

**EDUCATORS' PERCEPTIONS OF THE PERFORMANCE APPRAISAL IN
UMLAZI (PHUMELELA CIRCUIT)**

By

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DECLARATION

I Prudence Nokuthula Mkhonza declare that the research reported in this dissertation is my original research. This work has not been submitted for any degree or examination at any other university. All sources of information have been acknowledged and referenced and all direct quotations have been placed in quotation marks.

Signed.....

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ABSTRACT

This research investigates the educators' perceptions of performance appraisal. The study is conducted in schools around Umlazi Phumelela circuit. The study is motivated by problems experienced when appraising educators in the course of their duties because there is a lack of relevant expertise on how to conduct educators' appraisals.

The study evaluates the Integrated Quality Management System (IQMS) which is a tool that is used to appraise educators. It aims also to check whether or not it achieves its objectives amongst which the most important is to develop educators. The study investigates the goals of performance appraisal, the way it is measured, the feedback system and the reward system. It aims to evaluate whether or not the educators are in fact developed and that the rewards are suitable for the levels of performance.

An estimated population of 1000 was sampled and stratified sampling was used. The data were collected using a quantitative method and through the use of questionnaires. The data were collected using a quantitative method and through the use of questionnaires.

The quantitative results highlight that, there is high level of dissatisfaction with the goals of performance appraisal. Educators are not satisfied with the way performance is measured, the feedback system used and the reward system implemented. Quantitative results confirm literature findings of measurement problem, focusing on ways to increase the validity and reliability of the process and to understand the cognitive biases of the evaluators. The IQMS should be revised to cater for the needs of educators.

DEDICATION

I dedicate this project to my mother Elizabeth Mkhonza for emotional support, my daughter Mpilwenle Mkhonza for her patience and understanding.

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List of acronyms

DOE	Department of Education
DA	Development Appraisal
KPA	Key Performance Areas
IQMS	Integrated Quality Management System
QMS	Quality Management System
PA	Performance Appraisal
PM	Performance Management
PGP	Personal Growth Plan
PM	Performance Management
PS	Performance Standards
PRP	Performance Related Pay

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

The study is about the educators' perception of performance appraisal. This chapter is an overview of the whole research project. It will investigate the purpose or goals of performance appraisal, the way it is measured, the feedback system and the reward system. The research will look at different performance appraisal tools with specific reference to the Integrated Quality Management System, which is a tool used to appraise educators. Educators are teaching in primary and secondary schools in Umlazi district. Educators consists of four levels: post level one (educator), post level two (head of department), post level three (deputy principal) and post level four (principal). All levels are applicable to IQMS.

Performance appraisal is a component under performance management system. O Callaghan, (2004) defines performance management is the process of defining clear objectives and targets for individuals and teams, and the regular review of actual achievement and eventual rewarding for target achievement.

1.2 Background of the Study

Educators are faced with problems of performance appraisal. The tool that is being used to undertake the appraisal is not fully understood by them and they do not know how it is supposed to work as a system. The tool that is used is called the Integrated Quality Management System. According to the Integrated Quality Management System Training Manual, 2003:3 "Quality management system is a performance management system for school based educators, designed to evaluate performance levels of individuals in order to achieve high levels of school performance." It is important to monitor the extent to which educators are performing in line with their job descriptions, in order to improve levels of accountability in our schools. The main aim of IQMS is to determine the level of competence of educators, and to enhance educators' efficiency, effectiveness and good performance (Integrated Quality Management System Training Manual, 2003:3). Unfortunately, when performance appraisal is done in schools, it does not concentrate on good performance. Rather it concentrates on awarding educators high scores, so that they receive a salary increment. This problem is a national problem that is the result of the personnel responsible for appraising educators, lacking the relevant skills and knowledge of what to assess.

“Performance appraisal has been described as the process of identifying, observing, measuring and developing human performance in organisations. Performance appraisal is the impartial rating of an employee’s excellence in matters pertaining to his present job and his potential for a better job” Cardy & Dobbins, (1994:21).

1.3 Motivation of the Study

The aim of the study is to research the educators understanding of the performance appraisal system. Educators view on the purpose of performance appraisal, the way performance is measured the feedback system as well as the reward system. Research also aims at identifying problems encountered when conducting performance appraisal. The study is motivated by the need for improvement in the performance of educators. Need for development also motivates the study. The study will contribute by closing the gaps encountered in work place.

1.4 Theoretical Framework

The study will use performance appraisal model which have four constructs that address research questions about goal setting, measurement, feedback and reward.

1.5 Research Problem

This study will investigate educators’ perceptions of the performance appraisal system as implemented in Umlazi Phumelela Circuit. The core problem is that the appraisal system that is used does not achieve the main aims of performance appraisal, how performance is measured, and the reward and feedback system. The research will ascertain whether the purpose of performance appraisal is achieved. To ascertain whether the performance appraisal develop skills, improve performance and enhance the capacity and competence of educators. The study is motivated by the problem experienced in appraising educators in their duties. There is a lack of relevant expertise on how to conduct educators’ appraisal. There is a dearth of studies to understand the problem that is encountered in Umlazi (Phumelela circuit). If such studies were to be undertaken the findings could help to ameliorate the problem of having educators receiving salary increments that do not correspond with their performance levels or productivity. Educators, it would appear, are interested in getting more money rather than in producing quality work. Educational development is also assessed when measuring performance of educators. The problem is that even educators with matric and three years of tertiary education get high scores while the reality shows that, they have not developed themselves academically by proceeding with their studies. The whole country uses IQMS to assess educators’ performance, but it does not fulfil

its intended objectives. Nationally there is no quality assurance on the work done by educators. The only grade that is used to measure educators performance is grade 12. The system implies that, high pass rate in grade 12 means that educators are performing well and vice versa.

There seems to be a lacuna in the process of how other grades are assessed there is no consistency in the level of assessment, lower grades are neglected but all educators do get an increment reflecting that their performance is up to standard. There are other contextual factors that create problems when dealing with educators' performance appraisal. Lack of adequate resources also forms part of the challenge.

1.6 Research Objectives

These would be:

- To understand the educators perceptions of the performance appraisal goals set at Phumelela Circuit;
- To determine educators perceptions of how performance is measured;
- To ascertain educators perceptions of the feedback system at Phumelela Circuit; and
- To understand educators perceptions of the reward system.

1.7 Research Questions

- What are the educators perceptions of the performance appraisal goals set at Phumelela circuit?
- What are educators' perceptions of how performance is measured?
- What are the educators' perceptions of the feedback system?
- What are the educators' perceptions of the reward system?

1.8 Research Design

Bhattacharjee (2012) explain research design is a detailed explanation of how information is going to be obtained for the purposes of conducting a research study. Alan (2002) maintains that a successful research study will provide answers to the research questions. The research design tries to minimize mistakes of using the wrong kind of sample for example. The research will be explanatory and it will attempt to explain the perceptions of educator's regarding performance appraisal in Umlazi (Phumelela circuit).

1.9 Research Methodology

This study will use a quantitative research methodology that will involve “Explaining phenomenon by gathering sufficient information that is analysed using calculations/ mathematics-based methods. Alan (2002) reminds us that quantitative research reduces data to statistics. Alan, (20002) maintains that, this research is characterised by its capacity to give direct information, which shows the connection between some aspects of social life and its methods, which in general generate words rather than numbers as data for analysis.

1.10 Research Setting

This will be based in schools in the Umlazi District (Phumelela Circuit) KZN.

1.11 Target Population

Target population is the group of people to whom we want our research results to apply (Alan, 2002:205). The study population is a group of people who meet our operational definition of the target population. The research population will be educators of Umlazi District. The sample that will be used will be chosen from fifteen neighbouring schools.

1.12 Accessible Population

Accessible population is a group of people that possess the qualities that the researcher is interested in. In this case educators in fifteen schools that be will used. Only the educators of Umlazi will be included in the population (accessible), since they are the population the research is interested in.

1.13 Sample Strategies

This study will use non-probability sampling. Here the educators will be selected based on the judgement of the researcher. In probability sampling there can be a choice of participants. A researcher begins with a sample frame which is a list of all people in the study population.

1.13.1 Sample and Sample Size

Bhattachjee, (2012) defines a sample is a form of carefully chosen subsets of elements from a wide range of the targets. The sample size refers to the total number of people chosen to participate in the study. In Umlazi there are fifty high schools. Fifteen schools will be selected and ten educators will be sampled, from each school. The total number of educators that will be used will be one hundred and fifty educators. The estimated population is 1000, according to AS de Vos, (2011:225) if the population is 1000, the representative sample size is between 140 and 150.

1.14 Data Collection Instruments

A questionnaire will be used to collect data. Those one hundred and fifty educators will be given questionnaires with a time frame of at least two days to answer those questions. Questionnaires are suitable for use in quantitative enquiries.

1.15 Data Analysis

Data analysis describes the process of organising and interpreting the data generated. Here descriptive analysis will be used to analyse quantitative data. Descriptive analysis measures the central tendency such as the average value, middle value, the value that occurs often, variance and standard deviation.

1.16 Ethical Consideration

- Ethical approval will be obtained from the research committee of the University of Kwa-Zulu Natal.
- A gate-keepers letter will be requested from the Pietermaritzburg Department of Education.
- Ethics will ensure that research is done correctly according to the laws of the country.
- Humanity and dignity of the subjects should not be compromised.
- The subjects will be given an agreement form that explains their rights to engage in or withdraw their responses before the study can be recorded.
- The identity will be kept anonymous.

1.17 Limitations and delimitations of the study

- The Department of Education is enormous, so it is impossible to administer questionnaires to all stakeholders involved.
- Only a modest sample will be used, the final findings will be based on that sample. Due to time and resource constraints the researcher cannot focus on the Education Department as a whole.
- Only subjects in Umlazi Phumelela circuit are part of the research because, accessible population.

1.18 Conclusion

This chapter is an overview of the whole research. The chapter highlights the background of the research. The research questions, research objectives, motivation of the study, design, methodology, setting, target population, sample, data collection and ethical clearance were all dealt with. This research should fill some of the gaps that educators experience regarding the performance appraisal. The next chapter will provide the literature review on performance appraisal, elaborating on historical background, theoretical framework, and pre-requisites of performance appraisal, objective, measurement, reward and feedback.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter will cover history of performance appraisal, pre-requisites of performance appraisal, description of performance appraisal as well as a model for performance appraisal. The particular Performance Appraisal Model in question consists of four constructs, namely: goals; measurement; feedback and rewards for favourable performance appraisal. An attempt will be made to identify from the literature problems that the educators encounter when it comes to performance appraisal. The study will also look at the advantages, disadvantages, benefits, rewards, feedback, measurement, implementation problems, performance standards, IQMS and other important concepts of performance appraisal.

The performance appraisal exercise in Umlazi district Phumelela circuit is done in June and in November. The process that is followed requires that educators start with self-evaluation, before they do peer evaluation. The appraisal team is made up of the educator and school management member (Head of Department) and both are responsible for awarding scores. Scores are also discussed and agreed upon.

2.2 Performance Appraisal Definition

“Performance appraisal is also called performance review, employee rating, performance evaluation and results appraisal” (Erasmus, Strydom & Radans-Kloppers, 2013:321). Performance appraisal is about developing workers through identifying their strengths and weaknesses. It is also used to reward good performance, while encouragement should be given to improve on poor performance. According to Pieter, Grobler, Surette, Michael, Norbert, Elbert & Robert (2006:15) “Performance Appraisal is the ongoing process of evaluating and managing both the behaviour and outcomes in the workplace. Employee performance common to most jobs includes: quantity of output, quality of output, timeliness of output, presence at work and cooperativeness.” Performance appraisal has pre-requisites that should be considered before performance management is conducted.

2.3 History of Performance Appraisal

Performance appraisal can be traced as far back as World War 1 WD Scott was credited for coming up with performance appraisal. Formal performance appraisal systems were well established by the mid-1950s, with personality based systems being widely used. McGregor (1957) illustrated the unease surrounding the use of personality-based ratings and advocated a more participative approach and performance based approach.

In 1960s the influence of the management by objectives meant that, performance appraisal developed a greater emphasis on goal setting and the assessment of performance related abilities. In 1970s, appraisal activities became more open to scrutiny. Through the 1980s and 1990s the concept of performance management came into vogue and this according to Williams (1998), provided a more holistic approach to motivation, improving performance and managing human resources. For example in the UK the school system, performance management is central to efforts to improve standards in teaching both locally and internationally.

2.4 Pre-requisites of Performance Appraisal

2.4.1 Documentation

Documentation means continuous noting and documenting the performance. It also helps the evaluators to give proof of the basis of their ratings. Performance appraisal data is documented in the performance appraisal instruments. In the department of education, Umlazi District Phumelela circuit uses performance appraisal instrument that has two parts. One part is made up of four performance standards which is for the lesson observation and the other part made up of eight performance standards which relate to aspects for evaluation that fall outside of the classroom (Integrated Quality Management System Training Manual, 2003:8)

2.4.2 Practical and Simple Format

The appraisal format should be simple, clear, fair and objective. Long and complicated formats are time-consuming, difficult to understand, and do not elicit much useful information. The performance appraisal instruments that will be used are simple and clear and the content is easy to comprehend. School management team consisting of the principal and where applicable the deputy principal and heads of departments, has an overall

responsibility of managing, planning and implementation of QMS process. Ensure that staff members are trained on the procedures and processes of the QMS. An exemplar of the score sheet (performance instrument) is attached as part of the appendices (Quality management system for educators: 6).

2.4.3 Communication

Communication is an indispensable part of the performance appraisal process. The desired behaviour or the expected results should be communicated to the employees as well as the evaluators. Communication plays an important role in the review of feedback meetings. Open communication motivates employees to actively participate in the appraisal process (Jackson, Schuler & Werner: 2009). According to (Pieter et al 2006:331) communication is a glue that binds various elements, coordinates activities, allows people to work together and produces results. Communication can either be downward communication or upward communication. Downward communication methods, from management and employees include orientation sessions, bulletin boards, newsletters and an employee handbook. Upward communication methods usually include a suggestion programme, complaints procedures, electronic mail, attitude surveys and open-door meetings.

2.4.4 Personal Biasness

Jackson et al., (2009) explains performance appraisal is not an easy task, training should be provided to the appraisers on certain aspects like insights and ideas on rating, documenting appraisals, conducting interviews and so on. Interpersonal relationships can influence the evaluation and the decisions in the performance appraisal which should be without personal bias to be effective.

2.5 Performance Appraisal Model (Theoretical Framework)

The model explains the questions that educators are trying to research and the objectives for posing such questions. In this study a performance appraisal model has been used as the theoretical lenses. It is represented in figure one.

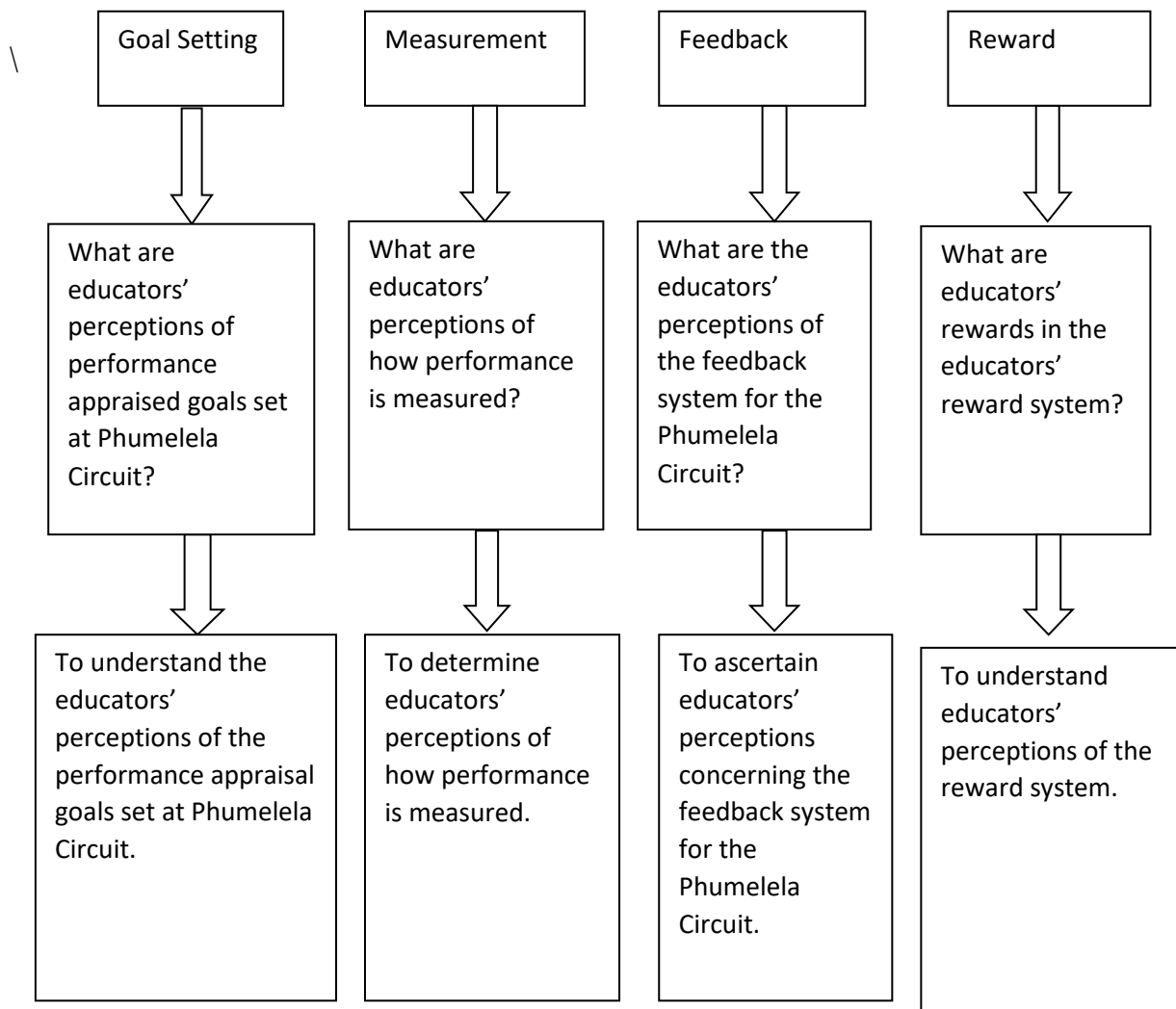


Figure 1. Model of performance appraisal (Lussier, 2012:254)

Each construct will be fully explained and researched in the study.

2.6 Purpose of Performance Appraisal

The main aim behind performance appraisal is to facilitate workers development. Performance appraisal helps the organisation with the information needed so that they can develop training programmes. Most importantly it is done to determine the appropriate compensation and rewards. It can also motivate workers to be efficient. It provides the worker with the feedback on how well he/she is doing. (Erasmus et al., 2016: 322).

Expectancy theory is described as “A theory that individuals analyse effort performance, performance rewards, and reward personal goals relationships, and their level of effort depends on the strengths that these relationships can be achieved” (Robbins & DeCenzo, 2007:226). This theory implies three aspects of performance appraisal: 1) performance evaluation, 2) performance leading to organisational rewards and 2) the attractiveness of the rewards. These aspects will be discussed later in this chapter. The following are some of the pre-requisites of performance appraisal which form part of goal setting or purpose of performance appraisal.

2.6.1 Goals/Standards

Standards set should be clear, easy to understand, achievable, motivating, time bound and measurable. Goals of performance appraisal should be communicated to the educators so that both educators and the management should be par in their understanding of all aspects of the appraisal. Each participant should be in agreement with performance standards set by the South African Department of Education. Goals, for example, is one of the pre-requisites of performance appraisal (Robbins et al., 2007:227).

2.6.2 Emphasis on Objectives

Jackson et al., (2009) mention that an effective performance appraisal system should emphasise individual objectives, organizational objectives and also mutual objectives. Performance should define clearly what task the individual is expected to do to be appraised. The report should indicate how well the individual has done the task and how the performance can further be improved. The System should also indicate what the reward would be for doing well. Failure to appraise the competencies reduces the effectiveness of the competencies and the managerial performance appraisal programmes. Hence, the appraisal system should also appraise the managerial competencies which in turn should help to identify successful employees.

2.7 Educators' Perceptions Concerning Goals of Performance Appraisal

Educators believe that, the main objective of performance appraisal is to award them scores that will enable them to get a 1% salary increment. The Education Department uses an Integrated Quality Management System that has three programmes in place, which aim to enhance and monitor performance within the education system. The programmes are: developmental appraisal; performance measurement; and whole school evaluation.

2.7.1 Purpose of Developmental Appraisal

The purpose of developmental appraisal is to appraise individual educators in a transparent manner. It aims to determine strengths and weaknesses of educators. It also aims to draw up programmes for individual development.

2.7.2 Purpose of Performance Management

The purpose of performance management is to evaluate individual educators for pay progression. It is also important for grade progression, affirmation of appointments and for the awarding of rewards and incentives (Integrated Quality Management System Training Manual, 2003:7).

2.8 Integrated Quality Management System

2.8.1 Purpose of Integrated Quality Management System

The purpose of IQMS is to identify specific needs of educators, schools and district offices for support and development. It also aims to provide support for continued growth and to promote accountability, an institution's overall effectiveness and to evaluate an educator's performance (Integrated Quality Management System Training Manual, 2003:3).

2.8.2 Principles that Guide IQMS

These include the need to ensure fairness. For instance, there can be no sanction against an educator in respect of his or her performance before providing meaningful opportunities for development. Subjectivity must be minimised through transparency and open discussion and the instrument must be used professionally, uniformly and consistently (Integrated Quality Management System Training Manual, 2003:7).

2.9 Educators' Perceptions On How Performance Is Measured

According to the IQMS educators are rated on a scale of 1 to 4. 1- meaning unacceptable with scores of 0% to 49%. The rating of two is acceptable with scores of 50% to 69%. The rating of three is good because it indicates scores of between 70% and 84%. Lastly the rating of four

is regarded as outstanding with scores of 85% to 100%. There are twelve performance standards that educators are appraised on. Performances standards 1 to 7 apply to all level 1 educators. Performance standards 1 to 10 are applicable to HODs (Education Specialists). Performance standards 1 to 12 are applicable to deputy principals and principals (Integrated Quality Management System Training Manual, 2003:7).

2.9.1 Performance Measurement Strategy

Alan, (2007) explains that performance measurement strategy relates to the evaluation of the individual teacher's performance of tasks or activities as required by the curriculum or job description for the purposes of promotion or pay progression. The emphasis in this strategy is on accountability or professional monitoring, where professional teachers are evaluating their colleagues work. Bell, (1998) believes that in order for appraisal to be part of a set of strategies by which teachers are to be held accountable, it should provide a context for career or professional development where specific outcomes of a developmental nature can be identified. Bell, (1998) & Middlewood (2001) argued that relating performance to pay will lead to teacher appraisal losing its credibility for career development.

Bisschoff & Mathye, (2009) & Hlongwane (2009) outlined the following shortcomings in the appraisal process: negative reaction from teachers and unions because of the poor cascading of information; poor or ineffective training of school-based teachers; training sessions too short and some important aspect omitted or not clearly explained; absence of coordination and lack of clarity on the roles of those who are engaged in the process; and lack of trust and authority among all appraisal teams who did not feel in control of the process.

2.9.2 Requirements of An Effective Appraisal System

According to Wayne, (2003) the key elements for any appraisal system are relevance, sensitivity, acceptability, practicality and reliability. These are then the requirements when measuring performance appraisal.

2.9.2.1 Relevance

Relevance refers to the fact that there should be a link between performance standards of a particular job and organizational goals. This link should be indicated in the performance appraisal form. Performance standards translate job requirements into levels of acceptable or unacceptable behaviour. Relevance implies updating of job analysis and periodic maintenance of the performance standards and the appraisal system (Wayne, 2003:336).

2.9.2.2 Sensitivity

Sensitivity implies that a performance appraisal system is capable of detecting effectiveness in effective performers. The major concern is the purpose of the rating. “One study found that raters process identical sets of performance appraisal information differently, depending on whether a merit pay raise, a recommendation for further development, or the retention of a probationary” (Wayne, 2003: 337).

2.9.2.3 Reliability

Reliability refers to consistency of judgement. Appraisals made by evaluators working independently of one another should agree closely. Records show that supervisors’ ratings tend to be more reliable than those made by peers (Wayne, 2003: 337).

2.9.2.4 Acceptability

Performance appraisal programmes must have the support of those who will use them, or else human ingenuity will be used to thwart them. Efficient managers enlist the active support and cooperation of subordinates or teams by making explicit exactly what aspects of job performance they will be evaluated on. Only after managers and subordinates or team members define performance clearly can we hope for the kind of acceptability and commitment that is needed in performance appraisal (Wayne, 2003:337).

2.10 Feedback system

According to Gerber, Nel & Van Dyk, (1999) “feedback in the performance appraisal means that workers will be provided with the objective appraisal of the current situation to let them know how their performance can be improved. Performance appraisal interviews provide an excellent chance to sum up the performance of the past year, by pointing out incidents of success or failure. Immediate feedback is always recommended after the appraisal. Feedback can either be negative or positive.”

2.10.1 Negative Feedback

If negative feedback is not handled correctly it can lead to poorer rather than better performance in the future. There is a difference between criticism and feedback. Criticism indicates an appraisal with reference to good or poor. Feedback is descriptive and provides the subordinates with information for self-appraisal (Gerber et al., 1999:182).

2.10.2 Positive Feedback

According to (Gerber et al., 1999:183) positive feedback has the following characteristics:

- Effective feedback is specific rather than general;

- It focuses on behaviour rather than on the person;
- It takes the needs of the receiver into account;
- Feedback is more effective when it is requested than when it is forced on the person;
- Effective feedback involves sharing of information rather than giving advice;
- It involves effective timing;
- It contains only the amount of information the receiver can use, rather than the amount the evaluator could impart;
- Effective feedback involves what was said, or done, and how, but not why; and
- It is checked to ensure clear communication.

2.11 Reward System

Bratton, (2007) defines reward as referring to all the monetary, non-monetary and psychological payments that an organisation provides for its employees in exchange for work they perform.

The objective of reward systems include the attraction, motivation and retention of employees' at all organizational levels. The accomplishment of these objectives forces management to consider a number of critical policy issues: should pay incentives reward individual or group behaviour? What is the most effective mix of pay non-pay rewards to motivate performance? Answers to these questions will define a critical aspect of the employee-employer relationship (Pieter et al., 2006:14).

2.12 Compensation

Compensation refers not only to extrinsic rewards (such as salary and benefits) but also to intrinsic results (such as achieving personal goals and more challenging job opportunities). It is viewed as the most important factor that persuades workers to seek employment with a specific company (Erasmus et al., 2016:322).

2.12.1 Types of Compensation

Direct compensation refers to the basic wage or salary the worker receives while indirect compensation refers to fringe benefits such as leave, a pension scheme and a medical aid benefit (Erasmus et al., 2016: 323). The other aspect of compensation is reward, which is the

recognition of good work performance. Bratton, (1999), differentiates between three broad categories of reward:

2.12.2 Financial/ Monetary Rewards

These refer to earnings (as salaries or wages) as well as bonuses, conditional or variable pay (for example where performance is tied to individual performance) commission and overtime payments. Educators' salaries are not tied to performance but rather to the IQMS scores. It was argued that, the IQMS locates teachers as both referees and players with no system in place to monitor implementation. The teacher summit concluded that linking of the IQMS with pay progression has "distorted its development purpose and value" (Teacher Evaluation in South African Schools, 2015:7). Educator's bonuses are awarded once a year on a birthday month. There are no overtime payments for educators. Extra hours worked are regarded as voluntary work. Teachers in government posts in South Africa do not work on commission. Private schools (independent schools) do not implement IQMS. There are other quality assurance requirements. Registered independent schools must be must be accredited by Umalusi, the statutory council for quality assurance in General and Further Education and learning, responsible for the development of the policy and criteria for the quality assurance of private education institutions. According to Umalusi there are no specific requirement for individual teacher appraisal and development in private schools (Teacher Evaluations in South African Schools, 2015:10).

2.12.3 Non-Financial/ Non-Monetary Rewards

Financial rewards and benefits together with non-financial rewards play a very important role in motivating workers, by adding to their sense of wellbeing and thereby increasing workers commitment (Taylor & Wash: 2007). Armstrong suggests that non-financial rewards focus on the following factors: achievement, recognition, responsibility, influence and personal growth. Examples of non-financial rewards include: Opportunities for personal and career development, flexible working such as home working or flexitime, Employee communication, involvement and participation, pleasant working environment and well-considered job design, good performance management practices and appraisal. Educators can communicate their grievances by following the formal grievance procedure. Employees submits a Grievance Resolution Form to the head teacher or governing body within ten working days and the head teacher writes to employee within five working days to acknowledge receipt. Head teacher meets with employee and representative to discuss the grievance and the investigation to be completed within fifteen working days. Outcomes of the

grievances are made known to the employee within five working days outlining the appeal process (Grievance Procedure for School Based Staff: 2011:9).

Non-financial rewards are psychological or intrinsic rewards that stem from the work that people do and their working relationships and environment. Non-financial rewards include feeling valued, receiving praise and recognition of achievement, job satisfaction and job interest, challenge and variety. It also includes a sense of being valued by receiving promotion, advancement and professional development, which can be associated with commensurate changes in monetary reward. Educators do not feel valued when they receive low salaries and they always have to fight for salary increases. Most educators do not have flexible working hours and home working is not rewarded. Yet educators do marking and set exam papers after hours, for which they are not paid. Matric educators have morning classes, afternoon classes, Saturday classes and holiday classes for which they do not receive financial or any other rewards.

2.12.4 Benefits

According to Wilton (2013) states that, benefits or benefits in kind refer to the non-payment elements that make up the individual's reward package such as a pension, healthcare, subsidised meals, or in some organisations, membership of fitness or health clubs and company cars. Other benefits include flexible working arrangements and enhanced maternity or sickness leave. In South African Department of Education, educators are entitled to healthcare, maternity leave and pensions. Unfortunately educators do not have company cars, fitness clubs or subsidised meals. Another disadvantage for educators is that their housing subsidy is only R900 per month and there is no proper house you can get for that kind of money. In fact educators cannot qualify to buy their dream houses yet they do not qualify for RDP houses. The housing allowance R900 is only enough for renting a room.

2.13 Rewards and the Employment Relationship

2.13.1 The Legal Perspective

From a legal perspective, reward constitutes a contractual 'right' for an employee and an 'obligation' or duty for the employer, the exact nature of which is determined by the express terms and conditions of employment. Wilton (2013), reminds us that the employer is required to pay the employee for the work they perform for the length of the contract or until it is terminated by the other party. Banfield & Kay (2009), reward can also be either contingent or

discretionary where an employer decides to reward employee a one-off bonus outside of any formal agreement.

2.13.2 The Economic Perspective

The principal purpose of reward for the employer is to 'buy' the exertions of the employee for as long as they are needed. For the employee, the reward constitutes the 'price' of one's labour and, at least in part, represents an employee's worth to an employer. Employers need to consider a range of factors before setting the rate at which to buy labour, such as the scarcity of such labour, the reward offerings of competitors and the range of other benefits and non-financial incentives provided by competitors.

2.13.3 Reward, Social Exchange and the Psychological Contract

Reward is a key determinant of a positive psychological contract, not least because it represents an explicit indicator of an employee's worth to the employer. Reward is implicit in the construction of notions of fairness, equity and trust and will demonstrate any incongruence between the expectations of the two parties. Pay and material benefits are only likely to impact negatively on behaviour where received reward is felt to be unfair or unrepresentative of perceived self-worth. Pay may have less of an impact on employees' day-to-day behaviour than other forms of reward, although monetary reward - particularly in the form of performance-related pay - clearly remains a central component of employer attempts to improve employee performance. (Taylor & Wash, 2007:227).

2.13.4 Reward and Employee Behaviour and Attitude

Reward is a key determinant of employee attitudes towards their job and the organisation. If the workers are not satisfied with their reward packages this will lower their productivity. They can even be motivated to quit. Reward provides purchasing power and workers will assess reward through the amount of goods and services this can buy to improve their standard of living. Workers can also compare their reward with the reward of people doing the same job (Taylor & Wash, 2007: 227).

2.14 Uses of Performance Appraisal

Uses of performance appraisal include remuneration adjustment, placement decisions, training, correction of inaccurate information, the taking account of external factors and career planning (Gerber et al., 1999:172).

2.14.1 Remuneration Adjustment

Clive, (2010) performance appraisal helps management to decide which employees qualify for salary adjustments. In education, all educators receive scores that will enable them get a salary adjustment, which would reflect that educator is performing very well. In reality that is not a true reflection of their performance. Naledi Pandor former Minister of Education raised some concerns about high scores that educators awarded one another (through unmonitored peer review process). Such scores do not correspond with the performance of schools (Daily News, February 2006:5).

2.14.2 Placement Decisions

Promotions, transfers and demotions are based on performance or expected performance. Promotion is often a reward for a good performance. Educators do get promoted even if they are not performing well. There is little influence of performance to promotion. Promotion for educators is based mainly on teaching experience which is three years for a Head of Department, five years for a Deputy and seven years for a Principal post. Educators who are not Heads or Deputies or Principals do not get promotion. The department award educators with long service with a title called: senior teacher or master teacher. Senior and master educator are only appointed based on work experience only, there is no interview process. The procedure for appointing senior and master teachers is only known by the government. It is not easy for the school management team to know the senior and master teachers because these titles are printed on pay slips which is a personal document.

2.14.3 Training

Poor performance may indicate the need for training. Good performance indicates potential that should be developed further. Education is always changing, so perpetual training is important to keep educators informed of the new developments. The Department of Education conducts workshops to keep educators on par with new developments. Training must specifically address issues relating to how the IQMS should be implemented in all schools. All officials and educators must have a thorough understanding of the principles, processes and procedures. Training must enable officials and educators to plan and administer the IQMS in a uniform and consistent manner (Integrated Quality Management System, 2003:6).

2.14.4 Career Planning

Feedback about performance provides important guidelines for specific career directions that can be investigated. Educators can use their performance appraisal to plan their careers when areas of development have been identified (Gerber et al., 1999:173).

2.14.5 Inaccurate Information

Poor performance may indicate erroneous job analysis information, faulty human resources plans or other aspects of the human resources management system. If wrong information is used, that will lead to wrong appointments and wrong training (Gerber et al., 1999:173).

2.14.6 External Factors

Performance can be influenced by the factors outside the job context such as family, health, financial and other personal problems. Educators' performance is influenced by the outside job context as well. Educators' performance also depends on external factors, for instance health problems can hinder the productivity of educators. In some instances educators are forced to take long sick leave periods (Gerber et al., 1999:173).

2.15 Performance Appraisal Process

Set performance standards



Communicate standards



Measuring the actual performance



Comparing standards



Discussing results



Taking corrective action

2.15.1 Performance Appraisal Process Explanation

Performance standards provide South African educators with specific performance expectations for each major duty. They apply to the observable behaviour and actions which are involved in how the job is to be done, plus the results that are expected for a satisfactory job performance.

Armstrong, (2006) explains the purpose of performance standards is to communicate expectations. Performance standards are based on the position, not the individual. They are observable, specific indicators of success that should be meaningful, reasonable and attainable. Performance standards are used to describe a 'fully satisfactory' performance once an employee is trained. They are expressed in terms of quantity, quality, timeliness, cost or outcomes. After the process of appraisal, they can get a chance to re-visit the goals and to check whether the goals set are not too high, whether they can be reached/ attained, and if not, how they can be amended.

2.15.2 Management Problems in Performance Appraisal Process

Managers may fail to perform the first two steps in performance appraisal for different reasons, including time constraints or a lack of top management guidelines. Some managers may either informally or formally develop performance criteria but not communicate them to employees because they assume that workers should know how important dimensions of their jobs are without being told. The fourth step of performance appraisal is communicating the assessment results to employees. This is the step that gives managers the most problems. One of the most common complaints about performance appraisals is that employees are not told how well or poorly they are performing. Sometimes the managers are not so keen to give the workers positive feedback, thinking it will generate jealousy among co-workers (Peter, 2005:22).

2.15.3 Problems of Performance Appraisal

Stephen & Martin (2013) outlines the following problems of performance appraisal, a major of preoccupation of the performance appraisal literature has been to view appraisal as a measurement problem, focusing on ways to increase the validity and reliability of the process and to understand the cognitive biases of the evaluators. Another problem is the reluctance of managers to be too judgemental, which can result in the error of central tendency in which everybody is rated as average. Another problem is the 'halo affect' which is a distortion that arises when one attribute of the individual is used as the basis to rate the overall performance

of the person, largely irrespective of the stated criteria. The third problem is ‘recency biases’. Because managers rarely keep detailed notes about appraisals, and are not very precise about rating all the behavioural aspects that they are required to judge, there is a tendency to base reviews on the recent past, regardless of how representative it is of performance over the year.

2.16 Approaches to Performance Appraisal

There are two main approaches to performance appraisal namely: the administrative approach and the developmental approach.

2.16.1 Administrative Approach

Pieter et al., (2006) states that, fundamental goals of the administrative decision-making are to make and carry out decision-making. Administrative decisions in South African education system include which workers to promote, which to terminate, which to discipline, which to transfer and so on. In the administrative approach, performance appraisal can be used as a key input for administering a formal organisational reward and punishment system. The administrative approach deals with the following: human resource planning, reward decisions, promotions and personnel research. In the South African education system, it was discovered that, when it comes to promotion it is not based on performance. For instance to be promoted to be a Head of Department in South African Department of Education you need to have a teachers diploma or degree and three years teaching experience only. A Deputy Principal must have five years teaching experience and a teaching diploma or degree. A Principal should have seven years teaching experience and a diploma or a degree.

2.16.2 Developmental Approach

Pieter, (2006) states that, when performance appraisal information is intended to be used for developmental purposes, workers receive concrete feedback about their job performance. This serves as a valuable function because in order to improve in the future, workers need to know what their weaknesses were in the past and how to rectify them. It enables managers to point out strengths and weaknesses. The developmental approach deals with providing the employee with feedback on their strengths and weaknesses and how to improve future performance. It aids career planning and development and provides inputs for personal remedial interventions.

2.17 Limitations of Performance Appraisal

Armstrong (2006) argues that, despite repeated gloomy predictions, the use of performance appraisal has continued to evolve, but there is recognition within the HR profession of the difficulties of ensuring its effective use, indicated by the rather mixed evaluations of the performance management system. The problem is that the appraisal process is used for a variety of conflicting purposes. An Institute of Employment Studies of 926 managers in public and private sector organizations reported that performance review had become a bottleneck of stark contradictions (Stephen, 2013:54). It can, however, be used to motivate staff to improve performance by establishing clear objectives for the future and by letting them know what is expected of them. This contrasts with a review process which is primarily concerned with distributing rewards based on assessment of past performance.

2.18 Benefits of Performance Appraisal

It provides a thorough understanding of what is expected and what needs to be done to achieve the desired expectations. This achievement can increase self-esteem, job satisfaction and motivation. It helps improve working relations with the management/ supervisors.

Armstrong (2006) explains that, when proper performance appraisal is done all the stakeholders involved in the organisation will be clear on what is expected of them. It will give participants a chance to improve in the areas in which they lack competence. A good performance appraisal serves its main purpose then, when it develops workers.

2.19 Advantages of Performance Appraisal

- Performance appraisal provides a document of employee performance over a specific period of time;
- They provide structure where a manager can meet and discuss performance with an employee;
- They allow a manager the opportunity to provide the employee with feedback about their performance and to discuss how well the employee goals were accomplished;
- They provide a structured process for an employee to clarify expectations and to discuss issues with their managers;
- They provide a structure of thinking through and planning the upcoming year and developing employee goals; and

- They can motivate employees if supported by a good merit increase and compensation system (Wayne: 1997).

2.20 Disadvantages of Performance Appraisal

- If not done correctly, they can create a negative experience;
- Performance appraisals are very time-consuming and can be overwhelming to managers with many employees;
- They are based on human assessment and are subject to errors and biases;
- It can be a waste of time if not done appropriately;
- They can create a very stressful environment for everyone involved; and
- Performance appraisals are only as good as the performance management system they operate within. Organizations that only do performance appraisal for the sake of doing them are wasting their time (Wayne: 1997).

2.21 Problems Hampering Implementation of IQMS

According to (Teacher Evaluation in South African Schools, 2015:6) there is inadequate advocacy programmes of the national department of education (DOE) in introducing IQMS to schools, poor training in some provinces, inadequate leadership by principals and teacher resistance to the process. In 2007 implementation of IQMS was reviewed and in 2008 external moderators were appointed to monitor implementation of IQMS.

Other problems were identified namely: inadequate coordination and integration, inadequate training of both educators and education officials on IQMS processes, resistance by teacher unions to certain parts of the IQMS, lack of budgets and focus by teachers on financial rewards rather than professional development and the inflation of evaluation scores.

“There is no evidence that, the IQMS would be able to serve an effective mechanism for accountability, because most educators do not know how to conduct an effective analysis of teacher performance or how to prioritise teacher development needs, and the outcomes are heavily weighted in favour of educators self-assessment” (Teacher Evaluation in South African Schools, 2015:6).

2.22 Conclusion

This literature review dealt with different topics namely: history of performance appraisal, pre-requisites of performance appraisal, performance appraisal model, performance management, integrated quality management system, advantages, disadvantages, benefits, and problems of performance appraisal. To conclude, it is clear that, different authors agree that performance appraisal is important for both the organizations and the workers. It shows that performance should develop workers by identifying their weaknesses so that they can come up with measures to improve performance. Sometimes there are problems with performance appraisal. Rewarding and measuring performance seems to be very difficult when it comes to educators. High scores that educators get are not equivalent to their performance. It seems as if the scores are made up only for the one per cent increment but not for developmental purposes. The Department of Education needs to set attainable standards, and should address the problem of inadequate resources. Lack of resources in schools also leads to poor performance. The next chapter will concentrate on the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This research methodology chapter explains the objectives of the study, the research method used, the research process and sampling. It also looks at the sample population, research setting, target population, sample strategies, sample and sample size, data collection process, data collection instrument, description of the questionnaire, administration of questionnaires, data analysis and ethical considerations for the research design.

3.2 Research Methodology

The research method that is to be used in this study is Quantitative which involves explaining phenomena by gathering sufficient information that is analysed using calculations/mathematics. Alan, (2002) suggests that quantitative research reduces data to statistics. This research is characterised by its capacity to give direct information, which shows the connection between some aspects of social life and the methods which in general generate words rather than numbers as data for analysis.

3.2.1 Research Design

Bhattacharjee, (2012) define research design is a detailed explanation of how information is going to be obtained for the purposes of conducting a research. Alan, (2002) urges that a successful research will provide answers to the research questions. It tries to minimize mistakes of using the wrong sample. This study uses an explanatory approach. It explains the perceptions of the educator's performance appraisal system in Umlazi (Phumelela circuit).

3.3 Research Objectives

The objectives of the research are to understand the educators' perceptions of the performance appraisal goals set for the Phumelela circuit, to determine the educators' perceptions of how performance is measured, to ascertain the educators perceptions of the feedback system and, lastly, to understand the educators' perceptions of the reward system.

3.4 Sampling Population

3.4.1 Research Setting

Alan, (2002) states that, this type of research can be seen as the actual place where the study will be conducted. The research was based at schools in the Umlazi District (Phumelela Circuit) KZN. It is located in Durban's Umlazi Township.

3.4.2 Target Population

Alan, (2002) defines the target population is the group of people to whom we want our research results to apply. The study population are the people who meet our operational definition of the target population. The research population was educators in the Umlazi District. The sample used was chosen from fifteen neighbouring schools.

3.4.3 Accessible Population

Accessible population is an available group of people that possess the qualities that the researcher is interested in. In this case the research used educators in 15 schools. Only the educators of Umlazi were included in the population (accessible), since they are the population that can be reached.

3.5 Sample Strategies

This study used non-probability sampling. Here the educators were selected based on the judgement of the researcher. In probability sampling the researcher have an opportunity to choose participants. Basic forms begin with a sample frame; a list of all people in the study population.

3.5.1 Sample and Sample Size

Battaacherjee, (2012) defines sample is a form of carefully choosing a subset of elements from a wide range of the targets and the sample size refers to the total number of people chosen to participate in the study (Bhattaacherjee: 2012). In Umlazi there are fifty high schools and fifteen of these schools were selected. The sample included post level one (educators), post level two (Head of Departments) and post level three (Principals). Ten educators were selected from each school. The total number of educators that were part of the research was one hundred and fifty. An estimated population is 1000, according to AS de Vos (2011:225) if population is 100 the representative sample size is between 140 and 150.

3.6 Data Collection Process

3.6.1 Data Collection Instruments

Questionnaires were used to collect data and one hundred and fifty educators were given questionnaires with a time frame of at least two days to answer those questions. Questionnaires were used because the study used a quantitative methodology.

3.6.2 Description of the Questionnaire

The questionnaire is divided into two sections. The first section is about demographic data. The second section is project related. It has twelve questions.

3.6.3 Administration of Questionnaires

The questionnaires were self-administered and were distributed to different neighbouring schools in Umlazi.

3.7 Data Analysis

Data analysis describes the process of organising and interpreting the data generated. Research have used descriptive analysis. Descriptive analysis is used to analyse quantitative data. Descriptive analysis measures the central tendency such as the average value, middle value, the value that occurs often, variance and standard deviation. Excel is the programme that was used to capture the data. The SSP programme was used to interpret the data.

3.8 Conclusion

Research methodology is important because it looks at the overview of the project. It highlights the research design, research methodology, research setting, target population, accessible population, sample strategies, data collection process and data analysis. The next chapter will look at the quantitative analysis and interpretation of the data collected.

CHAPTER 4

ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is about the analysis and interpretation of statistics. Data will be analysed using SSP test. The data analysis used descriptive statistics and inferential statistics. According to Huysamen (1990:4) descriptive statistics is concerned with the description and or summarisation of data obtained for a group of individuals. Inferential statistics is used to make inferences regarding the properties (for example the mean) of populations on the basis of the results obtained for appropriately selected samples from these populations (Huysamen, 1990:4) It uses one sample t-test and an independent sample t-test.

4.2 Demographics

The demographics section covers participants' race, gender, age, marital status, qualifications, and position and work experience. Demographic variables are important in performance appraisal to give data about the respondents.

4.2.1 Race of Respondents

This section describes the race of respondents in this study.

Figure 4.1 Race

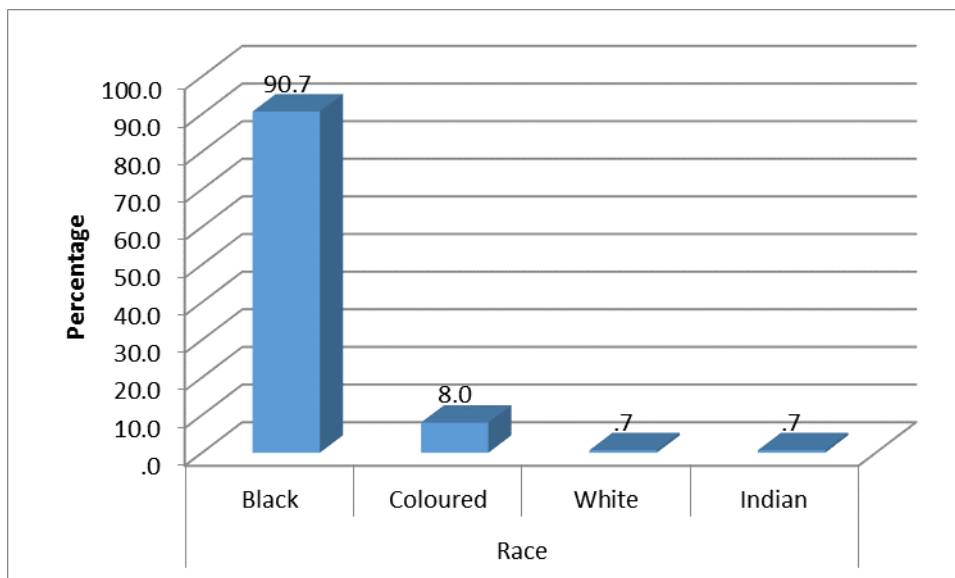
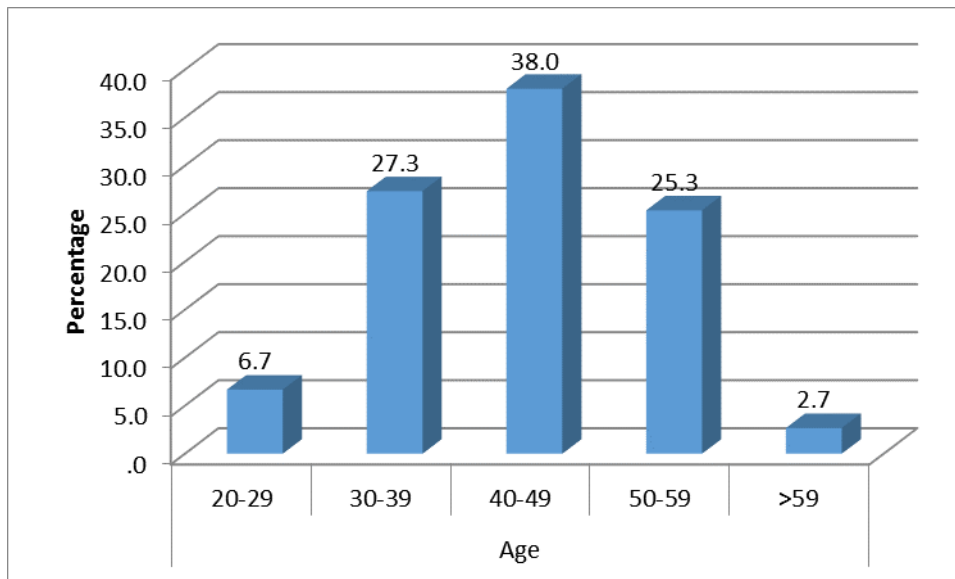


Figure 4.1 reveals that 90.7% of the respondents are black, 8.0% are coloureds, .7% are whites, and .7% are Indians. The research was conducted in black townships where blacks are the majority.

4.2.2 Age of Respondents

This section shows different ages of participants in this study.

Figure 4.2 Age

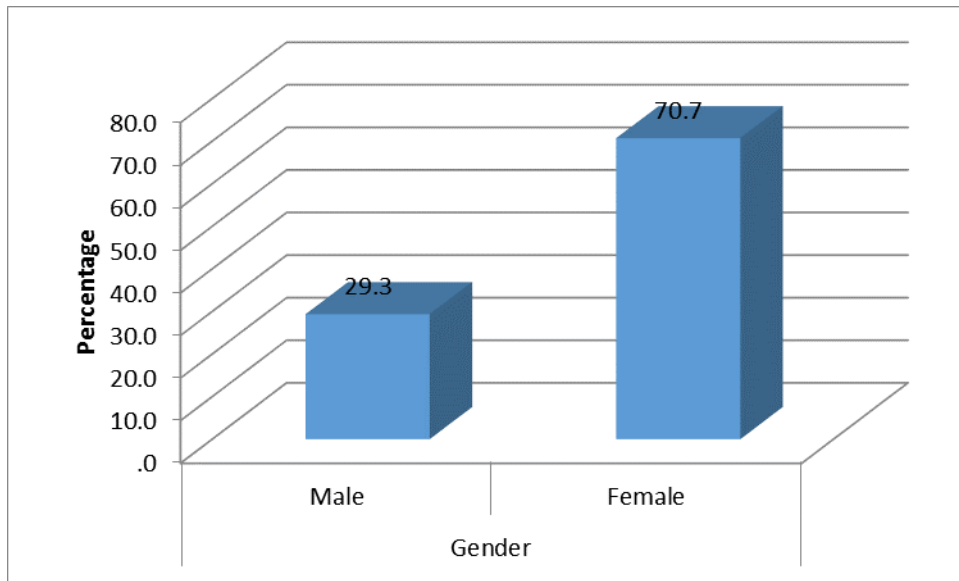


The above figure reveals the group age dispersion of respondents in the project. 6.7% are between the ages of 20-29 years, 27.3% are between the ages of 30-39 years, 38.0% are between the ages of 40-49 years, 25.3% are between the ages of 50 to 59 years and 2.7% are 59 years and older. Based on the information the majority of educators are between the ages of 40-49. The research shows that, there is a small percentage of younger educators entering the system.

4.2.3 Gender of Respondents

This next section outlines the gender of participants in the study.

Figure 4.3 Gender

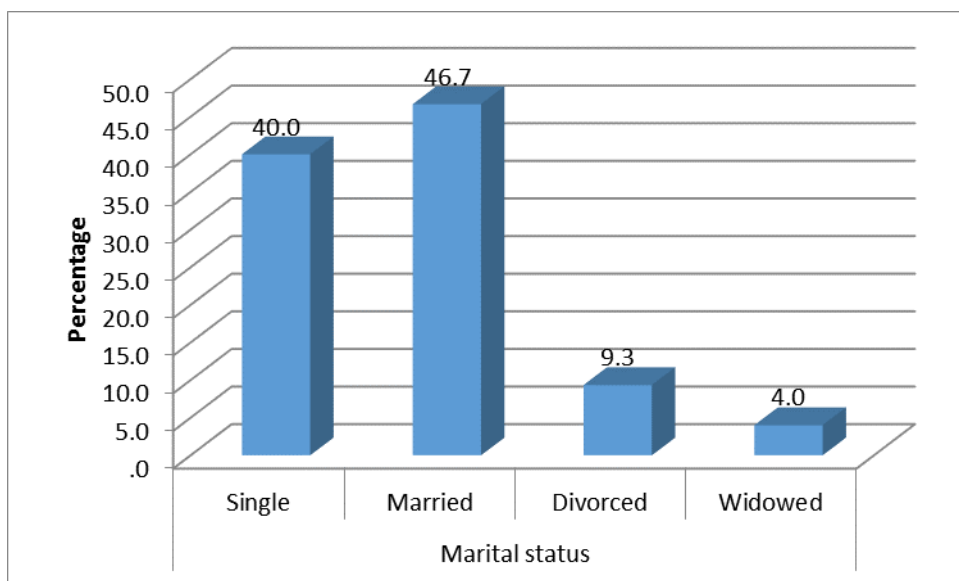


The above figure shows that, 29.3% of respondents are males and 70.7% of respondents are females. Female educators are the dominant group in the teaching profession. It could be due to the fact that, teaching has been seen as a female profession hence it is dominated by females.

4.2.4 Marital Status of Respondents

This section outlines the marital status of respondents.

Figure 4.4 Marital Status

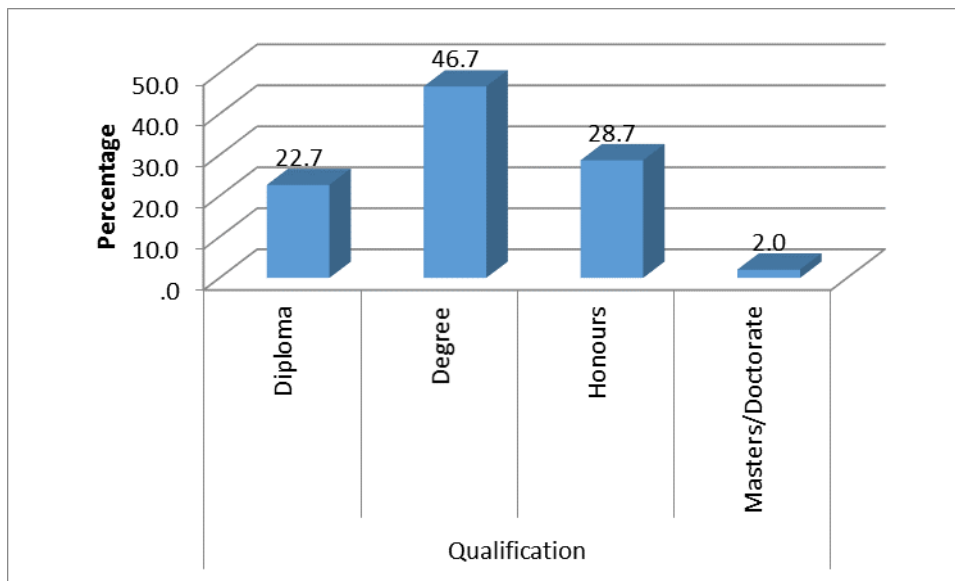


The above figure reveals that, 40.0% of the respondents are single, 46.7% are married, 9.3% are divorced and 4.0% are widowed. There are no significant differences by marital status. There is only 6.7% difference between single and married educators and only 5.3 % difference between divorced and widowed educators. The majority of educators are married.

4.2.5 Qualifications of respondents

The next section outlines the qualifications of respondents in the study.

Figure 4.5 Qualifications of Respondents

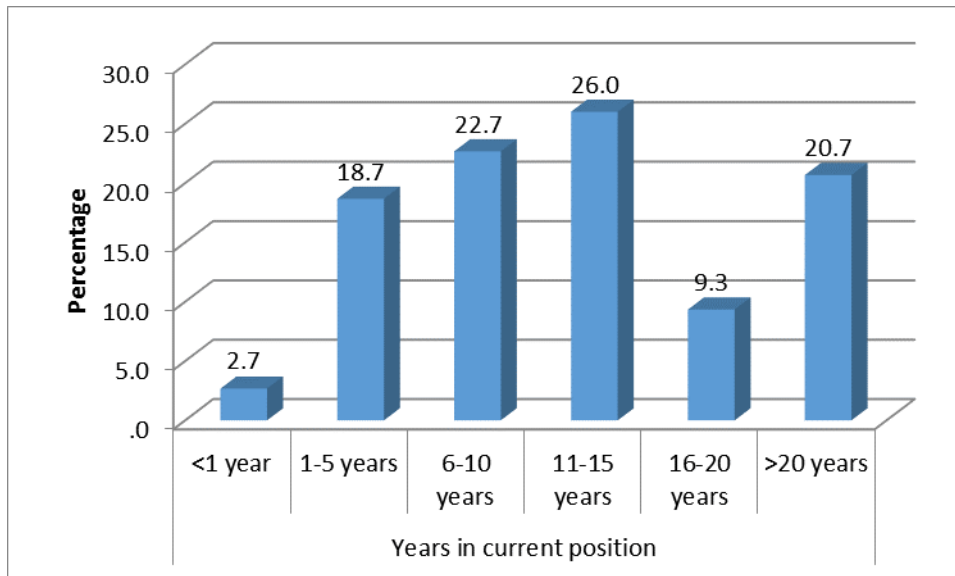


The above figure shows that, 27.7% of respondents hold diplomas, 46.7% hold degrees, 28.7% have honours and 2.0% have masters/doctorate degrees. It shows that very few educators have masters/doctorate degrees. This may be due to the fact that, although the Department of Education provides incentives to educators for completing honours, masters and doctorate studies. It is a once off incentive. Such incentives do not motivate educators as the costs of education are too high. There are no significant differences by qualification. Educators with honours; masters and doctorate degrees understand performance appraisal better. Educators with post-graduate qualifications have developed themselves academically as per one of the performance appraisal suggestions.

4.2.6 Position of Respondents

Positions held by respondents at work are of significance because it shows how government employees (educators) at different levels perceive performance appraisal.

Figure 4.6 Respondents Positions

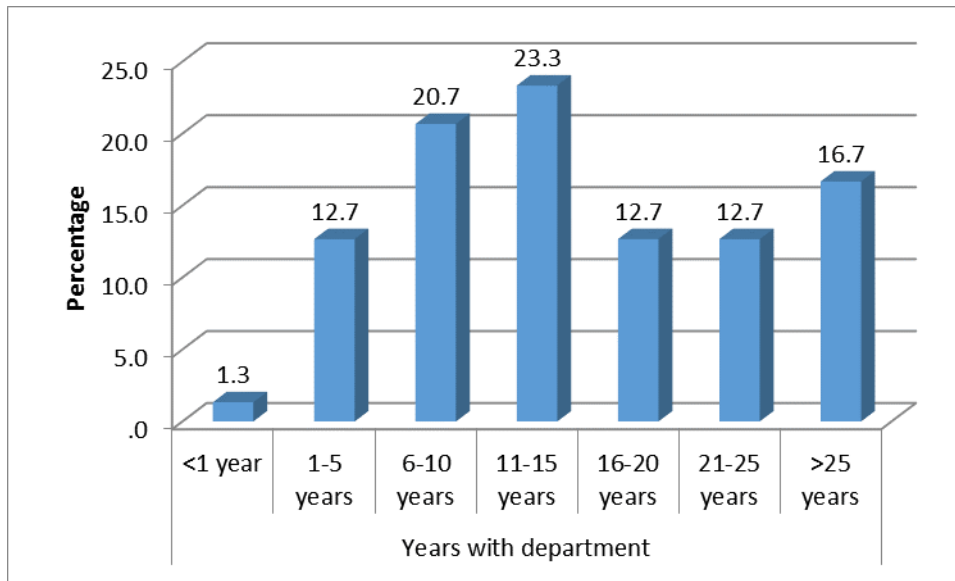


The above figure shows that, 2.0% of the respondents are Principals, 4.7% Of the respondents are Deputy Principals, and 16.0% are Heads of Departments and 77.3% are educators. The majority of respondents are educators.

4.2.7 Work Experience of Respondents

The next section shows work experience of respondents ranging from less than a year up to more than twenty-five years.

Figure 4.7 Work Experience

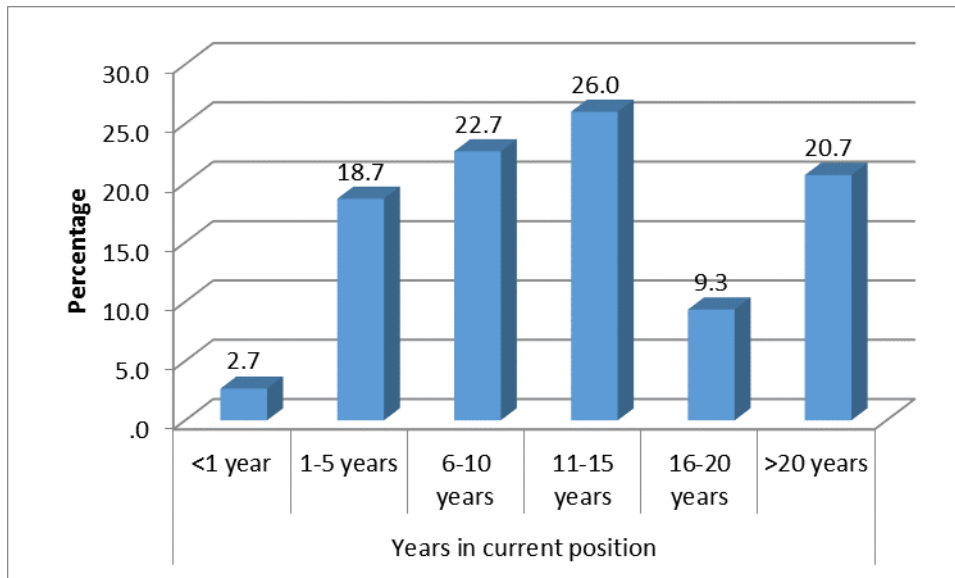


The above figure reveals that, 1.3% of the respondents have less than a year of experience, 12,7% have 1-5 years, 20,7% have 6-10 years, 23,3% have 11-15 years, 12,7% have 16 -20 years and 16,7% have 25 years and over. There are no significant differences by departmental experience. Work experience is important in performance appraisal because it contributes to development and improves performance.

4.2.8 Current Position of Respondents

Figure 4.8 shows current positions held by respondents and the period starting from less than a year up to more than twenty years.

Figure 4.8 Current Position



The above figure reveals that, 2.7% of respondents have held their position for a period of less than a year, 18.7% have been in their position for a period of 1-5 years, 22.7% for 6-10 years, 26.0% for 11-15 years, 9.3% for 16-20 years and lastly 20.7% for 20 years and more. There are no significant differences in current position experience.

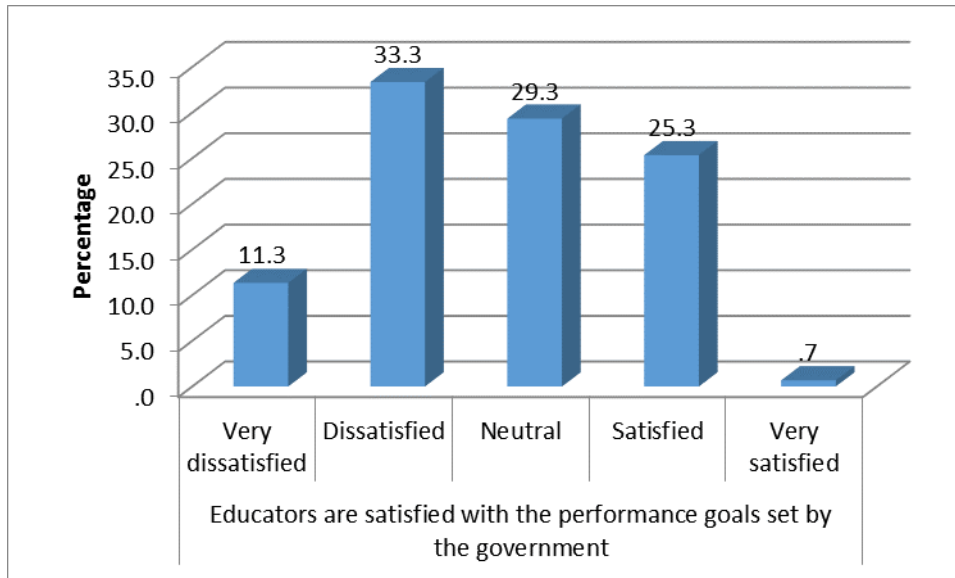
4.3 Project Related Statistics

This section seeks to describe the performance appraisal goals, appraisal expectations, importance, measurement, key performance areas, consultation, feedback system, improvement plan, performance standards, reward system, satisfaction with IQMS and pay progression.

4.3.1 Performance appraisal goals

The next section describes perceptions of educators about the goals of performance appraisal: research question one.

Figure 4.9 Performance Appraisal Goals Set By the Government

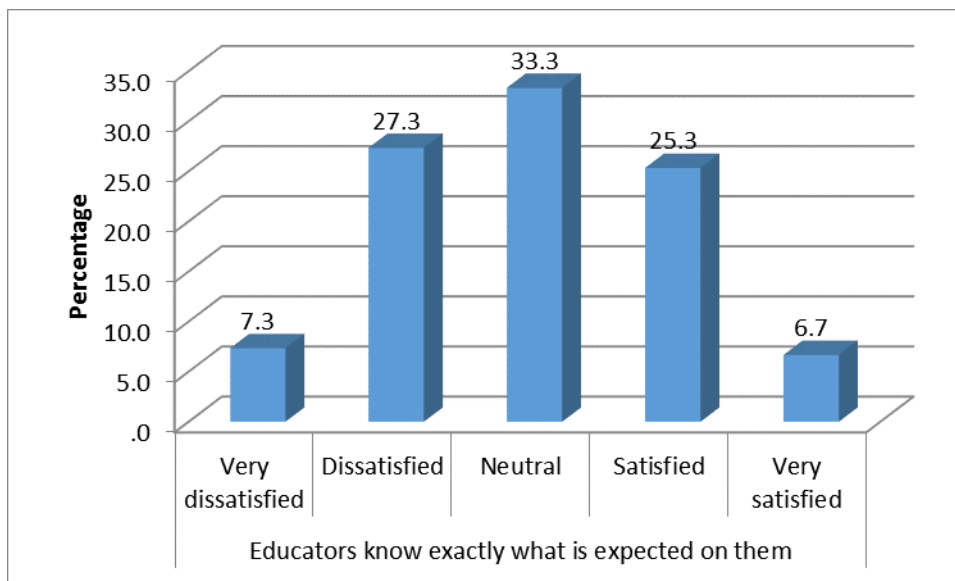


The above figure reveals that, 11.3% of the respondents are very dissatisfied with the performance goals set by the government, 33.3% are dissatisfied, 29.3% are neutral, 25.3% are satisfied and .7% is very satisfied.

4.3.2 Knowledge/Information about Performance Appraisal Expectations

Table 4.10 addresses expectations that help to answer research question number one about goals of performance appraisal.

Figure 4.10 Performance expectations

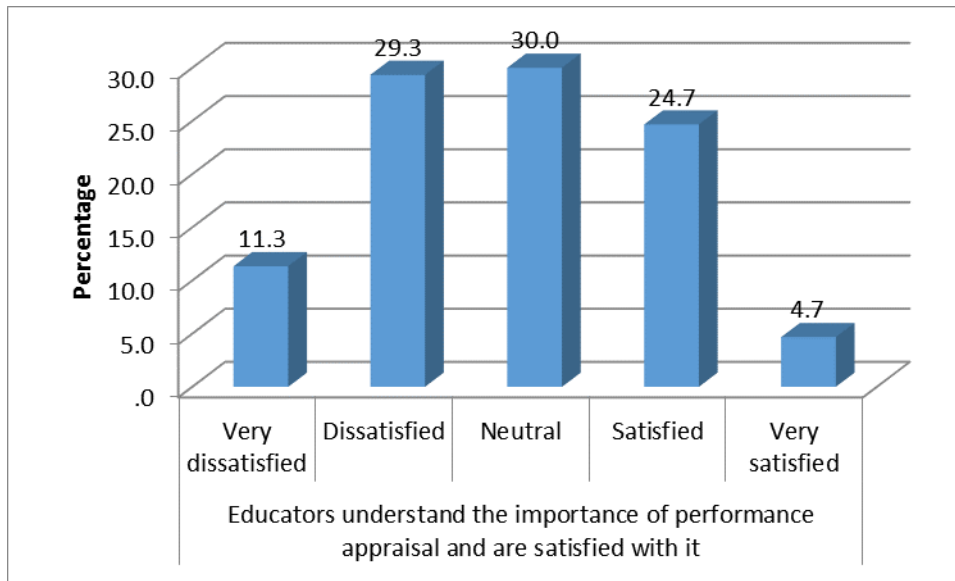


The above figure shows that, 7.3% of the respondents are very dissatisfied with the performance expectations, 27.3% of the respondents are dissatisfied, 33.3% are neutral, 25.3% are satisfied and lastly 6.7% of the respondents are very satisfied. The majority of the respondents are not satisfied with performance expectations. In chapter two Steven et al., 2001 were mentioned as stating that communication should yield desired behaviour or expected results should be communicated to the employees as well as evaluators, through open communication. It is clear that, the majority of educators are fully aware of what is expected of them.

4.3.3 Educators Understanding of Importance of Appraisal

The next section addresses the importance of appraisal which also helps towards understanding the goals of performance appraisal.

Figure 4.11 Importance of Appraisal

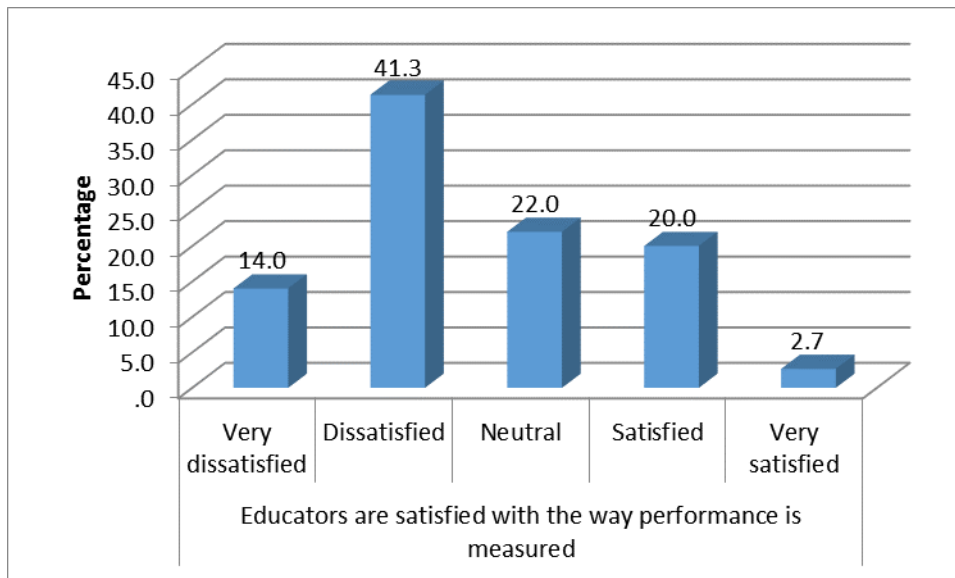


The above figure reveals that, 11.3% are very dissatisfied when it comes to importance of performance appraisal, 29.3% of the respondents are dissatisfied, 30.0% are neutral, 24.7% are satisfied and only 4.7% are very satisfied with importance of appraisal. The majority of the respondents are not clear on the importance of performance appraisal. In chapter two the literature shows that, performance appraisal is important for promotion, development and salary adjustment (Integrated Quality Management System Training Manual: 2003) It is clear that, educators are more interested in salary adjustments than in personal development.

4.3.4 Measurement of Performance Appraisal

The next section addresses the second research question of how performance is measured.

Figure 4.12 Measurement of Performance

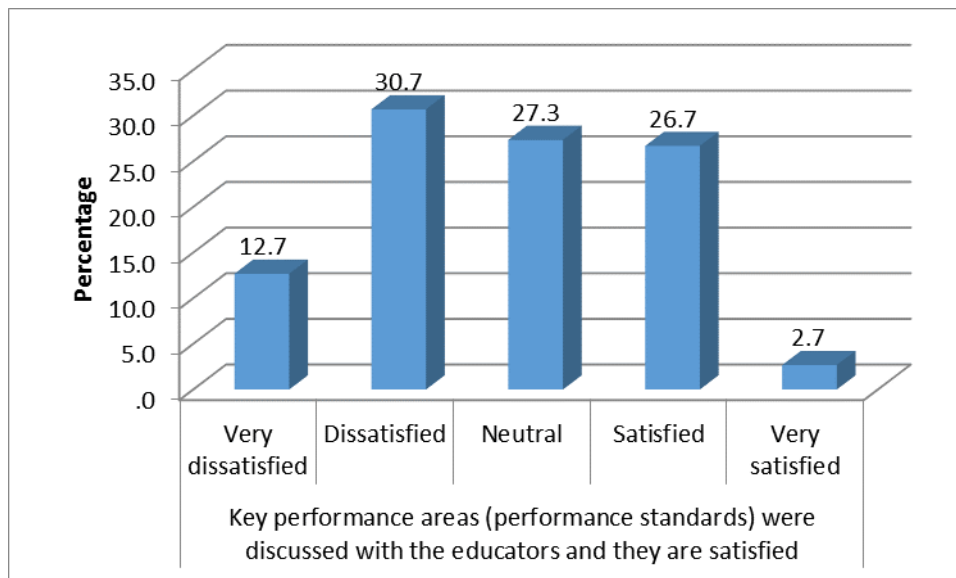


The above figure shows that, 14.0% of the respondents are very dissatisfied with the way performance is measured, 41.3% of the respondents are dissatisfied, 22.0% are neutral, 20.0% are satisfied and 2.7% of the respondents are very satisfied. The literature review indicated that, performance appraisal should be relevant and reliable A relevant performance appraisal has a link between performance standards of a particular job and organisational goals. The judgement should be consistently applied (Wayne, 2003:337) Research conducted shows that a majority of educators are not satisfied with the way performance appraisal is measured. According to (Teacher Evaluations in South African Schools, 2015:8) “SADTU has not formally signed the collective agreement to enable the implementation of IQMS and using its signature as a bargaining chip to obtain 1.5% performance based increase for educators instead of the current one percent”.

4.3.5 Performance Appraisal and Key Performance Areas

Figure 4.13 addresses the key performance areas that are used to measure performance still on second research question.

Figure 4.13 Key Performance Areas

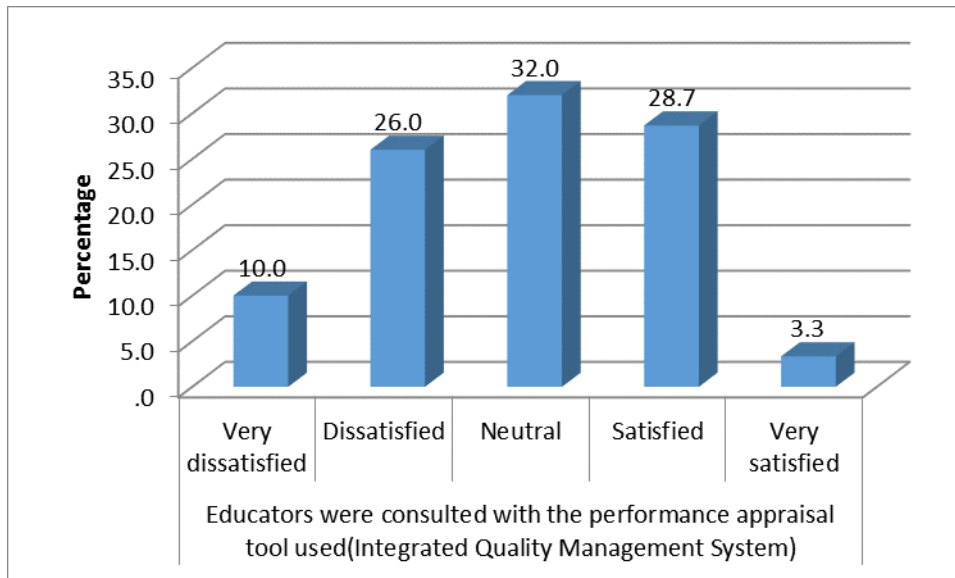


The above figure reveals that, 12.7% of the respondents are very dissatisfied with the key performance areas, 30.7% are dissatisfied, 27.3% are neutral, 26.7% are satisfied with the key performance areas, and only 2.7% is very satisfied. Key performance areas are important because they give direction to imperative performance areas.

4.3.6 Consultation during Performance Appraisal

The next section addresses IQMS as an instrument used to measure performance and to check on whether or not respondents were consulted about the tool prior to implementation.

Figure 4.14 Consultation

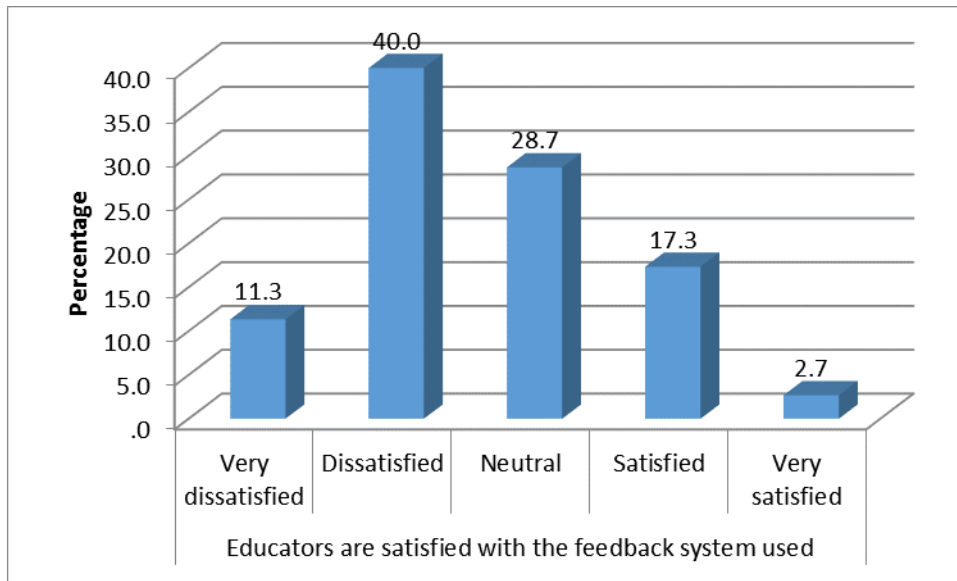


The above figure shows that, 10.0% of the respondents were very dissatisfied with the consultation during the introduction of the Integrated Quality Management System, 26.0% are dissatisfied, 32.0 are neutral, 28.7% are satisfied and only 3.3% are very satisfied. Performance appraisal can work effectively if all stakeholders are consulted instead of having a top down communication approach. The institution –based educators were not consulted on the structure, design or implementation of the IQMS. This was developed by the national DOE (department of education) and negotiated with unions’ representatives at national level (DOE, 1997:51). Educators felt, they needed to be consulted and should be part of the process as this affect them as educators. Educators therefore did not take ownership of the system. This, as mentioned by Derek Torrington, Laura Hall & Stephen Taylor (2007:393) is essential for the effective implementation of the IQMS.

4.3.7 Educators Satisfaction about Feedback system

Figure 4.15 outlines the reward system which is the third research question.

Figure 4.15 Feedback System

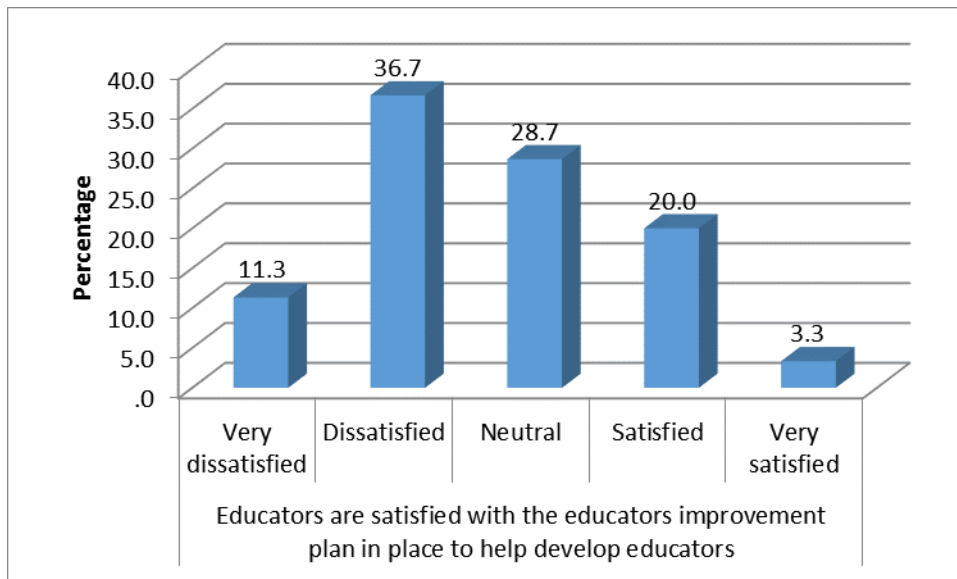


The above figure shows that, 11.3% of the respondents are very dissatisfied with the feedback system used, 40.0% are dissatisfied, and only 17.3% are satisfied while 2.7% are very satisfied. Feedback is very important in performance appraisal it gives feedback on performance of workers, it highlights areas that need improvement while praising good performance. The majority of educators are not satisfied with the feedback system used in the education system.

4.3.8 Improvement Plan to Develop Educators

The next section addresses research question number four about reward as well as research question number one about goals of performance appraisal.

Figure 4.16 Improvement Plan

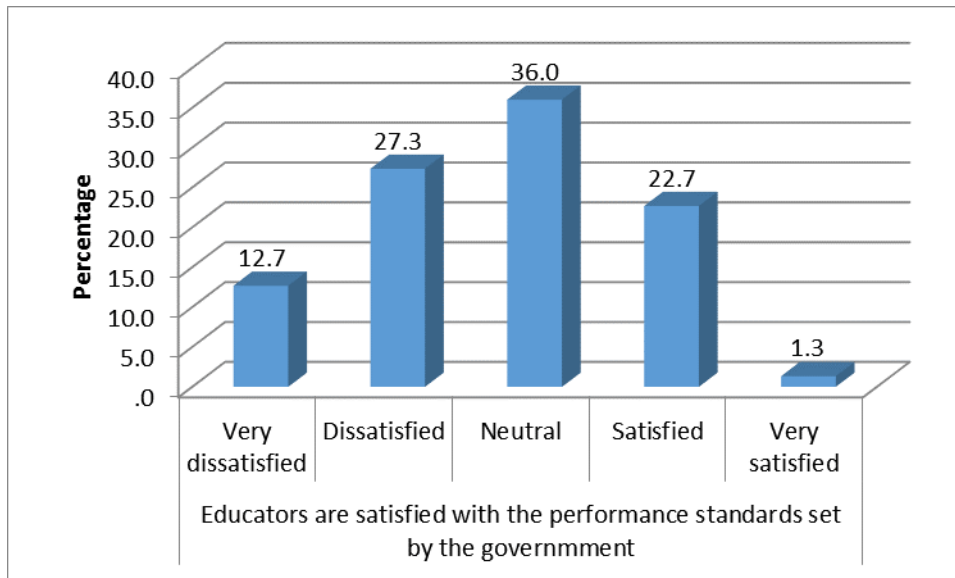


The above figure shows that, 11.3% of the respondents are very dissatisfied with the improvement plan in place to develop educators, 36.7% are dissatisfied, 28.7% are neutral, 20.0% are satisfied and 3.3% are very satisfied. Educators are not happy with the personal growth plan (PGP) used to develop educators. Educators are also not satisfied with the school improvement plan (SIP).

4.3.9 Performance Standards

Figure 4.17 shows the level of satisfaction with performance standards set by the government. It addresses measurement of performance appraisal research question number two and expectations question one (goals) since performance standards outline what is expected of educators.

Figure 4.17 Performance Standards

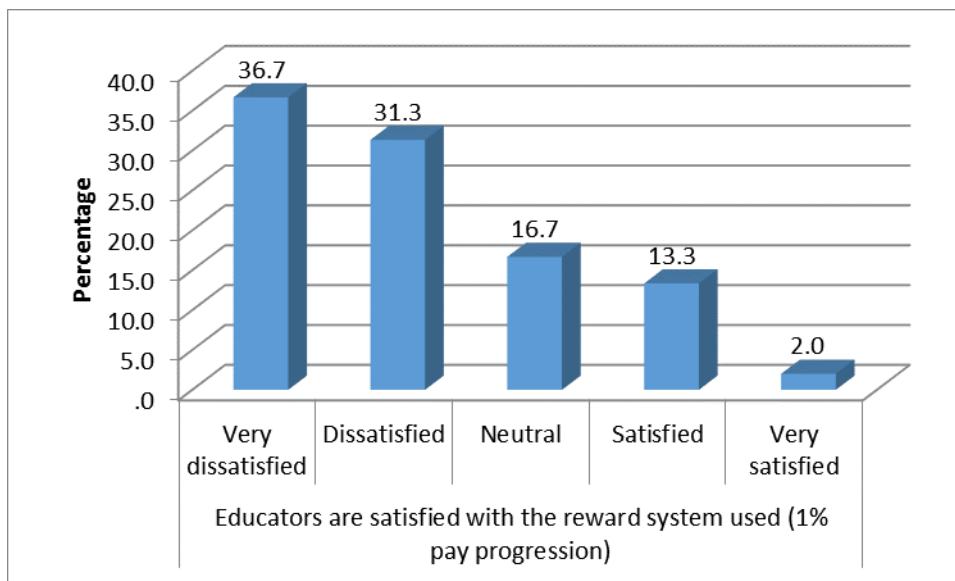


The above figure reveals that, 12.7% of the respondents are very dissatisfied with the performance standards, 27.3% are dissatisfied, 36.0% are neutral, 22.7% are satisfied and 1.3% are very satisfied. Educators are concerned with the overcrowded classes which defeats performance standard number one: Creation of a positive learning environment. According to *Teacher Evaluations in South African Schools: 2015:7* the existing list of performance standards is cumbersome and time consuming, generating considerable volumes of paperwork for heads of departments. NAPTOSA has expressed the view that, the QMS is unlikely to greater teacher accountability or effectiveness that will produce learning gains.

4.3.10 Educators Satisfaction about the Reward System

The next section explains research question number four about the reward system, respondents' satisfaction with the one per cent pay progression.

Figure 4.18 Reward System

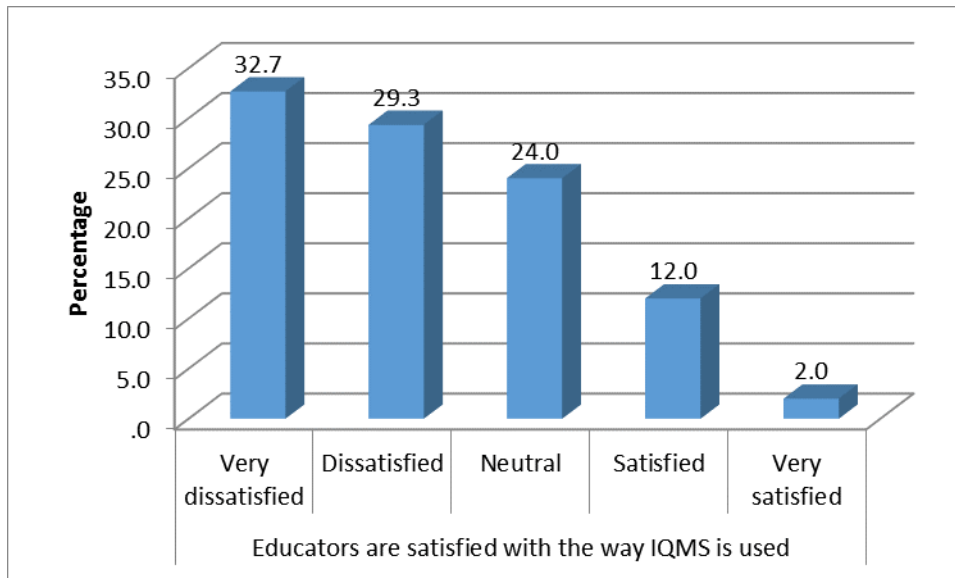


The above figure shows that, 36.7% of the respondents are very dissatisfied with the reward system that is used, 31.3% are dissatisfied, 16.7% are neutral while 13.3% are satisfied and only 2.0% are very satisfied. The majority of educators are not satisfied with one per cent pay progression. Educators are not paid for extra tuition.

4.3.11 Integrated Quality Management System

The next section describes the satisfaction of using IQMS as an instrument to measure performance appraisal, answering research question number two which is about measuring performance.

Figure 4.19 Satisfaction on the Way IQMS Is Used

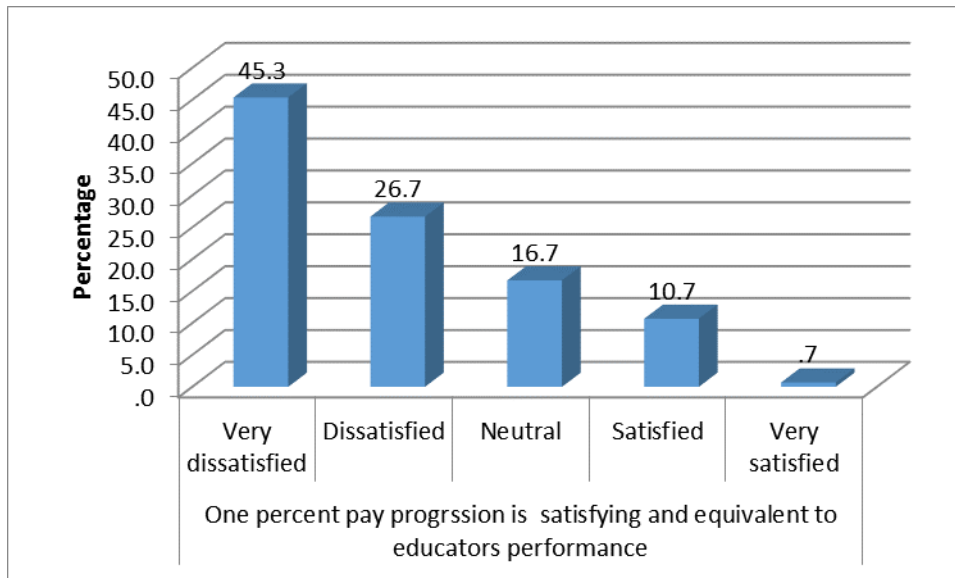


The above figure reveals that, 32.7% of the respondents are very dissatisfied with the way IQMS is used, 29.3% are dissatisfied, 24.0% are neutral, 12.0% are satisfied and 2.0% are very satisfied. The majority of educators are not satisfied with the way IQMS is used. Literature reviews indicate that, it should identify specific needs of educators, suggest support and development and provide support for continued growth. Needs of educators are not identified and support is not provided.

4.3.12 Educators Satisfaction about Pay progression

The next section addresses research question number four about the reward system as to whether or not respondents feel that, one per cent pay progression is equivalent to educators' performance.

Figure 4.20 Pay Progression



The above figure shows that, 45.3% of the respondents are very dissatisfied with the one per cent pay progression, 26.7% are dissatisfied, 16.7% are neutral, 10.7% are satisfied and .7% are very satisfied. These results show that the majority of the respondents are not happy with one per cent pay progression. Educators believe it is not equivalent to their performance.

4.4 One-Sample Statistics

Interpretation rule

The mean variable that is 3 and above=significant satisfaction/agreement on the question.

Questions B1 to B12 show significant dissatisfaction because the mean value for all these questions is below 3. There is significant dissatisfaction on the following: educators satisfaction with goals set by government, educators expectations, importance of performance appraisal, the way performance is measured, satisfaction with performance standards, consultation regarding the performance appraisal tool used (IQMS), the feedback system used, improvement plan in place to develop educators, reward system used, one per cent pay progression and the way IQMS is used.

4.5 One Sample Test

B1 there is significant dissatisfaction with the performance goals set by the Government (M=2.71, SD=.994, t (149) =-3.616; p<.0005. B4 there is significant dissatisfaction with the way performance is measured (M=2.56, SD=1.046, t (149) = -5.153; p<.0005. B7 there is significance dissatisfaction with the feedback system used (M=2.60, SD=.990, t (149) = -

4.949; $p < .0005$. B8 there is significant dissatisfaction with the improvement plan in place to help develop educators ($M=2.67$, $SD=1.026$, $t(149) = -3.898$; $p < .0005$). B9 there is significant dissatisfaction with the performance standards set by the government ($M=2.73$, $SD=.996$, $t(149) = -3.361$; $p < .0005$). B10 there is significant dissatisfaction with the reward system that is used ($M=2.13$, $SD=1.113$, $t(149) = -9.610$; $p < .0005$). B11 there is significant dissatisfaction with the way IQMS is used ($M=2.21$, $SD=1.090$, $t(149) = -8.835$; $p < .0005$). B12 there is significant dissatisfaction with one per cent pay progression ($M=1.95$, $SD=1.054$, $t(149) = 12.238$; $p < .0005$).

4.6 Chi-Square Test

The Chi-Square test was used to analyse the question involving the use of the reward system, the way IQMS is used and the one per cent pay progression. There is significant difference in the various race groups satisfaction in the way the reward system is used ($\chi^2(3) = 10.545$, $p = .014$). Specifically Blacks show more satisfaction than Coloureds. There is a significant difference in the various race groups satisfaction in the way IQMS is used ($\chi^2(3) = 17.362$, $p = .0001$). Specifically Blacks show more satisfaction than Coloureds and Coloureds show more satisfaction than Indians. There is a significant difference in the various race groups regarding the one per cent pay progression and its equivalence to performance ($\chi^2(3) = 12.685$, $p = .005$). Here Blacks show more satisfaction than Coloureds, Coloureds show more satisfaction than Indians.

4.7 Conclusion

The SSP programme was used to analyse the data. It helped to show the levels of satisfaction and the levels of dissatisfaction. The chapter covered demographics and project related statistics. The results reveals that, there is high levels of dissatisfaction with the performance goals set by the government. The majority of the participants are not clear about what is expected when it comes to performance. Majority of educators (41%) are not happy with the way performance is measured. The 40% of the participants are not satisfied with the feedback system used. There is dissatisfaction (31.3%) with the way reward system is used. There is also a high level of dissatisfaction with the way IQMS is used. The next chapter will provide the conclusion to the entire research study and it will offer recommendations.

CHAPTER 5

CONCLUSION & RECOMMENDATIONS

5.1 Introduction

This chapter will look at the research questions, the analysis, the findings and recommendations. History has shown that, performance appraisal must be monitored to make sure that it serves its main purpose. It was mentioned in chapter two that, the purpose of performance appraisal is to develop workers, develop training programmes and to determine the appropriate compensation and rewards (Erasmus et al., 2013:222).

5.2 Key Research Questions

The following section looks at the four key research questions namely: goals of performance appraisal, performance measurement, the feedback system and the reward system. Finally an attempt will be made to link research findings to the literature.

5.2.1 Goals of Performance Appraisal

Key Question 1

What are the educators' perceptions of the performance goals set for the Phumelela circuit?

Table 4.3.1 in chapter four show that, 11.3% of the respondents are very dissatisfied with the goals set and 29.3% are neutral. These results show that, the majority of the respondents' are not happy or not sure, what is expected of them (27.3% dissatisfied and 33.3% neutral). It can be concluded that the results reveal a high level of dissatisfaction.

Literature reveals the goals of performance appraisal are to emphasise the task that the individual is expected to perform, to improve performance and to develop training programmes and also to make administrative decisions whether or not to promote or terminate workers' employment (Erasmus et al., 2013:322) The goal of IQMS is to identify needs of educators for support and development, to determine the strengths and weaknesses of educators and to use the IQMS instrument professionally, uniformly and consistently (Integrated Quality Management System Training Manual: 2003) The educators' perceptions were that the main goal of performance appraisal is to award scores that will enable educators to receive a one per cent salary increment, other goals are not taken seriously hence that is one of the reasons why educators are not satisfied with the goals of performance appraisal.

5.2.2 Performance Measurement

Key Question 2

What are educators' perceptions on how performance is measured?

Table 4.3.4 in chapter four shows that, 41.3% of the respondents are dissatisfied with the way in which performance is measured and only 2.7% are satisfied. There is a significant level of dissatisfaction. According to the Integrated Quality Management System Training Manual: 2003, performance is measured by rating (awarding scores rated on a scale of 1 to 4), 1= unacceptable, 2= satisfies minimum expectations, 3= good and 4= outstanding. Educators' performance is measured using performance standards.

According to Wayne (2003:336) there are four elements to measure performance namely: relevance, sensitivity, reliability and acceptability. An acceptable appraisal programme must have the support of those using it. The instrument should enable consistency of judgement. The research findings reveal the levels of satisfaction, and according to the findings the majority of educators do not feel that performance is measured correctly.

5.2.3 Feedback System

Key Question 3

What are educators' perceptions of the feedback system?

Table 4.3.7 in chapter four shows that, 40.0% are dissatisfied and 11.3% are very dissatisfied with the feedback system. There is significant level of dissatisfaction with the way the feedback system is used.

Literature suggests that, feedback should be descriptive and it should provide subordinates with information suitable for self-appraisal. Feedback should be specific and information must be shared. Feedback should be given soon after the appraisal to avoid misinterpretation of information and it should be documented for future referral.

5.2.4 Reward System

Key Question 4

What are educators' perceptions of the reward system?

Table 4.3.10 in chapter four shows that, the majority of the respondents are very dissatisfied (36.7%) and (31.3%) are dissatisfied with the reward system used. There is a significant level of dissatisfaction with the reward system used. Literature reveals that, rewards can be financial and non-financial (Wilton 2013:197). Educators are awarded bonuses on their birthday month every year. So this shows that, a bonus is seen as a benefit it does not depend on performance, IQMS scores are not used to determine whether the educator qualifies for a bonus or not.

The research findings show that, educators are not satisfied with the one per cent increment. The housing allowance of R900 is not enough to buy a house, it is only enough to rent a room. Rewards do provide purchasing power but inflation always decreases the purchasing power of money.

5.3 Recommendations

- The Department of Education should consult the educators to discuss goals of the performance appraisal. The project shows that, educators are not clear on what is expected of them. Goals should be realistic and attainable.
- The Department should discuss the performance standards with all stakeholders concerned. Performance standards must be clear, simple, attainable and fair.
- The issue of resources should be addressed in order to improve performance.
- Training on IQMS is required and information acquired should be cascaded to other educators. The IQMS should be discussed so that, it can be modified to suit all stakeholders. Once everyone is clear about the key performance areas and how it they are going to be measured then the IQMS can be implemented.
- One of the recommendations is to address the feedback issue. Feedback should be given soon after the performance appraisal, so that appropriate steps can be taken to improve performance.
- Feedback must be descriptive so as to provide information for self-appraisal. Positive feedback is one way of motivating personnel to perform.

- The Department should consult all stakeholders about the reward system. It is further recommended that, the extra hours and good results should be remunerated. It is clear that respondents are not happy with the one per cent pay progression attached to the IQMS. It is not equivalent to the educators' performance.
- Recognition of qualifications acquired is of paramount important. Educators should move to the next notch on the scale if a postgraduate qualification has been acquired. For example, acquiring of honours, masters and doctorate degrees should be remunerated instead of receiving a once off incentive.

5.4 Conclusion

The research motive was to ascertain whether the educators know about the goals of PA, the way performance is measured the reward and the feedback system used. The study was conducted at KwaZulu-Natal, Umlazi Phumelela Circuit. Literature review looked at what different views of authors about performance appraisal. Performance appraisal model with four constructs namely goals of PA, performance measurement, feedback and reward system. It is clear that, the goals of performance appraisal need to be modified. Human and physical resources need to be improved for better performance. Performance appraisal must fulfil its purpose to develop educators. Communication is a major part of performance appraisal; both educators and evaluators should know expectations. Training should be provided to appraisers. Development appraisal should determine weaknesses and strengths of educators. The uses of performance appraisal are: to improve performance, to guide remuneration adjustment, to facilitate placement decisions, and to direct training and career planning. The research has shown that, for educators salary increment is treated as the most important use of the appraisal and the other uses are ignored. The fact remains, however, that these other uses are imperative for an effective performance appraisal.

Future research is of importance, other circuits and provinces to understand their views on performance appraisal. Further research on why educators with honours, masters and doctorate are not rewarded adequately.

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GATE KEEPERS LETTER



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:214/8/811

Miss PN Mkhonza
PO Box 82418
Inanda
4310

Dear Miss Mkhonza

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "EDUCATORS PERCEPTIONS OF PERFORMANCE APPRAISAL IN UMLAZI (PHUMELELA CIRCUIT)", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 27 May 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Umlazi District

Adv. MB Masuku
Acting Head of Department: Education
Date: 03 May 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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19 July 2016

Miss Prudence Nokuthula Mkhonza 9801334
School of Management, IT Governance
Westville Campus

Dear Miss Mkhonza

Protocol reference number: HSS/0503/016M

Project Title: Educators perceptions of performance appraisal in Umlazi (Phumelela Circuit)

Full Approval – Expedited Application

In response to your application received 04 May 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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 Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Professor Ronnie Perumal
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

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UNIVERSITY OF KWAZULU NATAL
SCHOOL OF MANAGEMENT, IT AND GOVERNANCE

Dear Respondent,

Doctor of Management (D.Com. Research Project)

HSSREC RO: Ms P Ximba (031 260 3587) Email:ximbap@ukzn.ac.za

Researcher: Prudence Nokuthula Mkhonza (Cell: 0722096953)

Supervisor: Prof. Perumal (0823311483)

I am Prudence Nokuthula Mkhonza, a student, at the **SCHOOL OF MANAGEMENT, IT AND GOVERNANCE**, at the University of KwaZulu-Natal. You are invited to participate in a research project titled *EDUCATORS PERCEPTIONS TOWARDS PERFORMANCE APPRAISAL*. The aim of this study is to ESTABLISH the purpose of performance appraisal, the way performance appraisal is measured, the reward system and the feedback system.

Through your participation, I hope to understand and DISCOVER purpose of performance appraisal, the way it is measured, the reward system and the feedback system. The results of the survey are intended to contribute to THE understanding OF performance appraisal of educators.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the **SCHOOL OF MANAGEMENT, IT AND GOVERNANCE**, and University of KwaZulu-Natal.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the CONTACT numbers listed above.

The survey should take you about fifteen to twenty minutes to o complete. I hope you will take the time to complete this survey.

Sincerely,

Investigator's signature _____ Date _____

APPENDICES

APPENDIX A: Questionnaire

SECTION A: BIOGRAPHIC DATA

Please mark with an X, ONE option per question below in the space provided.

1. Race group

Black	Coloured	White	Indian	Other Specify

2. Age

20-29 years	30-39 years	40-49 years	50-59 years	Over 59 years

3. Gender

Male	Female

4. What is your marital status?

Single	
Married	
Divorced	
Widowed	

5. Please specify your highest formal Qualification?

No formal qualification	Matric	Diploma	Degree	Honours Degree	Masters/ Doctorate

6. Position

Principal	
Deputy Principal	
H.O.D	
Educator	
Other: Please specify _____	

7. How many years have you worked for this Department?

Less than 1	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	More than 25 years

8. How long have you held your current position?

Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years

APENDIX B

SECTION B: EDUCATORS' PERCEPTIONS OF THE PERFORMANCE APPRAISAL SYSTEM.

Please rate the extent to which you are satisfied with each statement below. Mark your level of satisfaction with an X

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Educators are satisfied with the performance goals set by the government.					
2. Educators know exactly what is expected of them.					
3. Educators understand the importance of performance appraisal and are satisfied with it.					
4. Educators are satisfied with the way performance is measured.					
5. Key performance areas (Performance Standards) were discussed with the educators, and educators are satisfied.					

6. Educators were consulted regarding the Integrated Quality Management System (IQMS) that is used as a performance appraisal tool.					
7. Educators are satisfied with the feedback system used.					
8. Educators are satisfied with the educators' improvement plan in place to help develop educators.					
9. Educators are satisfied with the performance standards set by the government.					
10. Educators are satisfied with the reward system used (1% pay progression).					
11. Educators are satisfied with the way IQMS is used.					
12. One per cent pay progression is satisfying and a fair reward for educators' performance.					

IQMS INSTRUMENTS

EXEMPLAR A

**COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE
MEASUREMENT FOR PAY PROGRESSION AND GRADE
PROGRESSION FOR Level 1 Educators (28 CRITERIA)**

EDUCATOR: _____ DATE: _____

PERSAL NUMBER : _____ SCHOOL : _____

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
TOTAL SCORE	112	

THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been ADJUSTED

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain : 56 (2)
To qualify for grade progression the educator needs to obtain : 78 (3)

I agree/do not agree with the overall performance rating.

EDUCATOR: _____ DATE: _____

DSG: _____ DATE: _____

PRINCIPAL: _____ DATE: _____

EXEMPLAR B

**COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE
MEASUREMENT FOR PAY PROGRESSION AND GRADE
PROGRESSION FOR Level 2 Educators (42 CRITERIA)**

EDUCATOR: _____ DATE: _____

PERSAL NUMBER : _____ SCHOOL: _____

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
Administration of resources and records	20	
Personnel	16	
Decision making and accountability	20	
TOTAL SCORE	168	

THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been adjusted.

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain: 84 (2)
To qualify for grade progression the educator needs to obtain: 118 (3)

I agree/do not agree with the overall performance rating.

EDUCATOR: _____ DATE: _____

DSG: _____ DATE: _____

PRINCIPAL: _____ DATE: _____

EXEMPLAR C

**COMPOSITE SCORE SHEET FOR USE IN PERFORMANCE
MEASUREMENT FOR PAY PROGRESSION AND GRADE
PROGRESSION FOR Level 3 & 4 Educators (52 CRITERIA)**

EDUCATOR: _____ DATE: _____
 PERSAL NUMBER : _____ SCHOOL: _____

PERFORMANCE STANDARDS	MAX	SCORE
Creation of a positive learning environment	16	
Knowledge of curriculum and learning programmes	16	
Lesson Planning, preparation, and presentation	16	
Learner Assessment	16	
Professional development in field of work/career and participation in professional bodies	16	
Human Relations and Contribution to school development	16	
Extra-Curricular & Co-Curricular participation	16	
Administration of resources and records	20	
Personnel	16	
Decision making and accountability	20	
Leadership, communication and servicing the Governing Body	24	
Strategic planning, financial planning and education management development	16	
TOTAL SCORE	208	

THE ABOVE-MENTIONED EDUCATOR'S SCORE has been/has not been adjusted.

COMMENTS/REASONS FOR ADJUSTMENT

To qualify for salary progression the educator needs to obtain: 104 (2)
 To qualify for grade progression the educator needs to obtain: 146 (3)

I agree/do not agree with the overall performance rating.

EDUCATOR: _____ DATE: _____
 DSG: _____ DATE: _____
 PRINCIPAL: _____ DATE: _____

