UNIVERSITY OF KWAZULU-NATAL

AN ANALYSIS OF EDUCATORS' PERCEPTIONS OF THE DEVELOPMENTAL

APPRAISAL SYSTEM: A CASE STUDY OF SCHOOLS IN RICHARDS BAY

by

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DECLARATION

I, **Misumuzi Felix MBATHA,** declare that

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(ii)   This dissertation has not been submitted for any degree or examination at any other university.

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ABSTRACT

Research has shown that employees engage in Performance Appraisal on an on-going basis to review their current performance and strategize on ways to improve. This view derives from Locke's conceptualization of goal-setting theory, in which employees set themselves challenging goals to achieve during the appraisal cycle. Educators participate in an appraisal process every year, but unfortunately very little improvement is noticeable in their performance. The pass rates of the learners they teach are not improving. The main aim of this study was to analyse the perceptions of educators regarding the Development Appraisal System as it is constructed within the Department of Education. The study used a mixed-methods approach, which involved survey methods (the administrations of questionnaires to 135 respondents) and in-depth interviews (7) to elicit the views of educators on the implementation of Developmental Appraisal in schools. Through the data analysis this study established that Performance Appraisal is well entrenched in schools. There were, however, challenges related to the quality of its implementation. Educators find the process time consuming and state that there is no time to do justice to the appraisal processes. The data analysis suggests that the training programmes do not respond to the needs of the schools. A further analysis revealed that educators engage in such appraisal largely to fulfil administrative requirements. The consequence is that the scores entered on evaluation instruments and reporting documents are unreliable and misleading, which affects the suitability of the development interventions designed for educators. These findings have critical implications for the Department of Education with regard to monitoring and supporting school managers to run an effective and efficient Developmental Appraisal System.

Key words: Developmental Appraisal, Professional Development, Goal-setting, Integrated Quality Management System.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

CDE   Centre for Development and Enterprise

DA   Developmental Appraisal

DAS   Developmental Appraisal System

DoE   Department of Education

DSG   Development Support Group

ECD   Early Childhood Education

ELRC   Education Labour Relations Council

HOD   Head of Department

INSET   In-service Training

IQMS   Integrated Quality Management System

OECD   Organisation for Economic Co-operation and Development

PGP   Personal Growth Plan

PM   Performance Measurement

SACE   South African Council of Educators

SDT   School Development Team

SIP   School Improvement Plan

SMT   Senior Management Team

SPSS   Statistical Package for Social Science

TLS   Teaching and Learning Support

WSE   Whole School Evaluation

CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

The main purpose of this chapter is to provide an overview of the study. It provides the background to the study, a preliminary literature review, the research problem, the research questions and the research objectives. The chapter concludes by laying out how the study will unfold.

1.2 Background

The South African Government introduced a new education system in 1994 in order to provide good quality education. The intention was to provide professionally qualified educators to deliver effective and quality learning and teaching in South African schools. Subsequently, in 2003 a new quality management system was introduced. This new system was called the Integrated Quality Management System (IQMS). The major objective of the new quality management system of education is to appraise and evaluate educators and schools in a transparent and democratic manner. The process allows educators to have an opportunity to evaluate their own progress and participate in designing a strategy for their own professional development. The essence of the new approach is to move away from the old inspection method, which was bureaucratic and top-down in its orientation and produced little or no result. The Integrated Quality Management System comprises three intertwined programmes for educators which are: Developmental Appraisal, Performance Measurement, and Whole School Evaluation (ELRC: 2003). This study will focus on Developmental Appraisal (DA).

Developmental Appraisal is a holistic approach to development for the betterment of the performance of educators. It is an evaluation and appraisal system that includes continuous evaluation and is designed to lead to the professional development of the educator. It is a form of quality control aimed at improving public education in the country as a whole. The system permits the educators to examine themselves and identify the areas they need to be developed in and choose their own Developmental Support Group (DSG). Thus, the educators are involved in their own development initiatives. In order to achieve improved performance, the Provincial Department of Basic Education has to align in-service training programmes with the developmental needs identified during the DA assessments. The DA is designed to have a positive impact on the educational, professional, academic and administrative development of those to whom it applies. This system is a move away from the previous judgemental, fault-finding system of evaluation associated with inspection in the apartheid era.

However, it can be observed that despite the implementation in the past decade of Developmental Appraisal as part of the IQMS, it has not led to an improvement in the quality of public education. The performance of teachers remains very weak, and this is reflected in the poor results obtained by learners. The management of the appraisal programmes is poor, indicating that the system is misunderstood by those who are supposed to implement it. Whereas the Developmental Appraisal System is supposed to be democratic in nature and to involve the full participation of the educator who is being evaluated, many educators view the programme as an imposition and an exercise that they have to perform as part of their work. DA is reduced to the filling in of forms and the submitting of scores to the Department of Basic Education in order to receive a 1% salary increase, which hampers the achievement of its objectives. This is not to say that the negative attitude towards the system and the innovation is on the increase. When the new Developmental Appraisal System was introduced, initially there were various advocacy programmes mounted by provincial officials, which induced educators and school managers to welcome the initiative, but these programmes were later abandoned. It has been observed that the Department of Basic Education is not doing advocacy on the importance of the innovation. Instead, schools are left to their own advocacy and to design their training annually, which is in contradiction to the basic objectives of the system. Advocacy is left in the hands of the school principals, who themselves have a limited understanding of the system. As a result, they are unable to manage the innovation effectively. This has led to the poor implementation of the programme in many schools. The implementation of Developmental Appraisal is characterised by tension and confusion in many schools. The poor implementation undermines Developmental Appraisal and consequently the professional development of educators. This indicates that there is a gap between the policy and its implementation. There is a need to find a lasting solution to the poor implementation of this worthwhile system of assessment of educators for effective teaching and learning in South Africa. Based on this insight, the study examines the educators' perceptions of the Developmental Appraisal System.

1.3   Research problem

The Developmental Appraisal System is a holistic approach to the development of educators. It is necessary to continuously develop educators because of the role they play in the educational development of the nation. The system lays continuous emphasis on professional development in order to promote quality control in public education and at the same time provide effective teaching and learning in all public schools. DA allows educators to be placed

at the centre of their own development. The objective of the system is to appraise and evaluate educators' effectiveness in a transparent and democratic manner. From the discussion above it may be concluded that there is little support for the implementation of the system on the part of educators in South African schools. This indicates that the programme lacks clear common understanding on the part of the educators, school management and the Department of Basic Education of how the programme should be implemented. Due to the poor implementation of the programme in schools, the objectives of the programme and the aims of education have been hampered and not achieved.

(Sebola & Malema, 2014) note that 95% of the teachers appraised through the programme that received positive feedback from their colleagues were rated very weak in terms of their learners' poor results. This indicates that the objectives of the programme are not being met. Another indicator of the poor implementation of the programme is that there was a reduction in the pass rate from 75.8% in 2014 to 70.7% in 2015. Furthermore, the extant literature reveals that 39% of secondary schools in the country were not implementing the programme (Sebola & Malema, 2014). There is a need to establish the reason for these phenomena, which may relate to the resistance of teachers to the system on the grounds that this quality assurance system is a 'tough-on-schools' policy. Perhaps they believe it is aimed at apportioning blame to teachers for the problems of education. Some educators seem to believe that the DAS is a frustrating exercise within the education system.

1.4   Research objectives

a) To find out the perceptions of educators in selected schools in Richards Bay concerning the implementation of the Developmental Appraisal System.
b) To find out ways in which the implementation of the Development Appraisal System for educators can be linked to the intended objectives of the policy.
c) To determine the attitude of educators towards various Developmental Appraisal processes within IQMS.
d) To examine the experiences of educators regarding the effectiveness of their own development in relation to the Developmental Appraisal System.

1.5   Research questions

a) How do educators view the implementation of the DA policy?
b) How can the DA processes be made to achieve the intended objectives of the policy?

c) Do educators have confidence in the validity of the appraisal processes in relation to their development?

d) What are the educators' experiences while participating in such appraisal programmes?

1.6 Significance of the study

This study extends the scope of existing studies by exploring the implementation of Developmental Appraisal for educators in South Africa. The findings of the study will help the Department of Education to gain an understanding of the views and experiences of educators and School Management Teams (SMTs) when implementing DA in schools. The study will hopefully provide insights to the Department of Education into the challenges involved in implementing DA in schools, and lead to improvement. Educators and schools participating in the study will gain from reflecting and critically analysing their own practice in relation to the implementation of DA. The study will indicate where educators and SMTs need support and development in implementing quality assurance and performance management.

1.7 Contribution of the study

The purpose of academic research is to develop new knowledge (Woodwall, 2014). (Al-Ani, 2013), (Baker, et al., 2010) and (Cryer & Burchinal, 1997) note various ways in which research can lead to new knowledge, which includes through the formulation of a new theory or a new methodology. This study will contribute to knowledge by providing insightful literature for educators in order for them to be able to examine themselves through innovation for their professional improvement, which may have a positive influence on effective teaching and learning in the system as a whole.

1.8 Research methodology

This section described the "tool box." It mentioned how the tools were chosen and used, and how the collected material was interpreted and reported. (Creswell J. , 1998) states that at this stage the researcher has to assess the knowledge claims brought to the study, consider the strategy of inquiry that will be used, and identify specific methods of conducting the inquiry. The methodological paradigms available include post-positivism, constructivism, advocacy and pragmatism. This study made use of the pragmatic research paradigm. This section is dealt with in detail in Chapter 3.

1.9   Limitations of the study

Given the history of the South African school system, which has suffered from many disparities, it was difficult to generalize the findings without caution. The divide between rural schools and urban schools is one of the considerations at hand. The sample size may be too small to account for the experiences of schools and educators nationally. The researcher has been an educator for many years, so it is not impossible that a certain degree of subjectivity may be present. The busy schedule of school managers and educators during the second half of the year compromised diligent participation in the study.

1.10   Conclusion

This chapter has laid out how the study unfolded, including the theory underpinning the research. The study has sought to unpack the attitudes of educators towards the processes they engage in, in relation to their professional development. It is hoped that it has uncovered some of the underlying challenges that concern the quality management system, and it has recommended ways in which these can be mitigated within education in South Africa. The following chapter will review the literature relevant for this study.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

The main aim of this study is to analyze the perceptions of educators with regard to performance appraisal. Adequate evaluation, appraisal and assessment are important for quality assurance in education. The purpose of this chapter is to review the literature in relation to the research topic of this study. The chapter begins by discussing and describing appraisal and professional development in broad terms from the perspective of existing literature. Next, the chapter outlines what the existing literature says with reference to the research questions of this study, namely (1) How do educators view the implementation of the DA policy? (2) How can the DA processes be made to achieve the intended objectives of the policy? (3) Do educators have confidence in the validity of the appraisal processes in relation to their development? (4) What are the educators' experiences while participating in appraisal programmes? And the chapter concludes by considering the impact of the current development practice in the department of education and the responsibilities of educators for their own development.

2.2   Appraisal and professional development

Appraisal is basically designed to foster educator development and identify opportunities for additional teaching and learning support with the intention of making learning outcomes achievable. Educator professional development involves processes and activities aimed at advancing educator professional career growth, i.e. at improving their professional knowledge, skills, and attitudes so that they are able to upgrade the quality of teaching and learning (Ferraro, 2000). Educator professional development is also a learning process for educators, comprising three aspects: professional, social and personal development (Bell & Gilbert, 1994).

(Evans & Cunningham, 2002)proposes the following interpretation and definition of teacher development. She states that teacher development involves two distinct aspects of teachers' professional lives: professionalism and professionality. Educator Performance Appraisal provides educators with a meaningful opportunity for appraisal in order to promote their professionalism and at the same time encourage effective teaching and learning. Educators require professional and specialized knowledge to teach. (Eraut, Alderton, Cole, & Senker, 2000)identifies two domains regarding professional knowledge; these are areas of knowledge and the content of knowledge. Shulman (2004) defines pedagogical content knowledge as being able to adapt learning content, teaching strategies and contextual resources to enhance

quality learning on the one hand; and on the other, (Samuel, 2009) suggests that educators also require craft knowledge (knowledge obtained from the habits of rituals and routines that characterize school spaces). The Ontario Ministry of Education (2010) maintains that Developmental Appraisal among educators is of the utmost importance in the development of education in general. Their report clearly identifies the following as among the goals of Developmental Appraisal among educators:

1. Promote teacher development;

2. Provide meaningful appraisal of teachers' performance that encourages professional learning and growth;

3. Identify opportunities for additional support where required; and

4. Provide a measure of accountability to the public.

The main aim of the Developmental Appraisal System (DAS) is to assess individual educators using fair and transparent methods in order to determine their strengths and weaknesses, and to put in place programmes for desired improvement (ELRC, 2004). The introduction of DAS represented a marked move away from a previous evaluation system in South Africa in that it was now stakeholder-driven and transparent (Ministerial Committee Report, 2009). The large and growing literature produced in recent years judges traditional evaluation based on inspection as having been ineffective and rejects it as a top-down system that was geared towards fault-finding and discipline. Instead, the literature argues that any appraisal of the performance of educators needs to acknowledge the ever-changing role of educators in practice. As (Swart & Oswald, 2008)observe, experienced educators have become apprentices in learning in an attempt to embrace the dynamic varied learning requirements of the learners in their classrooms. This has resulted in a changed educator identity. It should be acknowledged that any implementation of any new curriculum requires profound learning on the part of educators (Borko, 2004).

(Monyatsi, Steyn, & Kamper, 2006) define appraisal as one of a number of techniques for integrating the individual into an organization. It is an effective and efficient means of connecting the distinctive abilities of individuals by coordinating their activities towards achieving the goals of the organisation. If structured, the process of appraisal aids professional development and accountability by ensuring educators' competence and conscientiousness. Professional development also refers to the skills and knowledge attained for both professional

development and career advancement. It includes all types of assisted learning opportunities such as academic degrees, formal coursework, conferences and informal in-service-training (INSET) opportunities. It has been described as intensive and collaborative, ideally incorporating an evaluative stage (Speck & Knipe, 2005);

2.3 Theoretical Framework

The study will rely on Edwin Locke's Goal-Setting Theory as the conceptual basis in term of which the analysis will be conducted.

Developed by Locke in 1968, the theory proposes that employees are motivated to achieve superior work performance if they have established individual goals. Individuals tend to follow their goals. The theory emphasizes the important relationship between goals and performance. When employees discover that their goals have not been achieved they work hard to improve their performance or modify their goals to make them realistic. If this leads to improvement, the goals of performance management and Developmental Appraisal are achieved (Salaman *et al.,* 2005). The traditional tenets of goal-setting theory include that:

- Goals are motivational
- People work harder for more challenging goals
- Variations in ability impact on goal-related performance gains
- Self-efficacy and related belief systems influence goal achievement
- Feedback interacts with goal success
- Goal commitment moderates the impact of goal setting
- Goals direct attention and affect activity selection

The goal-setting theory is a relevant to performance management studies because fundamental to any Developmental Appraisal system is the aim of influencing the behaviour of the employee and bringing about positive change towards improved performance. However, the individuals must have sufficient ability, accept the goals, and receive feedback related to their performance (Latham, 2003). Goals emanate from within; they are what the individual is trying to achieve. Locke and Latham propose that one's values create a desire to do things consistent with them.

Locke and Latham's idea of employees setting goals for their own performance is especially useful to my analysis as it allows me to think through the best approach to Developmental Appraisal that can be effectively implemented to improve outcomes in education. The essence is to provide better guidance to educators and to identify various ways in which they can

improve their practices to deliver effective teaching and learning. (Findlay & Newton, 1998) suggest that using the theory is particularly relevant for educators to learn about themselves.
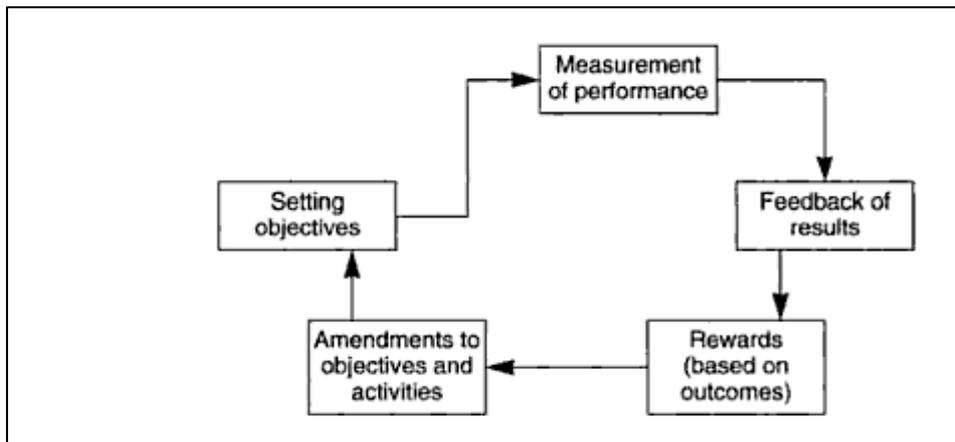
Figure 1.1   The performance management cycle

Furthermore, the above model suggests that goals are not static Individuals or teams adjust their goals related to what has been achieved and the feedback and rewards received. Thus, newly appointed employees may have goals that have already been attained by the more experienced and senior employees. The idea of self-efficacy in goal-setting may further aid the legitimacy of Developmental Appraisal processes within education. Self-efficacy is related to performance in a reciprocal fashion (Bandura, 1997)). That is, initial levels of self-efficacy should affect initial performance. Subsequent evaluations of that performance, in the light of one's beliefs, should raise or lower self-efficacy, which will in turn affect future performance (Berry, 1999; Valentijn *et al.,* 2006). Researchers have examined this reciprocal relationship in both directions.

To this end, the notion of goal setting is conducive to grasping how Developmental Appraisal in particular and performance management in general can be implemented. Setting challenging goals, goal commitment, feedback and rewards are construed as benevolent aids to career development. Fletcher and Williams (1985) propose the participation/involvement of individuals in their own career planning and decision making and (McGregor & Solano, 1991)) suggests setting mutually agreeable goals for future performance. The relationship between the manager and the performer is important. They should become two aspects of the one actor, as the managers relate to those they supervise to allay their anxieties and develop their competencies (Newton, 1995). The underlying idea is that Developmental Appraisal is

mutually beneficial as it improves the effectiveness of the employee to his personal benefit as well as to the benefit of the organization.

Consistent with goal setting is the idea of goal orientation. (Lunenburg C. , 2011) makes a distinction between kinds of goal orientation: a learning goal orientation leads to better performance than a performance goal orientation, and group goal-setting is as important as individual goal-setting. The learning goal orientation is particularly relevant to this study because today's work environment requires employees to be proactive, to problem solve, to be creative and open to new ideas, and to adapt to new and changing situations (Lathans, 2011); whereas with a performance goal orientation employees want to demonstrate and validate their competence by seeking favourable judgements (Lunenburg C. , 2011). Educators are encouraged more and more to work as teams and establish Professional Learning Communities with specific team goals, to achieve professional growth and better learning outcomes for learners. The combination of individual goals and group goals is more effective because individuals who observe a synergy between their personal goals and those of a team derive greater individual satisfaction and make a greater contribution.

For the purposes of this study it is important to link the learning goal orientation to self-reflection, because the employees' attitudes towards their own development affect their motivation and ability to improve. Goal-setting and reflection are integral parts of the process of self-improvement and professional development. Reflective practice involves clearly defining goals, explaining the steps to achieve them, and recapping whatever progress has been made. This process of planning and awareness provides tracking, reminders and motivation. It is an awareness of personal and work values, a learning from previous roles and competencies and what is to be accomplished (npower Resourcing Team, 2016). It is important to note that a 2011 meta-analysis of goal-setting studies found that there are three main characteristics of performance- boosting group goals: specific, measurable and group-centric goals (Kleingeld, Mierlo, & Arends, 2011). The latter is particularly relevant to Professional Learning Communities in schools. The first two are important to all educators at various levels of professional development and they can benefit from routine/regular feedback from their supervisors and peers. Self-reflection is important for goal commitment and motivation or, on the other hand, for re-evaluating and restructuring goals (New Directions in Goal-Setting Theory Report, 2006).

(Locke & Latham, 1990) note that there are a few limitations to the goal-setting process. For instance, combining goals with monetary rewards could be counter-productive. It could motivate individuals to set easy goals. Some members may beat the system by negotiating with their supervisors' goals that they have already achieved. Setting goals may narrow the focus of performance on those aspects of performance that are measurable, ignoring those that are difficult to measure, yet important. While accomplishing the goal can lead to satisfaction and further motivation, if the goal is not accomplished the failure can lead to frustration and lower motivation.

This study will use as goal setting theory as its primary theoretical ground in its consideration of the attitude of educators towards the Developmental Appraisal System in the schools around Richards Bay.

2.4   Literature review

The Developmental Appraisal System (DAS) is a quality assurance tool for evaluating educators in South African schools. (Nndowiseni, 2012) defines quality assurance as a process-centred approach that assists the organisation to provide the best possible products and services for its end users. This implies that quality control focuses on the end result. From another point of view, (Matseleng & Young, 2013) states that quality assurance is an attempt to prevent defects from occurring instead of focusing on the checking of a finished product. The importance of quality assurance cannot be over emphasised in educational development. It is in line with this that the South African government introduced Developmental Appraisal for educators for effective quality assurance in the teaching and learning process. The quality of education in South Africa was previously assured through the school inspectorate, which later came to be viewed as being punitive in approach rather than developmental. The post-apartheid government devised a new approach to quality assurance in teaching and learning by introducing the IQMS (Ntombela, Mpehle, & Penciliah, 2010)

However, as (Sebola & Malema, 2014)note, IQMS (which includes DA) is a difficult programme to implement because it is beset by many difficulties. They argue that educators view it as an ambitious government programme the objectives of which are unlikely to be achieved because teachers are either not cooperating or do not support its implementation. McKinsely (2007) notes that the quality of a school system cannot exceed the quality of the teaching force. Weak educator effort is often considered one of the most serious problems impeding the delivery of quality education in the South African schooling system (Berg,

Taylor, Gustafsson, Spaull, & Armstrong, 2011). This emphasizes the importance of the decision by the government to introduced the IQMS, which was the product of an agreement concluded in the Education Labour Relation Council (ELRC, Resolution 8 of 2003), the essence of which was to bring together three important components of the programme, which are the Developmental Appraisal (DA) system, the Performance Measurement (PM) system, and Whole Schools Evaluation (WSE) (Republic of South Africa, 2004).

(Mestry, Hendricks, & Bisschoff, 2009) note that Developmental Appraisal is a form of Continuing Professional Development for educators in order to create effective teaching and learning. Chisholm (2004) states that it was essential for the South African Government to put necessary mechanisms in place, particularly in the form of quality assurance for educators, in order to deal with the poor results of the learners and to address the dropout rate by developing educators to teach at their optimum level. (Mestry, Hendricks, & Bisschoff, 2009) argue that improving educators' skills and knowledge through professional development is important for quality teaching and learning. However, (Mboyane, 2002) reasons that there were problems with the advocacy offered, as the facilitators often lacked insight into DA. (Mboyane, 2002) also highlights problems related to the poor leadership provided by the principals of schools. (Wadyalla, 2008) argues that there is a difference in how schools respond to the DA. In affluent schools the DA process can contribute to the improvement of educators' performance, but in other, poorly-functioning schools, the process is seen as a fruitless exercise which does not bring any benefit, and is therefore not taken seriously.

(Mestry, Hendricks, & Bisschoff, 2009) argue that professional development is important to improving educators' skills and knowledge in the interest of quality teaching and learning. The DA is designed to achieve this goal. It is supported by the need to determine teacher competence in order to assess educators' strengths and weaknesses. It also seeks to provide support and opportunities for continuous professional growth, which can promote accountability for the institutions' efficiency. This is in line with the total quality management approach. As (Matseleng & Young, 2013)suggests, effective quality assurance is designed to monitor all processes that are part of an organisation. The government realised the value of adopting such an approach to quality assurance in education. In agreement with the above, Umalusi explains that the Department of Basic Education introduced unit standards and outcome statements as the basis of quality assurance in education in line with the total quality approach. This suggests that there is an important link between quality and high standards, on the one hand, and the specification of standards on the other. (VanderWalt & DuToit,

1999)draws attention to the importance of involving role players in the process by indicating the overall need to create an organisational culture in which individuals and teams take responsibility for the continuous improvement of the organisation and the skills of individuals. Educators and school management teams are therefore central to the successful quality assurance and Developmental Appraisal that contributes to the attainment of the desired results.

The present paradigm of appraisal in education may require reconsideration, because of the existence of problems that other researchers have found to be intrinsic to the IQMS. (DeClercq, 2008)argues that while the DA is a positive move away from the previous problematic educator monitoring and appraisal system, it creates new problems and tensions. This is because of it's the problems educators have with understanding it in relation to their status, their work, and what needs to be done to improve their teaching practices. (Nozidumo & Mtapuri, 2014)observe that educators approach the system with unease, and that they do not trust that it can lead to their necessary development. Subsequently, they recommend developing an alternative implementation model for the IQMS. Umalusi (2013) argues that while it is a good to move away from a judgemental model to one based on evidence, the new approach can neglect the point that the link between procedural compliance and quality is always problematic.

Furthermore, the implementation of the Developmental Appraisal policy may be affected by what Smith (1995) has termed the unintended consequences of monitoring and investigating performance; these are ossification, tunnel vision, sub-optimization and measure fixation, to mention only some of them. (Van Thiel & Leeuw, 2002) argue that these unintended effects can jeopardize the effectiveness and efficiency of the implementation of the policy. They recommend that the development of new monitoring mechanisms could prove helpful to counter these unintended consequences. Finally, they suggest, academics should start to formulate and test theories that can explain the above phenomena (Van Thiel & Leeuw, 2002).

The government has created a plethora of regulations to facilitate accountability and efficiency in the public sector. As such there are a number of policies related to quality assurance in education:

- The Public Service Act 103 of 1994 clearly indicates that performance appraisal should be provided for in the public service.

- The Public Service Regulations of 2001 provide for the establishment of three performance appraisal systems in the public service, for heads of department, senior managers and all other staff.
- The White Paper on Human Resource Management in the Public Service of 1997 highlights the importance of performance management in the Public Sector.
- The National Educational Policy Act of 1996 introduced quality assurance in the South African school system.

Perhaps the most important policy for the purposes of this research is the Education Labour Relations Council (ELRC) Collective Agreement 8 of 2003, which saw the birth of the Integrated Quality Management System. This includes other IQMS documents (ELRC, 2002; DoE, 2003; DoE, 2005).

2.5   How do educators view the implementation of the DA policy?

Professional development for educators is perceived as a process of educator change by some scholars. Day (1999) defines educator professional development as a process that helps educators review, renew and extend their roles as agents of change to the moral purpose of teaching. It is also a process by which they acquire and develop critical knowledge and skills throughout their teaching careers. (Hargreaves & Fullan, 1992) argue that professional development involves changing educators' behaviour and changing the person the teacher is. (Huberman, 2001) also views educator professional development as having different stages that start at the beginner stage and continue to retirement.

The professional development of educators in South African schools requires the recognition of the different contexts and situations in which it takes place. A single, narrow model is inadequate, especially one focused upon outcomes. (Middlewood & Cardno, 2001) postulate that any list of criteria of effective teaching will be perceived as unfair when it is linked to required outcomes which can be affected so significantly by factors outside the educator's and indeed the school's control. They further list the required ingredients for a successful appraisal system as including: knowing what is required, receiving guidance, being supported and challenged when required, and receiving regular feedback about progress and achievement.

The perception of professional development for educators as a learning process has led several researchers to suggest a shift from the concept of "professional development" to "professional

learning". (Fraser, Kennedy, Reid, & Mckinney, 2007) outline the difference between these two concepts. They theorize that professional learning represents processes that, whether spontaneous or deliberate, individual or social, effect changes in the professional knowledge, skills, attitudes, beliefs or actions of educators (Fraser, Kennedy, Reid, & Mckinney, 2007). Educator professional development, on the other hand, is taken to refer to the wide-ranging changes that occur over an extended period of time, resulting in qualitative shifts in aspects of educators' professionalism (Evans & Cunningham, 2002). (Bell & Gilbert, 1994) perceive professional development for educators as themselves learning rather than others making them change. Researchers in the field have criticized as narrow the perception that professional development activities are mere formal training courses linked to obtaining a qualification (Friedman & Phillips, 2004) and propose that it be seen as a new paradigm which shifts professional development from the idea of simply registering for courses and attending training to a wider concept of lifelong learning (Day & Sachs, 2004; Fraser *et al.,* 2007).

Where appraisal is perceived by educators to be imposed, they will question the capabilities of those making the judgements and the validity of the instruments used. Such a perception leads educators to be defensive and to fight to serve their own interests rather than those of learners (Monyatsi, Steyn, & Kamper, 2006). (Murdock, Anderman, & S. A Hodge, 2000) supports the view that the involvement by staff in the development of the instruments to be used and the processes to be followed when assessing their performance motivates and enables educators to understand the whole programme. Thurlow (2003) advances that one perception of quality performance management is that it may be viewed as a way in which the employer controls the employee. Thus, it is concerned with surveillance and accountability. (Shahzad, Bashir, & Ramay, 2008) points out that the type of educator evaluation scheme used is almost certain to convey a perception of its purpose. Schemes with rating scales linked to financial rewards and externally derived performance standards stress managerial accountability, with educators reduced to the role of passive civil servants, because they are seen as state functionaries rather than as professionals. Other issues of poor perception may emanate from organisational tensions other than professional considerations of purpose. This can be observed with the introduction of Developmental Appraisal by the South African Department of Basic Education.

The Manual for Developmental Appraisal (1999) states that educators in Kwazulu-Natal generally have a negative perception about the appraisal system, because the pilot project that was conducted by the University of Witwatersrand in 1996, which covered a representative sample of 93 schools throughout the country, showed that KwaZulu-Natal was the only

Province that did not participate due to a range of difficulties that could not be resolved within the scope of the pilot (Manual for Developmental Appraisal, 1999). As a result, at the time of implementation most teachers and principals had no training in Developmental Appraisal. The same phenomenon was observed in a study conducted in Kenya, which indicated that most educators in the Lerumo district had limited knowledge of the significance of performance appraisals, and the majority were convinced that appraisal reports were not used to identify their developmental needs (Asiago & Gathii, 2014). If the educators know and understand the purposes of teacher appraisal, they are bound to be committed to it, and this may improve the performance of their day-to-day duties (Monyatsi, Steyn, & Kamper, 2006). The same sentiment is shared by (Joyce & Showers, 2002), who found that the developmental process of learning to enact new skills can be maximised by skilled coaching in peer support groups, as they allow educators to explore, develop, strengthen and refine their skills together. Both the collegial nature and the feedback of the process appear to stimulate reflection and greater skill development. Research into staff development revealed that a conducive atmosphere of trust in the school is a necessary prerequisite for effective educators' appraisal in African secondary schools (Dean, 1991).

(Asiago & Gathii, 2014), having made observations in Kenya, suggest that when formulating performance appraisal policies it is important to consider the perceptions of those who re appraised. Fullan (2001) notes the intrinsic dilemmas in the change process combined with the complexity of some factors and the uniqueness of individual settings, which makes change an intractable and subtle process. Furthermore, (Flores, 2011) notes that it is important to consider the perceptions of educators when introducing a policy on educator evaluation, given the complexity of the implementation process. It is therefore important that educators understand the benefits of Developmental Appraisal. This can be achieved by using collaborative partnership or complementary partnership (Hammond & Morris, 2002). As such, the positional power exercised by authority alone is inadequate. It will retard innovative progress that can be achieved through collaboration. Developmental Appraisal should be characterised by a sense of purpose, direction, compassion and self-respect for the person appraised. It should aim to attain the educators' physical, emotional, social and spiritual well-being (Forrest, 2008). A number of researchers have reported that HR practices are positively linked with organizational and employee performance (Shahzad, Bashir, & Ramay, 2008). Bartlett (2000) has argued to the contrary that accountability and professional development are contradictory and mutually

exclusive and an appraisal scheme in which both professional development and accountability are integrated will inevitably produce confusion and suspicion among teachers.

Past literature has indicated that there is a need for further research on the process of the implementation of teacher evaluation policy, including the analysis of teachers' perceptions in regard to performance appraisal (Ovando & Ramirez, 2007); Tuytens & Devos, 2010). Conceptually, the primary benefit of appraisal is personal insight, opening new avenues along which a previously entrenched issue can be explored (Conlon, 2003).

2.6   How can DA processes be made to achieve the intended objectives of the policy?

The issue of Developmental Appraisal for educators is of paramount importance to improving the quality of education in South Africa. Educators are asked to be accountable in a visible way, both to the learners they serve and to the taxpayer and the government for the considerable sum invested in education (Middlewood & Cardno, 2001). As a result of the concern with maintaining "standards" in education as well as enhancing the quality of teaching and learning, educator performance management has become a contentious educational issue.

Kelchtermans (2004) notes that Developmental Appraisal is a form of educator development, as well as professional development for individual educators. This indicates that staff development is conceived of as a learning process resulting from the meaningful interaction between the educator and the professional context in time and space. (Clement & Vandenberghe, 2000) describe various benefits of adequate educator development, which include an increased sense of control, a higher degree of flexibility, and an increased capacity for accountability. The New Teacher Project notes that all teacher evaluation should provide educators with regular feedback that helps them grow as professionals, irrespective of how long they have been in class. Furthermore, to respond effectively to the education changes, educators need continuous professional learning. Professional development should be viewed as a lifelong learning process (Friedman & Phillips, 2004). Evaluation should provide schools with information that can be used to form the strongest possible instructional teams, and help districts to hold school leaders accountable for supporting each educator's development. Especially in the post 1994 period, the identity of educators is directly linked to the challenges of being a learner in a changing education system (Swart & Oswald, 2008). In addition, these writers suggest that the change in the education system calls on educators to re-learn their identity as professional educators and requires the educator to develop a new understanding of

his work-place community. In the continually changing environment, it is difficult to see what basis might exist for any real development either of the curriculum or of the teachers themselves without some kind of evaluation. An evaluation of previous performance is a prerequisite for improvement (Middlewood & Cardno, 2001).

As is the case with the Integrated Quality Management System, appraisal is really a combination of appraisal, assessment, and performance management. There are important distinctions among these three activities. An overall process of performance review may combine several or all of these components, and each has a legitimate function within such a framework. However, as (Conlon, 2003) postulates, the developmental potential of appraisal is likely to be greatest when the conversation remains focused on self-reflection. This is most easily achieved by keeping the processes separate.

Furthermore, there are positive drivers for appraisal. The first is the use of personal development plans as a vehicle of lifelong learning. Appraisal is an effective way for individuals to identify their learning needs (Conlon, 2003). The Centre for Development and Enterprise found that most schools in South Africa shared the sentiment that the concept of PGPs is a good one, but that teachers do not have the time to complete them with adequate thought and reflection, nor do they have the set of skills needed to express their development needs (CDE, 2015).

(Kaplan & Norton, 2001) list various ways in which many African countries assess the performance of their educators to include traditional appraisal methods of evaluation, which polarize the performance of educators between qualitative and quantitative indices in an annual or biennial ritual in the school system. They go further to say that the system is not effective because of prevalence of educators' sub-optimal performance and poor service delivery, which are affecting learning outcomes. According to them, these traditional methods are greatly undermined by various administrators who are in charge as supervisors, and who basically disregard meritocracy and instead practice nepotism and favoritism, and support length of service as a criterion to promote indolent teachers rather than hard-working teachers. The New Teacher Project (2009) identifies some of the challenges facing teachers' appraisal in Africa to include: infrequent, unfocused, undifferentiated, unhelpful and inconsequential support. This implies that the success of any evaluation system actually depends on how well it is implemented. (Horsley & Loucks-Horsley, 1998) identified a set of qualities that comprise

excellence in an educator and that should be fostered through professional learning. They amplified their list in 2009 by stating that successful professional development for educators:

• is aligned with student learning needs;

• is intensive;

• is ongoing and connected to practice;

• focuses on the teaching and learning of specific content;

• is connected to school initiatives;

• provides time and opportunities for teachers to collaborate and build strong working relationships, and

• is continuously monitored and evaluated.

In relation to the IQMS specifically, the Centre for Development and Enterprise took a view that it was not effective and was bedevilled by many problems and inconsistencies. Strong arguments were advanced for the separation of appraisal for development purposes from appraisal for remuneration purposes. It was argued that the DAS locates teachers as both referees and players, with no systems in place to monitor the implementation. The Teacher Summit concluded that the linking of the IQMS with pay progression has distorted its developmental purpose and value (CDE, 2015). In addition, Balt (2008) strongly argues that there are no appropriate opportunities for teacher development. The argument also indicates that the IQMS has not provided schools and teachers with needs-driven support from the District offices, and the track record of the Department in this regard is not good. The problem seems to occur at the level of the District offices. A further challenge was that the existing list of performance standards is cumbersome and time-consuming, generates considerable volumes of paperwork for heads of departments, and does not capture adequately the most important core function of schooling, namely the level of learning achieved by learners (CDE, 2015).

Performance appraisal needs to be connected with teacher development if the process is to be authentic and focused on professional growth. However, Searfoss and Enz, (1996) found that performance appraisal strategies are frequently tied to contractual needs with constrained time lines. The study undertaken by Noble (2002) recommends that for the effective implementation of development appraisal, the Department of Education must develop the capabilities and

support mechanisms necessary to realise successful and meaningful appraisal, and teachers must be assisted to maintain, as Hammonds (2002) further recommends, focused feedback, goal setting, self-assessment and continuing support. There is research to suggest that Developmental Appraisal should be done regularly. Maliehe's (2011) study establishes that there is a positive relationship between the frequency of educator evaluation and school performance, with schools where teachers are regularly appraised recording better performance.

2.7 Do educators have confidence in the validity of the appraisal processes in relation to their development?

Educators' professional development takes place within the context of a school, which is characterized by its organizational culture. Thus, the classroom and the school occupy a crucial place in teachers' professional growth. It matters how the school organizes and promotes educators' work and educator learning. (Maistry, 2008) observes that there is a repertoire of what works in the school context. It is upheld by custodians and depicts the culture of a school; it also entrenches the hierarchies of power which characterize a school space. On the other hand, Kelchtermans and Vandenberghe, (1994) found that the educators' personal meaning systems constantly interact with the school culture. These meanings will be perceived, interpreted and filtered by the educators and influence their professional behaviour and practice.

Development is enriching attitudes, experiences, and skills that improve the effectiveness of employees. (Evans & Cunningham, 2002) identifies two elements of educator development as attitudinal and functional development. She argues that each element reflects change. She identifies attitudinal development as a process that modifies the educators' attitudes to their work. Functional development is a process designed to improve educators' professional performance. She points out that attitudinal development is intellectual and motivational. It is the educators' development in relation to their intellect and their motivation. An educator who is more reflective and analytical is showing signs of intellectual development, and one who is highly motivated is showing signs of motivational development (Evans & Cunningham, 2002).

Brown and Heywood (2005) propose that Developmental Appraisal is best regarded as supportive to the human resources management practices of an organisation - for example, formal training and performance appraisal. In this manner performance evaluation practices are correlated with the performance needs of employees that influence productivity (Shahzad

et al., 2008). Shahzad *et al.* (2008) argue for a shorter time period of six months for performance appraisal and prompt feedback so that educators can improve their performance. They propose a system that is linked with promotion and compensation so that educators consider it important. However, as seen above, the Teacher Development Summit determined that linking appraisal with pay progression was problematic (CDE, 2015). Meyer *et al.* (1965) propose the work-planning-and-review approach to Developmental Appraisal. The approach involves more frequent performance discussions, no summary judgements or ratings, separate salary discussions, and an increased emphasis on mutual goal planning and problem solving (Shahzad *et al.,* 2008). (Boswel & Boudreau, 2002) have determined that the optimal system for providing development ought to differ from the optimal system for evaluation. They suggest that development should be provided frequently and informally, while evaluation should perhaps be provided annually or semi-annually. Some studies on the appraisal process predominantly identify two models of appraisal, namely the accountability model and the professional development model (Keitseng, 1999). The accountability model is managerial, control oriented, judgemental and hierarchical (Monyatsi, Steyn, & Kamper, 2006). Goddard and Emerson (1995) indicate that the essence of the accountability model of appraisal is that it identifies incompetent educators, identifies weaknesses in educators' performance, assesses performance for the purposes of pay and promotion, and provides evidence for disciplinary procedures (Monyatsi, Steyn, & Kamper, 2006).

The various approaches seek to define a more effective and efficient manner of performance appraisal that can adequately result in the desired outcomes. (Middlewood & Cardno, 2001) put the issue of how educators are personally and professionally developed at the centre of their performance, and therefore of the appraisal of that performance. Educators are suspicious of evaluation, especially when they have not been part of the formulation of the evaluation policy. (Boswel & Boudreau, 2002) observe that immediate supervisors are often so close to the workers that they may not be effective evaluators. This, they argue, is related to Follet's analysis regarding the conflict faced by a supervisor when giving orders to subordinates, particularly in the South African context. Bush (2008) warns that educators have a negative attitude towards the appraisal system as part of the IQMS. They prefer that there should be no link between the review process and probation, salary, promotion or discipline - that alternative procedures should be formulated for those. The unhappiness with the current appraisal system is also due to the lack of feedback to teachers after evaluation and the failure to meet the

development needs of educators, on the focus by educators on financial rewards rather than professional development, and on the inflation of evaluation scores (CDE, 2015).

(Asiago & Gathii, 2014) observes that performance appraisal in the education sector exists in isolation where there is no link between appraisal and the desired goals of education. School management has rejected Developmental Appraisal processes as time consuming and irrelevant. Educators have resented the superficial nature in which appraisals are conducted by managers who lack the required skills and tend to be biased. (Armstrong & Baron, Performance management: the new realities, 1998) asserts that performance appraisal too often degenerates into a dishonest annual ritual. School Improvement Plans are generated from Personal Growth Plans in order to inform the training programmes of the Education Department for educators. Some schools admit that their SIPs are developed for no more than basic compliance. They cite a lack of capacity and not having enough time. The Centre for Development and Enterprise (2015) observes that educators feel that the response of provinces and districts is inappropriate. Furthermore, their view is that there is no proper prioritisation of needs, and districts have no commitment or capacity to support schools. (Evans & Cunningham, 2002) and (Fraser, Kennedy, Reid, & Mckinney, 2007) agree that the concept of educator development is still unclear and vague and that little attention is directed to it.

Therefore, the effectiveness of the Developmental Appraisal System is dependent on how it addresses the feelings and attitudes of educators in schools. This effectiveness is also based on the assumption that through interaction the necessary understanding will emanate, which will benefit individual educators and learners. The school context is where professional knowledge is gleaned. It is a professional learning community where educators develop sociologically and psychologically, collaborate and learn from one another, thereby improving their knowledge and skills (Flores, 2004; McLaughlin, 1993).

2.8 What are the educators' experiences while participating in appraisal programmes?

The purpose of Developmental Appraisal (DA) is to appraise individual teachers in a manner that is easily understood and accepted as a tool to evaluate areas of strength and weakness, as well as to draw up developmental programmes (Rambuda, 2006).

There are arguments that appraisal brings together both staff development and performance review, and this signals the need to look at its impact on educator learning. This need is addressed by efforts to reform schools that seek to develop not only new conceptions of

teaching, learning and schooling, but also a wide variety of practices that support teacher learning. Therefore, if change is to be successful in terms of school improvement, it must be through the continuing development of educators. Addressing real problems will render performance appraisal more valuable. In order to identify real problems (Moeini, 2008), proposes compiling an inventory of professional development needs for educators when planning professional development activities. He argues that identifying the training needs of educators should come before any professional development activity (Moeini, 2008). In agreement with this assertion, Grant (2002) states that when needs assessment has been conducted, learning may lead to change in practice. If attention is not paid to the perceived needs of educators, a conceived professional development programme may collapse.

The present South African approach to addressing the developmental needs of educators has attracted its share of criticism. (Tammets, Väljataga, & Pata, 2008) argue that most professional-development programmes use a top-down approach where the needs of individual teachers are not taken into consideration. Professional development programmes are externally driven and do not address the needs of individual educators, as educators are given a "one-size-fits-all" programme (Lieberman & Mace, 2008). As far as (Tammets, Väljataga, & Pata, 2008) are concerned, professional development as an objective is based on a top-down approach which imposes professional development on educators. They posit that this model is premised on the belief that those in power can exercise their authority in deciding on educators' professional development needs and disregard their individuality and uniqueness.

 Heywood (2005) observes that performance appraisal represents, in part, a formalized process of worker monitoring, and is intended to be a management tool to improve the performance and productivity of workers (Heywood, 2005). (Brown & Heywood, Performance appraisal systems: determinants and change, 2005) argue that employee commitment and productivity can be improved with performance appraisal systems. Appropriate explanation and supervision of performance lead to higher job satisfaction and professional commitment amongst educators. Furthermore, in his study (Rahman & Kumaraswamy, 2005) finds that commitment to teaching is a function of educators' attitudes towards the performance appraisal system. Lynne *et al.* (2005) argue that there are educators who are de-motivated and cannot change in response to performance appraisal, but at the same time there are educators who need to learn and develop so that they can change. There are also educators who can manage policy shifts, and for them learning and development is taking place. It is necessary to connect educator performance appraisal practices with professional learning. (Fraser, Kennedy, Reid, &

Mckinney, 2007) posit that professional learning entails particular change strategies and therefore professional change can come about through a learning process that relates educators' knowledge, experience, beliefs and professional actions.

(Conlon, 2003) argues that Developmental Appraisal is a structured process of assisted self-reflection. Through this process individuals get to review their professional activities systematically and to identify areas of real strength and need for development. It takes a professional through the learning cycle. Reflection links experience to the generation of ideas, which results in changed behaviour. First, the staff development model is viewed as a genuine two-way process between the appraiser and the person appraised. Second, it takes place in an atmosphere of trust and confidentiality. Reflection is the buzzword (Cosh, 1999). (Murdock, Anderman, & S. A Hodge, 2000) points out that a modern system of evaluation should encourage educators to become reflective practitioners. Third, it is based on the belief that educators wish to improve their performance in order to enhance their students' learning (Monyatsi, Steyn, & Kamper, 2006). Like other professionals, educators are able to make informed decisions concerning their professional development. (Pillay, 2003) reiterates that educators are not objects to be changed, but complex subjects with the power to change. When educators take charge of their own learning they exercise power over their learning and development. As agents of change, educators are able to decide on their own learning and development. The process of learning shapes their actions and attitudes (Pillay, 2003).

Shahzad *et al.* (2008) propose that it is government and the schools that must devise career development programmes for educators, which should allow them to grow in their careers. They should also create opportunities for their professional growth. (Boswel & Boudreau, 2002)concur that the responsibility for career development is increasingly placed on the individuals themselves. However, it is also vital for organizations, particularly supervisors and managers, to actively support and assist with development opportunities. Government and schools should acknowledge the critical role played by educators in ensuring quality education. In this regard Dessler (2003) maintains that educator performance appraisals are a parameter used to assess the educators' performance against set standards. Dorcah *et al.* (2014) point out that the objective of acquiring performance appraisal reports is to design and develop in-service training (INSET) courses for professional development and to provide feedback to teachers on their actual work performance in relation to the set standards. Developmental Appraisal for educators is also aimed at fulfilling the objective of improving individual performance and motivation.

In view of the above, one must realize that the desired quality education can be achieved only by means of the implementation of a Developmental Appraisal System designed for the improvement of the individual's performance, which leads to improved working relationships and the development of the individual's career (Everard & Morris, 1996). The process of identifying strengths and weaknesses in the individual's work performance enhances the key purpose of appraisal. Goddard and Emerson (1995) further argue that at the heart of Developmental Appraisal is the certainty that educators wish to improve their performance in order to enhance the education of learners.

The prevailing context in South African schools, as (Monyatsi, Steyn, & Kamper, 2006) show, is that many educators view the current educator appraisal system as ineffective and threatening. It is not undertaken regularly, nor is it carried out by competent appraisers. Many educators allege that the IQMS has too many assessment criteria, involves too much paper work, and leads to too much class disruption. (Monyatsi, Steyn, & Kamper, 2006) also find that while performance appraisal in education combines the accountability and the developmental models of appraisal, educators still find the accountability aspect to be threatening and unacceptable. Herselman and Hay (2002) maintain that, according to experts in the field, a successful implementation of the IQMS can be ensured only if it is initiated and supported from within the institution that will be implementing it. It is therefore important that those responsible for appraisal create the right environment, by doing the folowing, for example:

- Providing trained, skilled appraisers;
- Properly resourcing the appraisal process through providing protected time and appropriate remuneration;
- Supporting the individual to fulfil his or her identified action plan;
- Being seen to use appraisal outcomes to inform trust strategy; and
- Engaging in useful evaluation, and improving the process as it develops.

Performance evaluation is conducted once a year. There is research to suggest that it should rather be conducted bi-annually. However, the problem of frequency has always been one of the major limitations of any formal approach to performance appraisal. If the interval between each appraisal is too long its contents lose relevance, and if the interval is too short then the process becomes too time consuming (Freemantle, 1994). According to the OECD (2009) the frequency of evaluations indicates the broad nature of educators' evaluation in schools.

Hammonds (2002) points out that it is vital that appraisal is not performed and implemented for its own sake, but should be regarded as an instrument integral to the administration and management of other functions of the school. In other words, an effective teacher appraisal system should enable educators to gain more knowledge and skills so that they may be empowered and thus confident in their delivery. Research studies also note that what is required for educators to become experts can be achieved through well-structured education programmes. (Joyce & Showers, 2002) find that the developmental process of learning new skills can be maximised by skilled coaching in peer support groups, as they allow educators to explore, develop, strengthen and refine their skills together. Both the collegial nature and feedback of the process appear to stimulate reflection and greater skill development.

2.9 Conclusion

In view of all that has been mentioned so far, one may suppose that the issue of Developmental Appraisal continues to be a contentious issue in South Africa. The Department of Education continues to develop policies and programmes to support ongoing development, but they have had little impact in developing educators and appropriately addressing their content and professional needs. The problem may derive from a failure to appropriately identify and respond to the individual needs of educators in their local contexts. The INSET programmes are clearly not adequate. The literature seems to indicate that educators may need to play a more profound role in taking responsibility for their own development.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

(Leedy & Ormrod, 2013) describe research as a process that involves collecting, analysing, and interpreting information to increase the understanding of a phenomenon. In accordance with this statement, the aim of this chapter is to describe the research paradigm and methodology, the approach, the target population, the sampling techniques and the procedures that were used in the study. It describes how the study unfolded and which instruments were utilised for data collection, and it provides a guide to the approaches that were adopted to solve the research problem. This chapter also defines the data collection methods and how the data were analysed to address the research objectives. Finally, it presents issues related to ethical considerations.

3.2   The research paradigm

(Saunders, Lewis, & Thornhill, 2009) define a paradigm as a way of examining social phenomena from which particular understandings of these phenomena can be gained and explanations attempted. A paradigm is also described as an arrangement or design of scientific and academic ideas, values and assumptions (Thomas, et al., 2010). This arrangement specifies the data collection and analysis techniques to be used so as to enrich the understanding of the research problem. This particular study is located within the pragmatic paradigm, as it seeks to understand and analyse the perceptions and experiences of educators when implementing Developmental Appraisal in their schools.

(Saunders, Lewis, & Thornhill, 2009), Le Roux (2012) and Bryman (2012) have depicted pragmatism as being useful in solving problems that exist in a specific situation in a reasonable, sensible and logical way, as it is based on a desire for practicality and focuses on conditions as they really exist now, rather than depending on fixed theoretical foundations, ideas, or rules. (Cresswel, 2013) finds that within the pragmatic paradigm, individual researchers have freedom of choice. They are "free" to choose the methods, techniques, and procedures of research that best meet their needs and purposes. He states further that for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis.

Davies (2015) and (Kalolo, 2015) regard pragmatism as an alternative epistemological paradigm to positivism and "metaphysical" thinking. It complements the weakness of one methodology with the strength of the other. According to Feilzer (2010) pragmatism accepts

philosophically that there are multiple realities that are open to empirical inquiry, and positions itself towards solving practical problems in the "real world." Pansiri (2005) also argues that pragmatism rejects the forced choice between positivism and interpretivism with regard to methods, logic and epistemology, emphasizing how it accommodates both points of view and that it is more geared towards using both qualitative and quantitative approaches. Morgan (2014) and Punch (2009) regard pragmatism as the main paradigm associated with the mixed methods approach by moving it beyond the contracted viewpoint of practicality. Morgan writes of the disassociation of pragmatic philosophy from abstract concerns, and how it highlights human experiences. Morgan maintains that there are two inextricable fulcra around which experience is built: the sources of our beliefs and the meanings of our actions. This argument proposes that the beliefs that people have acquired from previous experiences are in a way adequate to dealing with the demands for action in whatever the current circumstances are.

This study considers the views of the participants regarding the idea of educator development and how they experience their participation in the developmental programmes and processes of the Developmental Appraisal system. Wellington (2000) postulates that reality is a human construct, therefore the researcher's aim is to explore perspectives and shared meanings and to develop insight into the experiences of schools and classrooms, for example. Furthermore, the suitability and relevance of pragmatism to this study is largely rooted in its strengths, flexibility and applicability in the discovery of the underlying phenomena, largely because pragmatism advocates a balanced use of subjectivity and objectivity throughout the inquiry process (Onwuegbuzie & Combs, 2011).

3.3   Research Approach

According to (Creswell & Clark, 2007) there are three commonly used research approaches when carrying out a study, namely qualitative, quantitative and mixed methods. The researcher will often choose the research approach thought to be most suited to the research problem, the type of data to be collected, the paradigm chosen, and the research design to be used.

The qualitative approach focuses on interpretation (understanding) rather than on quantification. There is more use of words about real situations than about numbers (Ritchie & Lewis, 2012). Its focus is on context with regards to behaviour or situation that are inextricably linked in forming experience. It also situates by the researcher in the ce (Johnson, 2004)(Johnson, 2004) note that qualitative research has been criticized for not providing an

adequate underlying principle for data interpretation and for making the data available for public scrutiny.

According to (Bryman, Mission accomplished?: Research methods in the first five years of Leadership., 2011)adopting a quantitative approach makes it possible to testing theories by examining the relationship among variables. (Cresswel, 2013)notes that the quantitative approach starts by identifying a research problem based on trends in the field. Bryman and Bell add to this argument by saying that it is a systematic process where numerical data and measurement are utilised to obtain information about the phenomenon under study. A quantitative approach applies the conceptual framework of natural science, which could be called positivism or objectivism, in its depiction of social reality. It is criticised for treating the social world as if it were not different from the natural order (Bryman, Mission accomplished?: Research methods in the first five years of Leadership., 2011). VanderStoep and Johnston (2009) recommend adopting the mixed methods approach, because it comprises the best of both the qualitative and the quantitative approaches.

According to Punch (2009), mixed methods is an empirical research approach that brings together quantitative data and methods, and qualitative data and methods. (Creswell J. , 1998) emphasises that the mixed methods researcher has to use both the qualitative and quantitative approaches coherently in order to strengthen the overall results of the study. This study uses a mixed methods approach. It notes that the qualitative and quantitative approaches are on their own not able to adequately address all the research objectives of this study. Thus, the decision to use mixed methods was taken. VanderStoep and Johnston (2009) are of the opinion that when used separately, the quantitative and qualitative approaches have their limitations. They further note that for studies that employ only a quantitative approach, research participants might give superficial answers because of the large number of participants. In purely qualitative research the findings may not be generalizable to a greater population, because the sample sizes are usually small and non-random (VanderStoep and Johnston, 2009). The mixed methods research approach helps to shed light on a phenomenon by drawing findings from various methods, and as such it is becoming more popular as a research approach. Other terms used as alternatives to "mixed methods" include "multi-methods", "quantitative and qualitative methods" and "mixed methodology" (Creswell, 2013). The notion of merging qualitative and quantitative methods into one methodology with different typologies is needed to extend the range of social science and health research (Creswell, Plano Clark, Gutmann and Hanson, 2003 and Giddings, 2006). Its ability to elaborate on the findings of one method through the use of

another method (Creswell J. , 1998) and its capability to overcome the weakness and biases of single approaches (Elia, 2013) allow for a better understanding of research problems. Creswell and Plano Clark (2007) are also of the opinion that qualitative methods are often used in the mixed methods approach in order to provide a supportive role for the quantitative methods.

Mixed methods has become increasingly used and accepted as a research approach to conducting research in various social science disciplines (Feilzer, 2010; Bryan & Bell, 2011). (Leedy & Ormrod, 2013) attribute the acceptance, growing popularity and the wide use of mixed methods in the social sciences to reasons such as completeness, complementarity, the desire for triangulation, the resolution of puzzling findings, and the development of appropriate research tools and strategies. Punch (2009) concurs. (Johnson, 2004) describe seven data analysis stages that are involved in mixed methods research. These are: data reduction such as the use of thematic and factor analysis; data display that involves the use of lists, charts, tables and graphs; data transformation where quantitative data is transformed into narrative data while qualitative data is converted into numerical codes which can be represented statistically; data correlation of both sets of data; data consolidation where both data sets are combined to create new consolidated variables or data sets; data comparison, which is then performed on both data sets; and finally data integration into either a coherent whole or two separate sets.

The mixed methods research approach has attracted some criticism. (Leedy & Ormrod, 2013)note that combining the two methodological traditions is a challenging task. Creswell (2014) also observes that the mixed methods approach has further been criticised as being tedious, expensive and time consuming due to the extensive data collection it involves. In order to counter the preceding challenges this study undertook prior planning for field work (Table 3.1).

Table 3.1 Mixed Methods

Research objectives	Research approach	Sampling techniques
a) To find out the perception of educators in selected schools in Richards Bay concerning the implementation of the Developmental Appraisal System.	• Qualitative • Quantitative	Purposive Simple random
b) To find out ways in which the implementation of Development Appraisal for educators can be linked to the intended objectives of the policy.	• Qualitative • Quantitative	Purposive Simple random
c) To determine the attitude of educators towards various Developmental Appraisal processes within IQMS.	• Qualitative • Quantitative	Purposive Simple random
d) To examine the experiences of educators regarding the effectiveness of their own development in relation to the Developmental Appraisal System.	• Qualitative • Quantitative	Purposive Simple random

3.4   Research design

Research design refers to the set of procedures for a research project that spans the decisions taken, from the broad assumptions to the detailed methods of data collection and analysis (Creswell, 2003). It represents a structure of investigation, a procedural plan or a blueprint for the collection, measurement, and analysis of data, and facilitates the flow of research operations (Kothari, 2004). Punch (2009) defines a research design as a description of the strategy and framework describing from whom and how the data is to be collected and analysed. Bryman (2006) observed that survey research can be conducted from both quantitative and qualitative

perspectives. As this study adopted a mixed method research design that combined the quantitative and qualitative approaches, a survey design was used to achieve the research objectives.

It was decided that the best method to adopt for this investigation was the mixed methods approach. It was suitable for this study as a larger amount of data was obtained and it had to be analysed quantitatively. The results derived from the quantitative approach helped to correctly reveal the attitudes of overall research population, while the results derived from the qualitative research provided a richer understanding of the population studied (VanderStoep and Johnston, 2009). The study used the quantitative method in order to capture and represent the numerical data solicited from the educator participants through the use of questionnaires, while it was considered that the qualitative method would generate data which could usefully supplement and extend whatever knowledge was derived from the numerical data. The use of mixed methods is one of the more practical ways of conducting such research, because it allowed for the use of both the questionnaire and interviews. One advantage of this approach is that it leads to a rich understanding of how individuals think and feel and leads to better triangulation. According to (Cohen, Manion, & Morrison, 2013), triangulation may be the use of two or more methods of data collection in the study of some aspect of human behaviour. In essence, triangulation was used to clarify meanings and verify interpretations. In other words, the use of a questionnaire as well as interviews may help to map out and explain the rich data derived from the participants. It may also help to achieve accuracy in the data analysis. Table 3.2 shows the relationship between the study research questions, the approach to data collection, the sources of the data and the methods of analysis.

Table 3.2 Research design

Research objective	Approach	Source of data	Method of data analysis
a) To find out the perceptions of educators in selected schools in Richards Bay concerning the implementation of the Developmental Appraisal System.	Quantitative Qualitative	Questionnaire Interview	Descriptive statistics Thematic content analysis
b) To find out ways in which the implementation of Development Appraisal for educators can be linked to the intended objectives of the policy.	Quantitative Qualitative	Questionnaire Interview	Descriptive statistics Thematic content analysis
c) To determine the attitude of educators towards various Developmental Appraisal processes within IQMS.	Quantitative Qualitative	Questionnaire Interview	Descriptive statistics Thematic content analysis
d) To examine the experiences of educators regarding the effectiveness of their own development in relation to the Developmental Appraisal System.	Quantitative Qualitative	Questionnaire Interview	Descriptive statistics Thematic content analysis

3.5 Study site

This study was conducted in the Richards Bay area of the province of KwaZulu-Natal. The site was chosen due to its proximity and its having the kind of population needed to conduct this research properly.

3.6 Target population

According to (Mugenda A. G., 2008), the population of a study is the entire group of individuals, set of objects or cases which are the focus of the research, and whose characteristics the researcher seeks to study. Cooper and Schindler (2008) also describe a "population" as a total collection of elements about which one wishes to draw inferences. (Babbie & Mouton, 2011) describe a research target population as a "group (usually of people) about whom we want to draw conclusions". On the other hand, (Welman, Kruger, & Mitchell, 2005) define a target population as a study object, and suggest that it can be of people, or a group of people, or institutions, or products. The choice of a target population in a research is based on the specific unit of analysis (individuals or institutions) from which the researcher wishes to draw his/her specific conclusions. The target population of this study is all the educators in Richards Bay. The educators in this research are teachers that are employed by the government schools to teach various subjects to learners.

In this study, the target population comprised of school principals/deputy principals and educators in the Richards Bay area. In total there were 150 participants. The logic behind this choice of participants was that the school principals are responsible for implementing policy in the schools they manage. They are therefore central to the implementation of the developmental programmes and processes in their sites. Principals have to provide training and perform the scheduling of all programmes and report to the district offices. They are also responsible for the overall quality of the performance of the school and account for the delivery of quality tuition to learners. Educators are central to the Developmental Appraisal System in that it is primarily designed to benefit them. They are both implementers and beneficiaries of the processes involved. Their participation and insight are critical to a successful implementation of the system. Educators form themselves into Developmental Support Groups and maintain files with personal records in relation to their development and developmental needs.

3.7 Sampling methods

There are different sampling methods that can be used when conducting research, and the choice of method should depend on the objectives of the research. Sampling allows a researcher

to achieve his or her aims and objectives. Sampling is the process of selecting a number from a population that will be representative of the total population (Polit and Hungler, 1999). A sample is any part of a population of individuals from whom information is solicited (Fraenkel and Wallen, 2009). It is the actual population from which the data are obtained. A representative sample, according to Denscombe (2014), allows the researcher to draw valid conclusions about the total research population. (Babbie & Mouton, 2011) describes a sample as any portion of a population less than the total population.

In this research, purposive/judgmental sampling was used. This is a non-probability sampling technique in which according to Cooper and Schindler (2008) a researcher chooses participants judgmentally for their unique characteristics, their experiences, attitudes or perceptions. (Saunders, Lewis, & Thornhill, 2009) attribute the strength of the purposive sampling technique to its ability to enable a researcher to select cases that are most suited to answering the research questions. (Cohen, Manion, & Morrison, 2013) argue that purposive sampling serves the real purpose of the researcher of discovering, gaining insight and understanding into a particular chosen phenomenon, which in this case was educators' perceptions of the implementation of Developmental Appraisal. The main aim of choosing to utilize this technique was to keep the costs of the research down - the schools were chosen from within a convenient radius.

3.7.1   Sample size

(Saunders, Lewis, & Thornhill, 2009) describe a sample as a group that is a subset of the population of interest. According to Cooper and Schindler (2008), data collected from samples can be used to draw inferences about a population without examining all its members, hence producing economy of time, effort, and money. The eligibility criteria required individuals to be educators working in selected schools in Richards Bay. Ani (2014) defines a sample size as the actual number of members of the population that are in the sample. Frankfort-Nachmias and Nachmias (1996) state that a researcher should "determine the strata; [and] from each stratum, select a random sample proportionate to the size of the stratum in the population". A proportionate sample size was used to select the respondents. The importance of determining an appropriate sample size is to make the results of the research reliable and accurate and at the same time to allow for precision (Welman, Kruger, & Mitchell, 2005). The researcher selected 150 respondents in the form of school principals (6), deputy principals (3) and school teachers (141). The reason for using a large sample is that it enables a researcher to draw conclusions and make predictions that are more accurate. Table 3.3 depicts the sample used in this research.

Table 3.3 Sample size

Population	Sample	Sampling technique	Sampling method
10 Principals	6	Purposive sampling	Questionnaire
5 D. Principals	3	Purposive sampling	Questionnaire
28 HODs	20	Purposive sampling	Questionnaire
127 Level 1 educators	107	Purposive sampling	Questionnaire

3.8   Data collection methods

This study adopted semi-structured interviews and structured questionnaires. Structured questionnaires and semi-structured interviews are often used in mixed method studies to confirm results that develop from the different methods of data collection, analysis, and interpretation (Harris and Brown, 2010), and these data collection methods are explained in the following sections:

3.8.1   Semi-structured interviews

Semi-structured interviews are a qualitative method of inquiry that combines a pre-determined set of open questions with the opportunity for the interviewer to further explore specific themes or answers (Mammadova, 2012 and Ekholm, 2013). Individual interviews were conducted. They were qualitative in nature and the questions were loosely structured. Interviews were conducted individually with 7 principals, and in cases where the principal was not available, with the deputy principal. Interviews took place on different dates for each principal/deputy principal. These individual interviews lasted for approximately 25 minutes each. The participants were given a brief explanation of what the interview was going to be about and a brief explanation of its importance to knowledge generation. This was all done orally. The respondents were also asked to sign consent and privacy forms. The interviews were recorded and the researcher took notes. Since the qualitative aspect of this study involved only a small number of participants, it was considered best to use semi-structured interviews.

To continue, this study employed semi-structured interviews because it this a very flexible technique for small-scale research and helps to discover perspectives missing from

questionnaires (Gorsuch, 2002). As with all data collection methods, there are limitations in using individual interviews. (Cohen, Manion, & Morrison, 2013) argue that individual interviews are expensive in time, they are open to interviewing bias, they may be inconvenient for participants, issues of interviewee fatigue may hamper the interview, and anonymity may be difficult. Another limitation is that the principals may have said things that they thought the researcher wanted to hear. Care was taken to be as professional as possible in all the interviews.

3.8.2   Structured questionnaires

Closed or structured questionnaires are a quantitative method of research, which was advocated by Emile Durkheim (1858 – 1917). This is a positivist research method. Its benefits include a low level of involvement of the researcher and the high number of respondents who can be included (the individuals who answer the questions) (Bryant, 2016). In general, as is known academically, a questionnaire is a data collection instrument delivered to and completed by a participant in a study. Here the participant is asked to respond to a set of questions in a predetermined manner (Cooper & Schindler, 2008). Cohen, Manion and Morrison (2007) define a questionnaire as a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse. The aim was to collect data from as many school educators as possible to answer my research questions.

The use of a questionnaire instrument was considered to be appropriate in this study due to its ability to increase anonymity, confidentiality and the likelihood of obtaining accurate information from a large sample. It was also cheap and quick to administer without the presence of the researcher (Bryman, 2012). The questionnaire included only closed questions, which were arranged in Likert scale formation. This provided participants with a range of responses to choose from. The weaknesses associated with the use of questionnaires are the inability to probe or ask further questions, the risk of some questions being unanswered, a difficulty in answering some questions, a lack of seriousness when answering the questions, and a low response rate (Bryman, 2012). In an effort to overcome these limitations, simple vocabulary and grammar were used to ensure that respondents understand questions, thus avoiding any confusion.

Below is an example of the closed questions that were used in the questionnaires given to the participants:

1. Are you aware of the Development Appraisal System?

    (a) Yes

    (b) No

2. Is the Development Appraisal system in your school fully implemented?

    (a) Agree

    (b) Strongly agree

    (c) Disagree

    (d) Strongly disagree

3. Number of years in service at work as a teacher/principal/deputy principal

    (a) 1 to 10

    (b) 10 to 15

    (c) 15 and above

The respondents were given these questionnaires by the researcher and were expected to sign a register for record purposes and consistency. And all respondents were given the questionnaires to answer as part of the data collection. The number of questionnaires prepared was equivalent to the number of the respondents. Moreover, different measurement scales were used to suit the kind of questions asked: a nominal interval measurement scale and a nominal measurement scale.

3.9   Data quality control

In every research project the most important things to do are to ensure that the data collection methods are going to generate data that is relevant to the research questions, that the measurement criteria will produce relevant results, that reliability and validity are guaranteed in quantitative research, and that trustworthiness and credibility are observed in qualitative research. Reliability and validity assessment is regarded as simply the first step towards understanding complex issues of measurement in theoretical and applied research settings (Litwin, 1995). Reliability is concerned with the extent to which an experiment, test or any measuring procedure yields the same result repeatedly. Testing reliability can take different forms such as test-retest (Litwin, 1995). The test-retest form was used for the purposes of this research. This was done through taking the respondents and placing them in schools other than the initial venue.

Validity is defined as the extent to which the concept, conclusion and or measurement is well-founded and corresponds accurately to the real world. In other words, some may refer to

validity as relating to the credibility and believability of the research result (Litwin, 1995). Validity can take two forms, which are internal and external validity. For the purposes of this research external validity will be foregrounded. This concerns itself with generalising the result beyond the immediate study. The same will be done with the results obtained through the interviews and questionnaires, to see if they fit in the real or outside world.

Although it is a known fact that the trustworthiness of qualitative research is usually questioned by positivists, maybe because the concepts of validity and reliability cannot be addressed in the same way as in natural science, it is also a known fact that trustworthiness is important in research to ensure that both validity and reliability are observed (Guba, 2004). According to Guba's criteria for achieving and ensuring trustworthiness should be used in qualitative research, which was done in this research because the suggested criteria also include credibility. There are four points that needed to be taken into account, as follows:

- ➢ Credibility (in preference to internal validity); credibility means doing the following, according to Guba (2004);
  - (a) The adoption of appropriate, well-recognised research methods
  - (b) The development of early familiarity with the culture of the participating organisations
  - (c) The random sampling of the individuals serving as informants
  - (d) Triangulation via the use of different methods, different types of informants and different sites
  - (e) Tactics to help ensure honesty in informants; iterative questioning in data collection dialogues; negative case analysis
  - (f) Debriefing sessions between the researcher and superiors; peer scrutiny of the project; the use of "reflective commentary"
  - (g) Description of the background, qualifications and experience of the researcher; member checks of the data collected and interpretations/theories formed
  - (h) Thick description of the phenomenon under scrutiny; examination of previous research to frame the findings
- ➢ Transferability: The provision of background data to establish the context of the study and a detailed description of the phenomenon in question to allow comparisons to be made
- ➢ Dependability: The employment of "overlapping methods;" in-depth methodological description to allow the study to be repeated

> ➢ Confirmability: Triangulation to reduce the effect of investigator bias; admission of the researcher's beliefs and assumptions; recognition of methodological shortcomings and their potential effects; in-depth methodological description to allow the integrity of the research results to be scrutinised; the use of diagrams to demonstrate the existence of an "audit trail"

The above criteria, set by Guba (2004), were observed in this research in order to ensure its trustworthiness and credibility.

3.10   Data analysis

Data analysis consists of a number of interconnected processes that help to summarize the data gathered and also to organize them in such a manner that provides responses to the research questions (Kothari, 2004). There are so many principles and strategies that must be observed when dealing with or doing data analysis. This study followed the suggestions of Mar Iman (no year), who states that when doing data analysis the researcher must:

> ➢ Be objective
> ➢ Be accurate
> ➢ Be true
> ➢ Separate facts and opinions, and
> ➢ Avoid wrong reasoning/argument

But before the researcher took the above advice into practical consideration he had first to understand the goal of analysis. Though it may differ from one research project to another, according to Mar Iman (no year) the goals of data analysis are:

> ➢ To explain cause and effect phenomena.
> ➢ To relate the research with the real world
> ➢ To predict or forecast the real world
> ➢ To find answers to a particular problem.
> ➢ To draw conclusions about real-world events based on the problem.
> ➢ To learn lessons from addressing the problem.

In this study the analysis of data was done quantitatively and qualitatively. This is due to the fact that initially the researcher had chosen a mixed methods approach to conduct the research study.

3.10.1 Quantitative data analysis

As a quantitative measure, the data derived from the responses to the questionnaire were entered into the Statistical Package for Social Sciences (SPSS) programme to calculate the counts of frequencies and the percentages of key concepts. According to Cohen, Manion and Morrison (2007), in order to be able to use the SPSS programme productively it is necessary to understand the concepts that underpin statistical analyses. After the data had been entered into SPSS it was analysed using variables, which then gave results which were then turned into statistics. Statistics help to turn data into useful information to assist with decision making (www.bcps.org). Thus, in this research the data was coded, classified and processed, which assisted in summarizing it and describing patterns of relationships and connections. (These will be presented clearly in the "findings" chapter).

3.10.2 Qualitative data analysis

Qualitative data gathered using the semi-structured interview schedule was analysed through thematic content analysis. Semi-structured interviews allow for thematic analysis of the qualitative data (Anil & Charatdao, 2012). According to Cohen, Manion and Morrison (2007) data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of participants' definitions of the situation, noting patterns, themes, categories and regularities. Terre Blanche and Kelly (1999) state that data analysis involves reading through your data repeatedly, and engaging in the activities of breaking the data down (thematising and categorizing it) and building it up again in novel ways (elaborating and interpreting it). In this study engaging with the data required a constantly close exploration of themes. Data analysis also involved carrying out an elaboration of data. Terre Blanche and Kelly (1999) argue that elaboration has a purpose, which is to capture the finer distinctions of meaning not captured by your original, possibly quite crude, coding system.

For it is usually the norm that when data was collected through, interviews, focus groups, and observation and or documentary analysis, content analysis will be used to analyse it (www.libweb.surrey.ac.uk). This research also used content analysis. Content analysis is defined as the procedure of categorizing data for the purposes of classification, summarisation and tabulation (www.libweb.surrey.ac.uk).

In analysing the data qualitatively, the information was coded and classified, and this made it easier to make sense of the information received from the respondents. Moreover, to make things clear the researcher took the following steps in the content analysis (www.libweb.surrey.ac.uk):

➢ Copy and read through the transcript - make brief notes in the margin when interesting or relevant information is found

➢ Go through the notes made in the margins and list the different types of information found

➢ Read through the list and categorise each item in a way that offers a description of what it is about

➢ Identify whether or not the categories can be linked in any way and list them as major categories (or themes) and/or minor categories (or themes)

➢ Compare and contrast the various major and minor categories

➢ If there is more than one transcript, repeat the first five stages again for each transcript

➢ When you have done the above with all of the transcripts, collect all of the categories or themes and examine each in detail and consider if it fits and its relevance

➢ Once all the transcript data is categorised into minor and major categories/themes, review them in order to ensure that the information is categorised as it should be.

➢ Review all of the categories and ascertain whether some categories can be merged or if some of them need to be sub-categorised

➢ Return to the original transcripts and ensure that all the information that needs to be categorised has been so.

Quantitative research was used to describe the magnitude and distribution of change, while qualitative research gave an in-depth understanding of the social, political and cultural context. Mixed methods, therefore, assisted the researcher to triangulate findings which can strengthen the validity and increase the utility of work researched (www.libweb.surrey.ac,uk).

3.11   Ethical considerations

Ethics in research ensures that no one is harmed or suffers adverse consequences from the research activities (Cohen, Manion & Morrison, 2011). It is concerned with what is right or wrong in the conduct of the study. According to Bryman (2012), all subjects in a research project have ethical rights including the right to be consulted, to give or withhold consent, and

to confidentiality. Cohen and Manion (2011) emphasised the need to ensure that the proper procedures for collecting and testing evidence are duly followed, and that acceptable standards and guidelines are consistently applied from one case to another.

Ethical clearance was sought from the University of KwaZulu-Natal. Permission to conduct the research was sought and the gatekeepers' consent was obtained (see Appendix 3). The letter requesting permission to conduct the research also explained the purpose and the nature of the study. The dates and times of distributing the questionnaires and conducting the interviews were communicated. Consent to participate in the study was sought from every principal and educator selected for the study. Cohen, Manion and Morrison (2007) propose that consent protects and respects participants' right of self-determination and places some of the responsibility on the participant should anything go wrong in the research.

3.11.1 Privacy and anonymity

Privacy and anonymity were also ensured. The participants were assured that all the research data provided was to be treated in confidence and for the purpose of this study only (Cohen, Manion & Morrison, 2011).

3.11.2 Confidentiality

In order to ensure confidentiality, respondents were not required to write their names on the questionnaires or communicate their personal information in any way during the research proceedings. A confidentiality clause was included in the consent form, which was given to and signed by participants.

3.11.3 Researcher's responsibility

The researcher's responsibility was to ensure that all the information needed and forms to be completed were made available, and a good, confidential relationship was built up with the respondents, inducing them to have trust in the researcher and to respond to the questions without fear or prejudice.

3.12 Conclusion

This chapter has provided the reader with the research methodology and design of the study. It has discussed all the necessary steps this research took in order to achieve its objectives and to be able to answer the research questions. The next chapter will present the data analysis and discuss the findings.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter deals with the analysis and presentation of data collected through field work for the study. The specific objectives for the study include: to find out the perception of educators in selected schools in Richards Bay concerning the implementation of the Developmental Appraisal System, to find out ways in which the implementation of Development Appraisal for educators can be linked to the intended objectives of the policy, to determine the attitudes of educators towards various Developmental Appraisal processes within IQMS, and to examine the experiences of educators and their performances in relation to the Developmental Appraisal System.

4.2 Analysis and presentation of data collected through the questionnaire and one-on-one interviews

4.2.1 Demographic data of the respondents

The demographic characteristics of the respondents featured in the research instrument included gender, age, marital status, race, and qualifications. The respondents were asked to state their biographical data with the aim of determining whether the demographic characteristics of the educators had anything to do with their perceptions of the Developmental Appraisal System (DAS) or not. It was assumed that qualifications and years of teaching experience, for instance, might influence the way they viewed the Developmental Appraisal System in schools, as the younger and less experienced educators might think DAS was unnecessary, and this might cause them to hold back on the exercise due to their suspicion or lack of understanding of the reason why educators must be appraised.

4.2.2 Gender of the participants

The study needed to establish whether gender could have an impact during appraisal processes, including whether male and female educators viewed developmental opportunities differently. There could be issues of gender bias in the manner in which educators are perceived and treated. From the Figure 4.1, it can be seen that there were many more female respondents than males. Figure 4.1 illustrates the gender composition of the participants.
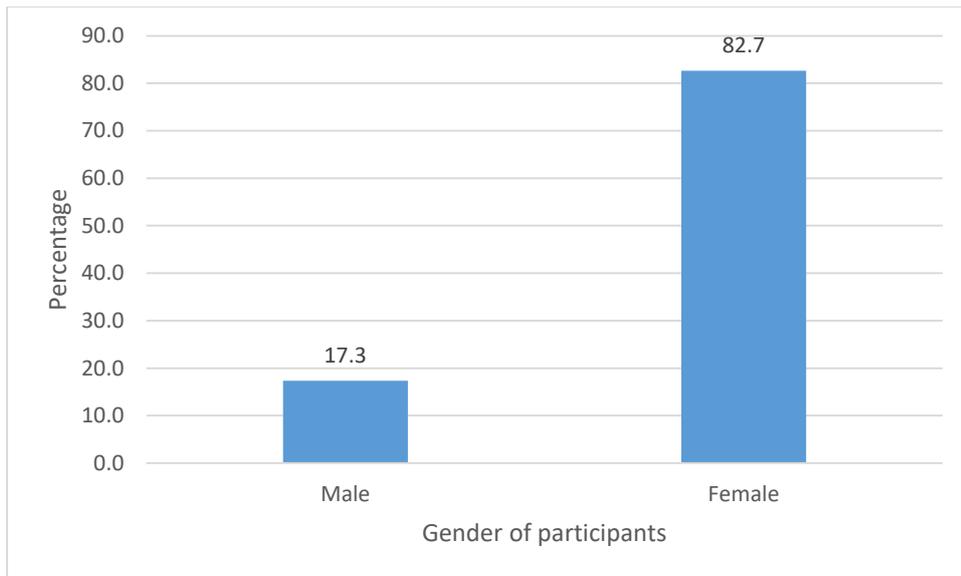
Figure 4.1   Gender of the respondents

The results as displayed in Figure 4.1 are that 82.7% per cent of the sampled educators were female and 16.2 per cent were male. The majority of the respondents in the study were therefore female educators with an understanding of and having participated in the Developmental Appraisal System in their schools. It is important to know the gender distribution of participants; it may be important when testing their opinion on fairness, since this study seeks to establish the perceptions of educators.

4.2.3   Age of the participants

The researcher needed to know the ages of the participants to determine what kind of influence this might have on their attitudes towards being evaluated. The Figure 4.2 indicates the age distribution of the 135 participants.
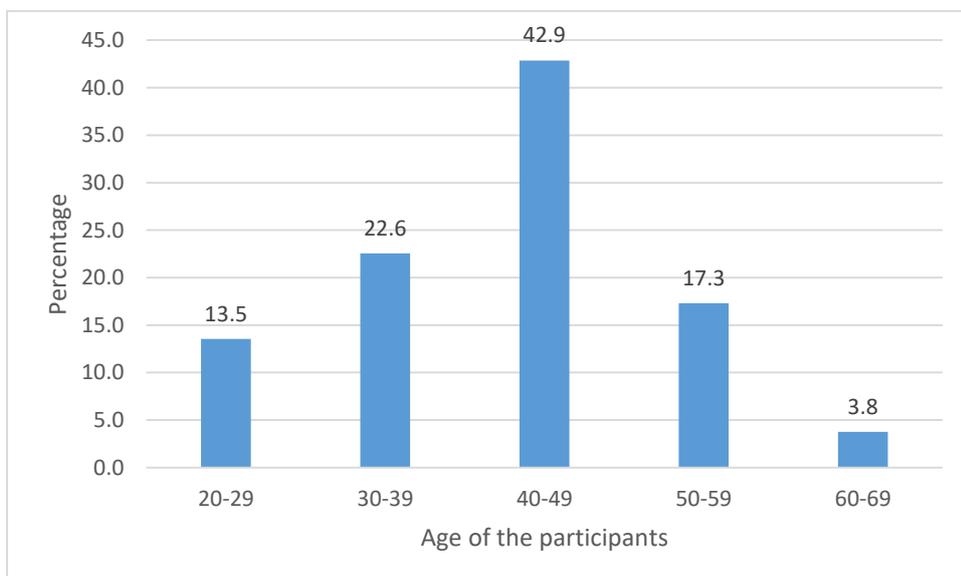
Figure 4.2   Age of the respondents

Figure 4.2 indicates that most of the participants were between 40 and 49 years of age (42.9%). This was followed by those between 30 and 39 years of age (22.6%), 50 and 59 years of age (17.3%), 20 and 29 years of age (13.5%), and 60 and 69 years of age (3.8%). As can be seen from the above figure, the majority of the educators that participated in the study were in the age bracket of between 40 and 49 years, which also indicates that they were in the middle of their careers.

4.2.4   Marital status of the participants

It was important to understand the marital status of the participants, given that the two categories of respondents might differ in their priorities. Their marital status would therefore have a bearing on their opinions.   The marital status of the respondents is shown in Figure 4.3.
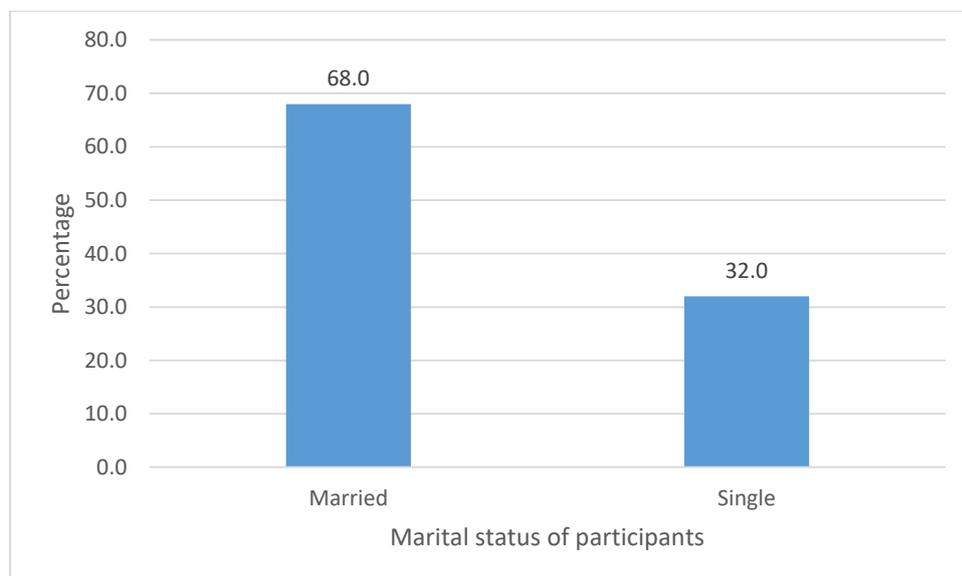
Figure 4.3   Marital Status of the respondents

Figure 4.3 indicates that the majority of the educators participating in this study were married (68.0%). This was followed by those who were single at (32%).

4.2.5   Nationality of the participants

The researcher needed to know the nationality of the participants, with the assumption that non South Africans may have been exposed to a different appraisal process in their own countries, which could result in differences of opinion regarding the IQMS. The composition of the nationality of the participants is shown in Figure 4.4.
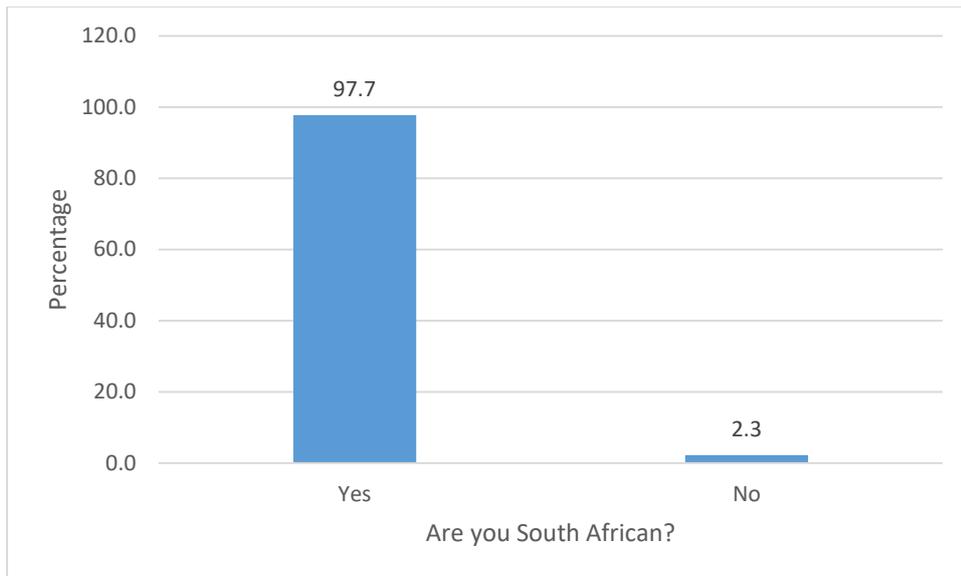
Figure 4.4   Nationality of the respondents

The data indicates that the respondents were overwhelmingly South African (97.7%), and just 2.3% were not South Africans. As the educators who participated in this study were South African citizens, it can therefore be assumed that they have a good knowledge and understanding of the Developmental Appraisal System in South African schools.

4.2.6   Race

Prior to 1996 South Africa had separate education systems for different racial groups. An implication of this is the possibility that members of different racial groups may perceive Developmental Appraisal differently.
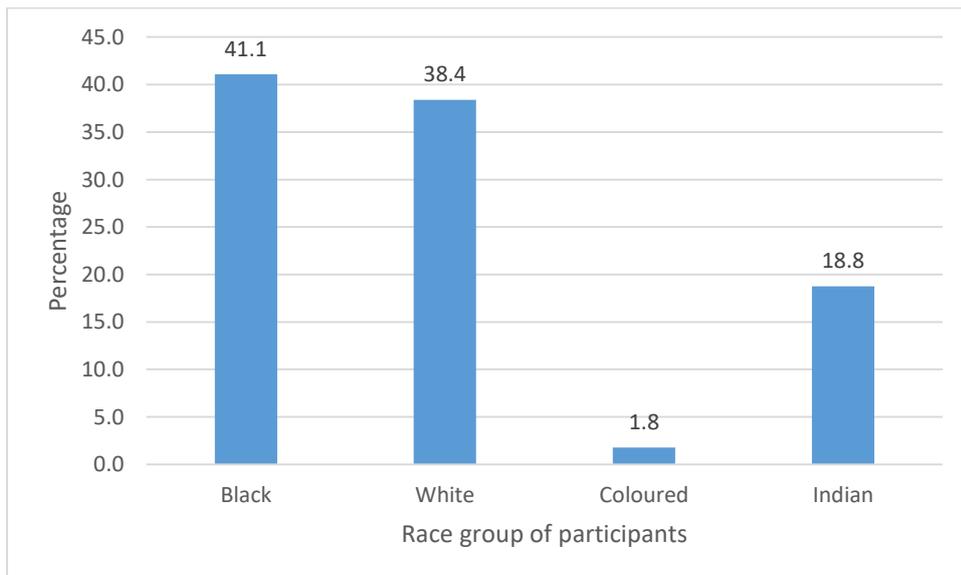
Figure 4.5   Distribution of participants per race

The data indicates that the biggest percentage of participants was Black (41.1%), followed by White participants at 38.8%. Indians comprised 18.8% of the study group and Coloureds 1.8%.

4.2.7   Highest level of education of the participants

The level of education has a direct impact on how employees perform their work. Teaching is a specialised skill that professional educators have to receive extensive training in, in order to qualify to work as such. The study needed to find out if the type of qualification had any influence on their view of the appraisal process. Figure 4.6 shows the participants' highest level of education.
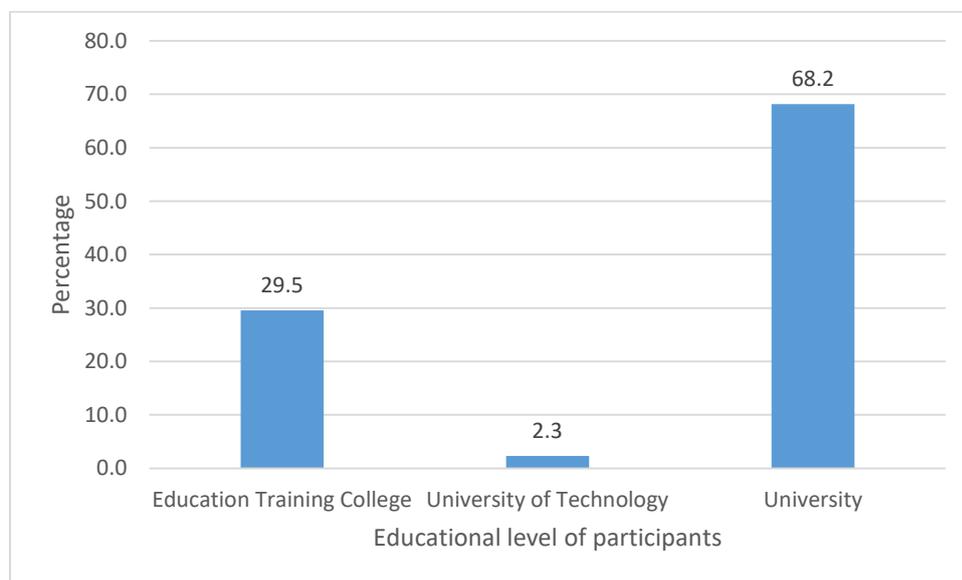
Figure 4.6   Highest level of education of the respondents

Figure 4.6 shows that the majority (68.2%) attended universities. They were followed by those who attended education training colleges (29.5%) and universities of technology (2.3%). The implication of these findings is that the majority of the educators that participated in the study had their education up to university level.

4.2.8   Highest qualification of the participants

Highly qualified employees are expected to be more independent and productive. They may be able to adapt to different work situations and be helpful to others in the workplace. It is important to determine the difference between highly qualified educators and less qualified educators with regard to their views on professional development. Figure 4.7 represents the highest qualifications of the participants.
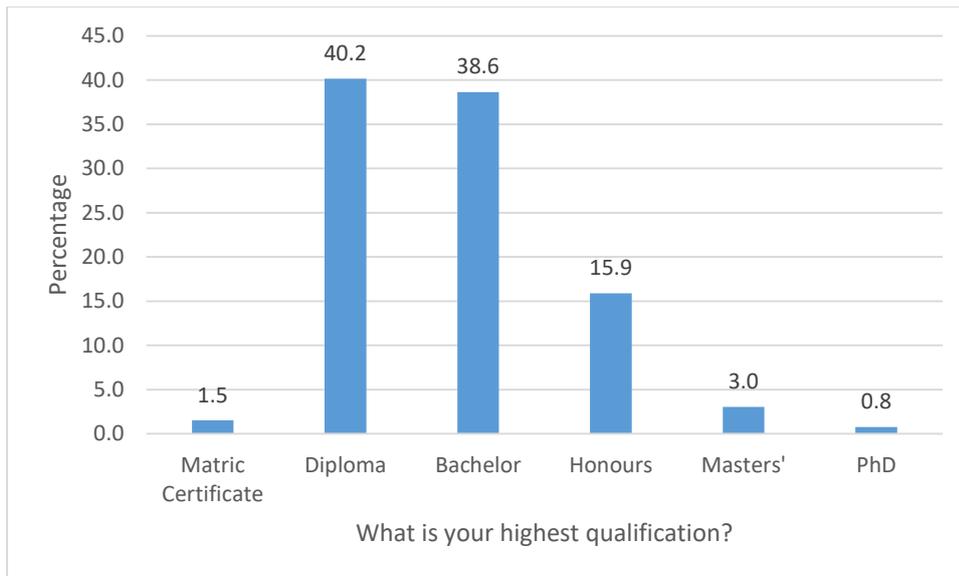
Figure 4.7   Highest qualification of the respondents

The data obtained from the 135 participants indicates that most of the respondents had diplomas (40.2%), followed by those with bachelor's degrees (38.6%) and honours degrees (15.9%). Some participants, as shown on the table, had matric certificates (1.5%) and master's degrees (3.0%). Moreover, just one respondent (0.8%) out of the 135 Educators sampled had a PhD. The need for and attitude towards development may be influenced by the individuals' academic qualifications. Furthermore, it is assumed that the more qualified the employees are, the better they will meet professional goals.

4.2.9   Participants' responses regarding being a Qualified Educator

The teaching profession requires adequate training and certification before one can practice. In other words, irrespective of the talents or teaching skills an individual may possess, if he/she is not adequately trained and certified by the appropriate institution or authority, he/she cannot be recognized as a professional teacher. In South Africa, for instance, a person may not practice as a teacher unless certified by the South African Council of Educators (SACE).
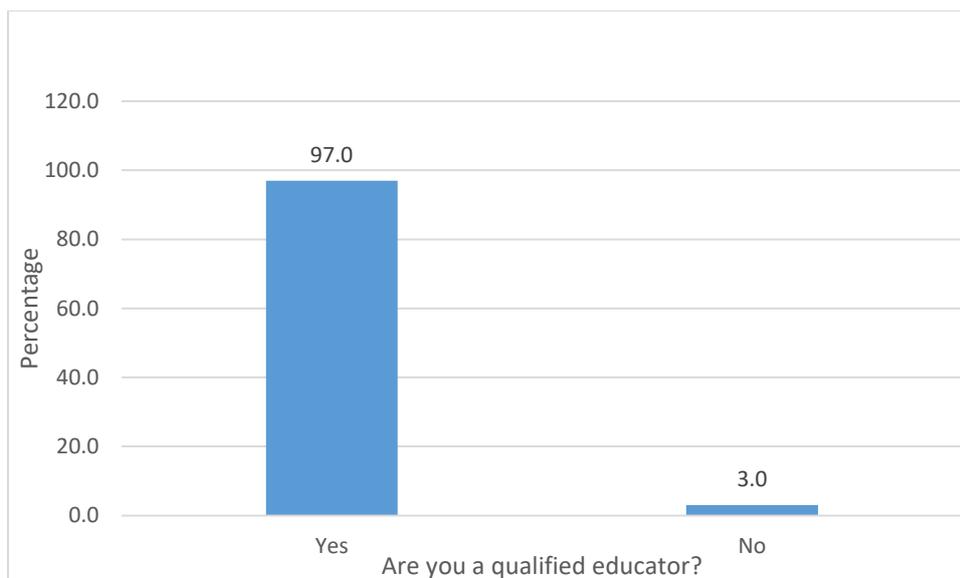
Figure 4.8   Are you a Qualified Educator?

The data displayed in Figure 4.8 reveal that the majority of the educators sampled (97.0%) were duly qualified. It shows that only 3.0% of the participants were not qualified. The assumption is that unqualified educators will require more developmental opportunities in order to fulfil their responsibilities. Their level of competence is expected to be inferior to tht of those that are qualified. It is important to establish how they experience the evaluation process during Developmental Appraisal.

4.2.10 Participants' Years of teaching experience

A range of studies has been conducted to identify the factors that shape educators' perceptions of the teaching profession (Pascarella *et al.,* 2001; Beijaard *et al.,* 2004; Levin & Wadmany, 2008). All of these studies agreed that educators' years of teaching experience play a significant role in their performance as well as their readiness for appraisal. This study also attempts to establish the years of teaching experience of the educators involved in the study. The classification of participating educators according to their years of experience in the teaching profession appears in Figure 4.9.
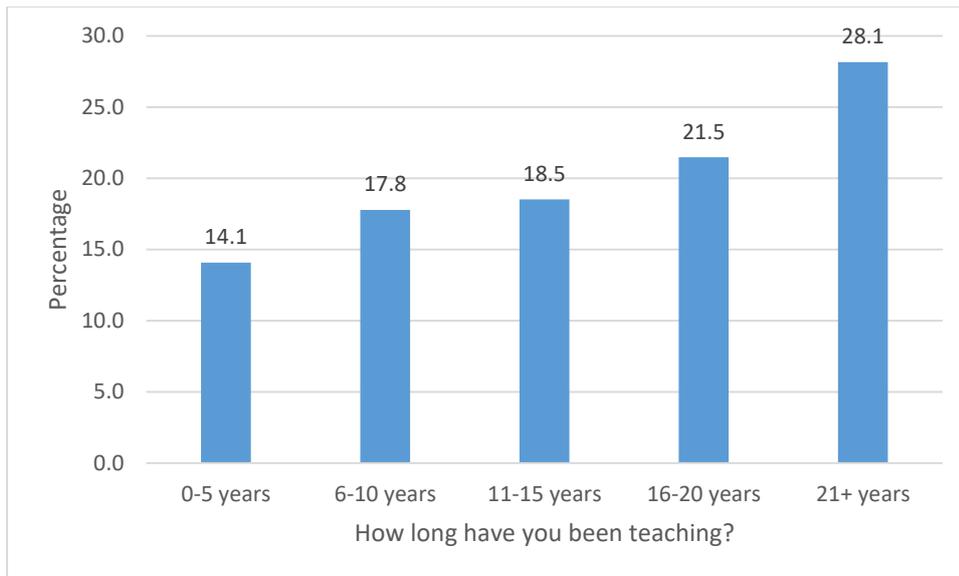
Figure 4.9   Educators' years of teaching experience

Figure 4.9 shows that 14.1 % of the respondents had fewer than 5 years of experience, 17.8% had between 6 and 10 years of experience, 18.5% had 11 to 15 years of experience, 21.5% had between 16 and 20 years of experience, while 28.1% had 21 years and more of teaching experience. The educators with more experience will have undertaken appraisal and professional development more frequently than newly appointed ones. This distinction is important for this study, as familiarity may influence the perceptions of individual participants of different aspects of appraisal.

4.2.11 Level of learners

The demands that the system of education in South Africa place on learner results in Grade 12 influence the allocation of resources and time to favour secondary schools. The researcher needed to know if this has any influence on how different levels of school education respond to appraisal and development opportunities. The level of learners in the classroom of the schools selected for this study is revealed in Figure 4.10.
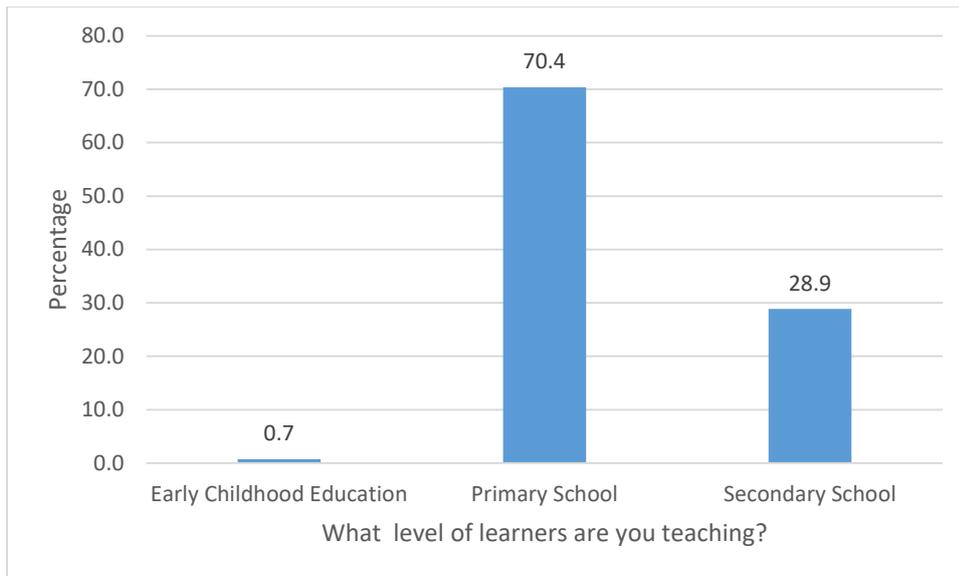
Figure 4.10   The level of learners

Figure 4.10 shows that the educators of learners at the primary school level constituted the majority (70.4%), and followed by those at the secondary level (28.9%). Just one educator (0.7%) was found to be teaching at the early childhood education level. The professional support required by educators at different levels in the school system may differ. The level of developmental support offered by education officials to educators in different phases may not be the same, given the attention enjoyed by matric in the education system.

4.2.12 Educators' post level/designation

The positions employees hold indicate the kind of work they perform. Educators at different levels have different goals and needs for development. At a lower level they may need skills that will give them an opportunity to move up on the scale. Managers require a different skills set and therefore different development programmes. Responses to Developmental Appraisal may therefore vary accordingly. Figure 4.11 presents the breakdown of participating educators according to their designations within their schools.
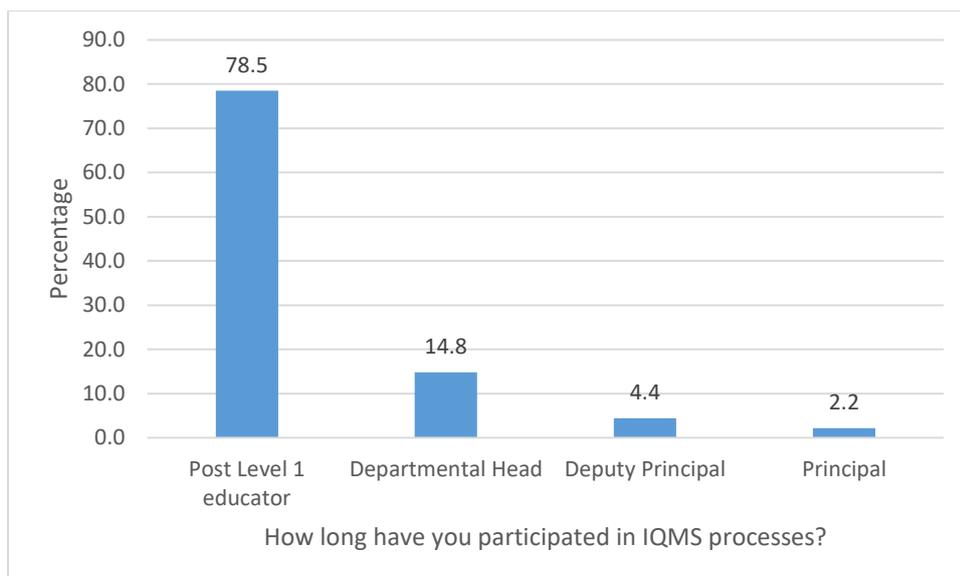
Figure 4.11   Educators' post level/designation

Figure 4.11 shows that the majority of the respondents were level 1 educators (78.5%), followed by departmental heads (14.8%) and deputy principals (4.4%). Only 2.2% of the participants were principals. While all school activities pertain to teaching and learning, educators at different post levels will have different developmental needs. It is important to note that the majority of participants were at post-level 1, because they are the ones who have less experience and may require more professional support from their supervisors.

4.2.13 Educators' participation in IQMS processes

The researcher needed to know the number of years for which the educator had been appraised, since this could have implications for their understanding of IQMS. A newly appointed educator may be overwhelmed with information and processes. Figure 4.12 sought to find out for how long the educators in the sample had been participating in IQMS processes in their respective schools.
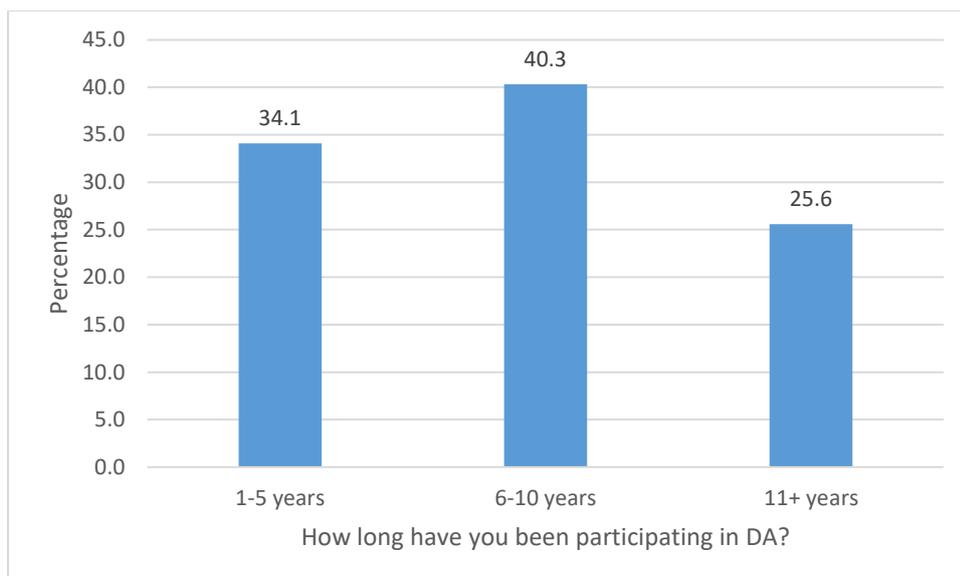
Figure 4.12   How long the educators have been participating in IQMS processes

The Figure shows that those with 6-10 years participation experience constitute the majority (40.3%), followed by those with 1 to 5 years of participation experience (34.1%), and those with over 11 years of experience (25.6%). The assumption in this section was that the demographic information captured would have an influence on the respondents' perception of Developmental Appraisal.

This section has discussed the demographic information of the respondents on the assumption that it would influence the implementation of the Developmental Appraisal System. The following section deals with the responses to the research questions asked in the study.

4.3   The perception of educators of the implementation of Developmental Appraisal

In line with the research title, this study sought to establish the perceptions of educators of the professional development framework in education. Broad aspects of the inquiry to which respondents had to react were identified. Four corresponding research questions were: (1) how educators viewed the implementation of the developmental policy, (2) how the developmental framework could be structured to achieve the intended objectives, (3) whether educators have confidence in the validity of the appraisal process in relation to their development, and (4) educators' experiences while participating in appraisal programmes.

4.3.1   Educators' knowledge of Developmental Appraisal

Educators need to understand the performance appraisal system in order to engage meaningfully in the requirements set out in it. In terms of the IQMS every educator has to draw up a personal growth plan (PGP) annually. This PGP sets out the developmental goals of each

educator in the school, and they subsequently form part of the school improvement plan (SIP). Goals give direction to the employees' actions. This section of the questionnaire required the respondents to give information on their knowledge of Developmental Appraisal at their school. The data are illustrated in Figure 4.13.
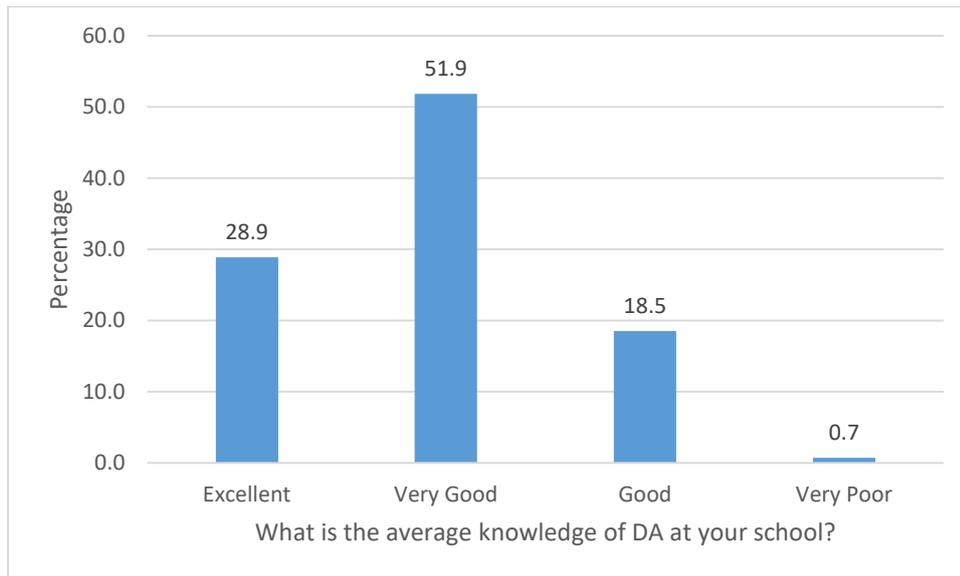
Figure 4.13   The average knowledge of DA at your school
Just over half (51.1%) of those who answered this question reported they had a very good knowledge of DA. The highest proportion (30%) of those who indicated very good knowledge were 40 to 49 years of age. Then there were those with excellent knowledge (29.3%), and those with good knowledge (18.8%). Just one (0.8%) out of the 135 sampled had poor knowledge of Developmental Appraisal.

The extent of the participants' knowledge of appraisal processes was compared to the age of the participants to test if age had any bearing on it (Table 4.1). The assumption was that younger educators would have a different view to older educators, who may have been engaged in the processes for more years.

Table 4.1 Age, related to DA knowledge

			DA knowledge by educators in schools				
			Excellent	Very Good	Good	Very Poor	Total
Age	Between 20-29	Count	4	14	0	0	18
		% within Age	22.2%	77.8%	0.0%	0.0%	100.0%
		% within DA knowledge by school	10.3%	20.6%	0.0%	0.0%	13.5%
		% of Total	3.0%	10.5%	0.0%	0.0%	13.5%
	30-39	Count	9	18	3	0	30
		% within Age	30.0%	60.0%	10.0%	0.0%	100.0%
		% within DA knowledge by school	23.1%	26.5%	12.0%	0.0%	22.6%
		% of Total	6.8%	13.5%	2.3%	0.0%	22.6%
	40-49	Count	20	21	15	1	57
		% within Age	35.1%	36.8%	26.3%	1.8%	100.0%
		% within DA knowledge by school	51.3%	30.9%	60.0%	100.0%	42.9%
		% of Total	15.0%	15.8%	11.3%	0.8%	42.9%
	50-59	Count	5	13	5	0	23
		% within Age	21.7%	56.5%	21.7%	0.0%	100.0%
		% within DA knowledge by school	12.8%	19.1%	20.0%	0.0%	17.3%
		% of Total	3.8%	9.8%	3.8%	0.0%	17.3%
	60-69	Count	1	2	2	0	5
		% within Age	20.0%	40.0%	40.0%	0.0%	100.0%
		% within DA knowledge by school	2.6%	2.9%	8.0%	0.0%	3.8%
		% of Total	0.8%	1.5%	1.5%	0.0%	3.8%
Total		Count	39	68	25	1	133
		% within Age	29.3%	51.1%	18.8%	0.8%	100.0%
		% within DA knowledge by school	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	29.3%	51.1%	18.8%	0.8%	100.0%

The highest proportion (77.8%) of the educators aged 20 to 29 years indicated a very good knowledge. The majority (36.8%) of the respondents aged 40 to 49 also indicated a very good knowledge, followed by 35.1% who indicated excellent knowledge. However, there was no association between DA and Age, as confirmed by the chi-square test ($x^2 = 16.017$, df = 12, p = 0.190).

4.3.2 Advocacy of IQMS implementation

Advocacy is important for the successful implementation of a performance appraisal system in terms of the process and content of such a system. Such a consideration brings to attention issues related to the clarity of the roles of the different structures specified in the policy, effective training, and effective implementation and monitoring, to mention just a few issues. The content includes the IQMS conceptual framework, information and manuals. The assumption here was that the quality of the advocacy might influence the quality of the implementation and compliance or resistance by the educators in the school. The current policy places the responsibility for advocacy on the principals of schools. Information about the quality of advocacy of the implementation of IQMS in the schools sampled is displayed in Figure 4.14 and table 4.2.
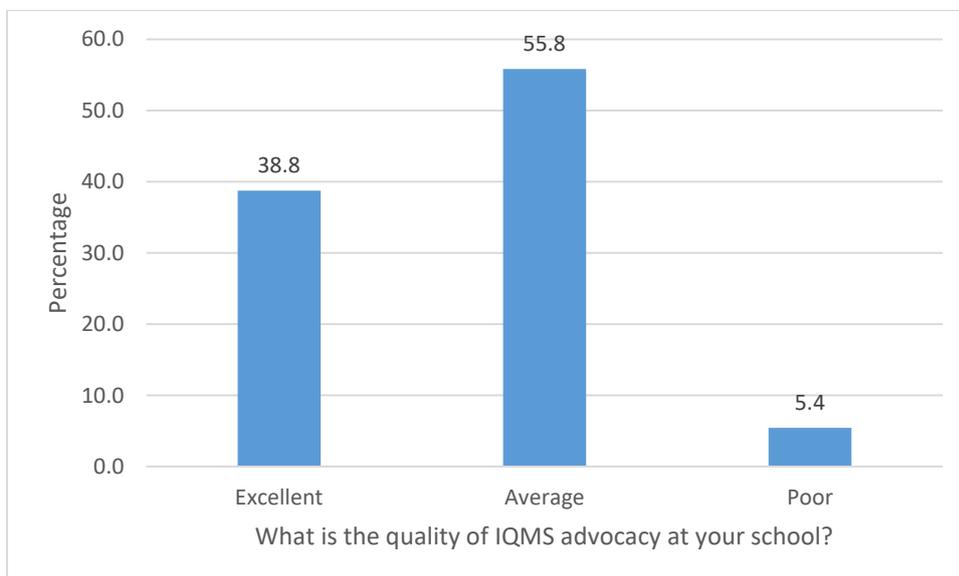
Figure 4.14   Quality of Advocacy of IQMS implementation

The majority of those that responded (55.8%) felt that the quality of the advocacy was average. This was followed by 38.8% of the respondents, who felt that the quality of the advocacy was excellent. Only a small number (5.4%) of the respondents indicated a poor level of advocacy of IQMS implementation. The quality of advocacy is important because it has a direct influence on the understanding and implementation of the DA processes. An average understanding points to gaps in knowledge that may have implications for the educators' general attitudes towards and perception appraisal.

The quality of advocacy was compared to the post levels occupied by the individual participants. The assumption was that the view of post level one educators might be different to those who are supervisors within the school.

Table 4.2 Post level, related to the quality of advocacy

			Quality of advocacy			
			Excellent	Average	Poor	Total
Post level	Post Level 1 educator	Count	40	54	6	100
		% within post level	40.0%	54.0%	6.0%	100.0%
		% within quality of advocacy	80.0%	75.0%	85.7%	77.5%
		% of Total	31.0%	41.9%	4.7%	77.5%
	Departmental Head	Count	6	13	1	20
		% within post level	30.0%	65.0%	5.0%	100.0%
		% within quality of advocacy	12.0%	18.1%	14.3%	15.5%
		% of Total	4.7%	10.1%	0.8%	15.5%
	Deputy Principal	Count	2	4	0	6
		% within post level	33.3%	66.7%	0.0%	100.0%
		% within quality of advocacy	4.0%	5.6%	0.0%	4.7%
		% of Total	1.6%	3.1%	0.0%	4.7%
	Principal	Count	2	1	0	3
		% within post level	66.7%	33.3%	0.0%	100.0%
		% within quality of advocacy	4.0%	1.4%	0.0%	2.3%
		% of Total	1.6%	0.8%	0.0%	2.3%
Total		Count	50	72	7	129
		% within post level	38.8%	55.8%	5.4%	100.0%
		% within quality of advocacy	100.0%	100.0%	100.0%	100.0%
		% of Total	38.8%	55.8%	5.4%	100.0%

The table shows that more than half (55.8%) of the respondents to the question on the quality of advocacy indicated an average level, and only (38.8%) of the educators indicated an excellent level of advocacy. The majority (67%) of the principals felt the quality of advocacy was at an excellent level. Moreover, (5.4%) of the educators indicated a poor level of advocacy of IQMS implementation. The connection between these variables is not significant, as shown by the chi-square test ($\chi^2 = 2.399$, df = 6, p = 0.880).

One of the participants in the interview stated:

Fortunately for us, we have a band of teachers that bought into the idea of IQMS and Developmental Appraisal being part of it. Though it took us a lot of time to sell the idea. It was well structured, well presented and once the teachers bought into the idea it became something that is inborn in them and it's not something that stresses them out anymore. (P7)

The data put together suggests that principals are confident that they are managing the advocacy task and the responses of educators confirm this. Educators at different levels largely share the same perspective, when we consider Figure 4.14.

4.3.3 Monitoring of DAS implementation

The issue of monitoring appraisal processes at a school level is central to the success of professional development. The Department of Education relies on the reports submitted by the schools to determine the developmental needs of the educators in schools. While the principal remains accountable for the submissions, all structures established in terms of the IQMS policy including those appraised have to monitor progress and ensure that the processes of the appraisal system are fulfilled. The assumption was that where principals were leading in monitoring, there would be effective implementation. Figure 4.15 reveals the responses of the participants to the question as to whether the principals of their schools are monitoring DAS implementation or not.
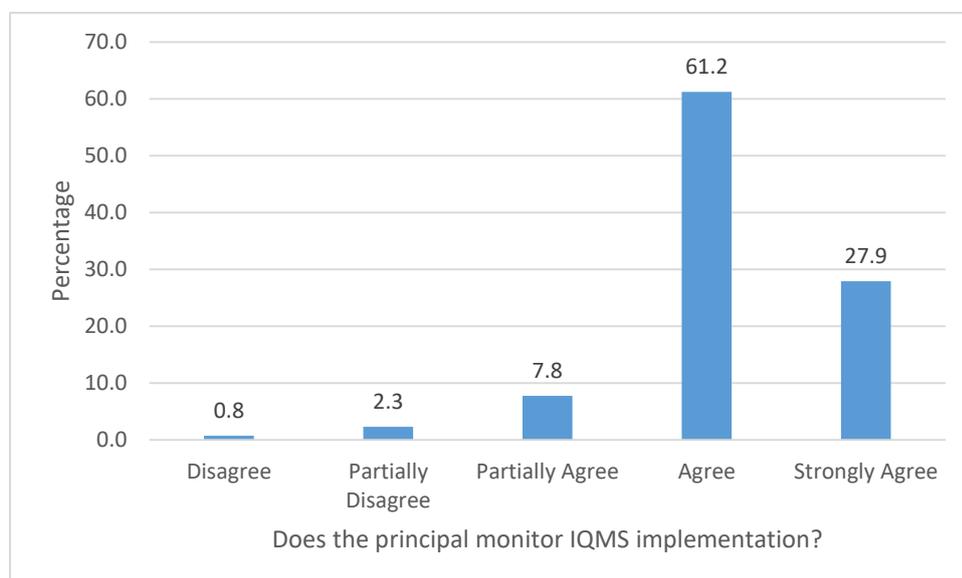
Figure 4.15   The Principal monitors the implementation of DAS

Based on the information displayed in Figure 4.15, the majority of the educators (61.2%) that participated in the study agreed that their principals were monitoring DAS implementation in their schools. They were followed by those who strongly agreed (27.9%), and those who

partially agreed (7.8%). However, 2.3% of the respondents partially disagreed, and 0.7% disagreed.

During the interviews a participant remarked:

The main stakeholders are the Educators and School Management Team, which also consists of the Principal and Vice Principal. (P2)

The overall response to this question was positive. It indicates the opinion that principals are playing a role consistent with expectations and policy requirements to support implementation.

4.3.4 Management of IQMS implementation by SDT and SMT

Implementing an effective Developmental Appraisal system depends on the SDT and the SMT, who should take the responsibility to facilitate professional development within the school. This is important in order to achieve the quality of teaching which will lead to the attainment of educator goals and the improvement of learning outcomes. These structures are responsible for ensuring that educators are assessed and assisted in each functional area identified in the performance standards set out in the IQMS policy.

Figure 4.16 depicts the responses of participants to the question of whether SDT and SMT in their schools have developed a management plan for IQMS implementation or not.
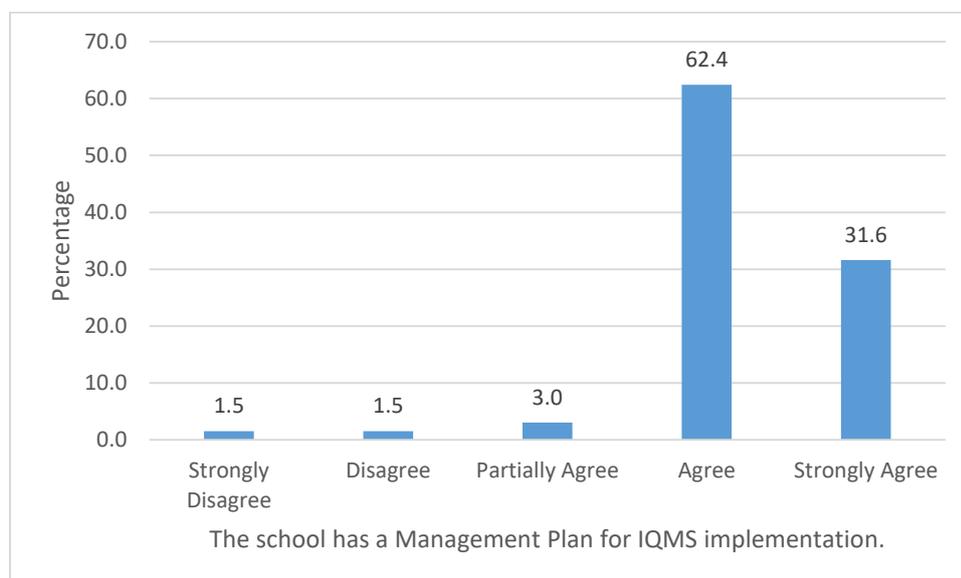
Figure 4.16   SDT and SMT have developed a management plan for IQMS implementation

Almost two-thirds (62.4%) of the respondents agreed that SDT and SMT in their schools were up to the task in terms of IQMS implementation and management. Also, 31.6% of the

respondents strongly agreed that the activities related to appraisal were well planned and managed, and 3.0% partially agreed. Only a small number (1.5%) of the respondents strongly disagreed, with another 1.5% also disagreeing.

The interviews supported the assertion that the SDT and the SMT are at the forefront of professional development implementation. As one interviewee put it:

...the Staff Development Team will assist you with the whole development process as well as the SMT and the Principal to make sure that there is development. (P1)

The development process is centred within the school and the establishment of structures and schedules to be followed is important for effective implementation. It is important to note that schools are taking responsibility for the development of individual educators at site level in order to meet their organisational goals.

4.3.5   Keeping of pre-evaluation minutes by DSGs

Record keeping in appraisal processes is of great importance. It enables employees to track their development and compare their development to the goals they have set. The goal-setting theory posits that comparing goals to feedback leads to improved performance, because it enables an employee to set new goals based on those that have already been achieved.

Figure 4.17 reveals the responses of participants to the question of whether the DSGs kept pre-evaluation minutes or not.

Pre-evaluation minutes are kept by the DSG.
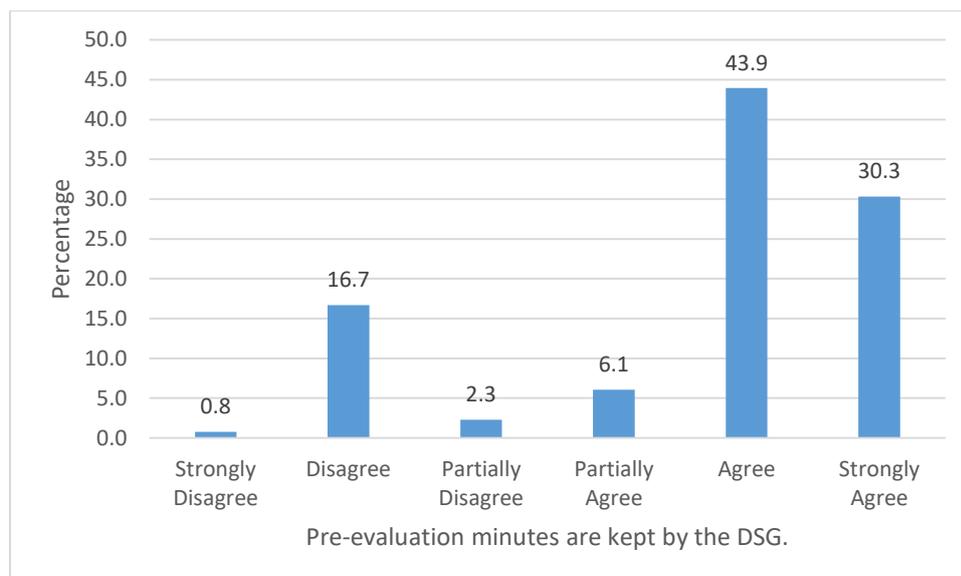
Figure 4.17   Minutes of pre-evaluation are kept by all DSGs

The majority (43.9%) of those who responded to this item agreed that DSGs in their schools do keep the minutes of pre-evaluation. Similarly, 30.3% of the educators strongly agreed, and 6.1% of them partially agreed. However, a significant percentage of the respondents (16.7%) disagreed.

As one interviewee said:

A teacher is also given the opportunity to assess himself using the very same instrument with performance standard, and thereafter (submit it to) the (Development) Support Group. (P1)

There is a strong indication that records are kept at schools to inform management regarding the individual teacher's work progress, knowledge, skills and abilities, which are paramount to his/her work performance.

4.3.6   Provision of support by the District officials

The intention of the Department of Education is to use the performance appraisal system to identify the developmental needs of its educators. The various sub-directorates, especially Teacher Development, should assist educators through capacity-building programmes. Districts assess the evaluation documents and on that basis respond to the needs of staff in order that they may meet their developmental goals and desires. Figure 4.18 shows the responses of the participants to the question on the provision of support by the District Officials.
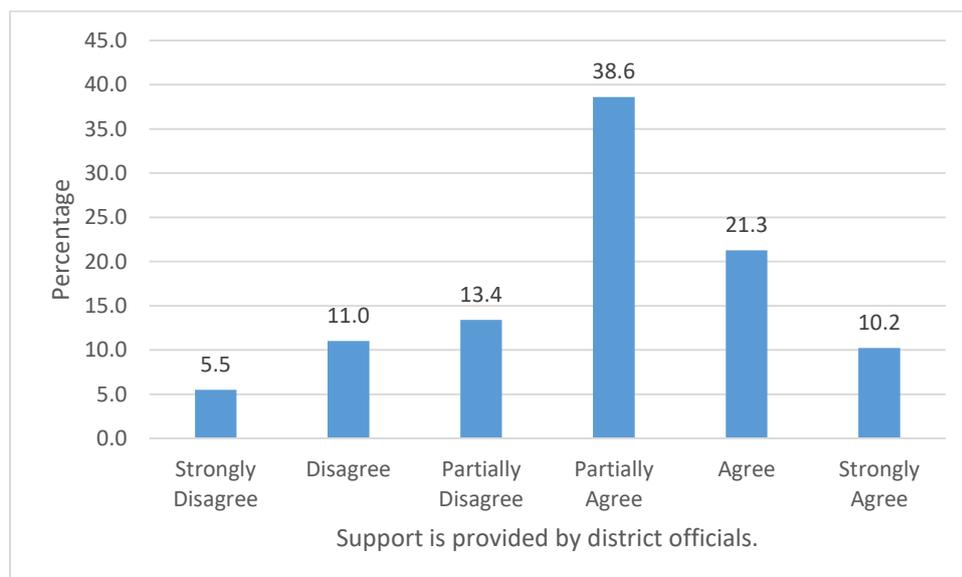
Figure 4.18   Provision of support by District officials

The Figure shows that 36.2% of the respondents partially agreed that District officials provided support for educators in their schools, followed by 20% who agreed, 9.7% that strongly agreed.

However, 13% of the participants partially disagreed, 5.5% strongly disagreed, and 11% disagreed.

Table 4.3 compares the inter-correlations between the data on District support to the classes taught by respondents. The level could be early childhood education, primary or secondary.

Table 4.3 District support, related to classes taught

			Classes taught			
			Early Childhood Education	Primary School	Secondary School	Total
District support	Strongly Disagree	Count	1	6	0	7
		% within District support	14.3%	85.7%	0.0%	100.0%
		% within classes taught	100.0%	6.8%	0.0%	5.5%
		% of Total	0.8%	4.7%	0.0%	5.5%
	Disagree	Count	0	12	2	14
		% within District support	0.0%	85.7%	14.3%	100.0%
		% within classes taught	0.0%	13.6%	5.3%	11.0%
		% of Total	0.0%	9.4%	1.6%	11.0%
	Partially Disagree	Count	0	12	5	17
		% within District support	0.0%	70.6%	29.4%	100.0%
		% within classes taught	0.0%	13.6%	13.2%	13.4%
		% of Total	0.0%	9.4%	3.9%	13.4%
	Partially Agree	Count	0	31	18	49
		% within District support	0.0%	63.3%	36.7%	100.0%
		% within classes taught	0.0%	35.2%	47.4%	38.6%
		% of Total	0.0%	24.4%	14.2%	38.6%
	Agree	Count	0	18	9	27
		% within District support	0.0%	66.7%	33.3%	100.0%
		% within classes taught	0.0%	20.5%	23.7%	21.3%
		% of Total	0.0%	14.2%	7.1%	21.3%
	Strongly Agree	Count	0	9	4	13
		% within District support	0.0%	69.2%	30.8%	100.0%
		% within classes taught	0.0%	10.2%	10.5%	10.2%
		% of Total	0.0%	7.1%	3.1%	10.2%
Total		Count	1	88	38	127
		% within District support	0.8%	69.3%	29.9%	100.0%
		% within Classes taught	100.0%	100.0%	100.0%	100.0%
		% of Total	0.8%	69.3%	29.9%	100.0%

85.7% of those who disagreed with the statement were respondents from primary schools. Furthermore 47.4% of respondents from secondary schools partially agreed with this statement. However, 13.4% of the participants partially disagreed, 5.5% strongly disagreed, and 11% disagreed. The views of the respondents could not be associated with whether they were teaching primary or secondary school, as is shown by the chi-square test (x^2 = 22.356; df = 10; p = 0.13).

Talking about this issue, an interviewee said:

However, it is not only restricted to the school. Even outsiders like Circuit Manager, people like District Manager, District Director and other District officials, they have an interest in the development of the educator.(P1)

However, this statement fell short of indicating whether this expectation is being realised currently. The literature does not support that District is supportive to the development processes and requirements of the schools. Instead, it indicates that that is where the problem lies. In addition, the only respondent from foundation phase strongly disagreed that there was support from District officials.

Taken together, these results indicate that just over half (51%) of the respondents have a very good knowledge of DA. This was consistent with the opinion that the quality of advocacy was average, as confirmed by (55%) of the sample. The implication is that the Department of Education needs to improve the quality of advocacy and consequently the understanding of the appraisal system to make it effective.

Overall, the structures set up in schools to support the implementation are compliant, and almost two-thirds (61.2%) of the respondents agreed that the principals were monitoring implementation. Again, 62.4% agreed that the SDT and SMT were following the implementation management plans. However, the indication of support from District offices was indicated as average by the majority (55%) of the respondents. Districts offices need to formulate a strategy to support schools and play the requisite role in educator appraisal and professional development.

4.4 Ways in which Developmental Appraisal processes can be made to achieve the intended objectives

The second research question sought to establish whether there was a link between implementing the Developmental Appraisal system and the desired outcomes of the policy. Has the quality of work performance improved? Five sub-questions were identified: Had the SDT developed a School Improvement Plan? Had the principal provided the District officials with a summary of all evaluations? Was there effective and efficient leadership regarding the implementation process? Had appraisal feedback changed the teachers' job satisfaction? And did the reviews have an impact on the way teachers teach?

During the interviews the participants were asked about the quality of learner performance in the past 5 years.

4.4.1 Development of a School Improvement Plan by the SDT

The school improvement plan (SIP) indicates what the school requires in order to improve on the various performance standards evaluated during appraisal. It derives from Personal Growth Plans drawn by individual educators within the school. These PGPs indicate the goals that individual employees wish to achieve in the coming year. The SIP also indicates to District offices the kind of developmental programmes and resources that may assist the school. Figure 4.19 depicts the responses of the participants to the question on the development of a school improvement plan by the SDT.

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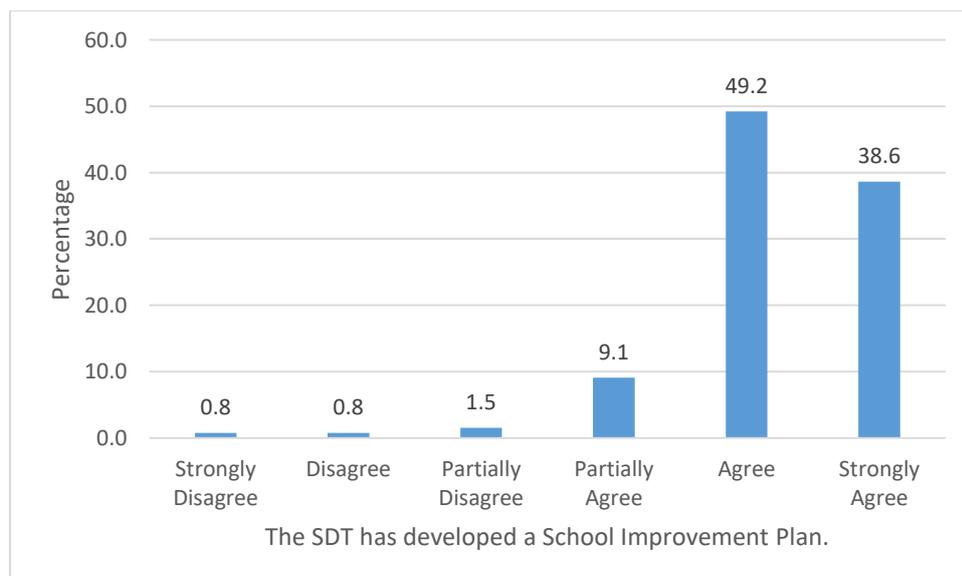
Figure 4.19   The SDT has developed the school improvement plan

Figure 4.19 shows that almost half (49.2%) of those surveyed agreed that the SDT in their schools had developed an improvement plan. Also, 38.6% strongly agreed to this, followed by 9.1% of the educators that partially agreed. Only a small number (1.5%) partially disagreed, followed by 0.8% who disagreed. There is a strong indication that school authorities comply with the policy requirement that SIPs should be submitted to District offices. In this way schools are communicating their needs and desires for developmental assistance to the appropriate structure.

As one of the interviewees said:

I would say Developmental Appraisal enables us to assess our improvement plan and prepare the educators for working towards meeting the goals set in the plan. (P2)

The participant stated that once the school has set the goals the educators understand that they need to take action to achieve their goals. However, schools are limited in resources. For example, one interviewee said:

But sometimes you will find that certain things are outside the ambit of the school and the person that can give you assistance cannot be like obtained within the school, then it becomes a challenge. ....Other stakeholders from outside, like the Department have to come in. (P4)

These results suggest that there is a realistic expectation of support for schools, which is communicated to the education officials through the use of SIPs.

4.4.2   Provision of an evaluation summary by the principal to District officials

The summary of evaluations is a dashboard that captures the performance of individuals on a single page for easy comparison and analysis. While the SIP relates to the needs of the institution, the summary of evaluations will indicate the weaknesses and strengths of individual staff in relation to specific performance standards. It validates the contents of the SIP and informs of suitable interventions and support programmes. Figure 4.20 reveals the responses of the participants to the question on the provision of an evaluation summary by the principal to District officials.
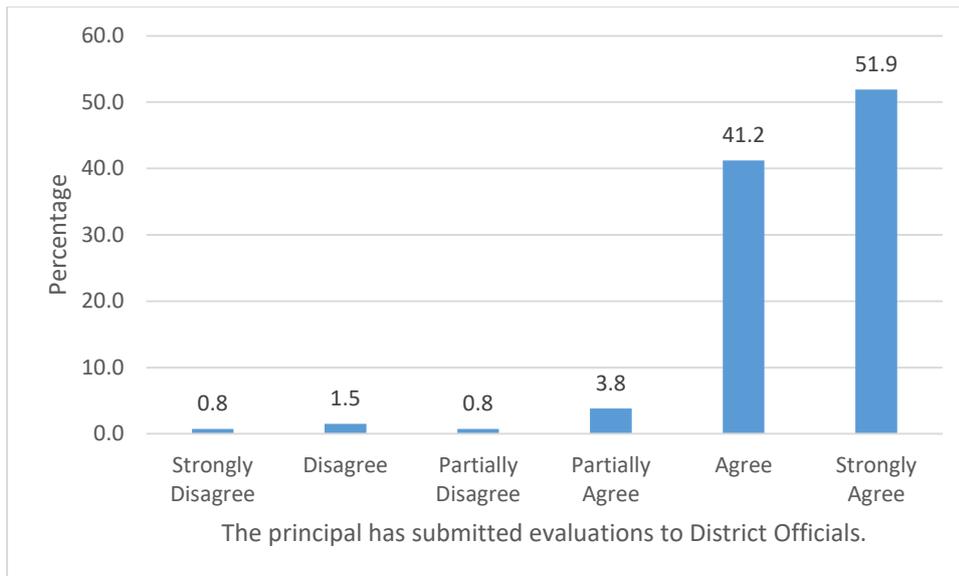
Figure 4.20   The principal has provided the District officials with the summary of all evaluations

From the data in Figure 4.20 it is apparent that a large majority (51.9%) of the educators sampled strongly agreed that the principals of their schools always provide District officials with the summary of the evaluation. Also, 41.2% agreed, followed by 3.8% of the respondents who partially agreed. However, 1.5% of the respondents disagreed. These results suggest that the intention of the performance appraisal system to inform the Department of Education about the efficiencies and deficiencies in the performance of its workforce is being met.

4.4.3   Effectiveness and efficiency of leadership regarding the implementation process

The supervisor-supervisee relationship during appraisal provides an important social context that influences the success or failure of the appraisal process. The IQMS process accommodates the voice of the individual being assessed and provides for a discussion on scores and judgements. Providing efficient and effective leadership during performance reviews is critical when considering the link between the behaviour of employees and the strategic goals of an organisation.

Figure 4.21 shows the responses of participants on the effectiveness and efficiency of leadership in their schools regarding the implementation process of IQMS.
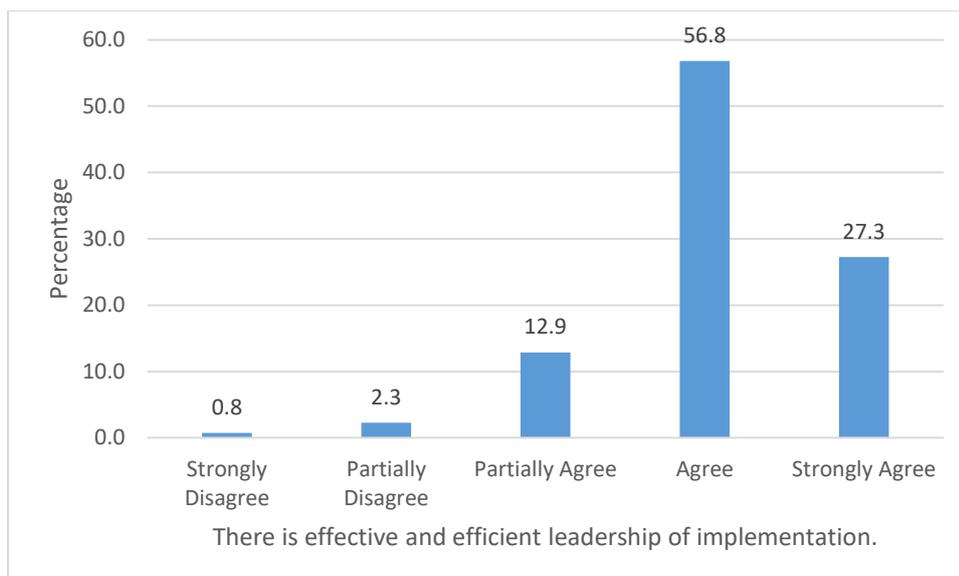
Figure 4.21   There is effective and efficient leadership regarding the implementation process

This Figure shows that 56.8% of the educators sampled agreed that leadership in their schools has been effective and efficient towards implementing IQMS. Also, 27.3% of the respondents strongly agreed, followed by 12.9% who partially agreed. The Figure also shows 2.3% who partially disagreed and 0.8% that strongly disagreed. The interviews revealed that principals understand the importance of appraisal. For example, one interviewee said:

You want teachers to develop and you want them to grow professionally … and I think you must state clearly your objectives, why are you doing it and if you obtain that then I would say it can be linked to the policy objectives. It must be fair and not judgemental. (P3)

These data suggest how carefully school leadership should deal with matters of appraisal, through expressing clear intentions and linking them to policy objectives.

4.4.4   Changes in job satisfaction through Developmental Appraisal

Job satisfaction arises from an employee's general attitude towards his work. A positive attitude is likely to result in job satisfaction. The basic framework of the goal-setting theory is the relationship between conscious goals and task performance. These conscious goals influence behaviour which includes interactions with fellow employees and supervisors and engaging with rules and policies. Achieving goals, having supportive colleagues and receiving equitable rewards etc. will enhance the level of job satisfaction. These factors are relevant to the current study because performance appraisal indicates to educators whether their goals set in the Self Evaluation instrument or the PGP have been met. Figure 4.22 reveals the responses

of the participants to the question on whether there were changes in their job satisfaction as a result of Developmental Appraisal.
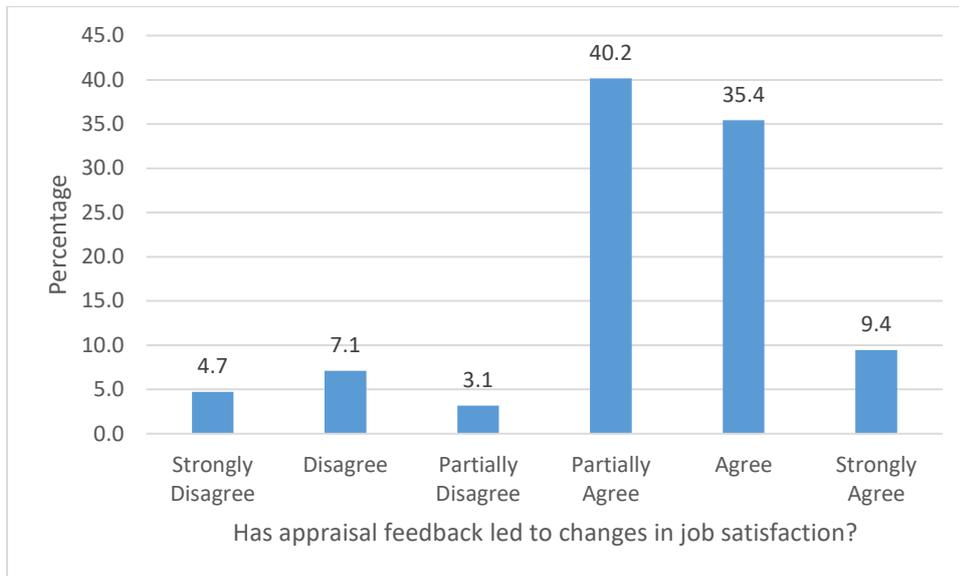
Figure 4.22   Appraisal has led to changes in your job satisfaction

Figure 4.22 shows that 40.2% of the educators partially agreed that there had been changes in their job satisfaction through DA, followed by 35.4% who agreed, and 9.4% that strongly agreed. However, 7.1% of the respondents disagreed, followed by 4.7% that strongly disagreed, and 3.1% that partially disagreed. The data represented in the Figure suggest that the feedback received through the scores on the evaluation instrument is considered useful for development by educators and enables them to realize their shortcomings and errors and then set new goals for the coming academic year. One of the respondents in the interviews remarked that:

After you have identified certain shortfalls in their performance, in the following year one can address the needs that you have identified, and *I have seen educators grow in the field through the assessment process. (P4)*

Table 4.4   Job satisfaction, related to experience in years

			Experience in years					Total
			0-5 years	6-10 years	11-15 years	16-20 years	21+ years	
Job satisfaction	Strongly Disagree	Count	0	1	1	1	3	6
		% within job satisfaction	0.0%	16.7%	16.7%	16.7%	50.0%	100.0%
		% within experience in years	0.0%	4.2%	4.2%	4.0%	8.6%	4.7%
		% of Total	0.0%	0.8%	0.8%	0.8%	2.4%	4.7%
	Disagree	Count	1	1	2	1	4	9
		% within job satisfaction	11.1%	11.1%	22.2%	11.1%	44.4%	100.0%
		% within experience in years	5.3%	4.2%	8.3%	4.0%	11.4%	7.1%
		% of Total	0.8%	0.8%	1.6%	0.8%	3.1%	7.1%
	Partially Disagree	Count	0	0	0	2	2	4
		% within job satisfaction	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
		% within experience in years	0.0%	0.0%	0.0%	8.0%	5.7%	3.1%
		% of Total	0.0%	0.0%	0.0%	1.6%	1.6%	3.1%
	Partially Agree	Count	9	10	7	11	14	51
		% within job satisfaction	17.6%	19.6%	13.7%	21.6%	27.5%	100.0%
		% within experience in years	47.4%	41.7%	29.2%	44.0%	40.0%	40.2%
		% of Total	7.1%	7.9%	5.5%	8.7%	11.0%	40.2%
	Agree	Count	7	9	10	8	11	45
		% within job satisfaction	15.6%	20.0%	22.2%	17.8%	24.4%	100.0%
		% within experience in years	36.8%	37.5%	41.7%	32.0%	31.4%	35.4%
		% of Total	5.5%	7.1%	7.9%	6.3%	8.7%	35.4%
	Strongly Agree	Count	2	3	4	2	1	12
		% within job satisfaction	16.7%	25.0%	33.3%	16.7%	8.3%	100.0%
		% within experience in years	10.5%	12.5%	16.7%	8.0%	2.9%	9.4%
		% of Total	1.6%	2.4%	3.1%	1.6%	0.8%	9.4%
Total		Count	19	24	24	25	35	127
		% within job satisfaction	15.0%	18.9%	18.9%	19.7%	27.6%	100.0%
		% within experience in years	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	15.0%	18.9%	18.9%	19.7%	27.6%	100.0%

The table shows that 41.7% of educators with 11 to 15 years of experience agreed that appraisal feedback has led to changes in job satisfaction, and almost half (47.4%) of the educators with 0 to 5 years of experience partially agreed. A participant in the interviews observed that:

There is great value to it for younger educators, definitely. (P3)

Put together, these items of data suggest that newly appointed educators still have to meet goals that have already been achieved by more experienced ones. They will receive a lot of feedback on their journey to self-efficacy and will become confident that they are able to perform at a high standard. More experienced educators set new goals to work towards. It is a never-ending cycle of learning and growth.

4.4.5   Level of improvement in teachers' classroom performance achieved through the review

Performance appraisal plays a key role in measuring the employee's performance and helps the individual and the organisation to check progress towards its intended objectives. The intention is to establish a relationship between the Developmental Appraisal of educators and professional development, whether assessment leads to improved performance. The outcomes achieved by learners in a school indicate the quality of education they are receiving from teachers.

Figure 4.23 presents the responses of the participants to the question on the level of improvement that had happened to the performance of individual teachers in their schools through the review.
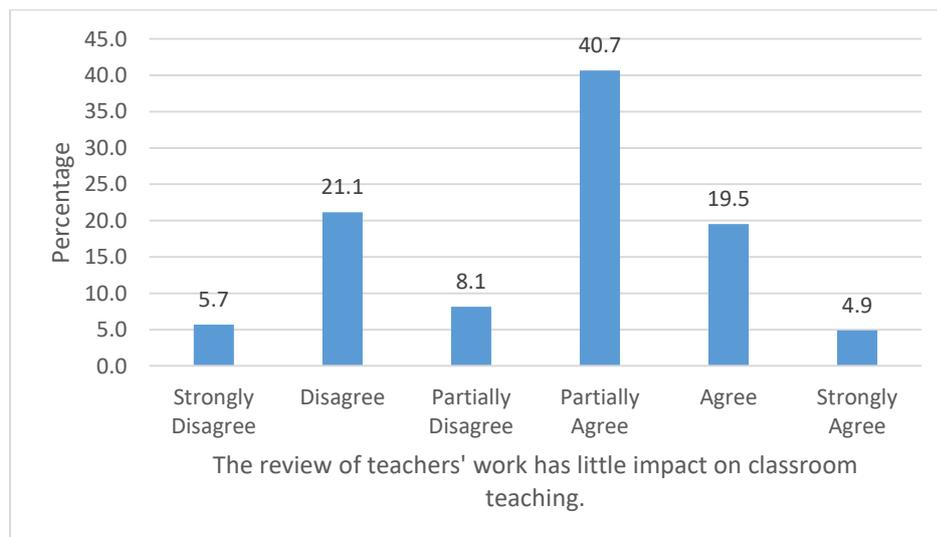
Figure 4.23   The review of teachers' work has little impact on the way teachers teach in the classroom

40.7% partially agreed that the review of teachers' work has little impact on the way teachers teach in the classroom. 19.5% agreed with the notion, while 5.7% strongly disagreed. However, 19.5% agreed with the statement that the review had had little impact on the teachers' performances, followed by 8.1% who partially disagreed and 5.7% that strongly disagreed. School managers may have to review the PGPs of educators. This would ensure that everyone is constantly reminded of the goals they set for themselves and realistically measures whether or not they are meeting them.

Table 4.5   Impact on teaching, related to post level

			Post level				
			Post Level 1 Educator	Departmental Head	Deputy Principal	Principal	Total
Impact on teaching	Strongly Disagree	Count	4	3	0	0	7
		% within impact on teaching	57.1%	42.9%	0.0%	0.0%	100.0%
		% within post level	4.2%	15.0%	0.0%	0.0%	5.7%
		% of Total	3.3%	2.4%	0.0%	0.0%	5.7%
	Disagree	Count	17	5	3	1	26
		% within impact on teaching	65.4%	19.2%	11.5%	3.8%	100.0%
		% within post level	17.9%	25.0%	60.0%	33.3%	21.1%
		% of Total	13.8%	4.1%	2.4%	0.8%	21.1%
	Partially Disagree	Count	10	0	0	0	10
		% within impact on teaching	100.0%	0.0%	0.0%	0.0%	100.0%
		% within post level	10.5%	0.0%	0.0%	0.0%	8.1%
		% of Total	8.1%	0.0%	0.0%	0.0%	8.1%
	Partially Agree	Count	39	7	2	2	50
		% within impact on teaching	78.0%	14.0%	4.0%	4.0%	100.0%
		% within post level	41.1%	35.0%	40.0%	66.7%	40.7%
		% of Total	31.7%	5.7%	1.6%	1.6%	40.7%
	Agree	Count	21	3	0	0	24
		% within impact on teaching	87.5%	12.5%	0.0%	0.0%	100.0%
		% within post level	22.1%	15.0%	0.0%	0.0%	19.5%
		% of Total	17.1%	2.4%	0.0%	0.0%	19.5%
	Strongly Agree	Count	4	2	0	0	6
		% within impact on teaching	66.7%	33.3%	0.0%	0.0%	100.0%
		% within post level	4.2%	10.0%	0.0%	0.0%	4.9%
		% of Total	3.3%	1.6%	0.0%	0.0%	4.9%
Total		Count	95	20	5	3	123
		% within impact on teaching	77.2%	16.3%	4.1%	2.4%	100.0%

	% within post level	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	77.2%	16.3%	4.1%	2.4%	100.0%

Two thirds of the principals (66.7%) and 41.1% of the post level 1 educators partially agreed with the notion that there was little impact on classroom teaching as a result of DA. One of the interviewees remarked that:

The Developmental Appraisal system does nothing to improve the content knowledge or the pedagogical content knowledge of an educator. (P5) Further on, the respondent said, *Again, I think it is very subjective because I can see other people's results when they come from other schools. They would have high marks but when you go and look at their books, they are not complete, their lesson plans are not complete, so how did they get a 4 in other schools? (P5)*

The data above suggest that there is little connection between the appraisal process and the objective of improving learning outcomes in the way that DA is structured currently. Educators receive scores that are arbitrary and not connected to the quality of the work they produce pedagogically and administratively. There was a very weak association between the educators' views on the impact on teaching and their post level, as shown by the chi-square test ($x^2 = 15.522$, df =15, p = 0.415).

Overall, these results indicate that the schools and the structures set up are compliant and cascade the information required to indicate the developmental needs of their organizations and individuals. The principals provide the necessary leadership to ensure the implementation of IQMS. Most educators are satisfied with the feedback they are getting, which results in a positive index on job satisfaction. However, the study found that there is hesitation in relation to the quality of the implementation results. 40.7% partially agreed and 19.5% agreed, while 4.9% strongly agreed that there was little impact on teaching and learning as a result of DA. The performance of learners could not be connected to undertaking appraisal.

4.5 The attitude of educators towards various DA processes within IQMS

The third research question sought to establish whether educators had confidence in the validity of the DA processes in relation to their own development. The sub-questions to arrive at this determination were (1) Describe how DA is implemented at your school. (2) Are educators willing to participate in DA processes? (3) Have educators improved their work? (4) Do educators receive scheduled time for professional development? (5) Do teachers receive

feedback that is fair and helpful; and (6) Do schools engage in performance review largely to fulfil administrative requirements?

4.5.1   Implementation of Development Appraisal in your school

This question sought to establish how confident educators were that they were implementing DA effectively. Having a common understanding of roles and responsibilities and related time frames is important, especially in a workplace where a lack of commonality can cause conflicts and unhealthy relations. Performance appraisal processes require confidence between stakeholders that they can work successfully through difficulties and influence learning and development.

Figure 4.24 reveals the responses of the participants to the question of their knowledge of the implementation of Developmental Appraisal in their schools.
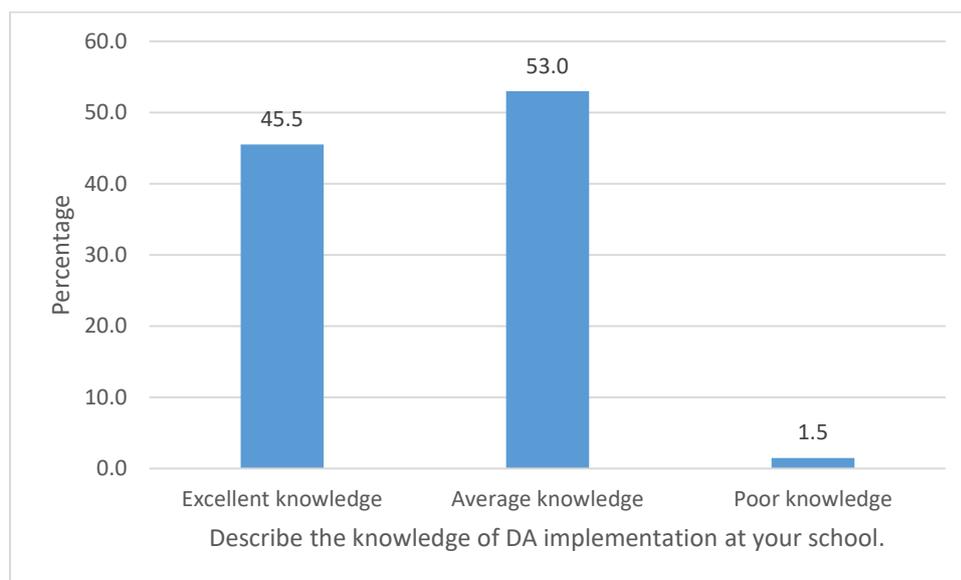
Figure 4.24   How would you describe the implementation of Development Appraisal in your school?

It is apparent from this Figure that over half of the respondents (53.0%) indicated that the knowledge of DA implementation was in an average way at their schools, followed by 45.5% that indicated an excellent knowledge of implementation, and 1.5% poor knowledge of implementation.

One interviewee mentioned that:

We are implementing the policy as a school. We try hard to do that and we can see what we are doing right but we are not where we would like to be, right. (P4)

This datum, put together with the 53% average on the graph, indicates that schools require further assistance with understanding the processes they have to engage in. The levels of confidence have to be high for successful implementation to occur.

4.5.2   Willingness on the part of educators to engage in the implementation of DA

The goal to improve the performance of an educator must start with the educator him/herself. It can thereafter be discussed with the supervisor for the purposes of support. The theoretical framework suggests that employees are motivated to work towards goals they have set themselves. The review of performance should be related to what they aspire to achieve and whether they were able to achieve previously set goals. These considerations will influence their willingness to take part in appraisal processes. Figure 4.25 shows the responses of the participants to the question on their willingness to engage in the implementation of Developmental Appraisal.
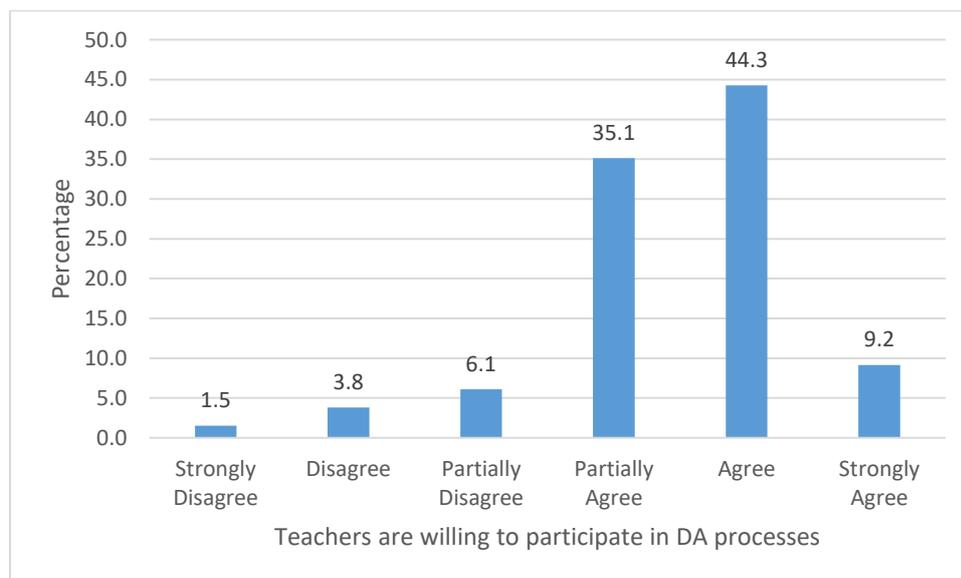
Figure 4.25   There is willingness on the part of educators to engage in the implementation of Development Appraisal

44.3% of the respondents agreed that there is willingness to participate in Developmental Appraisal processes, followed by 35.1% that partially agreed and 9.2% that strongly agreed. However, 6.1% of the educators partially disagreed, 3.8% also disagreed, and 1.5% strongly disagreed.

Table 4.6   Willingness to participate, related to experience with IQMS

			Experience with IQMS			
			1-5 years	6-10 years	11+ years	Total
Willingness to participate	Strongly Disagree	Count	1	1	0	2
		% within willingness to participate	50.0%	50.0%	0.0%	100.0%
		% within experience with IQMS	2.3%	2.0%	0.0%	1.6%
		% of Total	0.8%	0.8%	0.0%	1.6%
	Disagree	Count	1	3	1	5
		% within willingness to participate	20.0%	60.0%	20.0%	100.0%
		% within experience with IQMS	2.3%	6.0%	3.2%	4.0%
		% of Total	0.8%	2.4%	0.8%	4.0%
	Partially Disagree	Count	5	0	1	6
		% within willingness to participate	83.3%	0.0%	16.7%	100.0%
		% within experience with IQMS	11.4%	0.0%	3.2%	4.8%
		% of Total	4.0%	0.0%	0.8%	4.8%
	Partially Agree	Count	20	22	4	46
		% within willingness to participate	43.5%	47.8%	8.7%	100.0%
		% within experience with IQMS	45.5%	44.0%	12.9%	36.8%
		% of Total	16.0%	17.6%	3.2%	36.8%
	Agree	Count	15	22	18	55
		% within willingness to participate	27.3%	40.0%	32.7%	100.0%
		% within experience with IQMS	34.1%	44.0%	58.1%	44.0%
		% of Total	12.0%	17.6%	14.4%	44.0%
	Strongly Agree	Count	2	2	7	11
		% within willingness to participate	18.2%	18.2%	63.6%	100.0%
		% within experience with IQMS	4.5%	4.0%	22.6%	8.8%
		% of Total	1.6%	1.6%	5.6%	8.8%
Total		Count	44	50	31	125
		% within willingness to participate	35.2%	40.0%	24.8%	100.0%
		% within experience with IQMS	100.0%	100.0%	100.0%	100.0%
		% of Total	35.2%	40.0%	24.8%	100.0%

The Table shows that 63.6% of the educators who have been involved in DA processes for 11 years or more strongly agreed that they were willing to participate in such processes. 47.3% of those with 5 to 10 years' experience with IQMS partially agreed.

During the interviews one participant stated that:

I'm being honest with you, they are not optimistic, they are not positive and they are not enthusiastic. It's just something else, it's just paperwork. (P3)

Another interviewee also said that:

Firstly, we have different types of educators; educators are really different in characters. Some of them they do not want to take charge of their development. It is as if someone has to push them to develop. (P1)

Altogether, the results indicate that the educators were willing to participate in order to comply, yet on the contrary the principals felt that they were not. These two items of data highlight a difference in opinion that might require further probing.

4.5.3 Improvement of educators' work through DA

Professional Development is complementary in its nature. When the organisation supports its employees to meet their goals, it ensures that it will achieve its strategic objectives. Employees who constantly achieve and are goal-oriented enjoy self-efficacy and are most likely to experience job satisfaction. This question sought to establish whether educators felt they had improved as a result of DA. The DA evaluation instrument has performance standards 1-4 that are directly related to classroom performance, which we have already considered. However, the rest of the performance standards evaluate educators beyond the classroom. Figure 4.26 reveals the responses of the participants to the question of whether the DAS had improved their work or not.
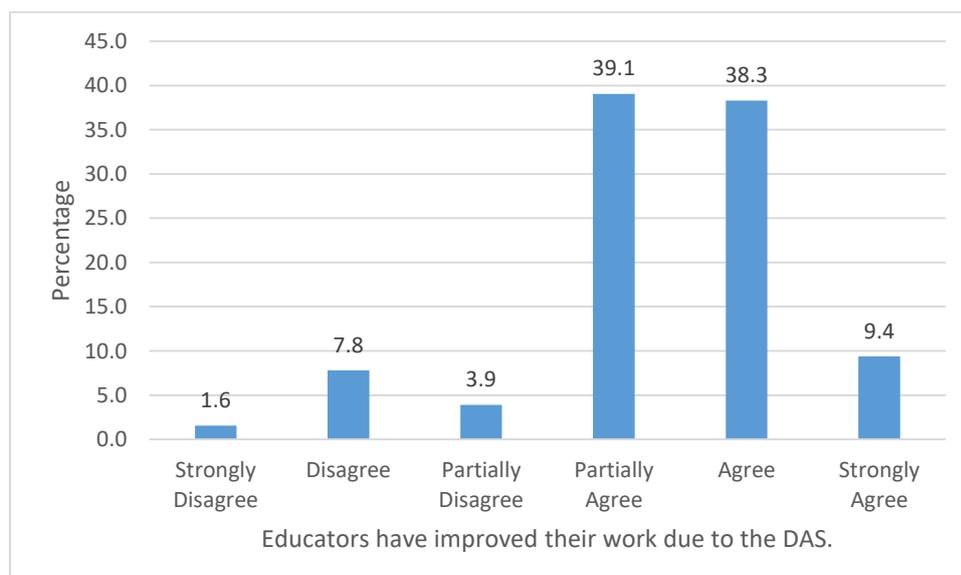
Figure 4.26   Educators have improved their work due to the Development Appraisal System

39.1% of the respondents partially agreed that educators in their schools had improved their work due to the Developmental Appraisal System. Also, 38.3% agreed with the notion, followed by 9.4% that strongly agreed. However, 7.8% of the respondents disagreed.

The results suggest that the majority of the educators view themselves as having improved due to DA. Taken as a whole, the data suggest that where educators take personal responsibility to understand the policy objectives and strive to meet their goals within that framework, the feeling of progress happens.

4.5.4   Scheduled time for professional development training during working hours

It is the responsibility of the Department of Education to strategically improve the professional skills of educators through specialised training programmes or guided experience. On the other hand, it is the responsibility of individual educators to respond to and take advantage of the opportunities provided for their development. The respondents were asked to indicate whether opportunities for professional development were scheduled during regular working hours. Figure 4.27 summarizes the responses of the participants on the scheduled time being received for professional development training during working hours.
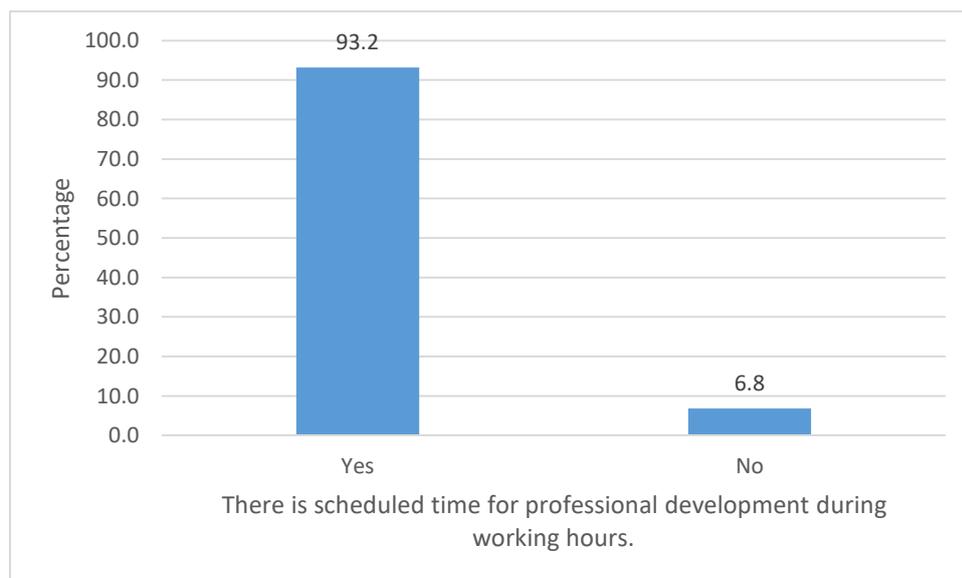
Figure 4.27   You receive scheduled time for undertaking professional development training that takes place during regular working hours

The overwhelming majority of the respondents (93.2%) agreed that they are given scheduled time to undertake professional development training during regular working hours. Although the negative results of other respondents are displayed in the Figure, the findings here show that on-the-job training for the majority of educators in the South African schools is adequate.

However, during the interviews one respondent remarked:

So there is a big need for time management. The Department doesn't give you workshops on time management. If you need to have it here at school, you have to get an outside service provider in and that is money, costs. So obviously money is definitely a challenge. Today we don't have a lot of money to play with to meet the developmental needs of the educators. (P2)

These results together suggest that educators get training and guidance opportunities and participate in them, but there are not enough of them, and they could be different from what some individuals and schools may require. The officials will have to meticulously match opportunities to different schools and categories of educators based on their needs.

4.5.5   Appraisal/feedback received was a fair assessment of the educators' performance

Feedback is critical for a sound appraisal system. It has the potential to destroy motivation when handled badly. Supervisors who dwell only on problem areas destroy an employee's confidence. An employee must be given a voice; it does not help if the manager does all the talking during appraisal feedback sessions. The respondents were asked to indicate whether the appraisal feedback they received was fair. Figure 4.28 summarizes the responses of the participants to the question on whether the appraisal of educators' work and the feedback received was a fair assessment of their performance.
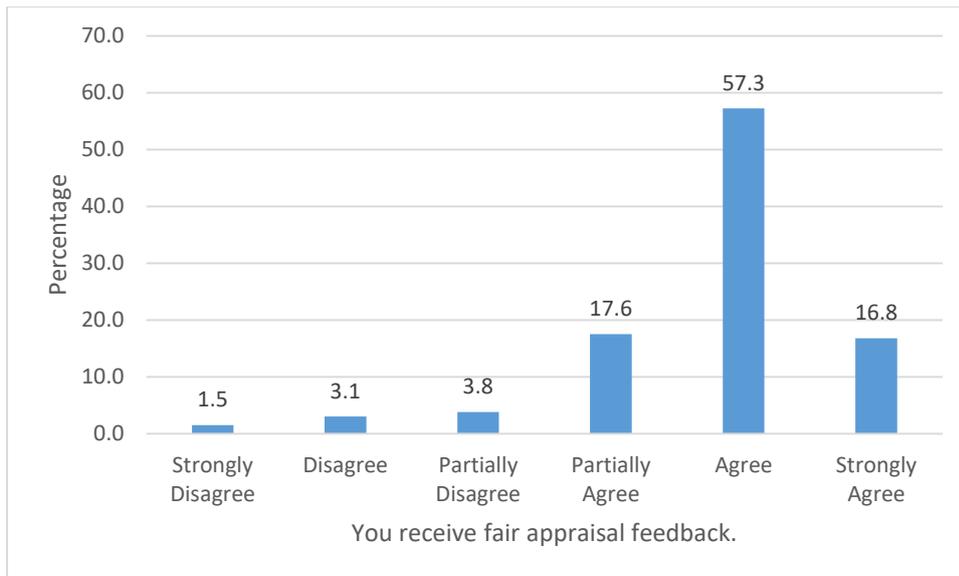
Figure 4.28   The appraisal of your work and the feedback received was a fair assessment of your performance as a teacher

Overall, the response to this question was positive. More than half (57.3%) of the respondents agreed that the appraisal and feedback received was a fair assessment of their performance as teachers. Also, 16.8% strongly agreed, while 3.1% disagreed.

Table 4.7   Fair assessment, related to educational level

| | | | Educational Level | | | |
			Education Training College	University of Technology	University	Total
Fair assessment	Strongly Disagree	Count	0	0	2	2
		% within fair assessment	0.0%	0.0%	100.0%	100.0%
		% within educational Level	0.0%	0.0%	2.3%	1.6%
		% of Total	0.0%	0.0%	1.6%	1.6%
	Disagree	Count	2	0	2	4
		% within fair assessment	50.0%	0.0%	50.0%	100.0%
		% within educational Level	5.3%	0.0%	2.3%	3.1%
		% of Total	1.6%	0.0%	1.6%	3.1%
	Partially Disagree	Count	2	0	3	5
		% within fair assessment	40.0%	0.0%	60.0%	100.0%
		% within educational Level	5.3%	0.0%	3.4%	3.9%
		% of Total	1.6%	0.0%	2.3%	3.9%
	Partially Agree	Count	6	0	17	23
		% within fair assessment	26.1%	0.0%	73.9%	100.0%
		% within educational Level	15.8%	0.0%	19.5%	18.0%
		% of Total	4.7%	0.0%	13.3%	18.0%
	Agree	Count	22	3	47	72
		% within fair assessment	30.6%	4.2%	65.3%	100.0%
		% within educational Level	57.9%	100.0%	54.0%	56.3%
		% of Total	17.2%	2.3%	36.7%	56.3%
	Strongly Agree	Count	6	0	16	22
		% within fair assessment	27.3%	0.0%	72.7%	100.0%
		% within educational Level	15.8%	0.0%	18.4%	17.2%
		% of Total	4.7%	0.0%	12.5%	17.2%
Total		Count	38	3	87	128
		% within fair assessment	29.7%	2.3%	68.0%	100.0%
		% within educational Level	100.0%	100.0%	100.0%	100.0%
		% of Total	29.7%	2.3%	68.0%	100.0%

Almost two-thirds (65%) of those who agreed that the assessment feedback they received was fair had a university degree, and 30% had a qualification from an education training college. The data suggests that the feedback they received was fair. Such a perception is important for building self-efficacy, motivation and satisfaction.

A participant remarked during the interviews that:

Okay, the attitude of the educators I would say they see it as very subjective and not objective. Like if the peer gives high marks who are the HOD now to come in and give the person a low mark. (P5)

The statement raises a concern that may require the Department of Education's attention. It indicates a certain level of dishonesty. Dishonesty undermines professional development; it provides data that is misleading and counterproductive.

4.5.6 Appraisal and feedback received was helpful

Feedback is important as it helps the employees to realize where they need to improve so that they can set new, challenging goals to keep themselves motivated. The respondents were asked if the appraisal feedback they received was helpful. Figure 4.29 summarizes the responses of the participants to the question on the appraisal and the feedback received and if they were helpful to their development.
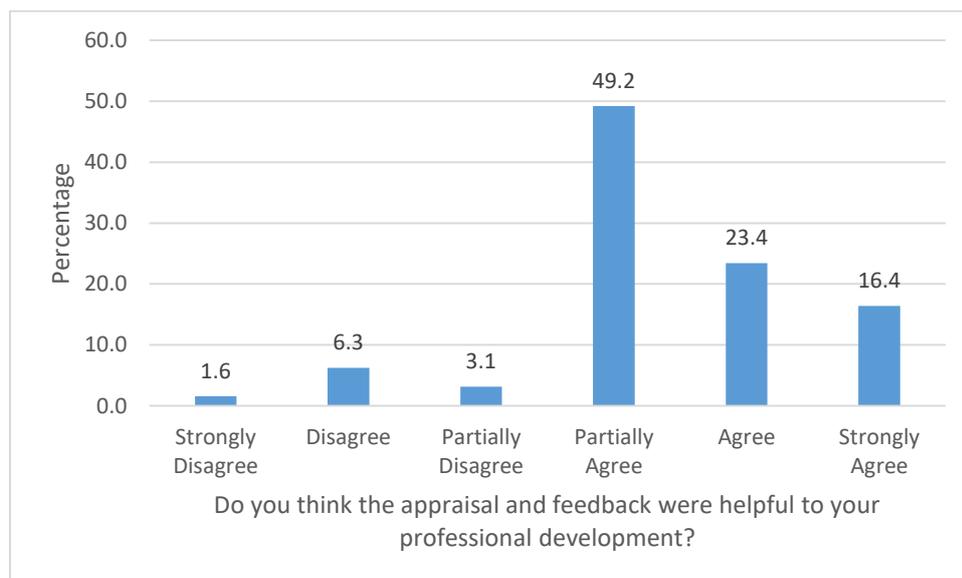
Figure 4.29   The appraisal of your work and feedback received were helpful in the development of your work as a teacher

49.2% of the respondents partially agreed that the appraisal and feedback were helpful, followed by 23.4% of the respondents who agreed, and 16.4% who strongly agreed. However, 6.3% of the respondents disagreed.

During the interview, one interviewee made the point that:

I have seen growth. Because, frequently I would call them in and say this is where you are, this is where you are at the moment, this is the growth process. I think that's important. If you look at our teachers I'm not going to be dishonest and say that it worked 100%. We have seen teachers that have made minimum or very little progress. (P7)

This data confirms that feedback needs to be regular, whether formal or informal. The goal is to motivate and inform educators and contribute to their growth. Read together, these results suggest that while the educators may feel comfortable with the feedback, education management may have to monitor the authenticity of the evaluations.

4.5.7 The review is done to fulfil administrative requirements

Performance reviews can affect and also be affected by staff relations, as conflicts may ensue where there are perceptions of unfairness or bias. On the other hand staff may give each other inflated scores that do not depict the level of performance, and in this way defeat the evaluation process and the strategic goals of the organization. Figure 4.30 summarizes the responses of the participants to the question of whether the review of teachers' work is largely being done in their schools to fulfil administrative requirements.
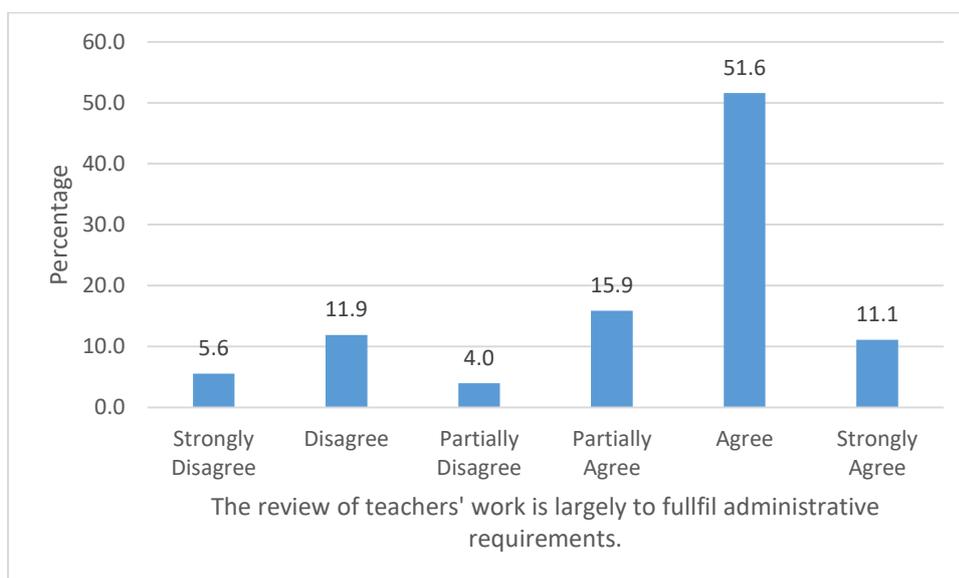
Figure 4.30   The review of teachers' work is largely done to fulfil administrative requirements

It is apparent that the largest proportion (51.6%) of the respondents agreed that the review is largely done for administrative purposes. Also, 11.1% strongly agreed, and 15.9% partially agreed. However, a minority (11.9%) of the respondents disagreed.

Table 4.8   Fulfilling administrative requirements, related to age

			Age					
			20-29	30-39	40-49	50-59	60-69	Total
Fulfilling administrative requirements	Strongly Disagree	Count	0	4	2	1	0	7
		% within fulfilling administrative requirements	0.0%	57.1%	28.6%	14.3%	0.0%	100.0%
		% within age	0.0%	14.8%	3.8%	4.5%	0.0%	5.6%
		% of Total	0.0%	3.2%	1.6%	0.8%	0.0%	5.6%
	Disagree	Count	1	2	7	4	1	15
		% within fulfilling administrative requirements	6.7%	13.3%	46.7%	26.7%	6.7%	100.0%
		% within age	5.6%	7.4%	13.5%	18.2%	20.0%	12.1%
		% of Total	0.8%	1.6%	5.6%	3.2%	0.8%	12.1%
	Partially Disagree	Count	0	0	4	1	0	5
		% within fulfilling administrative requirements	0.0%	0.0%	80.0%	20.0%	0.0%	100.0%
		% within age	0.0%	0.0%	7.7%	4.5%	0.0%	4.0%
		% of Total	0.0%	0.0%	3.2%	0.8%	0.0%	4.0%
	Partially Agree	Count	4	3	9	3	1	20
		% within fulfilling administrative requirements	20.0%	15.0%	45.0%	15.0%	5.0%	100.0%
		% within age	22.2%	11.1%	17.3%	13.6%	20.0%	16.1%
		% of Total	3.2%	2.4%	7.3%	2.4%	0.8%	16.1%
	Agree	Count	9	14	26	12	2	63
		% within fulfilling administrative requirements	14.3%	22.2%	41.3%	19.0%	3.2%	100.0%
		% within age	50.0%	51.9%	50.0%	54.5%	40.0%	50.8%
		% of Total	7.3%	11.3%	21.0%	9.7%	1.6%	50.8%
	Strongly Agree	Count	4	4	4	1	1	14
		% within fulfilling administrative requirements	28.6%	28.6%	28.6%	7.1%	7.1%	100.0%
		% within age	22.2%	14.8%	7.7%	4.5%	20.0%	11.3%
		% of Total	3.2%	3.2%	3.2%	0.8%	0.8%	11.3%
Total		Count	18	27	52	22	5	124
		% within fulfilling administrative requirements	14.5%	21.8%	41.9%	17.7%	4.0%	100.0%
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	14.5%	21.8%	41.9%	17.7%	4.0%	100.0%

The majority (41.3%) of the respondents who agreed with the statement were of the ages 40-49, followed by the ages 30-39 at 22.2%. These two categories contained the majority of the

respondents overall. There was no association between age and fulfilling administrative requirements, as shown by the chi-square test (x^2 = 16.785, df = 20, p = 0.667)

In agreement with this data, one interviewee stated that:

My people are very open to it but you know they've already got a lot of administrative work and this is another admin burden that has been placed on them. (P2)

Put together, the findings suggest that this attitude that the evaluation of educators is done in order to comply with administrative requirements is widespread, and principals may be powerless to rectify it. The Department of Education may have to devise a monitoring system to protect the integrity of the IQMS.

Overall, the results indicate that the schools are implementing the policy as required with regards to what needs to be done and by whom and when. However, the interviews raised questions regarding the quality of the engagement during implementation. It became apparent from the responses to the questionnaire that everything is done well administratively for transmission to authorities, but in some instances the task is performed as a "routine process" and is there unproductive (P4).

4.6   Experiences of educators during the appraisal processes

Performance appraisal is characterized by linking past performance with future goals and individual with organizational goals. It can manifest in stages of planning, appraisal and feedback. The question sought to establish how schools went about conducting DA, including in relation to established roles and structures. The sub-questions were: Who offers assistance for implementation? Have all educators done self-evaluation? Do DSGs support educators for improvement? Do DSG and SDT provide guidance? Do peers give support? And do educators receive enough professional development opportunities?

4.6.1   Assistance towards Developmental Appraisal implementation in schools

The IQMS policy stipulates the structures that must be set up within the school to implement and support Developmental Appraisal. It also sets out the roles of each one of them, including the District Offices.

Figure 4.31 depicts the responses of the participants to the question on the descriptions of assistance towards DA implementation in their schools.
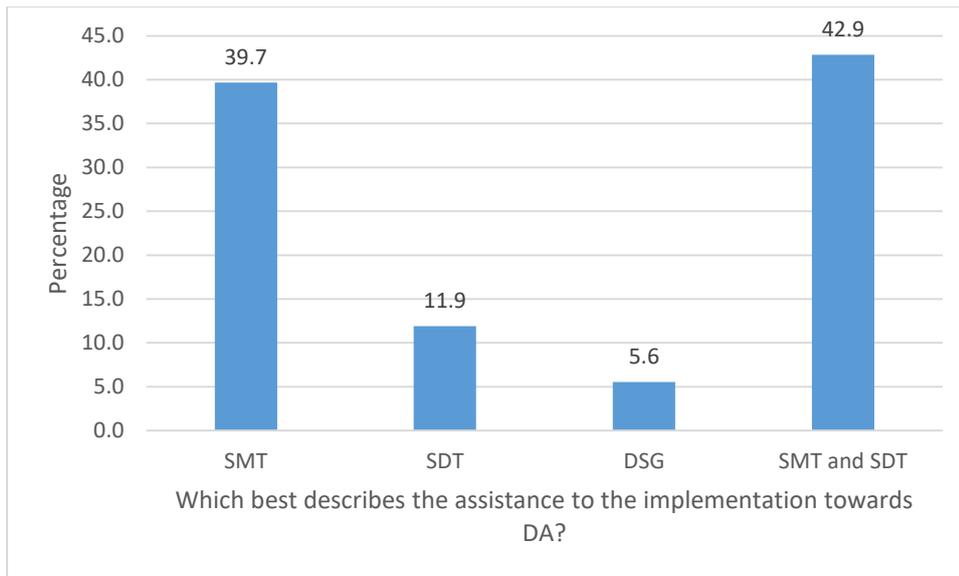
Figure 4.31   Which of the following best describes the assistance towards Developmental Appraisal implementation in your school?

A large proportion (42.9%) of the respondents identified the SMT and SDT, and 39.7% identified the SMT as having offered the best assistance to the implementation of DA. Only 5.6% identified the DSG, and 11.9% identified the SDT alone. However, one participant interviewed (P5) felt that educators were making up scores instead of providing a proper evaluation of the performance. This could emanate from the unwillingness of departmental heads to become unpopular with their peers.

As one participant remarked:

If the peer give the high marks, who are the HOD now to come and give the person a low mark, (P5).

The results indicate a level of tension that might occur if scores are lowered in areas where the educator was weak. The danger is that giving a high score in areas where an educator is weak prevents the possibility of the educator's being trained in that area. This defeats the roles that the SMT and the SDT are meant to play.

4.6.2   Undertaking of self-evaluation by all educators

All educators have, at the beginning, to evaluate themselves using the instrument that will be used to evaluate them later. This is an opportunity to learn about their weaknesses and shortcomings and then identify areas for development. The educator gets an opportunity to discuss this self-evaluation with his/her chosen development support group, which comprises

a departmental head and a peer educator. Figure 4.32 presents the responses of the participants to the question whether all educators have undertaken self-evaluation or not.
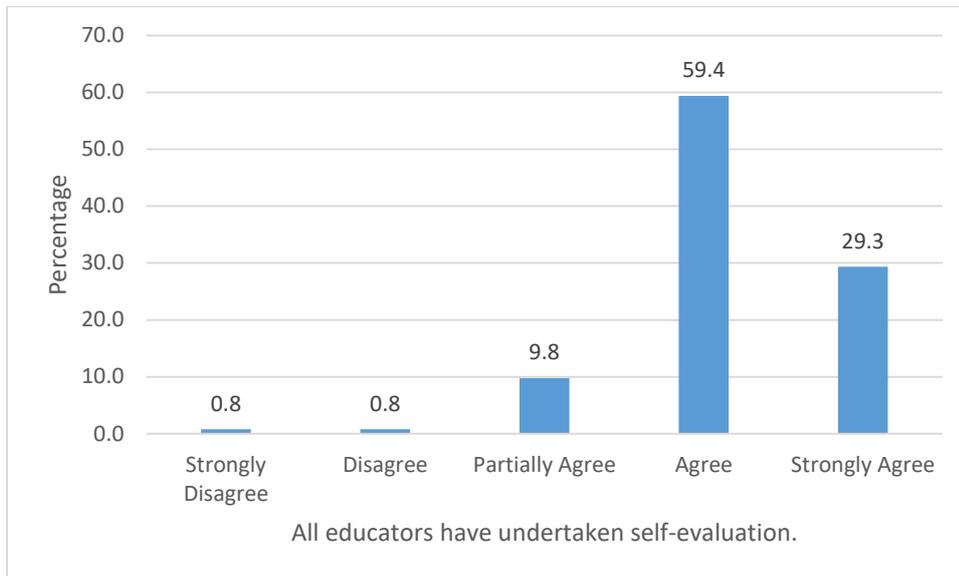
Figure 4.32   All educators here have undertaken self-evaluation

The majority (59.4%) of the respondents agreed that all educators had passed through self-evaluation. Also, 29.3% strongly agreed, and 9.8% partially agreed. However, 0.8% of the respondents strongly disagreed. Speaking of the self-evaluation instrument during an interview, one participant confirmed that:

..... it is done and it is done by educators by every educator and it is handed in on time.

The policy states that self-evaluation is undertaken in the first year while the educator is new. Otherwise in the subsequent years the previous year's evaluation becomes the baseline.

4.6.3   DSG and improvement of educators

The policy requires the development support group to evaluate the educator using the prescribed performance standards. The group faces challenges that include a lack of training and is therefore very subjective when scoring. Its role is also to support the development of the teacher between evaluations. The question set to the respondents sought to find out if they thought they were receiving appropriate support from their chosen DSGs. Figure 4.33 shows the responses of participants on whether the DSG provides support for the improvement of educators from time to time or not.
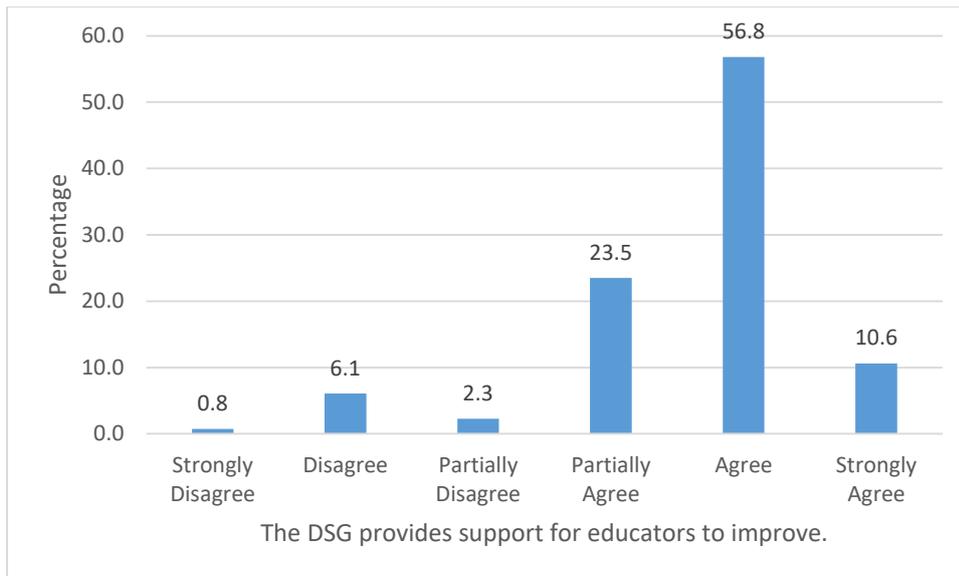
Figure 4.33   The DSG provides support for the improvement of educators from time to time

A large proportion (56.8%) of the respondents agreed that the DSG provided support for the improvement of educators from time to time. Also, 23.5% partially agreed and 10.6% strongly agreed. However, 6.1% of the respondents disagreed.

As one of the participants put it:

One of the challenges is the perception from certain educators who would not like seniors to visit them in the classroom because other people won't like to be observed when they are doing their work, you see. (P4)

Together, these findings suggest that the DSGs in schools play their designated role but face a number of issues including holding others accountable. The appraisal processes cannot be left entirely to schools. District officials and IQMS monitors need to play a bigger role. There is a need to equip and support educators for their roles in development support groups to ensure they deliver quality services and add value to the development of others.

4.6.4   Guidance from DSG and SDT

The SDT is responsible for monitoring the overall effectiveness of the institution and for providing guidance. Together the SDT and DSG evaluate the performance of the educators in order to identify specific areas that require support and development. Theirs is also to prepare an environment for teacher development and promote accountability.

Figure 4.34 depicts the responses of the participants to the question on whether guidance is given by the DSG and SDT or not.
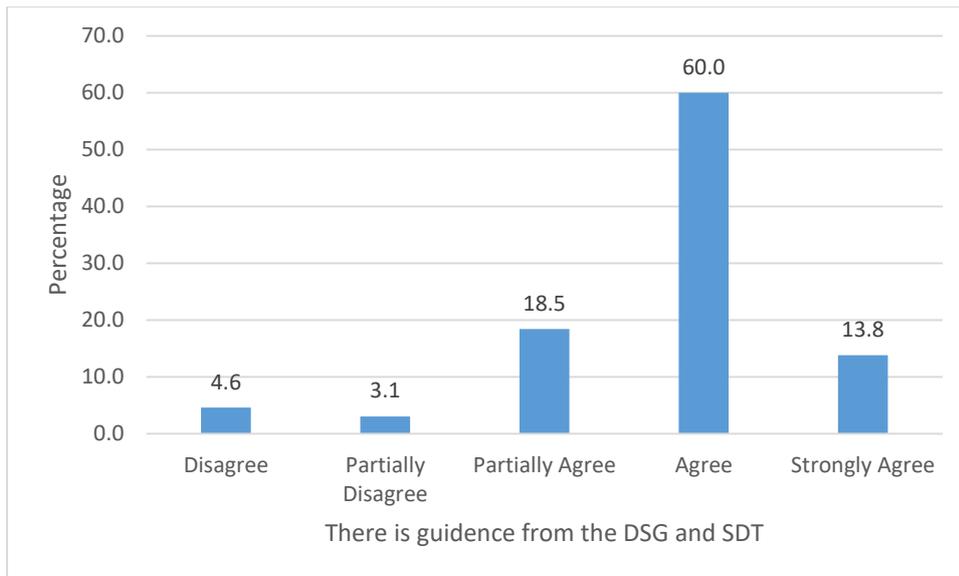
Figure 4.34   There is guidance from DSG and SDT

A large majority (60.0%) of the respondents agreed that guidance was available from the DSG and SDT towards implementing DA. Also, 18.5% partially agreed, and 13.8% strongly agreed. However, 4.6% of the respondents disagreed. SACE agrees that the administration of IQMS is now institutionalised within the sector (SACE Mini Seminar, 2014).

One interviewee stated:

I think the biggest challenge is time and the administrative process, which is quite hectic you know. Because the teachers go from the class after school and they go on to the sports field so that's a long day. And then they go home and they prep and they plan and they mark. So I think time is the biggest challenge and then the exhaustive paperwork. (P3)

These results indicate a need to build capacity and support educators participating in DSG and SDT structures and build confidence. Summative evaluation happens at the time when schools are busy preparing for preparatory examinations, and schools tend to prioritize examinations over appraisal. So timing needs attention.

4.6.5   Assistance from peers with the implementation of DAS

Professional development for educators is an ongoing process. It occurs at all times in formal and informal settings. A peer educator in relation to DAS is part of the educator's DSG chosen out of trust by the educator to assist him/her in his/her development. As educators are responsible for their own professional development, they should seek out and take advantage of development opportunities. They should reflect on their performance all the time and have conversations with their peers regularly.

Figure 4.35 represents the responses of the participants to the question on assistance from peers towards implementing DA.
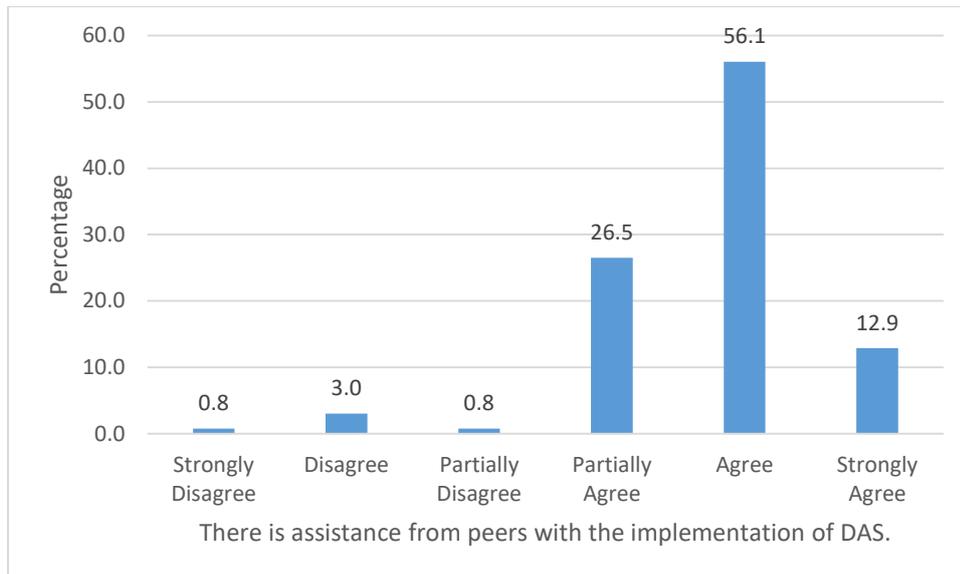
Figure 4.35   There is assistance from peers with the implementation of DAS

56.1% of the respondents agreed that peers provide assistance towards the implementation of DA. Also, 26.5% partially agreed, and 12.9% strongly agreed. However, 3.0% of the respondents disagreed.

One participant in an interview said:

I suggest we keep getting new educators, we ensure that they are getting monitored, they are mentored correctly in terms of understanding their roles and policies. (P6)

The findings suggest that educators receive the necessary guidance from their peers. Only a tiny minority (3.0%) disagreed with the statement. It is evident that educators value the ideas of their peers in relation to their skills, knowledge and practice. This could mean that they trust the feedback they receive or they like the feedback they receive.

4.6.6   Willingness to participate in more professional development

The Department of Education gives support to educators in programmes put together by Teacher Development, TLS and Circuit Management, to mention a few organisations. These programmes respond to the SIP and PGP documents submitted by the schools. They are coordinated in such a manner that they respond to a number of the developmental needs of schools and educators. The respondents were asked to indicate whether the training opportunities offered in the last cycle were adequate. Figure 4.36 shows the responses of the

participants to the question about their willingness to participate in professional development during the last cycle.
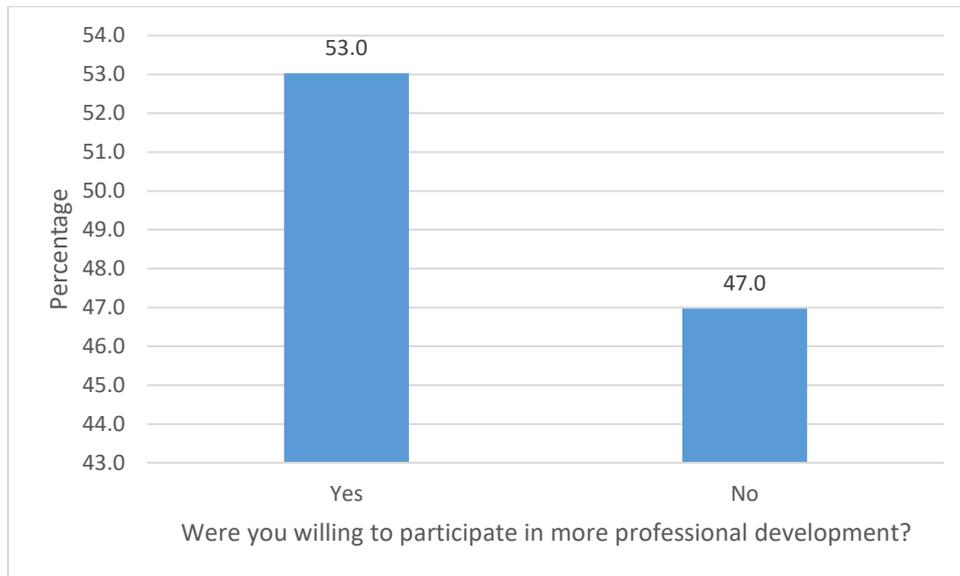
Figure 4.36   During the last cycle of appraisal, were you willing to participate in professional development more than you are now?
More than half (53.0%) of the respondents said Yes, whereas 47.0% of the respondents said No.

Table 4.9   Classes taught, related to the need for more professional development

			Need for more Professional Development		Total
			Yes	No	
Classes taught	Early Childhood Education	Count	1	0	1
		% within classes taught	100.0%	0.0%	100.0%
		% within need for more professional development	1.4%	0.0%	0.8%
		% of Total	0.8%	0.0%	0.8%
	Primary School	Count	39	53	92
		% within classes taught	42.4%	57.6%	100.0%
		% within need for more professional development	55.7%	85.5%	69.7%
		% of Total	29.5%	40.2%	69.7%
	Secondary School	Count	30	9	39
		% within classes taught	76.9%	23.1%	100.0%
		% within need for more professional development	42.9%	14.5%	29.5%
		% of Total	22.7%	6.8%	29.5%
Total		Count	70	62	132
		% within classes taught	53.0%	47.0%	100.0%
		% within need for more professional development	100.0%	100.0%	100.0%
		% of Total	53.0%	47.0%	100.0%

Table 4.9 shows that the majority (76.9%) of the respondents who indicated YES teach at secondary school level and the majority (57.6%) of the respondents who indicated NO teach at primary schools. The results establish an association between classes taught and the need for more professional development, as shown by the chi-square test ($x^2 = 14.005$, df = 2, p = 0.001).

The goal-setting theory states that more challenging goals motivate individuals to perform better. The above results may suggest that educators in secondary schools are motivated to engage in more development workshops because they face the challenge of the national senior certificate results. Self-efficacy and confidence derive from quality learner outcomes.

4.6.7 Barriers to participating

The question sought to understand what may be preventing educators from having enough development in the previous cycle. Resources are allocated to programmes designed to educators. If there is to be value for money in this enterprise, it is necessary to know why some of the intended beneficiaries do not attend.

Figure 4.37 presents the responses of the participants to the question about what prevented them from further participation. They were also asked to suggest other reasons preventing them from receiving more training.
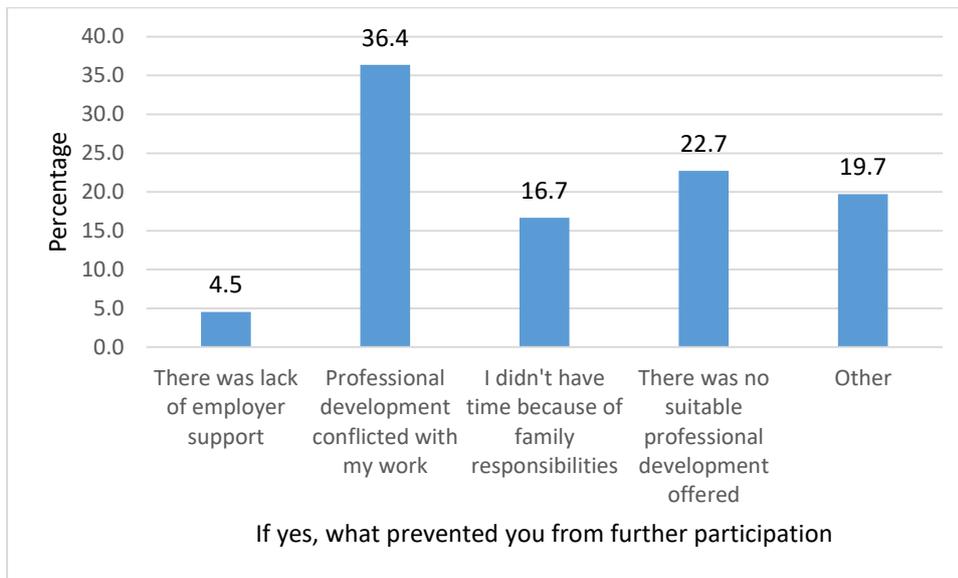
Figure 4.37   If yes, what prevented you from further participation?

36.6% of the respondents identified the conflict between the IQMS programme and the work schedule as a barrier, followed by 16.7% who did not have the time due to family responsibilities. Also, 22.7% said the professional development offered was not suitable to their specialization, while 19.7% ticked other reasons not disclosed.

Table 4.10 Stumbling blocks, related to classes taught

<table>
<tr><th colspan="3"></th><th colspan="3">Classes taught</th><th></th></tr>
<tr><th colspan="3"></th><th>Early Childhood Education</th><th>Primary School</th><th>Secondary School</th><th>Total</th></tr>
<tr><td rowspan="15">Stumbling blocks</td><td rowspan="3">There was a lack of employer support</td><td>Count</td><td>0</td><td>2</td><td>1</td><td>3</td></tr>
<tr><td>% within stumbling blocks</td><td>0.0%</td><td>66.7%</td><td>33.3%</td><td>100.0%</td></tr>
<tr><td>% within classes taught</td><td>0.0%</td><td>5.6%</td><td>3.4%</td><td>4.5%</td></tr>
<tr><td></td><td>% of Total</td><td>0.0%</td><td>3.0%</td><td>1.5%</td><td>4.5%</td></tr>
<tr><td rowspan="4">Professional development conflicted with my work</td><td>Count</td><td>0</td><td>12</td><td>12</td><td>24</td></tr>
<tr><td>% within stumbling blocks</td><td>0.0%</td><td>50.0%</td><td>50.0%</td><td>100.0%</td></tr>
<tr><td>% within classes taught</td><td>0.0%</td><td>33.3%</td><td>41.4%</td><td>36.4%</td></tr>
<tr><td>% of Total</td><td>0.0%</td><td>18.2%</td><td>18.2%</td><td>36.4%</td></tr>
<tr><td rowspan="4">I didn't have the time because of family responsibilities</td><td>Count</td><td>0</td><td>8</td><td>3</td><td>11</td></tr>
<tr><td>% within stumbling blocks</td><td>0.0%</td><td>72.7%</td><td>27.3%</td><td>100.0%</td></tr>
<tr><td>% within classes taught</td><td>0.0%</td><td>22.2%</td><td>10.3%</td><td>16.7%</td></tr>
<tr><td>% of Total</td><td>0.0%</td><td>12.1%</td><td>4.5%</td><td>16.7%</td></tr>
<tr><td rowspan="4">No suitable professional development was offered</td><td>Count</td><td>1</td><td>7</td><td>7</td><td>15</td></tr>
<tr><td>% within stumbling blocks</td><td>6.7%</td><td>46.7%</td><td>46.7%</td><td>100.0%</td></tr>
<tr><td>% within classes taught</td><td>100.0%</td><td>19.4%</td><td>24.1%</td><td>22.7%</td></tr>
<tr><td>% of Total</td><td>1.5%</td><td>10.6%</td><td>10.6%</td><td>22.7%</td></tr>
<tr><td></td><td rowspan="4">Other</td><td>Count</td><td>0</td><td>7</td><td>6</td><td>13</td></tr>
<tr><td></td><td>% within stumbling blocks</td><td>0.0%</td><td>53.8%</td><td>46.2%</td><td>100.0%</td></tr>
<tr><td></td><td>% within classes taught</td><td>0.0%</td><td>19.4%</td><td>20.7%</td><td>19.7%</td></tr>
<tr><td></td><td>% of Total</td><td>0.0%</td><td>10.6%</td><td>9.1%</td><td>19.7%</td></tr>
<tr><td rowspan="4" colspan="2">Total</td><td>Count</td><td>1</td><td>36</td><td>29</td><td>66</td></tr>
<tr><td>% within stumbling blocks</td><td>1.5%</td><td>54.5%</td><td>43.9%</td><td>100.0%</td></tr>
<tr><td>% within classes taught</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td></tr>
<tr><td>% of Total</td><td>1.5%</td><td>54.5%</td><td>43.9%</td><td>100.0%</td></tr>
</table>

These items of data suggest that the biggest reason for not attending development workshops was that these conflicted with the educators' work schedules. The majority (41.1%) of the educators in secondary schools and the majority (33.3%) in primary schools indicated this as the main reason they did not attend. The findings elsewhere in this study are that educators feel there is insufficient time to engage in performance appraisal. The ECD educator (100%) indicated that no suitable professional development was offered for her phase. This notion was supported during the interviews by one participant (P2), who indicated that sometimes they have to pay "outside" people to conduct workshops to address some of the needs that the Department of Education does not provide. There was no association between the stumbling blocks and the classes taught, as shown by the chi-square test ($x^2 = 5.423$, df = 8, p = 0.712).

Overall, the indication from the results is that educators require capacity building if they are to add value to the DAS. There are challenges related to time constraints, lack of accountability and unsuitable development opportunities.

This section of the report has been the presentation and analysis of results from quantitative data collected through a questionnaire as well as well as qualitative data collected during interviews. The next section will present a discussion of the results presented here.

4.7   Discussion of research results

The results of the study derive from two sources of data namely the questionnaire and one-on-one interviews. This discussion refers to the analysis above, it will focus on the four broad research questions.

4.7.1   The perception of the implementation of Developmental Appraisal

The findings of this study indicate that educators had a good knowledge of Developmental Appraisal. The study also found that principals were informing about appraisal adequately as advocacy for implementation. The present findings seem to be consistent with other research (Rahman, 2005) which found that explanation and supervision of performance lead to higher job satisfaction and professional commitment amongst employees. Where commitment is low educators are de-motivated and cannot make change.

The findings indicate that the implementation of the DAS process is well supported by the designated structures within schools i.e. the SDT, SMT and DSG. The idea of a DSG is supported in the literature reviewed. Joyce and Showers (2002) found that the developmental process of learning can be maximised by skilled coaching in peer support groups. It is possible,

therefore, that the collegial nature and feedback of the process stimulates reflection and greater skill development. These findings support the idea that goal-setting and reflection are integral parts to the process of self-improvement and professional development (npower Resourcing Team, 2016).

The current study found that school management has an interest in the professional development of staff and they are leading implementation. The theory underpinning the study proposes that any Developmental Appraisal system is aimed at influencing the behaviour of the employee and bringing about positive change towards improved performance. The findings suggest that educators get constructive feedback from the DSG. These results agree with the findings of other studies in which McGregor (1991) found there was value in setting mutually beneficial goals for future performance; where individuals are involved in career planning and decision making (Fletcher and Williams, 1985).

The current study found that district offices were not supporting schools, and the workshops conducted are inadequate and unsuitable. The majority of principals and deputy principals did not feel supported. A possible explanation of these results may be related to different support needs between subject specific assistance and general school management support. The findings observed in this study mirror those of the previous study described by Tammets, Valiataga & Pata (2008) that, if developmental programmes are premised on a belief that those in authority can decide on which programmes are suitable then such a model will disregard individuality and uniqueness of educators while trying to address their needs.

4.7.2 Linking Developmental Appraisal to policy objectives

One of the issues that emerges from the findings is a lot of paper work associated with appraisal. This is consistent with the study conducted by the CDE (2015) which found that the performance standards were cumbersome and time consuming. The instrument was not 'user friendly'.

The study found that educators derived job satisfaction from feedback received from their peers and managers. This feedback informs the PGPs and the SIP. This study did not make any findings on the quality of the feedback and the instruments that derive from it. In a similar study Monyatsi (2006) found that DA was not undertaken regularly nor carried out by competent people. Phoel (2009) holds a firm view that feedback should be continual and focussed on the employees' development. The literature reviewed also suggested that the success of any evaluation system actually depends on how well it is implemented.

The study also found that DA had little impact on the way teachers teach in the classroom. The study further found that scores were inflated and there was intimidation, which might be an explanation for little impact in classroom performance. Loucks-Horsely et al. suggested that professional development for educators should be, inter alia, aligned with student learning needs. The findings of this study were consistent with those of the CDE (2015) which found that the IQMS does not capture the level of learning achieved by learners.

4.7.3   The attitude of educators towards various Developmental Appraisal processes

This study found that educators supported self-evaluation which allowed them to reflect on their performance. These are used to indicate where they are, and helps them define their growth path. This finding corroborates the idea of Day (Day, 1999) who defines educator professional development as a process that helps educators review, renew and extend their roles as agents of change to the moral purpose of teaching. Further studies have also found that goal setting and self-assessment should be part of a developmental programme (Hammonds, 2002). This also accords with observations by Locke and Latham who propose that goals emanate from within and the individual's values create a desire to do things consistent with them.

The current study also found that DA is done largely to fulfil administrative requirements. The literature review suggests that appraisal should not be for its own sake, but should enable educators to gain more knowledge and skills. Appraisal should lead to well-structured programmes designed to empower and build confidence. The concern is that information collected in such an environment may be unreliable.

4.7.4   The effectiveness of the Developmental Appraisal System in relation to educators own development

The current study found that teachers relied on internal school support for development. Previous research argued that appraisal will be rendered valuable if it addresses real problems. Among these being the proposal in compiling an inventory of professional development needs (Moeini, 2008). Kuvaas and Dysvik (2010) emphasize the importance of the mentoring and support provided by management to subordinates. This is with reference to making rewards decisions and performance appraisal, amongst other things. These factors lead to motivation of staff. The study further found that some schools engage in their own resources to provide training opportunities specific to their needs where the department does not have similar programmes. This finding also corroborates the idea of Flores (2004) who postulates that the school context is where professional knowledge is gleaned. It is a professional learning

community where educators develop sociologically and psychologically, collaborate and learn from one another, thereby improving their knowledge and skills.

This study further found that educators did not take part in some of the professional development opportunities provided by the department of education because, these programmes conflicted with their work schedule. This is supported by the earlier responses that developmental programmes are scheduled within school working hours. This situation is concerning because valuable resources get wasted. A further study on ways in which training workshops can be designed and scheduled for better results.

4.8   Summary

This chapter discussed the analysis of the quantitative data collected through questionnaire, as well as the qualitative information collected through one-on-one interviews. The section also discussed major findings according to the objectives set for the study. In discussing the findings, attempts were made to correlate the research questions and objectives of the study with findings. The discussion revealed the characteristics of the respondents such as gender, nationality, schools, and years of experience. The next chapter presents the summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main goal of the study was to analyse the perceptions of educators of the Developmental Appraisal System in the Department of Education, looking at schools in the Richards Bay area as a case study. The main purpose of this chapter is to summarize the study and draw conclusions in relation to the research questions and objectives. The specific objectives that guided the study were namely:

- To establish the perceptions of educators in selected schools in Richards Bay concerning the implementation of the Developmental Appraisal System,
- To establish ways in which the implementation of Development Appraisal for educators can be linked to the intended objectives of the policy,
- To determine the attitudes of educators towards various Developmental Appraisal processes within IQMS, and
- To examine the experiences of educators and their performance in relation to the Developmental Appraisal System.

The chapter also makes the necessary recommendations and makes suggestions for further research on the implementation of the Development Appraisal System (DAS) for the professional development of teachers in South African Schools.

5.2 Summary of the findings according to the research objectives

The most obvious finding to emerge from this study was that the respondents had a good knowledge of Developmental Appraisal. Only 0.7% of the respondents indicated that they did not have a good knowledge of the DA processes. They had all gone through self-evaluation and felt supported by school management.

The perceptions of the Principals and Deputy Principals was that they did not feel as well supported by the District officials as Post Level 1 educators did. Such a lack of support could have a negative effect on school managers, who are supposed to drive professional development within the school.

The results of this investigation show that in general the respondents perceived the appraisal process as being laden with cumbersome and time-consuming paperwork. Furthermore, the study found that appraisal did not have an impact on classroom teaching. This has serious implications for the purpose and essence of schooling. There was also a problem with the inflation of scores, rendering them unreliable.

One of the more significant findings to emerge from the study is that DA is conducted largely to fulfil administrative requirements. 51.6% agreed and 11.1% strongly agreed with the statement that it was little more than an administrative exercise, which points to the need for close monitoring.

The study has shown that educators participate in several school structures that drive the performance appraisal programmes. Schools supplement the training workshops provided by the Department with their own training programmes on issues that the Departmental workshops does not deal with.

One of the more significant findings to emerge from the study is that educators are unable to attend development workshops which coincide with their teaching time. This is unfortunate. They have curricula to cover, and they cannot leave children unattended in the classroom.

5.3   Conclusions with regard to the study's research objectives
The answers to the research questions posed in this study have been presented in the preceding chapter. Having reviewed them, the researcher has come to certain conclusions which inform the recommendations to be made.

5.3.1   The perceptions of educators concerning the implementation of the Developmental Appraisal System
The first objective of the study was to investigate how educators perceived the implementation of Developmental Appraisal in the schools in the Richards Bay area. The following conclusions were arrived at:

a) All of the respondents indicated that they had a good knowledge of the appraisal system within the Department of Education. The conclusion drawn from this was that the advocacy and implementation of DA is adequately entrenched in schools.

b) Principals and Deputy Principals perceive the assistance received from the District offices to be inadequate or lacking. The conclusion was that there may be a

communication gap between school management and District officials in relation to their developmental needs.

5.3.2   Linking to the intended objectives of the policy

The second objective was to determine the extent to which appraisal could be linked to the objectives of the policy.

a) The study found that the implementation of DA had little impact on the way teachers teach in the classroom. The conclusion was that mentoring and coaching should be done routinely on an ongoing basis.

b) The educators found the appraisal process cumbersome and time consuming, and made the point that it comes at the busiest time of the year. The conclusion drawn was that schools have little influence over when and how the appraisal is implemented, many of the processes being firmly controlled by the Department of Education.

c) The interviews revealed that educators' scores are often inflated, in which case they do not reflect the actual performance. Based on this, the researcher concluded that there might be poor relationships and a lack of trust between school management and post level 1 educators.

5.3.3   The attitudes of educators towards various Developmental Appraisal processes within IQMS

The third objective sought to find out the attitudes of educators towards various Developmental Appraisal processes.

a) The study revealed that Developmental Appraisal was done largely to fulfil various administrative requirements, including the submission of the documentation to District offices. The conclusion was that there is a lack of appreciation of the merits of the process.

b) The majority of the respondents are willing to be appraised by others and relied on feedback from their peers. The conclusion drawn is that educators engage in conversations about their work informally and learn from one another.

5.3.4   The experiences of educators in relation to their own development

The fourth objective was to establish the experiences educators encounter when performing appraisal.

a) Schools depend on internal support, which includes the SDT, SMT and DSG, for development through guidance, mentoring and coaching. The conclusion is that the willingness on the part of these internal structures to support their colleagues is not sufficiently matched by their skills and confidence to add real value to the process.

b) Training and development workshops are scheduled at times that are not suitable for educators, which prevents them from attending. The conclusion is that there is a gap in communication which leads to inadequate planning and clashing schedules.

In total, the study has shown that the Development Appraisal system plays a big role in teachers' professional development, as it helps schools to monitor the progress of each educator who teaches in a classroom, with a view to determining whether there is a need for training, who needs the training and what type of training is needed for optimum productivity, thus working towards achieving the goals and objectives of the school policy.

5.4   Recommendations

The following recommendations arise out of the findings of this study:

- Further advocacy about the importance of the Development Appraisal System should be made by the Department of Education, especially to sensitize newly recruited teachers. The study found that some educators are still resisting the implementation of the DA system, and this might be as a result of their ignorance, as some see it as a fault-finding mechanism in the form of a witch hunt.

- Adequate resources should be provided to the schools for the appraisal process to be effective. The resources referred to here are time and finance, as some educators complained of a lack of the finance to mount workshops for teachers, while others indicated that there was a lack of time to run the appraisal process without tampering with the school time-table.

- Some of the schools sampled in this study indicated that they provide training support for their educators, as the training offered by the Department of Education was inadequate to prepare their educators to be ready for their task. Therefore, the Department of Education must come up with effective strategies that would restructure the training programmes targeted at schools, such that they meet the set goals and objectives of the education policy.

- Some respondents thought of DA as an additional administrative burden with little significance in terms of personal professional growth. Developmental Appraisal should

not be made a separate exercise but should be built into the normal daily and weekly routine activities of educators and school management. This would enable educators to see development as an ongoing process related to their daily activities and leading to good professional practice.

- In order for the Developmental Appraisal System to be effective and efficient, there must be more effective monitoring from the Department of Education. This would enable the Department of Education to understand the context and uniqueness of each school and consider designing an appraisal template that could be used on a school-by-school basis.

- Lastly, there is a need to recruit more permanent teachers and improve the infrastructure facilities in schools for the delivery of effective teaching and learning. Many of the educators sampled in this study expressed their dissatisfaction with the inadequacy of the teaching personnel provided to teach some key subjects, which sometimes makes the appraisal process rather difficult. Some of the Principals interviewed also identified the frequent changes of teachers as a barrier to the effective implementation of the Development Appraisal System in their schools.

5.5   Limitations of the Study

The most important limitation of this study lies in that it sampled the opinion of educators in eight schools located in the Richards Bay area. It is very important to note that there are more than 6000 schools in the KwaZulu-Natal Province of South Africa. Without doubt, each of the schools has its own context, which could shape how it implements Developmental Appraisal. It was simply impossible for the researcher to include all of the schools located in the KZN province in this study. This limitation means that the findings of the study need to be interpreted cautiously. However, the inclusion of the interviews as one of the instruments used for data collection allowed the researcher to garner a first-hand feeling for the perceptions and experiences of the participants in the interviews in relation to their responsibility in the DAS process of their schools. Though a limited number of educators and schools were involved, the researcher was able to identify the strengths of the system as well as the challenges faced by the participating schools while implementing DAS. Notwithstanding these limitations, the study has been able to shed light on the matter of the perceptions of educators regarding the implementation of the Developmental Appraisal system in schools.

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LIST OF APPENDICES

APPENDIX A: **ANALYSIS AND PRESENTATION OF DATA COLLECTED THROUGH INTERVIEWS**

Table 4.38 **Alignment between the research objectives and interview questions**

SN	Research Questions	Interview Questions
1.	**To find out the perception of educators in Richards Bay schools on the implementation of Developmental Appraisal System.**	(1.) What is the purpose of Developmental Appraisal at your school? (2.) Who are the stakeholders in Developmental Appraisal in your school? (3.) What are the criteria you use in the assessment of DAS in your school? (4.) How often do you assess the staff in your school in terms of the implementation of the DAS policy?

2.	**To find out ways in which the implementation of Development Appraisal for educators can be linked to the intended objectives of the policy.**	(5.) How can you describe the performance of your learners in Grade 7 or Grade 12 in the past 5 years? (6.) How do you think the implementation of Developmental Appraisal can be linked to the attainment of the policy objectives? (7.) What are your suggestions towards the better implementation and adoption of the policy by educators in your school?
3.	**To determine the attitude of educators towards various Developmental Appraisal processes within IQMS.**	(8.) What is the attitude of the educators in your school towards the Developmental Appraisal policy? (9.) Are your staff co-operating with you to see to it that the policy is implemented in your school?
4.	**To examine the experiences of educators regarding the effectiveness of their own development in relation to the Developmental Appraisal System.**	(10.) What value do you attach to the implementation of the Developmental Appraisal System in your school? (11.) What are your experiences with regards to the implementation of the DAS policy?

			(12.) What are the challenges facing adequate implementation of the policy?

4.7.1 Demographic characteristics of the interviewees

Demographic characteristics of the participants interviewed were displayed on the Table 4.39.

Table 4.39   Demographic Characteristics of the Principals interviewed (N=7)

SN	Gender	Years of working experience	Name of the School	Nationality
1.	Male	3 Years	Birdswood Secondary	South African
2.	Male	18 Years	Arboretum Primary School	South African
3.	Female	35 Years	Richadia Primary School	South African
4.	Male	22 Years	Aquadene Secondary School	South African
5.	Female	24 Years	Veld en Vlei Primary School	South African
6.	Male	27 Years	Nguluzane Primary School	South African
7.	Male	37 Years	Bay Primary School	South African

APPENDIX B: **Interview Guide for Principals of Selected Schools Implementing Developmental Appraisal In Terms of the IQMS Policy In Richards Bay**

<div align="right">

28 Avokadokroon

Arboretum

RICHARDSBAY

3900

04 October 2016

</div>

Dear Respondents

I am Muzi Mbatha, a master's degree student at the University of kwaZulu-Natal, researching on the perception and experiences of educators when implementing the Developmental Appraisal System as prescribed by the Department of Education. I would like to this opportunity to ask you by means of an interview your involvement in Developmental Appraisal processes. The purpose of the inquiry is to find out your perception about the implementation of Developmental Appraisal at your school. Please note that the information provided for this study will be handled with confidentiality and will not be used for anything other than the outcome of this study.

Thank you in advance for your participation.

Kind regards

Muzi Mbatha

muzimm.mbatha@gmail .com

SECTION 1 General Characteristics of the school.

1. What is the name of your school?
2. What is your position in the school?
3. How many years have you been teaching?
4. How many educators do you have in your school?
5. What is the number of learners at your school?

SECTION 2

a) **To find out the perception of educators in Richardsbay schools of the implementation of the Developmental Appraisal System.**
   1. What is the purpose of Developmental Appraisal at your school?
   2. Who are the stakeholders in Developmental Appraisal in your school?
   3. What are the criteria you use in the assessment of DAS in your school?
   4. How often is staff in your school assessed in terms of the implementation of the DAS policy?

b) **To find out ways in which the implementation of Development Appraisal for educators can be linked to the intended objectives of the policy.**
   1. How can you describe the performance of your learners in Grade 7 or Grade 12 in the past 5 years?
   2. How do you think the implementation of Developmental Appraisal can be linked to the attainment of the policy objectives?
   3. What are your suggestions towards the better implementation and adoption of the policy by educators in your school?

c) **To determine the attitude of educators towards various Developmental Appraisal processes within IQMS.**
   1. What is the attitude of the educators in your school towards the Developmental Appraisal policy?
   2. Is your staff co-operative with you to see to it that the policy is implemented in your school?

d) **To examine the experiences of educators regarding the effectiveness of their own development in relation to the Developmental Appraisal System.**
   1. What value do you attach to the implementation of the Developmental Appraisal System in your school?
   2. What are your experiences with regards to the implementation of the DAS policy?

3. What are the challenges facing adequate implementation of the policy?

Appendix C: Questionnaire For Educators Implementing Developmental Appraisal In Terms Of The IQMS Policy At Selected Schools in Richards Bay

Dear Respondents

I am Muzi Mbatha, a master's degree student at the University of kwaZulu-Natal, researching on the perception and experiences of educators when implementing the Developmental Appraisal System as prescribed by the Department of Education. I would like an opportunity to ask you by means of this questionnaire your involvement in DA processes. The purpose of the inquiry is to establish your perception of the implementation of Developmental Appraisal at your school. Please note that the information provided for this study will be handled with confidentiality and will not be used for anything other than the outcome of this study.

Thank you in advance for your participation.

Kind regards

Muzi Mbatha

muzimm.mbatha@gmail .com

SECTION I DEMOGRAPHIC DATA/PERSONAL INFORMATION

I would like to ask you some questions about yourself.

1. Gender: Male ( )   Female ( )

2. Age: How old are you?

   Between 20-29   ( )

   30-39   ( )

   40-49   ( )

   50-59   ( )

   60-69   ( )

3. Marital status: Married ( )   Single ( )

4. Are you South African?   Yes ( )   No ( )

5. What is your race group?   _____

6. What is your highest educational level?

   Matric (NSC and NVC)   ( )

   Education Training College   ( )

   University of Technology   ( )

   University   ( )

7. What is your highest qualification?

   Matric Certificate   ( )

   Diploma   ( )

   Bachelor   ( )

   Honours   ( )

   Master's   ( )

   PhD   ( )

SECTION II GENERAL CHARACTERISTICS OF EDUCATORS

1. Are you a qualified educator? Yes ( ) No ( )

2. How long have you been teaching?

0 – 5 years	( )
6 – 10 years	( )
11 – 15 years	( )
16 – 20 years	( )
21 + years	( )

3. What is the level of the learners you are teaching?

Early Childhood Education	( )
Primary School	( )
Secondary School	( )

4. What is your post level at school?

Level 1 educator	( )
Departmental Head	( )
Deputy Principal	( )
Principal	( )

5. How long have you participated in Integrated Quality Management System processes?

1 – 5 yeas	( )
6 – 10 years	( )
11+ years	( )

SECTION III

e) To find out the perception of educators in Richardsbay schools of the implementation of the Developmental Appraisal System.

1. What would you say is the average knowledge of Developmental Appraisal at your school?

Excellent	( )
Very Good	( )
Good	( )
Poor	( )
Very Poor	( )

2. How would you describe the quality of advocacy towards IQMS implementation?

Excellent   (   )

Average   (   )

Poor   (   )

3. The principal monitors the implementation of DAS.

Strongly disagree ( ) Disagree ( ) Partially Disagree ( ) Partially Agree (   ) Agree ( )   Strongly Agree ( )

4. The SDT and SMT have developed a Management for IQMS implementation.

Strongly disagree ( ) Disagree ( ) Partially Disagree ( ) Partially Agree ( )   Agree ( )   Strongly Agree ( )

5. Minutes of pre-evaluation are kept by all DSGs.

Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

6. Support has been provided by district officials.

Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

f) **To find out ways in which the implementation of Development Appraisal for educators can be linked to the intended objectives of the policy.**

1. The SDT has developed the School Improvement Plan.

Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

2. The principal has provided the District officials with the summary of all
    Evaluations.

Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

3. There is effective and efficient leadership regarding the implementation process.

Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

4. Has appraisal/feedback led to changes in your job satisfaction?
Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

5. In this school the review of teachers' work has little impact upon the way teachers teach in the classroom.
Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

g) **To determine the attitude of educators towards various Developmental Appraisal processes within IQMS.**

1. How would you describe the implementation of Developmental Appraisal at your school?
Excellent knowledge of implementation   ( )
Average knowledge of implementation   ( )
Poor knowledge of implementation   ( )

2. There is willingness on the part of educators towards implementation of DA.
Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

3. Educators have improved work due to DAS.
Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree ( )   Strongly Agree ( )

4. At this school do you receive scheduled time for undertaking the professional development that takes place during regular work hours?   Yes ( ) No ( )

5. (a) Do you think the appraisal of your work and/or feedback received was a fair assessment of your work as a teacher in this school?

Strongly disagree ( ) Disagree ( ) Partially Disagree ( ) Partially Agree ( ) Agree ( ) Strongly Agree ( )

(b) Do you think the appraisal of your work and/or feedback received was helpful in the development of your work as a teacher in this school?

Strongly disagree ( ) Disagree ( ) Partially Disagree ( ) Partially Agree ( ) Agree ( ) Strongly Agree ( )

6. In this school the review of teachers' work is largely done to fulfil administrative requirements.

Strongly disagree ( ) Disagree ( ) Partially Disagree ( ) Partially Agree ( ) Agree ( ) Strongly Agree ( )

h) **To examine the experiences of educators regarding the effectiveness of their own development in relation to the Developmental Appraisal System.**

1. Which one of the following best describes the assistance towards Developmental Appraisal implementation in your school?

District officials   ( )
School Management Team (SMT)   ( )
Staff Development Team (SDT)   ( )
Development Support Group (SDG)   ( )
SMT and SDT   ( )
Other (specify)   ( )

2. All educators have undertaken self-evaluation.

Strongly disagree ( ) Disagree ( ) Partially Disagree ( ) Partially Agree ( ) Agree ( ) Strongly Agree ( )

3. The DSG provides support for improvement to educators from time to time.

Strongly disagree ( ) Disagree ( ) Partially Disagree ( ) Partially Agree ( ) Agree ( ) Strongly Agree ( )

4. Guidance from the DSG and SDT.

Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree
()   Strongly Agree ( )

5. Assistance from peers with implementation of DAS.

Strongly disagree ( )   Disagree ( )   Partially Disagree ( )   Partially Agree ( )   Agree (
)   Strongly Agree ( )

6. During the last cycle of appraisal, did you want to participate in more professional
    development than you did?   Yes ( )   No ( )

7. If 'Yes' what prevented you from participating in more activities.

There was a lack of employer support   (   )
Professional development conflicted with my work schedule.   (   )
I didn't have time because of family responsibilities.   (   )
There was no suitable professional development offered.   (   )
Other (please specify): _____

_____

_____

Appendix D: Gatekeepers letter

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

ENQUIRIES: Dr V.E Sikhosana	REFERENCE: Mr M Mbatha	DATE: 15/07/2016

TO ALL RICHARDS BAY CIRCUIT PRINCIPALS
Richards Bay Circuit

PERMISSION TO CONDUCT RESEARCH BY MR M MBATHA (RESEARCHER)

The matter as mentioned supra has reference.

Permission has been granted to Mr M Mbatha as per his application/request to conduct this research.

You are kindly requested to participate in this research to assist in his studies and entire department in KZN as per his research findings which are anticipated to will be of great assistance.

Your co-operation will be highly appreciated and aid in advancing quality education provisioning.

Richards Bay Circuit Manager

15/07/2016
Date

KWAZULU-NATAL DEPARTMENT OF EDUCATION

IMFOLOZI CIRCUIT MANAGEMENT

Postal Address: Private Bag X 14 • Empangeni Rail• 3910• Republic of South Africa

Physical Address: Cnr. Aloe Loop & Via Verbena street. Veldenvlei. Richards Bay .3900.

Tel.: +27359011160 • Fax. +27 035 9011172• Email: •Web: Lmms.madondo@gmail.com

...Together moving South Africa forward through
quality education and skills development

Appendix E: Ethical clearance

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

26 September 2016

Mr Misumuzi Felix Mbatha (205400041)
School of Management, IT & Governance
Westville Campus

Dear Mr Mbatha,

Protocol reference number: HSS/1376/016M
Project title: An analysis of the educator's perception of the Developmental Appraisal System: A case study of schools in Richardsbay

Full Approval – Expedited Application

In response to your application received on 26 August 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr S Mutereko and Dr TI Nzimakwe
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

MPA Final

DECLARATION

I ...Misumuzi.....FELIX...MBATHA............declare that

(i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.

(ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.

(iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

(iv) This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

   a) their words have been re-written but the general information attributed to them has been referenced:
   b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

(v) This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the References sections.

Signature: