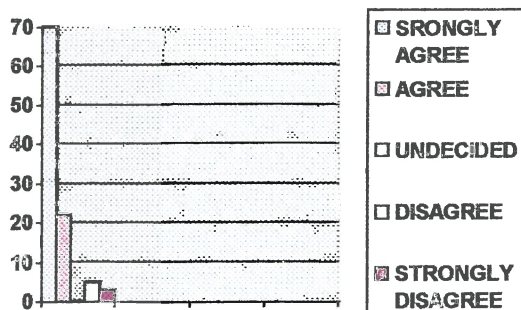


Figure 4.4.4 South Africa's system of appraisal has, before 1994, been largely inspectoral

70% of the respondents strongly agreed that the evaluation system in South Africa's system of evaluation from 1989 to 1993 had largely been explorative and bureaucratic. The respondents maintained it was top-down, closed, hierarchical and authoritarian in character. It was concerned with bureaucratic efficiency and social control, rather than professional development. The emphasis was strongly inspectoral and bureaucratic in nature. Of the respondents, 22% agreed with the statement. There were no respondents that were undecided. 5% of the respondents disagreed with the statement, maintaining that although it was inspectoral and bureaucratic, it produced good results in schools, particularly in terms of matriculation results. No school had a 0% in this class, but in this new era in education, even if an educator has produced such poor results, he or she is fully protected by organised labour (unions). Only 3% of the respondents strongly disagreed with the statement. The respondents who disagreed with the inspectoral and bureaucratic nature of the old evaluation process, implied that it was judgmental as far as the educators were concerned. Table 4.5.4 depicts that an overwhelming majority of the respondents (70%) strongly agreed, while a significant 22% agreed that South Africa's system of appraisal has been largely inspectoral. This table also shows that a small percentage of respondents (5%) disagreed while 3% strongly disagreed.

South Africa's system of appraisal had been largely inspectoral before 1994. Chisholm et al. (1997:25) confirm this. This report clearly indicates that most of the schools where evaluation of educators is still in place acknowledge that educator evaluation is a serious problem and continues to be a problem in all the departments.

4.4.5 The principle in our current system is that an appraisal team conducts appraisal process

NO OF RESPONDENTS	SCALE	PERCENT
40	STRONGLY AGREE	40
40	AGREE	40
2	UNDECIDED	2
12	DISAGREE	12
6	STRONGLY DISAGREE	6

Table 4.4.5

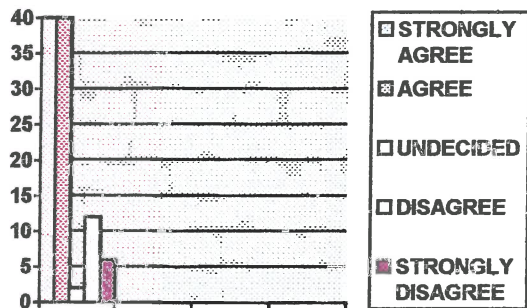


Figure 4.4.5 The principle in the current system is that an appraisal team conducts the appraisal process.

40% of respondents strongly agreed that an appraisal team should conduct the appraisal process, as such a team would be democratically elected. There would be no bias in its action as it is transparent and is accountable for each and every step in the appraisal process. As such, it is crucial to ensure that the ways in which the appraisal panels are put together and the ways in which they operate also reflect these principles. An equal percentage of the respondents agreed with the above principle. Only 2% of the respondents were undecided.

12% of the respondents disagreed with the statement and maintain that it is the principal, as a highly skilled officer in the school, who should initiate, co-ordinate and monitor the appraisal process in schools and to ensure that training in the development appraisal system is conducted. Some respondents felt that an ordinary staff member may not be able to maintain discipline in the process. Having the right skills to do the job cannot be overemphasised at this stage.

6% of respondents were totally against the appraisal team conducting the appraisal process, maintaining the status quo of the twelve respondents above.

Data in table 4.4.5 shows that the same percentage of the respondents (40%) strongly agree and agree that the principle in the current system, that an appraisal team conducts the appraisal process, be maintained.

Table 4.4.5 also shows that 12% of the respondents disagreed, while only 6% of the respondents strongly disagreed. A small number of the respondents (2%) remained undecided.

In view of the foregoing data it is clear that there is a consensus that, as with the current system, an appraisal team conducts the appraisal process. The researcher's experience is that where the principal conducts an appraisal process by himself or herself, it becomes a *one-man show*, full of prejudice and bias. A Facilitators Manual (1997:47-52) supports the principle that appraisal teams should conduct appraisals. The manual says that during the pre-appraisal stage, the appraisal team is set up and the roles of members on the appraisal panel are clarified.

4.4.6 It is imperative for school appraisal teams to implement a formal appraisal system

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
5	AGREE	5
1	UNDECIDED	1
6	DISAGREE	6
8	STRONGLY DISAGREE	8

Table 4.4.6

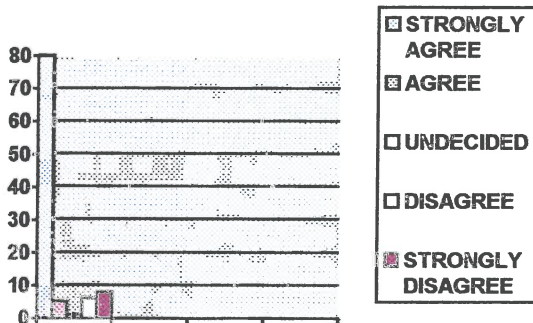


Figure 4.4.6 It is imperative for school appraisal teams to implement a formal appraisal system.

80% of the respondents strongly agreed that a formal appraisal system brings order in the whole structure of the school's timetable. This will have the same fruitful results and avoids confusion in the classroom situation. 5% of the respondents agreed that this also suits them.

One respondent was undecided. 6% of the respondents disagreed with the above statement, maintaining that a fixed formal and stereotyped appraisal structure, does not encourage educator

input into something which has been already been prepared for implementation. In most cases this process is subject to criticism and failure. The last 8% of respondents emphasised that for any change to occur, the change facilitators must understand the perceptions of others as well. Anything that is forced arouses emotions among people.

Table 4.4.6 depicts that an overwhelming majority of the respondents (80%) strongly agree, while 5% agree that it is imperative for school appraisal teams to implement a formal appraisal system.

The same table shows that 8% of the respondents strongly disagree, while 6% disagree that it is imperative for school appraisal teams to implement a formal appraisal system. On the basis of these responses, one can conclude that it is imperative for school appraisal teams to implement a formal appraisal system.

A Facilitator's Manual (1997:33) argues that the formal appraisal system allows for transparency and openness, underpinning the entire appraisal instrument. Educators have access to all the appraisal documents, including their performance outcomes. Respondents themselves do confess that a non-threatening environment for conducting appraisal and a supportive environment for teaching effectively is essential.

4.4.7 Educators' perception of the current appraisal system reflects a strong sense of distrust

NO OF RESPONDENTS	SCALE	PERCENT
75	STRONGLY AGREE	75
5	AGREE	5
3	UNDECIDED	3
10	DISAGREE	10
7	STRONGLY DISAGREE	7

Table 4.4.7

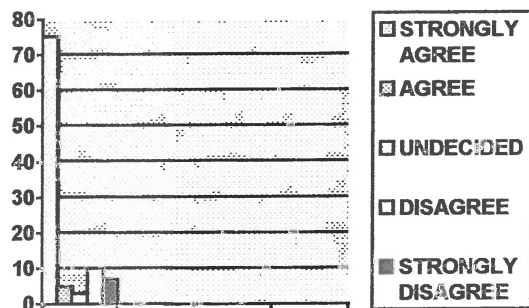


Figure 4.4.7 *Educators' perception of the current appraisal process reflects a strong sense of distrust.*

75% of the respondents said that appraisal is judgmental, rather than a means to future improvement. They argued that it differentiates educators into weak and good performers in the classroom situation and this consequently leads to conflict among learners and parents. 5% of the respondents agree with the above 75% of respondents. 3% of the respondents were undecided. 10% of the respondents disagreed and maintained that parents want their children to be taught by good educators. 7% of the respondents strongly disagreed with the statement and strongly emphasised that they need good educators to improve the quality of education in their schools. Poor educators may have a detrimental effect on the education of their children.

Statistics in table 4.4.7 indicate that the majority of the respondents (75%) strongly agree, while 5% agree that educators' perception of the current appraisal system reflects a strong sense of distrust.

Table 4.4.7 shows that 10% of the majority disagree that educator's perception of the current appraisal system reflects a strong sense of distrust. On the strength of the above figures it would appear that educators' perception of the current appraisal system reflects a strong sense of distrust.

Chisholm *et al.* (1997:25) support the claim that the current appraisal system is judgmental, rather than a means to future improvement. They argue that the system differentiates educators into weak and good performers in the classroom situation and this consequently leads to conflict among learners and parents. Parents want their children to be taught by good educators.

4.4.8 Appraisal is a process whereby an institution is enabled to identify its strengths and weaknesses

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

Table 4.4.8

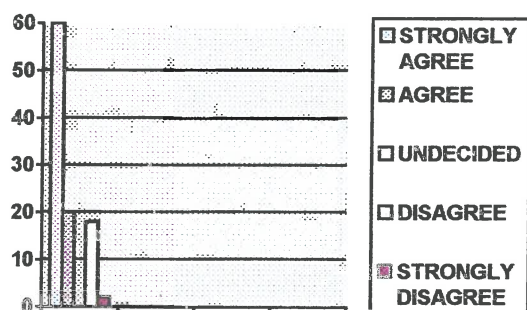


Figure 4.4.8 Appraisal is a process whereby an institution is enabled to identify its strengths and weaknesses.

60% of the respondents strongly agreed that appraisal refers to a regular positive and creative process by which weak and strong educators are helped to improve, while weak educators are encouraged and strengthened by in-service training in their schools. 20% of the respondents support the 60% of respondents above and further argue that this is so, as appraisal involves qualitative judgements about performance. Butler (1999:35) concurs with the 60% and 20% of respondents in that appraisal could be an excellent way of improving an educator's professional practice. There were no undecided respondents. 18% of the respondents disagreed and argued that appraisal targets one aspect of the institution, namely appraisal itself, and neglects other programmes. They add that one needs to work with the institution as a whole. One needs to deal with governance levels, management levels, curriculum, pedagogy, school community relations, as well as resources and facilitators, in order to enact sustainable and meaningful school change in the education system. 2% of the respondents strongly disagree with the 80% of respondents above, citing the reasons mentioned by the eighty respondents above.

According to data reflected in table 4.4.8, the majority of the respondents (60%) strongly agree, while 20% agree that appraisal is a process whereby an institution is enabled to identify the strengths and weaknesses within itself.

Table 4.4.8 also shows that 18% of the respondents disagree that appraisal is a process whereby an institution is enabled to identify its own strengths and weaknesses. There were no undecided respondents.

On the basis of the above statistics one is inclined to conclude that appraisal is a process whereby a school is enabled to identify its strengths and weaknesses. Butler (1999:35) supports the above view.

4.4.9 To be worthwhile, appraisal should be a continuous process

NO OF RESPONDENTS	SCALE	PERCENT
91	STRONGLY AGREE	91
1	AGREE	1
0	UNDECIDED	0
8	DISAGREE	8
0	STRONGLY DISAGREE	0

Table 4.4.9

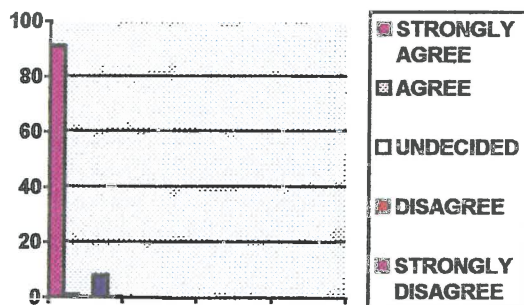


Figure 4.4.9 To be worthwhile, appraisal should be a continuous process.

91% of the respondents emphasised that the appraisal approach is a process not an event, and

should be improved day by day. 1% of the respondent agreed with the 91% of respondents. There were no undecided cases. 8% of the respondents disagree with 92% of the respondents and argue that continuous appraisal disturbs school routine. Teaching time is severely affected. One educator is appraised three to four times a year. No respondents strongly disagreed.

Table 4.4.9 also reflects a 0% undecided response and for those who strongly disagree.

In view of the above observation one is inclined to conclude that to be worthwhile, appraisal should be a continuous process.

Stenning and Lyons (1986:62) concur with the above respondents that the process of appraisal should be regular, constructive and helpful, as it appears to have been handled ambivalently in the school sector.

The researcher maintains that, appraisal is not an end product; its proceedings must be continuous and systematic.

4.4.10 The judgmental approach in appraisal has a tendency to find faults

NO OF RESPONDENTS	SCALE	PERCENT
90	STRONGLY AGREE	90
0	AGREE	0
0	UNDECIDED	0
6	DISAGREE	6
4	STRONGLY DISAGREE	4

Table 4.4.10

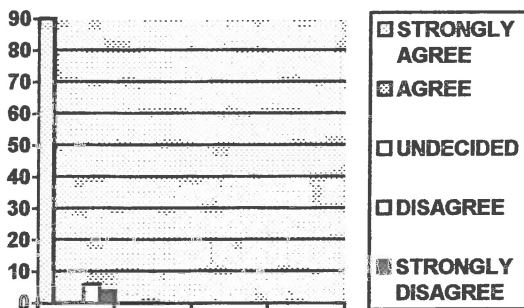


Figure 4.4.10 The judgmental approach in appraisal has a tendency to find fault

90% of the respondents strongly agreed that the judgmental approach finds faults with the educator. It is negative against the educator and is a fault-finding approach. It does not acknowledge the positive things that educators do. It does not involve the appraisee who is being judged in the process and about judgement decisions that are made. It is concerned with products, not process. No respondents agreed. There were no undecided cases. 6% of the respondents disagreed with the statement and argue that the judgmental approach acts as an incentive, as educators fear that if they do not work hard enough they will lose their jobs. As mentioned before in this chapter, educators worked very hard during the apartheid era in order to produce good results. The appraisal process is democratic and developmental. To work better, the judgmental approach may be modified, not abandoned. In table 4.4.10, the overwhelming majority of the respondents (90%) strongly agreed that the judgmental approach in appraisal has a tendency to find fault.

The same table shows that 6% of the respondents disagree, while 4% strongly disagree that the judgmental approach in appraisal has a tendency to find fault. No one was undecided or did not agree in this category. On the strength of the above statistics, it would appear that the judgmental approach in appraisal has a tendency to find fault. The researcher argues that the judgmental approach does not involve the appraisee who is being judged in the process about decision judgements that are made. The judgmental approach is clearly a way of inspecting the educator. It is concerned about products, not processes. Chisholm *et al.* (1997:7) support the above argument by saying that judgmental appraisals make judgements only and do not help the educators.

4.4.11 The developmental approach, which is being practised in schools, is aimed at development of the positive aspects of educators' performance

NO OF RESPONDENTS	SCALE	PERCENT
85	STRONGLY AGREE	85
5	AGREE	5
2	UNDECIDED	2
5	DISAGREE	5
3	STRONGLY DISAGREE	3

Table 4.4.11

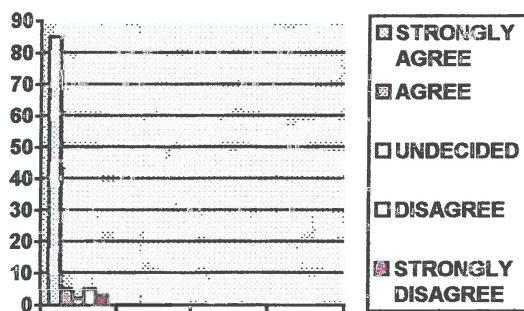


Figure 4.4.11 The developmental approach, which is being practised in schools, is aimed at development of the positive aspects of educators' performance.

85% of the respondents maintained that the developmental approach acknowledges good work. It acknowledges that any educator has positive aspects to his or her performance that are not in need of immediate improvements and upon which further professional development may be based. 5% of the respondents agreed with the eighty-five respondents. 2% remained undecided. 5% of the respondents disagreed with the statement and agreed that once people are praised, they rest on their laurels. This is proved by the fact that once a school has achieved a one hundred percent pass rate, it rarely continues to maintain this achievement. 3% of the respondents strongly disagreed and 5% of the respondents disagreed with this statement.

Table 4.4.11 shows that the overwhelming majority of the respondents (85%) strongly agreed, while 5% agreed that the developmental approach currently being practised in schools is aimed at the acknowledgement of the positive aspects of educators' performance. Table 4.4.11 also reflects

that 5% of the respondents disagreed, while 3% strongly disagreed with the observation made above. 2% remained undecided.

On the basis of the above data, one is inclined to conclude that the developmental approach, which is being practised in schools, is aimed at the acknowledgement of the positive aspects of educators' performance. In contrast to the judgmental approach, the developmental approach is meant to be developmental in nature. This is fully supported by Chisholm *et al.* (1997:7).

4.4.12 The developmental approach recognises the fact that teaching and learning are complex processes

NO OF RESPONDENTS	SCALE	PERCENT
90	STRONGLY AGREE	90
0	AGREE	0
0	UNDECIDED	0
7	DISAGREE	7
3	STRONGLY DISAGREE	3

Table 4.4.12

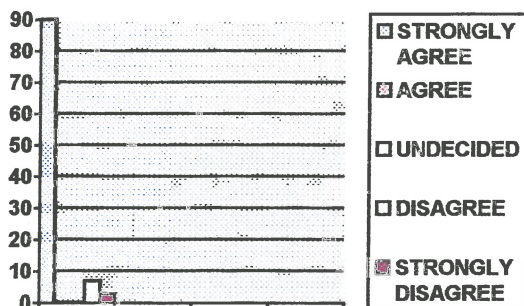


Figure 4.4.12 The developmental approach recognises the fact that teaching and learning are complex processes

90% of the respondents maintained that, when observing educators' performance, the appraiser in the formative form of evaluation would look at the ways in which the work occurs, how and why. The focus is mainly on the quality of the pedagogical process, unlike in the summative approach where the educator is always blamed. There were no disagreements and no undecided cases. 7%

of the respondents disagree with the statement and argue that this depends on the attitude of the observer and in most cases this becomes personal. A good educator gets a good rating. An educator gets a poor rating in class produces good results in some cases and vice versa. 3% of the respondents strongly disagreed that during observation the focus is always on the quality of pedagogical processes.

Figures displayed in table 4.4.12 show that the overwhelming majority of the respondents (90%) strongly agree that the developmental approach recognises the fact that teaching and learning are complex processes. The same table shows that 7% of the respondents disagreed, while 3% strongly disagreed. There were no undecided responses or responses in agreement with the statement.

In view of the above statistical data one can assume that the developmental approach recognises that teaching and learning are complex processes. It is concluded that the focus of the developmental approach is mainly on the quality of teaching and learning, unlike the summative approach where the educator is always blamed and quantitative measurements and marks are used in the appraisal process. This finally leads to failure in the educators' work performance.

4.4.13 The developmental approach is blind to the negative aspects that exist in an educator's performance

NO OF RESPONDENTS	SCALE	PERCENT
5	STRONGLY AGREE	5
0	AGREE	0
0	UNDECIDED	0
5	DISAGREE	5
90	STRONGLY DISAGREE	90

Table 4.4.13

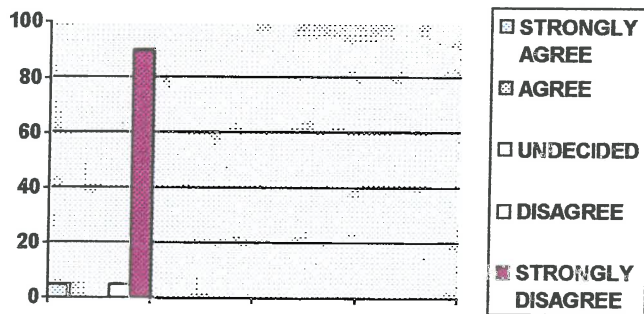


Figure 4.4.13 The developmental approach is blind to the negative aspects that exist in an educator's performance

5% of the respondents strongly agreed that developmental appraisal does not look at the negative side of things as it is meant to foster a democratic ethos within educators and promote a culture based on human rights and fairness. This is obvious because even if an educator is lazy, this process protects him or her if his or her human rights have been judged. It does not take into account that the learners suffer spiritually and physically. If an educator is lazy, learners die spiritually and physically as their future is physically crippled and they will not get good jobs that will maintain them physically - no money to buy good healthy foods. No respondents agreed. There were no undecided responses. 5% of the respondents disagreed indicating that this is not a *one-man show* and that the decisions arrived at are not made subjectively. The personal likes, dislikes, interests, or views of one individual do not influence the decisions. It is a decision that is made collaboratively by a group of people. This ensures not only fairness in the process but also allows for transparency. All members of the appraisal team jointly arrive at all decisions. This contributes to avoiding corruption, favouritism and the secrecy that tended to surround educators' performance appraisals in the past. A Facilitators Manual (1997:23) also supports this view. 90% of the respondents support the five respondents who disagreed. The 90% of respondents strongly disagreed vigorously, citing the arguments by the 5% of respondents.

According to the data provided by figures in table 4.4.13, the majority of the respondents (90%) strongly disagree, while 5% disagree that the developmental approach is blind to the negative aspects that may exist in an educator's performance. The same table reflects that only 5% of the respondents strongly agree that the developmental approach is blind to the negative aspects that may exist in an educator's performance.

A Facilitator’s Manual (1997:23) supports the observation that, on the basis of the above statistics, one is inclined to believe that the developmental approach is not blind to the negative aspects that may exist in an educators performance. This assertion is backed by the fact that objective decisions are made and are not influenced by the personal likes, dislikes, interests or views of one individual. It is a decision that is made collaboratively by a group.

4.4.14 Educator developmental appraisal will only make sense if it reflects the real needs of educators

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
15	AGREE	15
0	UNDECIDED	0
2	DISAGREE	2
0	STRONGLY DISAGREE	0

Table 4.4.14

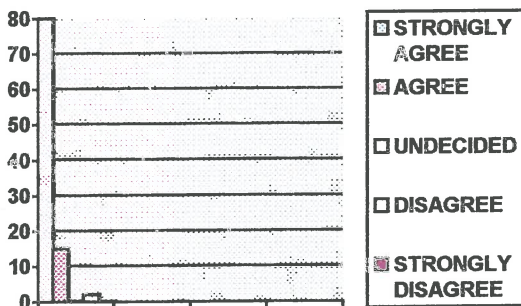


Figure 4.4.14 Educator developmental appraisal will only make sense if it reflects the real needs of educators.

80% of the respondents argued that the developmental system is a useful way in which schools could determine what the actual needs of educators are. It is developmental in nature and is able to identify where educators need to be given support in order to improve their professional performances. Through this process, a school will be able to determine if support is needed to train educators in developing their management and administrative skills. The developmental appraisal system is able to identify such needs and therefore, relevant interventions that are tied

directly to actual educator needs could be made. Furthermore, the argument of 80% of respondents is that it is able to identify the needs of office-based personnel, etc. 15% of the respondents agree with the eighty respondents. There were no undecided responses. 2% of respondents disagree with the above respondents and argue because developmental appraisal is the only instrument used in the school and results thereof are not yet available. It would be better if there were two or more of these instruments and one could compare their merits and demerits to reach a better decision. No respondents strongly disagreed with comments of the one hundred respondents.

Statistical data in table 4.4.14 shows that the majority of the respondents (80%) strongly agree, while a significant 15% agree that educator developmental appraisal will only make sense if it reflects the real need of educators. The table also shows that only an insignificant 2% of the respondents disagree with the above statement. There were no responses in the undecided and strongly disagree categories.

Based on the above data one can assume that the educators' developmental appraisal will only make sense if it reflects the real needs of educators. The views of 95% of the respondents are supported by Bennet (1992:1) who claims that educator developmental appraisal must satisfy the needs of parents, learners and industry. It must fully prepare learners for the future world of work. Delaney (1989:1) adds that professional development and school needs that will be identified as a result of the appraisal process should be met, or it will be perceived as yet another management exercise imposed for the sole purpose of external account. It is an opportunity for further professional growth.

4.4.15 The purpose of developmental appraisal includes the improvement of performance among educators.

NO OF RESPONDENTS	SCALE	PERCENT
55	STRONGLY AGREE	55
5	AGREE	5
10	UNDECIDED	10
20	DISAGREE	20
10	STRONGLY DISAGREE	10

Table 4.4.15

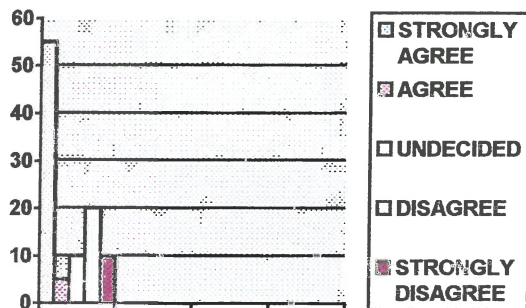


Figure 4.4.15 The purpose of developmental appraisal includes the improvement of performance among educators

55% of respondents strongly agreed that the purpose of this appraisal instrument is to put into practice the developmental orientation to appraising educators and embeds within the appraisal process clear ways in which the professional development of educators may be promoted positively. 5% of respondents agree and their reply only differs in certain degrees of attitudes from those of the 55% above. 10% of the respondents are undecided. 20% of the respondents disagreed, maintaining that this purpose has not yet been achieved, judging from the products of this appraisal process. There is no change in performance among educators in schools where this process is fully in operation and in those schools where it has not been implemented. One cannot say that the KwaZulu Natal province educators are better than those of Gauteng are, where the process is still on hold. 10% of the respondents strongly disagreed, maintaining that this process may at times confuse educators and create the impression that the appraisal process is only concerned with countless meetings taking three to four hours to appraise one educator.

The majority of the respondents (55%) as depicted in table 4.4.15 strongly agreed with the statement, while 5% agreed that the purpose of developmental appraisal includes the improvement of current performance among educators.

Table 4.4.15 also indicates that 20% of the respondents disagree, while 10% strongly disagree that the purpose of developmental appraisal includes the improvement of current performance among educators. The table also indicates that 10% of the respondents are undecided.

In view of the responses in table 4.4.15, one can assume that the purpose of developmental

appraisal includes the improvement of current performance among educators. It is further concluded that developmental appraisal embeds within the appraisal process clear ways in which professional development of educators may be promoted in positive ways. Chisholm *et al.* (1997:33) concurs with the above respondents (sixty of them). The appraised are motivated to desire to overcome their weakness and thus improve their standard of teaching.

4.4.16 The managerial purpose of appraisal is to encourage efficiency among educators

NO OF RESPONDENTS	SCALE	PERCENT
81	STRONGLY AGREE	81
2	AGREE	2
17	UNDECIDED	17
0	DISAGREE	0
0	STRONGLY DISAGREE	0

Table 4.4.16

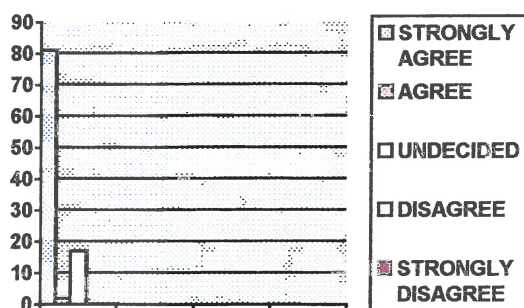


Figure 4.4.16 The managerial purpose of appraisal is to encourage efficiency for the educators

81% of the respondents maintained that the ability of the educators to inspire and encourage learners to produce their best performance and to maintain high standards of behaviour and ethics, may improve the quality of teaching and learning in the classroom situation. The self-motivated educator influences other people positively, notably with drive, enthusiasm and tenacity. All these encourage other educators to achieve excellence in classroom management. 2% of the respondents agree, positively supporting the 81% of respondents. 17% of respondents were undecided, arguing that they had not yet seen positive results in the classroom and could not commit themselves without any concrete evidence. No body disagreed and there were no

respondents that strongly disagreed with the statement.

Data reflected in table 4.4.16 shows that the majority of the respondents (81%) strongly agree, while 2% agree that the managerial purpose of appraisal is to encourage efficiency among educators. Table 4.4.16 also shows that 17% of the respondents remained undecided. The table also indicates no respondents who disagreed and strongly disagreed with the statement.

In view of the foregoing statistical data, one is inclined to conclude that the managerial purpose of appraisal is to encourage efficiency among educators. Chisholm *et al.* (1997:38) concur that the managerial purpose of appraisal enables the educator to maintain discipline in the classroom and teach effectively. This managerial purpose of appraisal therefore increases the efficiency of the educator in the classroom situation.

4.4.17 The whole process of appraisal increases communication within the school

NO OF RESPONDENTS	SCALE	PERCENT
54	STRONGLY AGREE	54
20	AGREE	20
1	UNDECIDED	1
20	DISAGREE	20
5	STRONGLY DISAGREE	5

Table 4.4.17

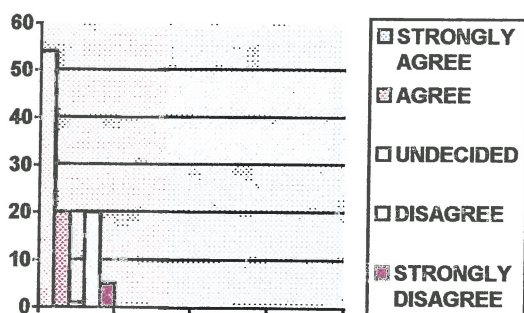


Figure 4.4.17 *The whole process of appraisal increases communication within the school*

54% of the respondents maintained that appraisal has encouraged learners and colleagues to be good communicators and to use the full range of communicative skills in the interests of

education and personal development. In some cases, these listening, reading, writing and speaking abilities are excellent.

20% of the respondents agreed with the 54% of respondents above. There is one undecided respondent. 20% of respondents disagreed and maintained that oral expression and written ability are still weak in most schools, particularly in rural schools. Learners and colleagues have difficulty understanding precisely what is meant, required or expected. There is misunderstanding or misinterpretation of what is said and read. 5% of respondents strongly disagreed with the statement and cited the above reasons more strongly than the 20% of respondents who disagreed.

Figures in table 4.4.17 reflect that the majority of the respondents (54%) strongly agree, while 20% agree that the whole process of appraisal increases communication within the school. Table 4.4.17 also shows that 5% of respondents strongly disagreed that the whole process of appraisal increases communication within the school. In addition, table 4.4.17 shows that an insignificant 1% of the respondents are undecided.

In the light of the above statistics one can assume that the whole process of appraisal increases communication within the school. Stenning and Lyons (1986:63) concur with the respondents who strongly agree that the appraisal process increases communication within the school, emphasising that educators should know where they stand, enabling them to see how they are performing and how the school regards them as employees.

4.4.18 The ultimate aim of teaching staff appraisal is to enhance the quality of teaching and learning

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
5	AGREE	5
0	UNDECIDED	0
15	DISAGREE	15
0	STRONGLY DISAGREE	0

Table 4.4.18

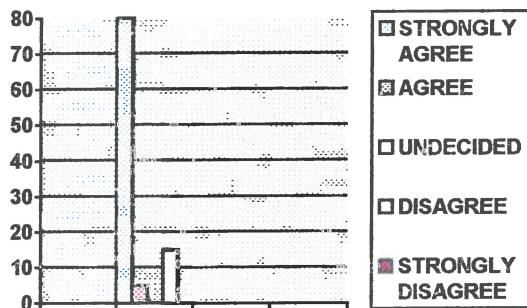


Figure 4.4.18 The ultimate aim of teaching staff appraisal is to enhance the quality of teaching and learning.

80% of the respondents maintained that staff appraisal diagnoses strengths and weaknesses of the educators as a whole. It is concerned with performance review, whereby it is designed to identify standards of performance to praise work well done and to set further targets. 5% of respondents agreed with the eighty respondents above. There were no undecided respondents and all respondents are clear about this concept. 15% of respondents disagreed and argued that in improving the quality of teaching and learning, appraisal must be more supportive than directive of the change process. This means that, if appraisal is to succeed, the way of doing things in the classroom situation must be modified. No respondents strongly disagreed with this statement.

According to the statistics depicted in table 4.4.18, the majority of the respondents (80%) strongly agree with the statement, while 5% agree that the ultimate aim of teaching staff appraisal is to enhance the quality of teaching and learning. In contrast, table 4.4.18 also shows that 15% of the respondents disagree that the ultimate aim of teaching staff appraisal is to enhance the quality of teaching and learning.

Tables 4.4.18 shows the same responses, i.e. 0% undecided and strongly disagree.

On the basis of the above statistics one can assume that the ultimate aim of teaching staff appraisal is to enhance the quality of teaching and learning. The Department of Education's report (1996:28) on education management development also supports the above responses. The report maintains that one of the purposes of management development is to enhance quality in terms of teaching and learning.

4.4.19 The appraisal process provides a basis on which to build the educators' self-confidence

NO OF RESPONDENTS	SCALE	PERCENT
30	STRONGLY AGREE	30
30	AGREE	30
0	UNDECIDED	0
30	DISAGREE	30
10	STRONGLY DISAGREE	10

Table 4.4.19

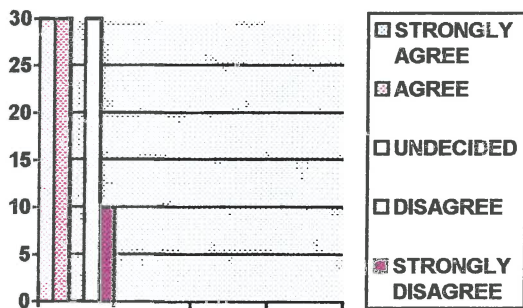


Figure 4.4.19 The appraisal process provides a basis on which to build the educators' self-confidence.

30% of the respondents asserted that the appraisal process is to give educators more confidence in their practices, to recognise their professional abilities and to develop their potential. The appraised is not merely an object that is being judged and in whom faults and weaknesses are to be found. The appraised is a professional whose performance is appraised in formative and supportive ways in order to facilitate further professional and personal development and growth. 30% agree with the thirty respondents above. There were no undecided responses.

30% of the respondents disagreed and argued that appraisers must have credibility and inspire trust and confidence in the staff that they appraise. They therefore need to be trained in skills and techniques of appraisal before the system is implemented. 30% of respondents disagreed and stated that it is essential for the appraisers to have a positive attitude towards appraisal. They

added that, in most cases, appraisers are not well versed with the current policies and procedures of the department.

Data reflected in the above statistics show that 30% of respondents strongly agree and 10% of them agree with the statement, confirming that the appraisal process provides a basis on which to build the self-confidence of educators.

In contrast, the same data shows that 30% of the respondents disagree while 10% strongly disagree that the appraisal process provides a basis on which to build the educators self-confidence. There are no undecided responses.

On the basis of the above statistics, 30% for strongly agree and 30% for agree, one may conclude that the appraisal process provides a basis on which to build the self-confidence of educators. Those Having Torches (1985:7) support the 60% of respondents above who maintain that appraisers must have credibility and inspire the trust and confidence of the educators they appraise.

4.4.20 Peer appraisal is rarely used in our schools

NO OF RESPONDENTS	SCALE	PERCENT
74	STRONGLY AGREE	74
5	AGREE	5
0	UNDECIDED	0
10	DISAGREE	10
11	STRONGLY DISAGREE	11

Table 4.4.20

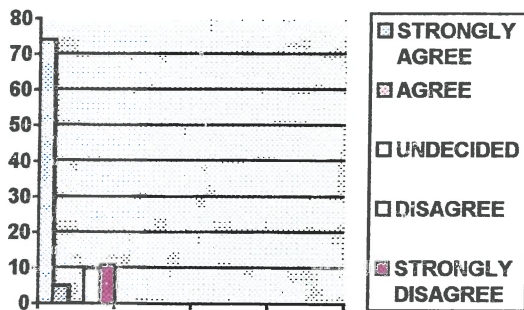


Figure 4.4.20 The peer appraisal is rarely used in our schools

74% of the respondents strongly agreed that educators feel intimidated by the presence of their colleagues in the classroom and this why this concept is not common practice in the South African context. Although not common practice, it does have benefits. 5% of respondents agree that although it is not common practice, it has benefits as it presents the opportunity for educators to work more closely with each other and to share ideas, experiences, knowledge and expertise. It can help educators to improve their performance. There were no undecided responses. 10% of respondents disagree with the concept of peer appraisal and argue that despite its claimed benefits, peer appraisal is, in this research, not favoured by the majority of educators. 11% of respondents strongly disagreed with the concept of peer appraisal and cited the reasons mentioned by the 10% of respondents above, who disagreed with the peer appraisal concept in the appraisal process in the classroom situation.

According to the figures in table 4.4.20, the majority of the respondents (74%) strongly agree, while 5% agree that the peer appraisal is rarely used in our schools.

Table 4.4.20 also shows that 11% of the respondents strongly disagree, while 10% disagree and are of the opinion that peer appraisal is not a rare phenomena in our schools. There are no undecided responses. On the basis of the above figures one is inclined to believe that peer appraisal is rarely used in our schools.

The majority of educators do not favour peer appraisal and claim that educators feel intimidated by the presence of their colleagues in the classroom. The 21% of respondents who favour peer appraisal claim that educators get an opportunity to work together and share ideas, experiences,

knowledge and expertise. Lemmer and Squelch (1994:127) support the 21% of respondents as opposed to the seventy-nine who say that this practice is rarely found in our schools.

4.4.21 The job description must be confined to detailing the areas in which the educator will be working

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
20	AGREE	20
3	UNDECIDED	3
7	DISAGREE	7
10	STRONGLY DISAGREE	10

Table 4.4.21

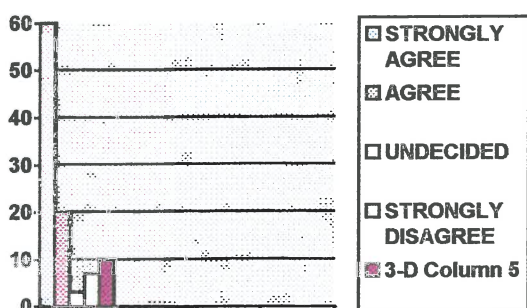


Figure 4.4.21 The job description must be confined to detailing the areas in which the educator will be working

60% of the respondents strongly agree that the problem is mainly with the detailed duties associated with each area of the educator's task. They further argue that there is a question as to the degree of detail that should be employed. 20% of respondents agree that educators are professionals and should be allowed a wide scope to use their skills and apply their qualities and skills in ways are most appropriate to them and that the job description should leave ample discretion to include either detailed goals or the means of reaching more goals. 3% of respondents were undecided. 7% of respondents disagree with the detailing of the job description and argue that this should be concise and to the point so that it does not confuse the educator. They add that any job description should be compiled by the owner thereof with the full support of his or her

supervisor. There is no stage where the educator should not be involved. 10% of respondents strongly disagreed with a detailed job description compiled by the principal without the educator concerned being involved. They further argued that the job description is the responsibility of the educator who should be assisted by a senior educator in that particular subject or field.

Data given in table 4.4.21 shows that the majority of the respondents (60%) strongly agree with the statement while 20% agree that the job description must be confined to detailing the areas in which the educator will be working. The same table also shows the following statistical data about the statement that the job description must be confined to detailing the areas in which the educator will be working: 10% for strongly disagree, 7% for disagree, and 3% undecided. In view of the statistics in this table, one may conclude that the job description must be confined to detailing the areas in which the educator will be working.

The research found that the problem with job descriptions is that educators are inclined to be adamant and refuse to help in fields or areas outside their job description when requested, even in critical areas when learners are without educators. Emerson and Goddard (1997:80-91) indicate the same problems.

4.4.22 The appraised may be hurt by the revelation of his or her weaknesses in the appraisal process

NO OF RESPONDENTS	SCALE	PERCENT
65	STRONGLY AGREE	65
30	AGREE	30
0	UNDECIDED	0
1	DISAGREE	1
4	STRONGLY DISAGREE	4

Table 4.4.22

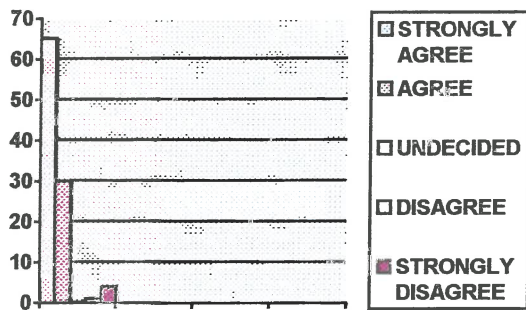


Figure 4.4.22 The appraised may be hurt by the revelation of his or her weaknesses in the appraisal process

65% of the respondents strongly agreed that it is human nature that one does not want to have one's weaknesses revealed in public. Six female educators opposed the idea that serious weaknesses of an educator are revealed in the appraisal process, e.g. when an educator is told that his or her learners copied in an examination and the results of that class had been withheld. 30% of respondents agree with the above 65% of respondents. There were no undecided responses. One respondent, a male, disagreed with the statement, arguing that it depended on the nature of the weakness mentioned in public, for example, if one says that an educator's class is weak at mathematics. This should arouse the interest of the educator and he or she could then allocate more periods for mathematics to address the problem.

Statistics reflected in table 4.4.22 show that the majority of the respondents (65%) strongly agree, with the statement, while 30% agree that the appraised may be hurt by the revelation of his or her weakness in the appraisal process.

Table 4.4.22 also shows that 4% of the respondents strongly disagreed and 1% disagreed with the statement by saying that the appraised may not be hurt by the revelation of his or her weaknesses in the appraisal process. There were no undecided responses. On the basis of the above statistics, one is inclined to conclude that the appraised may be hurt by the revelation of his or her weaknesses in the appraisal process.

Pratt and Loizos (1992:59) support the above observation and pointed out that a survey can yield reliable results when people are questioned about matters that they do not find too private or

threatening and to which they can give fairly definite answers.

4.4.23 The appraisal timetable might clash with the educators' timetable

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

Table 4.4.23

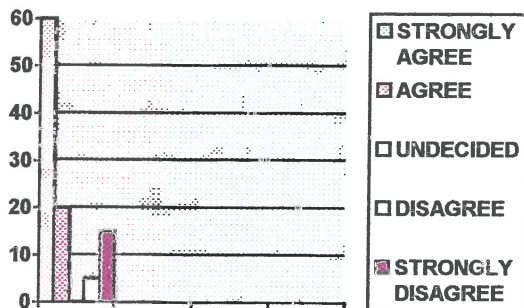


Figure 4.4.23 The appraisal timetable might clash with the educators' timetable.

60% of the respondents strongly agreed that appraisal process meetings disturb the school routine, as they are not scheduled, are too frequent and consume much teaching and learning time.

20% of the respondents agreed and maintained that a badly organised school appraisal process creates havoc and school progress is badly affected. The educator's teaching and the learners' learning time are disturbed. There were no undecided responses and the educators are all aware of this problem in schools. 5% of respondents disagreed and argued that provision should be made for the appraisal process in all schools. The management team should take precautions to see that the appraisal process does not clash with the school timetable. 15% of respondents strongly disagreed that there should be clashes with the school timetable because of poor timetable organisation. The principal and management team should be supported in drawing up a better lesson timetable, without any interference whatsoever from outside.

Table 4.4.23 reflects that the majority of the respondents (60%) strongly agreed, while 20% agreed that the appraisal timetable might clash with the educators' timetable.

In addition, table 4.4.23 shows that 15% of the respondents strongly disagreed, while 5% disagreed with the statement by pointing out that the appraisal timetable might not clash with the educators' timetable. There were no undecided responses.

On the basis of the above observation, evidence shows that the appraisal timetable might clash with the educators' timetable.

According to the researcher's experience, the educator timetable is drawn up from the school's composite timetable, which is a collaborative product of the educators of a particular school. Nationally or provincially driven initiatives, such as the appraisal system are bound to clash with school driven initiatives as they are externally imposed. From a practical point of view, the research supports this stance.

4.4.24 The process of educator appraisal may improve and develop learning in the classroom

NO OF RESPONDENTS	SCALE	PERCENT
80	STRONGLY AGREE	80
4	AGREE	4
0	UNDECIDED	0
6	DISAGREE	6
10	STRONGLY DISAGREE	10

Table 4.4.24

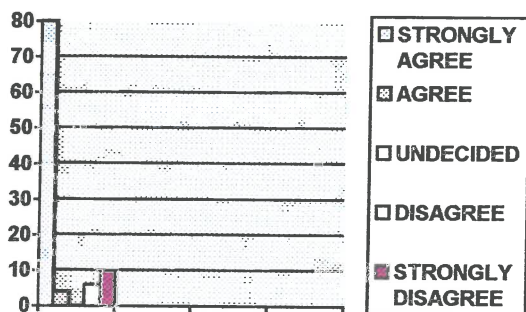


Figure 4.4.24 The process of educator appraisal may improve and develop learning in the classroom.

80% of the respondents strongly agreed that appraisal does improve learning and teaching in the classroom. Appraisal is formative and has the potential to improve the quality of teaching and learning, to reinforce morale, to encourage innovation in terms of educator performance and to encourage professional growth. Appraiser and appraised should therefore ensure that appraisal is constructive and co-operative and aims at leading and improving teaching and learning. 4% of respondents agreed with the eighty respondents above. There were no undecided responses. 6% of the respondents disagreed with the statement and argue that there is no strong belief that appraisal may improve the culture of learning and teaching. School standards have been deteriorating since 1994. To the best of our knowledge, before 1994 no schools had a 0% matriculation pass rate, unlike today. There were no undecided responses. 10% of respondents strongly disagreed that appraisal improves classroom performance, arguing that before this appraisal system was introduced in South Africa, we had no 0% matriculation pass rates. However, in some cases appraisal is formative and may have the potential to improve the quality of teaching and learning.

Statistics in table 4.4.24 show that the majority of the respondents (80%) strongly agreed with the statement, while 4% agreed that the process of educator appraisal may improve and develop learning in the classroom. In addition, data provided by table 4.4.24 shows that 10% of the respondents strongly disagreed, while 6% disagreed, pointing out that the process of educator appraisal may not improve and develop learning in the classroom. There were no undecided responses

In view of the above evidence, one may conclude that the process of educator appraisal may

improve and develop learning in the classroom. Emerson and Goddard (1997:21) support the view that educator appraisal provides an opportunity for school development i.e. in this case teaching in the classroom, etc. Delaney (1989:38) adds that staff appraisal improves learning in the classroom situation.

4.4.25 Self-appraisal provides the means of improving one's performance

NO OF RESPONDENTS	SCALE	PERCENT
20	STRONGLY AGREE	20
15	AGREE	15
5	UNDECIDED	5
40	DISAGREE	40
20	STRONGLY DISAGREE	20

Table 4.4.25

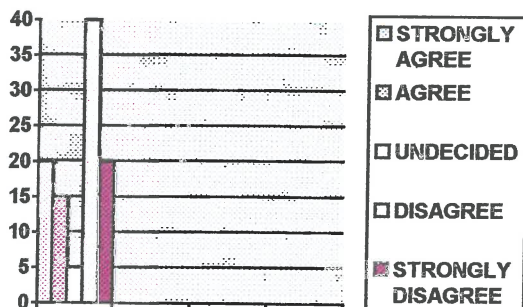


Figure 4.4.25 Self-appraisal provides the means of improving one's performance

20% of respondents maintained that self-appraisal provides a means of improving one's performance and may serve as a guide for setting goals and standards. This must precede formal appraisal as the information gathered by the educator may serve as a basis for further evaluation and discussion. 15% of respondents agree with the above twenty respondents. 5% of respondents were undecided. 40% of respondents disagreed with the statement and argued that self-appraisal cannot be enforced but that educators should be encouraged to reflect constructively on what they are doing, and to regulate themselves. They maintained that it is vital to do this in writing so that this information may be referred to in future interviews. They add that one way of doing self-appraisal is to measure one's performance against a set of appraisal criteria.

20% of the respondents strongly disagreed with the concept of self-appraisal and argued that some educators had suffered from self-analysis overload while, certainly in the short term, this has led to repressed self-image and feelings of inadequacy. Furthermore, the concept of self-appraisal may also be problematic, as humans are capable of self-deception. These are things about ourselves and about our professional work that we prefer to relegate to the sub-conscious. One of the uncomfortable consequences of the appraisal process may be to encourage us to reconsider aspects of work, which we have tended to gloss over or ignore (Bennet, 1992; 18-19).

The respondents also remarked that there is some uncertainty about how frank the educator should be in reporting self-appraisal as, for some, there is tension between being totally honest and screening out reflection, which could possibly be misinterpreted or abused by the appraiser or by others beyond the appraisal context (West, Hopkins & Bollington 1990:30-31).

According to the data reflected in table 4.4.25, the majority of the respondents (40%) disagree with the statement, while 20% strongly disagree by saying that self-appraisal does not provide the means for improving one's performance. On the other hand, table 4.4.25 shows that 20% of the respondents strongly agree, while 15% agree that self-appraisal provides the means for improving one's performance. 5% of the respondents remain undecided.

On the basis of the above statistics, one may conclude that self-appraisal may not provide the means for improving ones performance.

The researcher agrees with 60% of the respondents who disagreed because, in an educators' professional work there are things which one prefers to relegate to the sub-conscious. Furthermore, the uncomfortable consequences of the appraisal process may be to encourage one to reconsider aspects of one's work that one has tended to gloss over or ignore.

4.4.26 Classroom observation by the appraisal team enables the appraiser to witness the appraised at work

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

Table 4.4.26

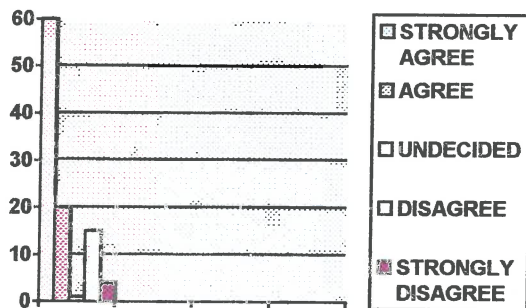


Figure 4.4.26 Classroom observation by the appraisal team enables the appraiser to witness the appraised at work

60% of the respondents maintained that this enables the appraiser to witness the appraised at work. This is why staff appraisal remains a crucial part of the management task of the principal and the head of the department. They further argued that classroom observation is concerned with values and priorities in considering educator effectiveness and a vision of the educator's role, which involves them in learning to work with each other. Some educators appear to subscribe to the myth of complete educator autonomy. Classroom observation is regarded as a supportive structure or mechanism to help staff to face up to the implications of self-appraisal, not about catching people out, but giving them a chance to reveal the best of their teaching.

20% of respondents agreed that classroom observation should be done regularly to keep in touch with what is happening “in the classroom and with the work done.” They argued this would

enable the appraiser to obtain accurate, first-hand information that could be used in the feedback session. Only one respondent was undecided. 15% of respondents disagreed that classroom observation is intended to be a supportive structure and they emphasised that it is intended to police educators and degrade them in front of the class. Beginners, particularly, are negatively affected by class visitation. The last 4% of respondents strongly disagreed with this concept and maintained that the educators' faults are castigated. However, it must be noted that in preparing, the object is to reduce the degree of stress that the educator will experience and to ensure that the information collected, and the form in which it is recorded, is valuable to the appraised and the appraiser.

According to the data in table 4.4.26, the majority of the respondents (60%) strongly agreed, while 20 % agreed that classroom observation by the appraisal team enables the appraiser to witness the appraised at work.

Table 4.4.26 also shows that 15% of the respondents disagreed while 4% strongly disagreed and pointed out that classroom observation by the appraisal team enables the appraiser to witness the appraised at work. Only one of the respondents was undecided.

In view of the above evidence, one may conclude that it would seem that classroom observation by the appraisal team enables the appraiser to witness the appraised at work. The activity in the classroom focuses on the performance of the educator and not on the personality of the person. Delaney (1989:54), Lemmer and Squelch (1994:12-20) and Bennet (1992:44-71) concur with the above respondents who strongly agreed with classroom observation.

4.4.27 It is maintained that the purpose of the appraisal interview is to agree in areas of development of the educator

NO OF RESPONDENTS	SCALE	PERCENT
70	STRONGLY AGREE	70
20	AGREE	20
0	UNDECIDED	0
6	DISAGREE	6
4	STRONGLY DISAGREE	4

Table 4.4.27

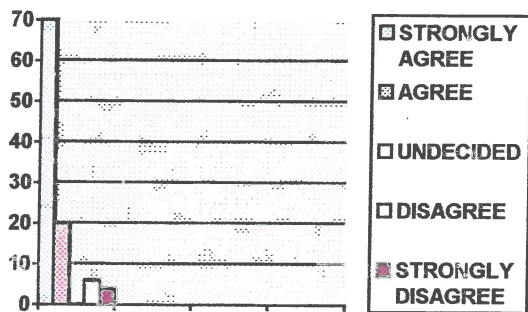


Figure 4.4.27 It is maintained that the purpose of the appraisal interview is to agree in areas of development of the educator

70% of the respondents strongly agreed that this concept provides an opportunity for the appraiser and the appraised to have a face-to-face private discussion about the educator's performance and progress. It provides the opportunity for the principal to keep in touch with what educators are doing, not to police them, but to show a personal interest and be aware of their workload, achievements, needs and concerns.

20% of the respondents also agreed with 70% of respondents above. There were no undecided responses. 6% of respondents maintained that the interview threatens the educator, particularly if it is held in an unsuitable environment where there is no privacy. At times, the interview is held in the principal's office where there are telephone interruptions. The educator therefore does not benefit much in such an environment. At times, the interviewer lacks interviewing and verbal skills. 4% of respondents strongly disagree with such an interview, as stated by 6% of the respondents above. The interview should be a two-way communication process so that both parties have an opportunity to contribute freely to the discussion, and to ensure that the person interviewed receives feedback that is informative and likely to motivate him or her. The interview should mainly focus on the person's strengths, weaknesses and achievements.

70% of the respondents strongly agreed that the purpose of the interview is to agree on the areas of development of the educator, while 20% agreed with this statement. No undecided responses were recorded. 6% of respondents disagreed and 4% of respondents strongly disagreed with the statement. It is evident that appraisal ensures that two-way communication for both parties (interviewer and interviewee) is strengthened and bears fruitful results. In support of the 70% and

20% of respondents, Lemmer and Squelch (1994:123) maintain that one of the purposes is also to agree on setting targets for action and producing motivated appraisal statements. West-Burnham (1993:55) emphasises that from what the respondents have said above, the appraisal interview is a positive and creative experience, which leads to significant outcomes and enhances and develops the personal and professional relationship between appraisers and the appraised.

4.4.28 If a professional development model is to succeed, it requires that educators should be open, honest and self-critical during the process and willing to comment frankly on their perceptions of their own strengths and weaknesses

NO OF RESPONDENTS	SCALE	PERCENT
60	STRONGLY AGREE	60
20	AGREE	20
5	UNDECIDED	5
10	DISAGREE	10
5	STRONGLY DISAGREE	5

Table 4.4.28

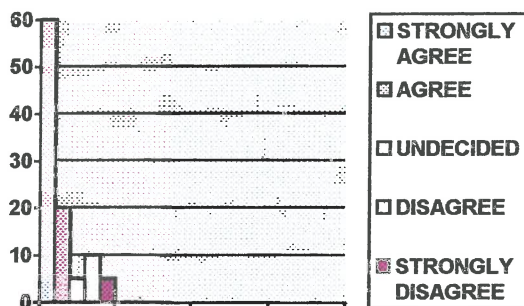


Figure 4.4.28 If a professional development model is to succeed, it requires that educators should be self critical during the process, and willing to comment frankly on their perceptions of their own strengths and weaknesses

60% of the respondents maintained that a professional model implies a rigorous and analytical approach. It is concerned with problem solving. Appraisees and appraisers are partners in a shared process in which the crucial outcome is effectively increased. 20% of respondents agreed with the 60% of respondents above having no reservations. 5% of the respondents were

undecided. 10% of the respondents disagree with the concept of a professional model of appraisal maintaining that, at times, the professional model does not focus on learning as such, it occurs under cohesion which does not promote learning, or in a negative fault-finding environment. 5% of respondents strongly disagreed with the professional model, claiming that the professional model is a cosy congratulatory process. Equally, however, the motivation to improve could be reinforced only by the recognition and celebration of success in the classroom situation.

The majority of the respondents, 60% according to table 4.4.28, strongly agree, while 20% agree that if a professional development model is to succeed, it requires that educators should be open, honest and self-critical during the process and to be willing to comment frankly on their perceptions of their own strengths and weaknesses.

On the other hand, 10% of the respondents disagree, while 5% strongly disagree with the above statement. Table 4.4.28 also shows that 5% of the respondents are undecided on this issue.

Evidence gathered by the data above supports the view that if a professional development model is to succeed it requires that educators should be open, honest and self-critical during the appraisal process and be willing to comment frankly on their perceptions of their own strengths and weaknesses.

Emerson and Goddard (1997:11) concur with the sixty and twenty respondents who strongly agree and agree, respectively that a staff development model of appraisal makes provision for the basis for school audit and review.

4.4.29 The remedial model is directed at identifying educators' weaknesses

NO OF RESPONDENTS	SCALE	PERCENT
70	STRONGLY AGREE	70
10	AGREE	10
0	UNDECIDED	0
20	DISAGREE	20
0	STRONGLY DISAGREE	0

Table 4.4.29

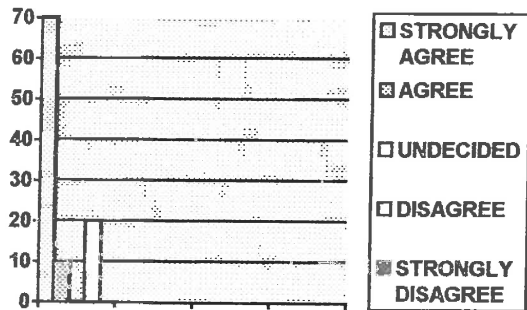


Figure 4.4.29 The remedial model is directed at identifying educators' weaknesses

70% of the respondents favoured this model claiming that it promotes their classroom performance, thus providing clear, specific educator direction, though not offering any noticeable challenge to the educator of today. 10% of respondents agreed with the above respondents. There were no undecided respondents. 20% of the respondents disagreed with the concept of a remedial model, maintaining that it is planned to select educators for merit pay awards and this divides the educators into good and weak ones, causing confusion in schools as learners want to be taught by good educators and parents want their children to be taught by good educators. There were no respondents who strongly disagreed.

The majority of the respondents (70%) reflected in table 4.4.29, strongly agreed that the remedial model is directed at identifying educators' weaknesses.

Table 4.4.29 also shows that 20% of the respondents disagreed with the above statement. Table 4.4.29 also recorded no undecided and strongly disagree responses.

On the basis of the above statistics it would appear that the remedial model is directed at identifying educators' weaknesses. Those Having Torches (1985:18) and Seyfarth (1991:36-37) maintain that appraisal is planned to select educators for merit pay awards. They also tentatively suggest that this model might improve educators' professional growth and daily classroom performance.

4.4.30 Educators should choose their own appraisal criteria

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

Table 4.4.30

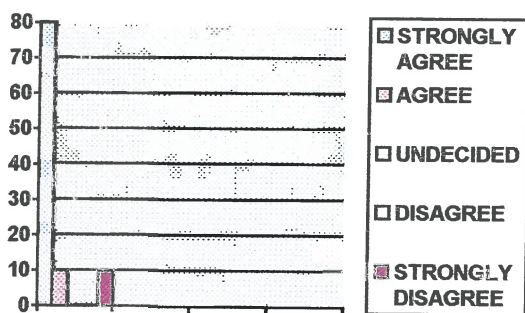


Figure 4.4.30 Educators should choose their own appraisal criteria

80% respondents strongly agreed that educators should choose their own criteria in the instrument for example the criticism levelled against the current grading and rating scales in the instrument was due to the use of symbols instead of figures, where an educator would be given an A, B, C, D, or E instead of 80% or 5%. If the educator and appraisal teams were given a chance to choose such criteria would be avoided and educators would have chosen criteria suitable to their own situation. 10% respondents agreed with the above respondents. No undecided and disagreed respondents. 10% respondents strongly disagreed.

The overwhelming majority of the respondents namely 80% as shown in table 4.4.30 strongly agreed, while 10% agreed that educators should choose their own appraisal criteria. On the other hand table 4.4.30 recorded a 10% response for the strongly disagreed category, while the undecided and disagreed category showed no responses. Statistical evidence in table 4.4.30 is an indication to conclude that educators should choose their own appraisal criteria.

Delaney (1989:10) supports the above 80% and 20% respondents who strongly agreed and agreed that there should of course be an established and agreed, criteria by which an educator's work is appraised and linked to clear, relevant and updated job description, which cover the whole range of responsibilities of educators concerned.

4.4.31 The product model holds educators accountable for the outcome of the students' results

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

Table 4.4.31

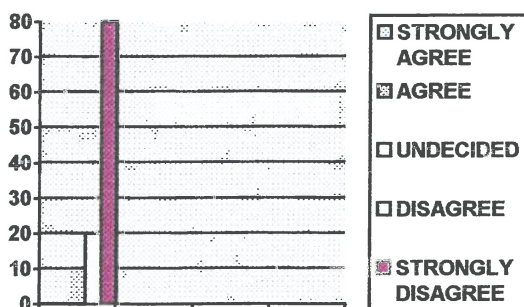


Figure 4.4.31 The product model holds educators accountable for the outcome of the students' results

There were no strongly agreed respondents, no agreed respondents and no undecided respondents. 20% of the respondents disagreed maintaining that learners come from different backgrounds that, in many cases, do not promote future learning prospects. For example, learners from very rural areas will not easily cope with television lessons as they are not familiar or have not been exposed to television before as compared to the learners who have seen and watched television before. The educators therefore distance themselves from being accountable for poor learners' achievements in schools. 80% of the respondents echoed the sentiments of the twenty respondents

above. They do not say they allege, but say emphatically that they are not accountable.

According to the statistics reflected in table 4.4.31, the majority of the respondents (80%) strongly disagree, while 20% disagree with the statement, saying that the product model does not hold educators accountable for the outcome of student's results.

Table 4.4.31 also recorded that there were no undecided, agreed and strongly agreed responses.

On the basis of the above figures one is inclined to conclude that the product model does not hold educators accountable for the outcome of the students' results. The original intention of this product model is to hold educators accountable for this, judging what is fit between what is taught and the outcome. This research found that it does not, but is characterised by inadequate measures of student performance and educator resistance. This could be the point at which educators feel most vulnerable in this brave new world in the South African education system, and it could be that professional development first loses out to the accountability model discussed in Chapter Five in this research. Senior managers may need all their powers of leadership and inspiration to change this. Emerson and Goddard (1997:18-19) support this stance.

4.4.32 Educators are necessarily antipathetic to appraisal

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

Table 4.4.32

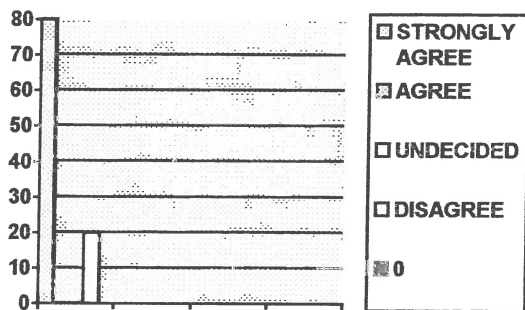


Figure 4.4.32 Educators are necessarily antipathetic to appraisal

80% of the respondents strongly agreed that educators are antipathetic towards appraisal. The respondents argued that in few cases the process appears to have petered out at school level because of delays by appraisers in handing back appraisal statements. 1% of 80% of respondents felt that the delay undermined the value of the whole experience. At times, appraisees complain of lack of support for targets or felt unclear about where responsibility lay for the delivery of such support. It is stressful if appraisers lack the skills to provide effective training. It is strongly agreed that appraisal has enabled in-service co-ordinators to approach in-service consortia or groups with a clearer view of their schools' in-service needs. They sometimes felt that group in-service training is a compromise, which does not cater sufficiently for their own school. There were no respondents that agreed with the statement and there were no undecided respondents. 20% of the respondents disagreed that educators are antipathetic towards appraisal, as some educators see positive benefits in this approach and possibly such anxieties will lessen with greater experience. There were no respondents that strongly disagreed.

According to the figures in table 4.4.32, the majority of the respondents (80%) strongly agree that educators are necessarily antipathetic towards appraisal. In contrast, 20% of the respondents disagree and point out that educators are not necessarily antipathetic towards appraisal. Table 4.4.32 also shows that there were no respondents that agreed with the statement, were undecided or strongly disagreed.

In view of the above statistics, one is inclined to conclude that educators are necessarily antipathetic towards appraisal. At the introduction of appraisal, almost all educators were antagonistic towards it. This attitude later improved. Chisholm et al. (1997:33) illustrates this

when telling of one ex-Department of Education and Training educator having commented that the appraisal process not only motivated educators but also changed the learners' attitudes towards their particular subjects.

4.4.33 The professional leaders in the school situation are not yet certain as to what appraisal really is

NO OF RESPONDENTS	SCALE	PERCENT
70	STRONGLY AGREE	70
10	AGREE	10
0	UNDECIDED	0
15	DISAGREE	15
5	STRONGLY DISAGREE	5

Table 4.4.33

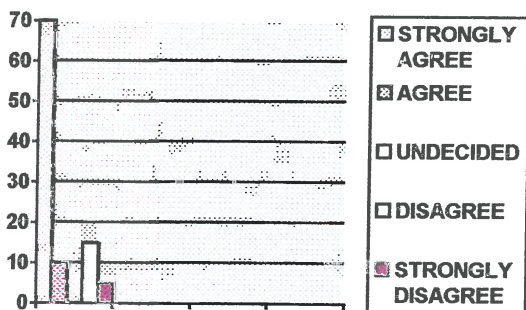


Figure 4.4.33 The professional leaders in the school situation are not yet certain as to what appraisal really is

70% of the respondents said that appraisal is used as a part of the system to control and punish educators. They argued that educators should not be blamed for the problems that exist in the classroom. They blamed the department for acting against the educators before having adequately training them. They also maintained that appraisal is a fault-finding mission and not helping the situation. Educators, they claimed get nervous and one cannot judge them by observing only one lesson. 10% of respondents strongly agree with the seventy respondents above. There were no undecided respondents. 15% of respondents disagreed with the statement and argued that appraisal can help all educators to develop as professionals and can make schools more effective. It can assist educators to look closely at the way in which they do their work. It can also sensitise

educators to being accountable for their work. 5% of respondents strongly disagreed with the statement above and support the 15% of respondents.

Statistics in table 4.4.32 reflect that the majority of the respondents (70%) strongly agree with the statement, while 10% agree that the educators in the school situation are not yet certain about what appraisal really is.

In contrast, 15% of the respondents disagree, while 5% strongly disagree with the above statement. There were no undecided respondents. Based on the above statistics, one would assume that the educators in the school situation are not yet certain about what appraisal really is.

Educators must fully understand that appraisal is a task, is not person-centred and should concentrate upon the analysis of whatever aspects of the educator's role are selected. Delaney (1989:17) also supports this. This research has resolved the doubt existing around appraisal.