

**TEACHER EVALUATION AS PERCEIVED BY KWAZULU  
SECONDARY SCHOOL TEACHERS**  
(with reference to Mehlwesizwe Circuit)

by

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## ABSTRACT

Teacher evaluation is a management tool for all educational organisations as it is used to research information on teacher performance. Information on teacher performance is important in the decision making process regarding employment of teachers, confirmation of appointment, identifying potential for promotion and staff development. Over the years teachers have raised serious reservations about teacher evaluation procedures in the United States of America, England and Wales and the Republic of South Africa. As a result, the United States and England and Wales have moved towards teacher evaluation intended for staff development. In this study the researcher investigated the perception of KwaZulu secondary school teachers towards teacher evaluation along the lines of the US and English system of evaluation, i.e staff development.

This study consists of three objectives. The first objective was to ascertain the perception of KwaZulu secondary school teachers with regard to teacher evaluation. The second objective was to find out whether these perceptions are influenced by personal variables of the respondents. The third objective was to determine whether teachers exhibit significant differences with regard to: purpose of evaluation, degree of independence, willingness to be evaluated, attitude toward evaluators, their involvement, and conditions under which evaluation was conducted.

The researcher administered a questionnaire to KwaZulu secondary school teachers from Mehlwesizwe Inspection Circuit in urban and rural schools.

Unfortunately the research sample was small but it yielded significant results. Over 71% of the respondents were positively disposed toward the evaluation of teachers for professional development, 27% were uncertain about teacher evaluation and 2% were negative. The results also indicated that perception of teacher evaluation was less likely to be influenced by personal variables such as gender, qualification, experience, area of specialization and area of operation.

The majority of the respondents in the research sample have shown that the following purposes of teacher evaluation were very important: improvement of staff performance, identification of in-service training needs and the encouragement of self evaluation among teachers. Secondly, the respondents indicated that they were willing to be evaluated if they have control over decisions related to their teaching activities. Thirdly, the respondents revealed that they were willing to be involved in developing an evaluation system but lacked the necessary skills and knowledge about evaluation procedures. Fourthly, they indicated that they trust and they have confidence in their evaluators. Finally, they indicated that the decisions related to the type and use

of evaluation data should be shared among all those involved in the evaluation process.

The researcher made the following recommendations:

- the KwaZulu Department of Education and Culture should adopt a goal or target setting approach towards the development of the evaluation system.
- classroom observation and the evaluation interview should form part of the overall process of teacher evaluation.
- pre-service and in-service training of teachers and training of prospective evaluators should be undertaken in a form of seminars, workshops, conferences and a negotiated curricula be included at Universities and Colleges of Education.
- most importantly, evaluation should concentrate on the improvement of teaching practice.

## DECLARATION

I, Stephen Khehla Ndlovu, declare that this dissertation is my work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.

---

S. K. Ndlovu

DURBAN

NOVEMBER 1993

## **DEDICATION**

This work is dedicated to my parents

**JOHN AND EUNICE SIPHIWE NDLOVU**

for their effort in sending me to school and

as they brought me up to survive and live

to be what I am today.



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## CHAPTER ONE

### ORIENTATION TO THE STUDY

#### 1.1 INTRODUCTION

According to management theory, organisations are established to attain specific goals. These goals are achieved by employing people, machinery, etc. In an organisation, employees are then provided with a set of goals and tasks to perform.

To give employees proper direction and guidance towards achieving set goals and tasks, organisations use performance evaluation. Performance evaluation in this regard, takes place for the purpose of supervision and in assisting the management of organisations (Biesheuval, 1985:181).

Evaluation of employees may have more than one purpose, because organisations differ. On the one hand, Whyte (1986:138) believes that "staff development, management selection, salary planning and organisational planning" are most commonly cited purposes of evaluation. On the other hand, Brinkerhoff and Kanter (1980) see evaluation as a major tool in organisational control in order to identify potential, improve performance, plan goals and make decisions.



Evaluation for staff development is essential in an organisation and is usually accepted by employees (Pillay, 1991:3). Teachers, too, are employees within an educational organisation who are required to improve their performance in order to achieve their educational objectives. These teachers sometimes do not perform to acceptable standards. To assess their strengths and weaknesses, evaluation plays a vital role.

Staff development and supervision involves teacher evaluation with a view to determine the extent to which teachers implement educational policy. Circuit inspectors, subject advisors, principals of schools, and heads of departments are expected to use teacher evaluation in order to provide teachers with feedback regarding behaviour, physical environment and materials for instruction.

Basically, teacher evaluation is a management tool for all educational organisations. It is used to research information on teacher performance so as to help in decision making regarding employment of teachers, confirmation of appointment, identifying potential for promotion and staff development. Shipman (1979) warns that teacher evaluation does not determine decisions but the judgements that lead to decisions are informed by evaluation. Teacher evaluation, therefore should be able to help evaluators make informed decisions about institutional improvements and placement of teachers in in-service centres for improvement (See Chapter Five). Bolton (1973:99) also supports the

importance of evaluation as a prerequisite for improvement of instruction. He states that "the evaluation of instruction is required before a systematic improvement of instruction can occur."

There is consensus among writers like Bolton (1973), Shipman (1979), McGreal (1983), Marland (1987), Trethowan (1987), Wragg (1987), Pillay (1991), and others that teacher evaluation attempts to provide the following:

- teachers knowing themselves,
- accountability,
- professional development needs,
- institutional development needs,
- task clarification,
- reward in the form of promotion and financial incentives,
- selection of teachers.

Informal interviews with inspectors, principals and teachers in the Mehlwesizwe circuit indicated that teacher evaluation in KwaZulu secondary schools was mainly used for the promotion of teachers and assessment of teachers on probation. Details of these evaluation procedures will be dealt with in Chapter Two.

## 1.2 MOTIVATION FOR THE STUDY

Society has delegated the responsibility to provide formal education of children to the State. The State in turn establishes schools as formal organisations, their purpose being to carry out the educational task. This task is ultimately carried out by teachers. Such a task carries with it the implications of accountability. Teachers, as individuals who have constant contact with children, are accountable for the failure and success of the children. As a result, evaluation of teachers plays an important role as the basis for accountability.

Furthermore, accountability can be used in the personal or group sense, whereby the individual or group attempts to achieve desired goals that govern behaviour. Teacher evaluation, thus, becomes the means by which teachers within the school assess their own performance individually or collectively to improve both the quality of teaching and the school.

This latter view of teacher evaluation places more emphasis on the improvement of teacher performance. This viewpoint has been neglected by teacher evaluation procedures in operation in the Republic of South Africa. The Natal Education Department, the Department of Education and Culture House of Delegates and the Department of Education and Training emphasise evaluation for merit awards and promotion as a means to reward performance. Teachers in these departments have shown dissatisfaction with the current

procedures. This has led to constant conflict between the education authorities and teachers.

One of the problems that must be resolved in KwaZulu schools is the introduction of teacher evaluation for professional development. Such an evaluation system should be accepted by teachers. To do this, it is necessary to investigate teachers' perception of evaluation specifically designed to improve instruction, the teachers and the school.

### **1.3 STATEMENT OF THE PROBLEM**

Merit assessment in education was introduced in 1977 by the then Public Service Commission. The merit assessment system had for some time been in operation for other officials in the Public Service (Pillay, 1991). To maintain uniformity in the Public Service, the Cabinet decided to extend the merit assessment to all education departments via the Department of National Education (DNE).

The DNE laid down guidelines to be used by education departments in formulating procedures for merit assessment. These policy guidelines are published in the South African National Education Policy (SANEP).

In 1986 the Natal Education Department (NED) published a guide entitled "Evaluation of Teachers". This publication listed all the criteria for the evaluation of teachers. Teachers were then required to apply formally for merit awards if they thought they met the required criteria.

The NED's example was followed by the Department of Education and Culture House of Delegates (HOD) which introduced the merit award system in 1987. The Department of Education and Training (DET) also published its confidential manual "Evaluation and Grading of Teachers". The manual was distributed to all self governing states' departments of education and culture.

Teachers in the employ of the NED, HOD and DET expressed dissatisfaction with the introduction of the merit assessment system. Pillay (1991) and Jarvis (1982) revealed that teachers in the HOD and NED were dissatisfied because they were not consulted on the evaluation instrument and criteria to be used. They further argued that the restricted number of awards (25%) given in any one year limited the number of teachers eligible for the awards. This was another bone of contention.

Teachers in the KwaZulu Government Service (KGS) also expressed their concern through the Natal African Teachers Union (NATU) about the merit assessment system. NATU rejected the merit award system because it believed

it was open to nepotism and corruption. NATU believed that such a system of evaluation would bring about unfair treatment of teachers from vindictive inspectors and principals. Cramer (1984:12) also states that "the reason many merit pay plans fail is that the most important component - evaluation of teachers - has been unfair or weak." Evaluators' lack of integrity and ability to evaluate properly may lead to certain amount of bias thereby conducting unfair evaluations. While this may be possible in all evaluations, the main cause may be associated with lack of adequate training.

Schools under the jurisdiction of the KGS have a significant number (23 %) of professionally unqualified teachers (Mpati, 1992:30). These teachers are excluded from the merit award system because they are not professionally qualified and they are not categorised as candidates for Post Level One (DET Manual, nd:12). According to NATU, some of these teachers deserve merit awards because of the service they are rendering. NATU believes that evaluation of teachers should improve the quality of teaching practice therefore unqualified teachers should also be included in evaluation to help them improve their teaching.

All these concerns expressed through NATU prompted the researcher to investigate the perception of KwaZulu secondary school teachers concerning the evaluation of teachers. To the writer's knowledge a study of teachers'

perceptions of evaluation in KwaZulu secondary schools has not been undertaken.

The literature that has appeared on teacher evaluation and which seems to be relevant to the present study, has been concerned with attitudes, teacher receptivity, frequency and general surveys.

Wagoner and O'Hanlon (1968) studied teacher attitudes towards evaluation and found that the benefits a teacher receives from the evaluation are directly related to his attitude toward evaluation. A teacher with a positive attitude benefits more than the one who views evaluation negatively. Merit assessment as implemented by NED, HOD and DET provides benefits to only a few teachers. These benefits are only in a financial form. If all teachers had an equal chance of benefitting from the evaluation, they would perhaps not have a negative perception.

Kourilsky, McNeil and Flannigan (1974) wanted to find out whether holding teachers accountable for the attainment of pupils forced them to bring undue pressure on their pupils. They found that teacher evaluation, based on this kind of accountability, had no adverse psychological effect upon pupils. However, Turner and Clift (1988) had different findings in their survey of schools with teacher evaluation schemes. They discovered that accountability, which could

be used to check on teachers and find faults, was more threatening to teachers but it did not force them to bring undue pressure on their pupils. Teachers in the employ of KGS perhaps also fear that evaluation may be used to hold them accountable for their pupils' attainment.

Glasman and Paulin (1982) conducted two case studies in which they studied teachers' receptivity to evaluation and found that teachers' opposition to evaluation was due to their perception that mandated evaluations brought about increased external control. They also found that teachers were willing to be evaluated if they had control over decisions associated with teaching activities. In South Africa the DNE mandated evaluation in the SANEP document which may have given circuit inspectors, subject advisors and principals of schools increased control over decisions associated with teaching activities.

Natriello (1984) found that teachers who were evaluated frequently, experienced improvement in performing their teaching task. Teacher evaluation practised by the KGS does not provide the frequency identified by Natriello. Teachers are evaluated by inspectors and principals for probation and promotion once and no follow-up action is undertaken to reevaluate their performance. Redfern (1980) also believes that the frequency of evaluation provides the evaluator and the teacher the opportunity to eliminate any doubts



about a teacher's performance.

#### **1.4 AIMS OF THE STUDY**

The study aims to:

- determine whether KwaZulu secondary school teachers are negative, uncertain or positive about teacher evaluation,
- examine whether teachers' characteristics such as gender, teaching experience, qualification, teaching subjects and area of operation influence teachers' perception of teacher evaluation,
- examine whether significant differences exist in their perception of teacher evaluation in relation to the following: purpose of evaluation, degree of teachers' independence, willingness to be evaluated, attitude toward evaluators, teacher involvement in formulating the evaluation instrument and conditions under which evaluation should occur.

#### **1.5 HYPOTHESES**

The researcher hypothesised that:

- teachers in the Mehlesizwe Circuit would be unfavourably disposed toward teacher evaluation for professional development,
- teachers' personal variables such as gender, teaching experience, qualifications, teaching subjects and area of operation would have a significant influence on the teachers' perception of teacher evaluation for

- professional development,
- teachers would have significant differences in their perception of the following factors: purpose of evaluation, degree of teachers' independence, willingness to be evaluated, teacher involvement in formulating the evaluation instrument and the conditions under which evaluation takes place.

## **1.6 DEFINITION OF TERMS**

For the sake of clarity the following terms are used in this discussion:

### Perception

This term will mean a belief about, or judgement on, or impression of objective reality.

### Teacher evaluation

The term "teacher evaluation" is used for a number of purposes, such as probation, promotion, selection, merit awards, professional development, etc. The KwaZulu Government Service uses the term to mean the evaluation of teachers for promotion and for permanent appointment after the period of probation has been successfully served. In this study, "teacher evaluation" will mean a process involving the teacher and the evaluator in a well organised and negotiated review of

the teacher's work in order to acknowledge successes and identify areas for improvement in a bid to confirm appointment, identify potential for promotion and improve the teachers' classroom performance.

#### Urban

This term will refer to an area in KwaZulu whereby local authorities have the finances to deliver adequate social services and which has an adequate infrastructure, including schools (Bekker and Clark, 1989:1).

#### Rural

This term will refer to areas in KwaZulu whereby neither the Tribal Authorities nor the State have the finances or expertise to deliver adequate social services and where there is an absence of an adequate infrastructure, including schools (Bekker and Clark, 1989:1).

### **1.7 PLAN OF STUDY**

The focus of this study is based on Kwazulu secondary school teachers' perception of teacher evaluation intended for professional development. In Chapter Two, teacher evaluation procedures used in the United States, England and Wales, by the Natal Education Department and Kwazulu Department of Education and Culture will be explored in an attempt to identify how each promote staff development.

Chapter Three will present the research methodology to be used. This will include the subjects and the presentation of data, the research instrument and the procedures for testing and the analysis of data.

Chapter Four will contain the analysis, discussion of the results and interpretation of the findings.

Chapter Five will put forward the conclusions arrived at, a possible model of teacher evaluation and the procedures to be followed in implementing it as recommendations to the Kwazulu Department of Education and Culture.

## **1.8 SUMMARY**

This Chapter explored the background to the study and presented the statement of the problem, the aims and the hypotheses.

The procedures for teacher evaluation in the United States of America, England and Wales, Natal Education Department and Kwazulu Department of Education and Culture will be analyzed in Chapter Two in an attempt to identify the extent to which they promote staff development. ✓

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## CHAPTER TWO

### **THE CONCEPT TEACHER EVALUATION AND CONTEMPORARY TEACHER EVALUATION PROCEDURES**

#### **2.1 INTRODUCTION**

Evaluation systems have evolved in a number of countries over the past years. These systems of evaluation may differ in many ways. There are those systems which emphasise career decisions like financial rewards, promotion and probation, those that emphasise professional development and those systems which tend to emphasise both. The use of professional development and career decision in one evaluation system sometimes leads to confusion and may be threatening to teachers (Cangelosi, 1991; Stake, 1989; Sergiovanni and Starratt, 1983).

In this Chapter, teacher evaluation perspectives will be discussed in order to clarify their implications for a good evaluation system. Furthermore, current evaluation systems in use in the United States of America (USA), England and Wales and the Republic of South Africa will be discussed.

## 2.2 THE CONCEPT TEACHER EVALUATION

The concept "evaluation" has been defined in many ways by various institutions, scholars and researchers. It has also been associated with terms such as rating, appraisal, performance review or assessment of the individual's work (Metcalf, 1985:91). These terms were used mostly in schools in relation to processes that teachers apply to their pupils. But, these terms nowadays are frequently applied to teachers on probation, for promotion purposes, merit awards and relating to professional development.

The evaluation of teachers tend to denote professional development and career decisions. Turner and Clift (1988:10) state that evaluation of teachers is either "formative" or "summative". Formative evaluation serves the purpose of professional development whereby the improvement of the individual's practice is envisaged. Cangelosi (1991:12) maintains that formative evaluation provides "information that is useful for decisions about how to teach." Teachers, who experience problems in fulfilling their teaching tasks, are assisted by the provision of in-service training and counselling in organizing, designing, planning and presenting lessons. The formative purposes of evaluation are important to individual teachers as they enable them to have a positive perception of evaluation. Therefore, the targets or the goals of the school are not jeopardised by teacher resistance to evaluation.

The acceptance of teacher evaluation schemes in England and Wales, by both the initiators and participants, may be attributed to the successful implementation of evaluation schemes for professional development (Bradley, 1991:32). In England and Wales, teacher evaluation is thus used to:

enhance the professional development of the individual and to see it as a way of ensuring that the support mechanisms available are appropriately matched to the individual needs (Bradley, 1991:32).

Evaluation for professional development helps individuals identify areas for improvement in their teaching practice. Once information on areas for development is available, individual teachers may utilise the "available support mechanisms" to the fullest. In this case, individual teachers may derive significant benefits from the evaluation and perhaps, their perception of evaluation may be favourable.

Summative evaluation is geared towards career decisions. Superiors conduct evaluation in order to reward superior performance, to decide on confirming appointments of teachers on probation, to recommend dismissal of unsatisfactory teachers, to recommend promotion and pay increases (Bradley, 1991; Stake, 1989; Turner and Clift, 1988). Summative evaluation is different from formative evaluation because it is a judgement of instructional effectiveness for a purpose other than helping teachers to decide how to teach, but rather to assist in administrative decisions.

The inclusion of both formative and summative evaluation in one evaluation system poses a threat to and is a source of discomfort for teachers. Data gathered for one purpose should not be used for another. If teachers suspect that evaluators' formative evaluation may influence administrative decisions such as retention, salaries, or promotion, the trusting, collegial relationship necessary for effective instructional supervision may be threatened. Stake (1989:13) warns that the formative and summative purposes of evaluation "co-exist" and they sometimes "get in each others way". Evaluators, therefore, should attempt to make a clear distinction between the two without affecting the goals of the institution. Scriven (1988) as cited by Cangelosi (1991:13) also warns that "formative evaluation of instruction can hardly serve its purpose unless it is completely divorced from summative evaluation".

Lewis (1973:23), from New York State in the United States of America, defines teacher-evaluation:

as a judgement by one or more educators usually the immediate supervisor, of the manner in which another educator has been fulfilling his professional responsibilities to the school district over a specific period of time.

The manner in which Lewis defines teacher evaluation indicates that the teacher has a responsibility towards the school district. Failure to fulfil that responsibility may lead to immediate action which ranges from remedial action to termination of service. He also indicates that the evaluation should take into account a certain amount of work covered within a specific period of time. The

evaluator and the teacher must discuss the work to be evaluated. From this point of view, it is clear that evaluation is used for both summative and formative purpose.

Jack (1989/1990:12), Cumbria County, defines the concept teacher-evaluation:

as a professional activity in which the appraisee and the appraiser are professional partners in a structured and negotiated review of the teacher's work with the aim of acknowledging the successes and achievements and to identify the areas for development and to agree to a pattern and method of improving work with in-built review time to discuss progress and if necessary revise targets.

What comes out of this definition is that teacher evaluation is a planned professional activity by the teacher and the evaluator in order to acknowledge success and achievement. The acknowledgement of success and achievement increases the level of teacher motivation in the execution of duties.

Furthermore, evaluation strives to identify areas for development. In this case, the intention is not to identify general incompetence, but the creation of the opportunity for the teacher to acknowledge his weak points and plan remedial action which encompasses targets to be achieved. Remedial action comes from both the teacher and the evaluator in order to allow for cooperation, support and counselling. Most importantly a pattern and method of achieving success should be agreed upon by both parties.

Jack's definition also indicates that evaluation should be based on targets which

should be achieved. Failure to achieve the targets should necessitate their revision.

In the Republic of South Africa, teacher evaluation is used for the evaluation of teachers on probation, for promotion and for merit awards (South African National Education Policy, SANEP - NATED, 1987/11; Department of Education and Training DET; Pillay, 1990; Jarvis, 1982).

In Kwazulu schools, teacher evaluation is based on the Manual developed by the DET. Among the responsibilities of the principal listed in the Principals' Guide is the evaluation and assessment of teachers. The principal or his deputy or his nominated head of department "evaluates the teacher and his teaching and activity practice against previously set and explained standards of acceptability and excellence" (DET Guide for Principals, 1990:2).

According to the DET Manual for the Evaluation and Grading of Teachers, teacher evaluation is:

a process by which the evaluator judges a teacher and what he does, compares his findings with accepted life-values or with prescribed norms and passes judgement (DET Manual:nd:5).

Teachers, "in a permanent or temporary capacity in schools and technical colleges/orientation centres or colleges of education who are incumbents of post level one" are alone subjected this to evaluation.

The evaluator has to compare his findings with accepted "life-values or with prescribed norms" in order to make a judgement about a teacher's performance. Life values encompass personal values, beliefs, religious affiliation, political ideology (not necessarily party politics), etc. that a teacher brings with him to the school situation. In terms of evaluation, life-values therefore pose a problem for evaluators in judging the teacher's relations with parents, authorities, colleagues and pupils.

## **2.3 UNITED STATES OF AMERICA**

### **2.3.1 Introduction**

In the United States of America (USA), there is no national system of education but the Federal Government does have a vital influence on educational matters by providing support in the following areas:

- vocational education and adult education,
- education for the physically and mentally handicapped,
- educational support services,
- American Indian education,
- post secondary education.

The Department of Education, in the Federal Government, is responsible for the distribution of monies in support of education, for specialized advisory assistance to local authorities and for initiating and organising educational conferences. In that way, the Federal Government indirectly supervises the efficient control, administration and organisation of education by the relevant local and state authorities.



The control of education in the USA is mainly in the hands of the states, as entrenched in the Tenth Amendment of the American Constitution. This differs from the situation in the Republic of South Africa where education is controlled by the Central Government. Individual states have their own constitutions and each has its own responsibility to provide education to the inhabitants. In each state, there is a department of education and its controlling board of education. Laws pertaining to public or private education are enacted by the state legislature, whereas the department of education and local school districts are responsible for the operation of the school.

The state board of education determines or formulates policies in compliance with state laws. It is empowered to formulate policies relating to education affairs such as allocation of school funds, certification of teachers, textbooks and library services and provision for records, school calendar and education statistics. At times, it does not play a prominent role as it tends to be overshadowed by the department of education because the state board of education depends on the department of education for information and support services.

The superintendent of education is responsible for administering the state school system and implementing policies adopted by the board.

Day to day activities of schools are controlled by school districts presently numbering 15 000 (Guthrie & Bodenhauser, 1984:228). The number of schools in each district differs considerably from state to state. In each district, a school board coordinates and controls the educational affairs of its region. Members of the board are chosen by the inhabitants of the district making it possible to place public decision and administration of education in the hands of the inhabitants. School districts are also independent of municipal control.

The school board manages the following affairs:

- collecting funds,
- acquiring premises and contracting buildings,
- possible curricula,
- employing teachers and administrative personnel,
- admitting pupils to schools.

### **2.3.2 Teacher evaluation in the USA ✓**

The states in America have developed education systems to suit their individual needs. But, there are certain similarities between these education systems. Each state has a state board of education which is responsible for the formulation of educational policy and implementation of legislation (Theron and Staden, 1989:395). In the USA, 46 out of 50 states (Sava, 1989/90) have statutory provisions which require the evaluation of teachers. Laws governing the evaluation of teachers vary from state to state.

The provision of curricula, employment of teachers and administrative personnel, and procedures for the evaluation of teachers are the responsibility of the individual school districts. The school districts require teachers to be evaluated for appointment, probation and retention by adapting "an already-published version of the evaluation system to their specific needs or enlisting the help of the university and state-level specialist in designing one." (Sava, 1989/90:4).

Darling-Hammond, Wise and Pease (1983); Tuner and Clift (1988); Sava (1989/90); Bradley (1991) argue that the evaluation schemes which were developed by the states were "mainly along summative lines as a basis for initial certification of teachers and for the renewal of contracts." Their major concern was the provision of competent teachers and the weeding out of incompetent teachers from the teaching force.

To reduce these evaluation threats, Strike and Bull (1981:307) attempted with success to devise a "Bill of Rights for Teacher Evaluation" to safeguard the interest of teachers and the school districts. The Bill contains the following list of principles:

- the rights of educational institutions
- the rights of teachers
  - \* professional rights
  - \* evidential rights

- \* procedural rights
- \* other humanitarian and civil rights
- principles of conflict resolution (Strike and Bull, 1981:307).

In the late 1980's, a move was initiated to combine summative evaluation and formative evaluation whereby teachers' professional growth was taken into account.

An examination of the evaluation procedures common in American school districts will now be examined.

### **2.3.3 Procedures and the Process for Evaluation of teachers**

State laws in the USA require that teachers be evaluated. These laws differ enormously from state to state because school districts determine the frequency of appraisal and methods of gathering data on teacher performance.

Although, these state laws vary, Sava (1989/90:4) argues that there are two major purposes of evaluation in the USA:

- to protect students and the public from incompetent teachers, by gathering data that will justify decisions to demote, transfer or fire, while at the same time protecting teachers against arbitrary or biased decisions by heads,
- to foster a teacher's professional growth, by diagnosing weaknesses in performance and specifying measures for improvement.

Sava (1989/90) provides headings which serve as a guide to the evaluator in

order to identify areas for improvement. These headings have no numeric checklist. The evaluation intends to elicit whether the teacher:

- maintains task and achievement oriented behaviour,
- communicates instructional objectives to students,
- uses a variety of methods, materials and activities,
- incorporates student ideas and interest,
- demonstrates clarity and provides models in presentation,
- checks for student understanding,
- guides and direct students in practice,
- provides for independent practice,
- evaluates achievement of objective.

These are not quantitative, as mentioned above, but they direct the head teacher's attention to specific areas of performance, and help focus the collection of evidence on those that most need improvement. The following also are evaluated:

- classroom management,
- intellectual stimulation of pupils,
- interpersonal relations with:
  - \* parents,
  - \* community,
  - \* colleagues,
  - \* students,
- professional growth of the individual.

Departmental heads, instead of head teachers within the school, devote most of their evaluation to the scrutiny of knowledge of subject matter.

The process of evaluation in the USA covers 5 steps. These are as follows:

### **Staff meeting**

The head teacher convenes a staff meeting in order to review the purposes of appraisal, discuss the instrument to be used, answer questions, and schedule dates and times for the classroom observation of each teacher.

### **Formal observation**

The head teacher evaluates the teacher in the classroom for at least one class period. He also collects data related to the teacher's performance such as lesson plans, and records of student grades. After this classroom observation he prepares the agenda for a post-observation conference with the teacher.

### **Post-observation conference**

This is a private and confidential meeting between the head teacher and the teacher. The head teacher gives appropriate praise and encouragement as well as criticism, pointing out areas that need development. It is important for the head teacher to state precisely how the teacher can improve.

### **Informal classroom observation**

After the post-observation conference, the head teacher conducts brief, informal classroom observations, both to check the teacher's progress and to ensure an

acceptable sampling of the teachers' normal performance. Teachers need not be informed of these informal classroom observation visits.

### **End of year classroom observation**

At the end of the year, newly appointed teachers are subjected to a second evaluation to confirm the first evaluation in order to arrive at a final decision about recommending retention or dismissal. Those teachers to be retained work together with the head teacher to develop an action plan to deal with areas that require improvement. The head teacher also conducts a second observation on experienced teachers whose earlier work was unsatisfactory and whose permanent post the head teacher believes should be challenged.

## **2.4 ENGLAND AND WALES**

### **2.4.1 Development of teacher evaluation**

Teacher evaluation in England and Wales was not compulsory until the introduction of the Education Reform Act of 1988, which resulted in the national appraisal system of 1990. Before teacher evaluation was made compulsory a number of local education authorities (LEA's) made significant contributions towards developing a national system.

In 1984, the Department of Education and Science (DES) commissioned a report from Suffolk LEA on one of its schools which had first hand experience

of appraisal of teachers. The report was later published under the title "Those having Torches" (Suffolk LEA, 1985). The importance of this report can be attributed to its own mission statements regarding appraisal of teachers which "set the agenda for discussion which was to follow". The report stated that:

the corner-stone of appraisal schemes is the belief that teachers wish to improve their performance in order to enhance the education of pupils,  
and

a precise definition of the purpose of the appraisal system is imperative: failure to do this can not only be inhibitory but is also downright disastrous.

It also became clear that teachers were willing to cooperate in the introduction of appraisal in some schools. Their stance had been to devise schemes which were to meet their needs, and involve them in their formulation (Bunnell and Stephens, 1984). Teachers' needs were mainly based on the ability of the appraisal scheme to improve teacher performance. This stance became the foundation of all the schemes which were later developed.

In 1985, more than fifty schools had schemes of teacher appraisal in operation (Turner and Clift, 1988). In the South Midlands and South West of England a response rate of 88% was observed concerning schools operating appraisal schemes and the remaining 12% were in a process of starting such a scheme (Newman, 1985). The appraisal schemes above were mostly devised by teachers and geared towards teacher and school improvement. They later played an



important role in the development of a national appraisal system. While appraisal schemes were mushrooming as a strategy for school improvement, Newman (1985) warned that:

While there are many common features in appraisal schemes operating in different schools, there is no single universal arrangement that will work for all. Experience shows that there may be difficulties if a school "borrows" a scheme from another school and tries to use it without any attempt to see whether it is suitable or not.

Newman issued this warning because some of the schools were borrowing appraisal schemes from other schools without considering their own needs. This is particularly true in RSA where education departments tend to borrow evaluation procedures without considering their own needs as individual departments.

James and Newman (1985) conducted a survey of comprehensive schools in the South Midlands and South West England to:

- determine the number and types of staff appraisal schemes in operation,
- to discover attitudes towards staff appraisal schemes in schools which were not operating them, and
- to establish guidelines for good practice in staff appraisal.

A questionnaire was administered to 233 comprehensive schools and 200 responded. There were 46 schools with formal staff appraisal schemes in operation but with a wide variety of schemes. Some schools reported that they discontinued the schemes because of:

- lack of time, pressure of other commitments ,

- union opposition, negative climate,
- lack of an end product from the scheme,
- the wish to try other approaches, and
- the person who initiated and directed the schemes left the school.

Only 17 schools in the South Midlands and South West implemented appraisal schemes during the academic year 1984/85. Eight schools were planning to have annual reviews of teachers but later dropped the issue.

Some schools were not in favour of appraisal by peer group or subordinates. However, they were in favour of an appraisal conducted by the head teacher and his deputy. They also regarded classroom performance as a major component of the appraisal.

Seventy schools implemented appraisal schemes after 1984/85 that were to:

- promote staff development,
- aid communication,
- assist in the management of the school,
- motivate staff,
- encourage self evaluation,
- review performance by identifying strengths and weaknesses,
- identify in service training needs,
- help staff plan future careers.

But a minority of schools responded by stating that they anticipated imposed schemes, because the DES had already indicated a move towards a national appraisal system.

Teachers in about 58 schools reported that they would not implement the schemes because they were not of priority, because of lack of time, lack of resources, expertise, they were too threatening, they would damage teacher morale, offer false hopes, damage staff relations. The above reasons were cited by teachers which indicated that they had a negative attitude towards evaluation.

In 1985 James and Mackenzie (1986) conducted another survey to identify changes in the practice of staff appraisal, to establish changes in intention regarding staff appraisal and to find out the reasons for these changes. They discovered that some of the schools still had appraisal schemes in operation, but some of them had lapsed or lost momentum. Staff members, in some cases, refused to participate in the meetings to plan and discuss the appraisal schemes.

Nevertheless, 10 schools identified the move to decentralise the appraisal process in order to involve more deputy principals and heads of departments. The reasons for this were the difficulty to conduct appraisals of all teachers and provide them with feedback within a reasonable period of time, and also a desire to promote deputies and heads of departments in order to acquire appraisal skills. Some schools were hoping to incorporate a large component of self appraisal into their schemes to relieve heads and deputies of the workload.

The schools which discontinued formal appraisal were asked if they had re-introduced any scheme. Only one school had introduced a scheme at the request of teachers. The teachers wanted to be interviewed by the principal and the heads of departments.

The schools, which did not intend to implement the schemes, were not well disposed towards internal appraisal because the LEA was to impose its own overall policy.

In 1984/5, the Leverhulme Trust funded a research project carried out in the School of Education at the Open University. It was directed by D Nuttal and P Clift. Glen Turner was the full time researcher (Turner and Clift, 1988:2).

The aims of the project were as follows:

- to collect information about pioneer schemes for teacher appraisal and to classify them in terms of their salient characteristics,
- to carry out case studies of schools whose schemes are representative of this classification,
- to assess the impact of these schemes on the schools and their benefits in terms of school improvement,
- to disseminate information about teacher appraisal as it develops.

Turner and Clift organised case studies, visits to schools in order to observe the processes, interviews of teachers who were involved in the appraisal schemes and finally provided teachers with feedback.

They found that many schemes were introduced without a great deal of consultation, making it possible for teachers to develop negative perceptions.

The majority of teachers felt that they were left out during the process of the formulation of the schemes. The determining factor for the introduction of the schemes depended upon the management system applicable in a specific school. Some of the schools applied democratic principles in formulating the schemes but some did not apply them.

Turner and Clift further investigated teacher involvement in appraisal. They noted that the teachers were involved in differing degrees in the appraisal process. In some schools teachers, other than head teachers, were delegated to appraise their colleagues. But, teachers felt that they did not have appraisal skills and sufficient knowledge of teachers' performance. They also found that teachers had a negative perception of appraisal because they saw it as a "threat to them - an instrument of accountability which could be used to check up on them, to find fault, to criticize, etc" (Turner and Clift: 168).

The impact of appraisal was noted to be highly significant. It enabled senior staff members to be made aware of the views and concerns of teachers. With regard to actual teaching techniques teachers felt the appraisal did not have any great impact.

#### **2.4.2 Towards a National Appraisal Scheme**

In January 1987, the Department of Education and Science (DES) sanctioned a pilot study, under the supervision of the National Steering Group (NSG), to look at the possibilities of structuring a national appraisal scheme based on the experiences of those schools which had already implemented appraisal systems. Six local education authorities, involving 1700 teachers and 200 head teachers, with a wide range of experiences of appraisal, were selected to represent a geographic and demographic cross-section of England (McGregor, 1989/90:1). These LEAs were Croydon, Newcastle, Cumbria, Suffolk, Salford and Somerset. A final report entitled, "School Teacher Appraisal: A National Framework" (DES, 1989) was presented in 1989. The report recommended the establishment of a national statutory framework of appraisal system which was implemented on the 1st April 1990. Since then, it is compulsory for teachers to be evaluated for professional development.

According to Bryan (1989/90:10) teachers were in favour of a national scheme which emphasised development of the individual teacher and the school. He asserts that such an appraisal system could also be used by teachers to 're-assess their pedagogic and wider professional skills in a way which maximises improvement and progress in the context of "whole-school" re-appraisal'.

The Secretary of State informed all teachers and headteachers that the recommendations of the NSG were to be implemented.

### **2.4.3 National Appraisal**

In England and Wales, it became compulsory for teachers to be evaluated under the national appraisal system. The appraisal system consists of the following steps which are to be followed by the appraiser and the appraisee:

#### **Initial meeting**

An initial meeting between the appraiser and appraisee is arranged in order to discuss the purpose of the appraisal, method of collecting data and the type of data needed for appraisal. During the meeting, the appraiser and the appraisee discuss the exact duties of the appraisee. The meeting provides the appraiser with the opportunity to get to know the appraisee and his job.

#### **Self appraisal**

Self appraisal enables the appraisee to determine his or her own performance prior to the appraisal. It gives the appraisee the opportunity to stand back and reflect on his or her practice. Teachers are also expected to use self appraisal in order to identify possible areas for discussion, prior to the interview or after classroom observation (Bradley, 1991).

### **Classroom observation and collection of "other" data**

The appraiser and appraisee arrange at least two lessons to be observed in the classroom. Classroom observation is an important element of the appraisal process. The appraiser is expected to provide feedback to the appraisee about the lesson. Bradley (1991:46) states that "the success of observation depends heavily on the quality of the data collected and on the skills employed in feeding back to the observed teacher...". The appraisee is also expected to comment on the appraiser's feedback.

The appraiser must take into account all information related to the duties of the appraisee, such as pupils' progress. The appraisee may also have pastoral duties, administrative or leadership roles, which are related to the curriculum. It is important for the appraiser to observe the appraisee's activities in conjunction with classroom activities.

### **Appraisal interview**

The appraisal interview provides the appraisee with the opportunity to go over the problems identified during classroom observation. The appraiser and appraisee are expected to discuss the problems identified and attempt to suggest ways to overcome them. They also discuss all the data collected during classroom observation. At this point, the appraisee gets an opportunity to point out areas in which he needs assistance.



It follows, therefore, that preparation for the appraisal interview must be thorough. The appraiser and the appraisee must be well prepared for the interview. Poster and Poster (1991) suggest that the appraisal interview must have an agenda, which should be in the hands of the appraisee at least 48 hours before the interview, to give the individual teacher ample time to organise himself.

At the end of the interview, the appraiser writes an account of the interview and what the appraiser and the appraisee agreed upon. This account becomes a statement to be endorsed by the appraisee who is free to make suggestions.

### **Follow-up**

Follow-up is the last step of the appraisal process. It must be planned to review the successful implementation of the recommendations which arose out of the appraisal interview. For the national appraisal system to achieve professional development of teachers, it should give major emphasis to follow-up action. The Advisory Conciliation and Arbitration Service (ACAS: 1986) also supports an appraisal system that allows a follow-up action.

The evaluation process discussed here does not give any indication as to what should happen to the outcome of the appraisal.

## **2.5 Republic of South Africa with specific reference to Natal Education Department and Kwazulu Department of Education and Culture**

### **2.5.1 Introduction**

In the Republic of South Africa, the Department of National Education is responsible for the formulation of education policy. Policy on educational matters is expressed in the South African National Education Policy publications which are issued to various departments of education. These publications also express general policy regarding the evaluation of teachers.

The Natal Education Department (NED) and the Kwazulu Department of Education and Culture (KDEC) make use of national policy to structure their evaluation systems. The NED has applied evaluation for teachers on probation, promotion and merit awards for a number of years. But the KDEC evaluates teachers for probation and promotion only.

### **2.5.2 Natal Education Department**

Teacher evaluation in the Natal Education Department (NED) occurs at three different levels. Newly appointed teachers are evaluated by the principal, subject advisor and the district inspector before confirmation of appointment. Teachers in a permanent post (i.e Post Level One) may be evaluated for a

"merit award" by the principal of the school and the circuit inspector. Evaluation is also conducted by a panel of interviewers for teachers in promotion posts such as principals, deputy principals and heads of department.

#### **2.5.2.1 Teachers on Probation**

A new teacher in the NED is subjected to a one year probation period. The teacher is assessed by the principal, subject advisor, where possible, and the district inspector. Once the teacher is evaluated to the satisfaction of the district inspector, he is issued with a certificate of confirmation which is counter-signed by the district inspector. Should the teacher feel that the evaluation is unsatisfactory, he has the right to write his own comments.

The principal and the subject advisor evaluate the teacher using the following criteria:

- character and personality
- dependability
- initiative
- relations with pupils and others
- attitude to work
- language and speech
- teaching ability
- improvisation of work
- progress of pupils
- general usefulness in school (Jarvis, 1982:140-141).

Each of the above is rated on a six point scale as follows:

- O = Outstanding
- G = Good
- VS = Very Satisfactory
- S = Satisfactory
- F = Fair
- W = Weak

(Jarvis, 1982:140)

If the teacher receives the assessment of "fair" or "weak" his confirmation is not recommended. In this case the probationary period is extended by six months. Should the probationary period extend to 3 years, automatic termination of service applies.

#### **2.5.2.2 Evaluation of teachers for Merit Awards**

Teacher evaluation for merit awards in the Republic of South Africa (RSA) was introduced in 1977 by the Public Service Commission as "merit assessment". The merit assessment system had for some time been in use for government employees. It meant monetary awards for high achievers in a form of extra salary notches. A circular was issued to all education departments prescribing the merit award system (Jarvis, 1982:184).

In 1980, the Natal Education Department (NED) was forced by the Central Government to comply with inter-departmental procedures regarding merit assessment (Jarvis: 1982: ). The established format was adopted by the NED. This consists of two report forms, one analytical and the other global. The

analytical report form is based on a seven point scale and has 18 criteria. A written response is expected. There are four broad categories:

A. The Teacher in the classroom

1. Discipline and classroom control
2. General planning and lesson preparation
3. Lesson presentation
4. Teaching skills and techniques
5. Supervision and control
6. Evaluation and follow-up of pupil's work
7. Organisation and administration
8. Subject knowledge and insight and the use of Departmental guidance and facilities
9. Language competence

Max. Score:(9x7)=63

B. Extra-Curricular Component

1. Involvement in extra-curricular programme
2. Discipline, leadership and initiative
3. Organisation and administration

Max. Score(3x7)=21

C. The Teacher as a Person

1. Character
2. Personality
3. Human relations

Max. Score(3x7)=21

D. The Professional Image

1. Professional conduct towards pupils, colleagues, employer and the community
2. Contribution to the betterment of the image of the profession
3. The teacher as a professional educationist

Max. Score(3x7)=21

Overall Total = 126

(NED Circular 11/1980, 6 - 14)

A teacher who obtains a score of 108 out of 126 qualifies for a merit award. (Pillay, 1991:39). However, the number of awards is limited to 25% per year of the total number of eligible teachers.

The global report on the other hand is prepared by the principal of the school. He has immediate contact with the teacher. It assesses the qualitative aspects of the teacher according to the following scale:

- A - Outstanding
- B - Good
- C - Very Satisfactory
- D - Satisfactory
- E - Not Satisfactory

(NED Circular 11/1980, 6 - 14)

### **2.5.2.3 Evaluation of teachers for promotion**

Promotion posts are advertised in Departmental circular minutes and accompanied by annexures providing all details. A teacher who satisfies the requirements may apply for posts in order of his preference or priorities.

A list of all applicants is compiled and sent to all those who will attend the evaluation meeting. At the meeting are the Chief Superintendent, all regional superintendents, the Chief School Psychologist, two representatives of each teachers' society, and two personnel from administration. The Chief Superintendent chairs the evaluation meeting. The regional superintendent of

the school, which has advertised the post, will inform the meeting of the ethos of the school and the recommendations of its advisory school committee (ASC).

Superintendents evaluate teachers in accordance with the guidelines as set out by the Department and the requirements of the advertised post.

Evaluation is based on a four point scale i.e.

- A = Excellent
  - B = Highly suitable
  - C = Suitable
  - D = Unsuitable
- (Jarvis, 1982:150)

The ratings which are given by superintendents are not that important except for the final evaluation.

The most important criterion for promotion is seniority. Priority is given to those teachers who have a long service in a particular post or at a particular level. Should rival candidates have the same date of entry, then salary scale, qualifications or the number of merit awards gained are taken into account (Pillay, 1991:42; Jarvis, 1982:149).

At the evaluation meeting, each applicant receives a final symbol. The list of all possible candidates is compiled and sent to the Promotions Committee, which comprises the Chief Superintendent and the regional superintendent of

the school which has advertised the post.

The Promotions Committee, in turn, compiles a short list, in order of preferences, for the attention of the Management Committee. The Management Committee consists of the Chief Executive Director and his deputies. They finally choose the candidate from the list provided for each post.

### **2.5.3 KwaZulu Department of Education and Culture**

#### **2.5.3.1 Evaluation of teachers on probation**

Newly appointed teachers are subjected to a one year probationary period. A newly appointed teacher is evaluated by the principal of the school at the end of every three months, using the following criteria:

1. Adjustment to school activities.
2. Solidity in work preparation and punctuality in carrying out of instructions.
3. Human relations concerning his/her seniors, colleagues, parents and pupils.
4. Success achieved in teaching pupils.
5. Extra mural activities in teaching pupils.
6. Punctuality
7. Zeal
8. Conduct
9. Appearance and dress
10. Use of intoxicating liquor
  - \* Teetotaller
  - \* Moderate
  - \* Excessive
11. General progress
12. Do you anticipate that at the expiration of probationary period the teacher will be suitable for a permanent appointment.

(KDEC, ZE129)



The principal must indicate on a report form whether the teacher is satisfactory or unsatisfactory concerning each criterion.

The teacher on probation is expected to sign the report form to indicate that he has read the contents. If he desires to submit a contrary statement in connection with the contents of the report, he or she may do so.

When the probation period expires, the principal issues a certificate of confirmation of appointment (KDEC, ZE134Y). Should the principal decide not to sign the certificate, he submits the form, together with his reasons for not confirming the appointment, to the circuit inspector.

Confirmation of appointment means that the teacher will receive his first salary increment. A teacher, whose appointment has not been confirmed, will not receive such an increment until such time as all reports are submitted.

#### **2.5.3.2 Evaluation for promotion**

The position, regarding the promotion of teachers in the KwaZulu Department of Education and Culture (KDEC), depends entirely on the circuit inspector under whose jurisdiction the candidate's falls, the Assistant Secretary and the Secretary of Education. The principal of the school, in which the candidates are employed, may be requested to be part of the panel during the interview. In

this interview, only three of the most suitable candidates are invited.

Promotion posts in the KDEC are categorized as follows: head of department, deputy or vice principal and principal. Vacant posts are advertised twice a year for the attention of all staff members in a departmental circular minutes. Interested parties are advised to apply directly to the Secretary of Education using the approved application forms. Once all the applications have been received, they are listed in order of seniority based upon post level, date of entry and salary. A list of all the candidates is compiled and sent to all members of the evaluation meeting.

An evaluation meeting is organised immediately after the closing of applications for advertised posts. The Chief Inspector, all circuit inspectors and subject advisors attend the evaluation meeting.

The candidate for the post is evaluated by the evaluation panel who take into account the requirements for the post. They also use a score sheet which consists of the following aspects:

- personal appearance
- voice
- expression
- education
- intelligence
- insight into the job
- problem solving
- current affairs: politically and educationally

- personality

Each of these aspects counts for 10 points to make a total of 100 points. The members of the panel are required to grade each interviewee according to this scale. It is also mandatory for the members of the panel to write their remarks on each of the aspects.

Finally, the interviewers are required to write to the Assistant Secretary advising him of their choice of candidates in order of merit. The Assistant Secretary, after receiving the score sheets, writes his own comments for the attention of the Secretary of Education. The Secretary of Education then makes a final decision.

## **2.6 CONCLUSION**

The concept teacher evaluation was discussed at length in this Chapter. It was evident that teacher evaluation could either be summative - intended for career decisions or formative - intended for staff development. But, in both cases evaluators should indicate clearly to teachers as to what type of evaluation they intend to use in order to avoid teacher opposition. For KwaZulu schools, it is perhaps necessary to look at evaluation as a means of helping teachers improve their teaching practice. In this way, their perception of teacher evaluation may be favourable.

In the USA, the evaluation of teachers is the sole responsibility of the states. The states decide whether to evaluate teachers or not. Most evaluation procedures are directed towards protecting students and the public from incompetent teachers. This type of evaluation is more summative than formative. Attempts were made to standardize the evaluation process in order to take into account teacher improvement. The current evaluation process common in the USA attempts to identify teachers whose performance in the classroom is weak, hence it is now formative. These teachers are assisted by their evaluators to improve their weak points.

The situation in England and Wales is different. Teacher evaluation for professional development is statutory and compulsory for all teachers. The emergence of a national appraisal system can be attributed to a high level of teacher participation in pilot schemes of evaluation. Teachers were given an opportunity to provide input in a number of schemes developed by schools.

In the RSA, most departments of education evaluate teachers for probation, promotion and merit awards. The NED evaluates newly appointed teachers for confirmation of their appointments. This type of evaluation is seen by teachers since they have to endorse the principals' report. With regard to promotion and merit awards, teachers are not allowed access to the reports. The confidentiality of these reports prompted teachers to have a negative perception of evaluation.

The merit award system in particular, is subject to criticism because it is intended for monetary gain. As a result, it is open to nepotism and misuse.

The KDEC on the other hand evaluates teachers for probation and promotion. Teachers are not evaluated for merit awards and professional development. It should be noted that evaluation for probation and promotion does not help individual teachers identify areas for improvement and development.

This Chapter has indicated that teachers in USA, England and Wales, and RSA were at some point not in favour of teacher evaluation. The main reason for this was that evaluation procedures in operation were meant "to weed out incompetent" teachers from the teaching force and some for promotion and confirmation of appointment. These evaluation procedures failed to offer teachers the benefit of improving their teaching practice as a result evaluation was a threat to them. In order to alleviate this threat, attempts were made with success to re-develop evaluation procedures designed to help teachers improve their teaching practice. In the light of the above, it is justifiable to investigate Kwazulu teachers' perception of teacher evaluation intended for the improvement of teaching practice.

## **2.7 SUMMARY**

In this Chapter, teacher evaluation in the United States of America (USA), England and Wales, Natal Education Department (NED) and Kwazulu Department of Education and Culture (KDEC) were presented. It is clear that teacher evaluation procedures differ from country to country because there is no universally agreed-upon procedure. Each country devises teacher evaluation procedures to suit its own needs and circumstances.

In the USA evaluation of teachers is decentralised to a large extent giving the states powers to make laws related to evaluation. On the other hand, England and Wales and the NED have a centralised system of teacher evaluation. But, England and Wales have adopted an open approach whereby teachers have the right to know their evaluation.

This Chapter also gave details of teacher evaluation in the KDEC including those procedures pertaining to both evaluation of teachers on probation and when applying for promotion. The evaluation procedures in the KDEC are not concerned directly with professional development of newly appointed teachers and those on promotion.

In Chapter Three, the distribution of subjects in the sample, the research instrument and the procedures for analyzing data will be discussed.

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## CHAPTER THREE

### RESEARCH DESIGN

#### 3.1 INTRODUCTION

In Chapter Two, teacher evaluation procedures in the United States of America and England and Wales were discussed. It is evident that the evaluation of teachers has undergone a number of changes. In these countries, evaluation emphasises professional development of teachers. In contrast, teacher evaluation procedures in the Natal Education Department are concerned with probation, promotion and merit assessment. Teacher evaluation for professional development does not exist. It is also evident that the formal evaluation of teachers for professional development is not practised in the KwaZulu Department of Education Culture. Teachers in this Department are only evaluated either for promotion or confirmation of appointment. The question is do teachers want teacher evaluation for professional development? If so, then it is necessary to investigate their perceptions of evaluation.

The success of teacher evaluation, as a measure of teacher performance, is determined by the teachers' and evaluators' perceptions of the nature of teacher evaluation, its processes and the activities to be evaluated. Teachers' perceptions and beliefs about teacher evaluation may determine their willingness

to be evaluated (Glasman and Paulin, 1982).

Teachers' views of teacher evaluation have developed from their formal or informal experiences, which may or may not include personal encounter with evaluators. Some teachers might be new to the teaching fraternity without any experience of teacher evaluation. As a result, teachers' perception of evaluation might not be constructive, due to misinformation or preconceived interpretations of the purpose of evaluation.

In this dissertation, the researcher intended to investigate the perception of Kwazulu Secondary schools teachers in the Mehlwesizwe Inspection Circuit toward the evaluation of teachers. In Chapter One, the following hypotheses were listed:

- teachers in the Mehlesizwe Circuit would be unfavourably disposed toward teacher evaluation for professional development,
- teachers' personal variables such as gender, teaching experience, qualifications, teaching subjects and area of operation would have a significant influence on the teachers' perception of teacher evaluation for professional development,
- teachers would have significant differences in their perception of the following factors: purpose of evaluation, degree of teachers'

independence, willingness to be evaluated, teacher involvement in formulating the evaluation instrument and the conditions under which evaluation takes place.

In this Chapter, the distribution of subjects in the sample, the research instrument and the procedures for analyzing data will be discussed.

### **3.2 SUBJECTS AND PRESENTATION OF DATA**

The Mehlwesizwe circuit has sixteen schools from which the sample was drawn. Ten of these schools were in an urban area and six were rural. The researcher selected two schools from the urban area and one from the rural area. Simple random sampling was done in the following manner:

schools were numbered and corresponding numbers written on small pieces of paper. The papers were placed in two jars. One jar represented an urban area and the other represented the rural area. The researcher closed his eyes and picked one piece of paper from the jar representing the urban area. The jar was shaken before picking up the second and third papers. The same procedure was used to select a school from the rural area.

The researcher administered the questionnaire to all the subjects in the three schools selected. The subjects participated voluntarily in the study during their

lunch hour. They were assured that participation was voluntary, without any negative consequence should they decide to withdraw. They were also requested not to write their names on the questionnaire so as to remain anonymous. Questionnaires were then distributed to teachers who totalled 83 in number. Unfortunately, only 30 questionnaires from urban schools and 21 from a rural were accurately completed.

### 3.2.1 Teachers' teaching experience

Table 3.1 reveals that 41 % of teachers have teaching experience of less than three years. 19% of teachers have four to six years teaching experience. Only 37% of teachers have taught for more than seven years. This indicates a shortage of experienced teachers in the area. Inexperienced teachers may have limited understanding of teacher evaluation.

**TABLE 3.1 TEACHERS' TEACHING EXPERIENCE**

Teaching experience in years	Urban		Rural	
	M	F	M	F
1 - 3	9	3	3	6
4 - 6	5	3	2	1
7 +	5	5	4	5

83% of teachers in urban schools with less than three years of teaching experience indicated that the purpose of evaluation was "very important" if it was meant to improve staff development, to review performance, to recognise achievement and acknowledge effort and to identify in-service training needs. The same with teachers from a rural school, 77% of them felt the purpose was "very important."

The independence of teachers over the control of teaching activities is important in teacher evaluation (Glasman and Paulin, 1982). When teachers in the sample were requested to indicate their degree of independence, 64% of teachers in urban schools felt they have "complete independence" over decisions related to their teaching activities irrespective of their teaching experience. 33% of them felt they have "partial independence." Those teachers in a rural school also indicated that they have "complete independence" and 29% felt "partial independence."

When teachers were requested to indicate their willingness to be evaluated, 70% of those in urban schools and 47% of those in a rural school were "very willing" to be evaluated. About 27% and 43% of teachers in urban and rural schools respectively indicated that they "would not matter if they were evaluated." But, a high number of male teachers (77%) in a rural school as compared to female teachers (23%) were not sure whether to be evaluated.

To make accurate evaluation of someone else's teaching depends on the evaluator's ability and knowledge of evaluation and the subject. Teachers were requested to indicate the extent to which they think their evaluators are capable of making accurate evaluations of their teaching. 53% of teachers in urban schools indicated that they have "complete trust" in their evaluators. Those who were not sure were only 33%. 48% of teachers in a rural school indicated that they were not sure and only 33% had "complete trust" in their evaluators. This indicated that a high proportion of teachers in a rural school have no idea of the evaluator's ability and knowledge required to make accurate evaluations.

Teachers were also requested to indicate how much "say" they would like to have over decisions related to whether or not they are evaluated. 53% of teachers in urban schools indicated that the "decision should be shared" between the teacher and the evaluator. 44% of teachers indicated that "it should be their exclusive prerogative to decide" whether to be evaluated or not. Teachers in a rural school indicated different perceptions from those in urban schools. The majority of them (43%) indicated that it should be their "exclusive prerogative." Only 38% said the "decision should be shared" and 19% said "someone else should decide."

When teachers were requested to indicate their preferences with regard to what type of data should be collected, why it should be collected, how it should be

collected and who decides when the criteria has been met, indicated that the decision should be shared. Teachers (50%) in urban schools indicated that the "decision should be shared" and 70% of those in a rural school also indicated that the "decision should be shared."

They were also requested to indicate "how much say they have at present". 63% of teachers in urban schools indicated that they have a "lot of say" in as far as the evaluation conducted by subject advisors. But, 43% of teachers in a rural school demonstrated that they have "no say" at all.

### **3.2.2 Teachers' qualification**

Table 3.2 shows that 40% of teachers in urban schools and 19% in a rural school hold university degrees and teaching diplomas. 2% of teachers in urban schools and 3% in a rural school have degrees without a teaching diploma. Those teachers with teaching diplomas were only 18% in urban schools and 16% in a rural school. This shows that a significant number of teachers are adequately qualified to teach.

**TABLE 3.2 TEACHERS' QUALIFICATION**

Teachers' Qualifications	Urban		Rural	
	M	F	M	F
Degree + Diploma	14	6	5	5
Degree only	1	0	0	2
Diploma only	4	5	4	4
Other	0	0	0	1

With regard to the purpose of evaluation, 17% of teachers in urban schools and 24% of those in a rural school indicated that purpose of evaluation was of "some importance". Those teachers who felt the purpose of evaluation was "very important" were 83% in urban schools and 76% in a rural school. None of the teachers indicated that the purpose was "not important". The majority of teachers were more favourable to evaluation for staff development, for review of performance and for identifying in-service training needs. Some teachers, both from urban and a rural school were not in favour of evaluation for identification of incompetent teachers and for the improvement of pay and promotion.

64% of teachers in urban schools and 71% of teachers in a rural school felt that they had control over decisions related to their teaching activities. While 33%



of teachers in urban schools and 29% of those in a rural school indicated that they had "partial independence". Only 3% of the teachers in other urban schools indicated that they had "no independence" while there was no teacher in a rural school who indicated that he had "no independence."

Teacher willingness to be evaluated was also indicated by the fact that 70% of those in urban schools and 47% of those in rural school were "very willing" to be evaluated, for 27% of teachers in urban schools and 43% of those in a rural school did not "matter" if they were evaluated on their teaching activities. Only 3% of teachers in urban schools and 10% in a rural school were not willing to be evaluated at all.

In urban schools 17% of teachers and 20% of those in a rural school had no trust at all in their evaluators' accuracy in evaluation. 30% and 47% of teachers in urban and rural schools respectively could not say whether evaluators were accurate or not. In a rural school the majority of teachers were not sure. Only 33% of them had complete trust in their evaluators. In urban schools, 53% of teachers had complete trust.

13% of teachers in urban schools and 20% of those in a rural school were not confident about the evaluators' ability to evaluate them. In urban schools, 33%

of teachers were not sure and a high number of those in a rural school were not sure. Teachers, who were very confident about the ability of evaluators, were 54% in urban schools and 23% in a rural school.

The involvement of teachers in evaluation was also checked against teacher qualification. 3% of teachers in the urban schools and 20% of those in a rural school were not involved in decisions related to teaching activities. 54% of teachers in urban schools and 38% were not sure of their involvement in evaluation of teaching. Those in urban schools were in the majority. About 43% of teachers in urban schools and 42% of those in a rural school indicated that they would like to be involved in decision-making related to their teaching task.

With regard to teachers' preferences, 10% of teachers in urban schools and 24% of those in a rural school preferred to make the decisions on what data to be collected and how it should be collected etc. About 50% and 71% of teachers preferred the decisions to be shared amongst all the people who are involved. Teachers who held this view were in the majority. 40% of teachers in the urban schools and only 5% of teachers in a rural school preferred to decide what evaluation data should be collected and how it should be used.

When teachers were requested to indicate how much say they had over decision related to the collection and use of evaluation data. 7% of teachers in urban schools and 42% of those in a rural school had no say at all. About 30% of teachers in the urban schools and 38% of those in a rural school were not sure. Teachers who indicated that they had "a lot of say" in the collection and use of data were 63% in urban schools and 20% in a rural school.

The overall response of teachers with specific reference to their qualification showed that qualification had little influence on teachers in urban and rural schools. A significant difference occurred where teachers were requested to indicate "how much say" they had over decisions related to collection and use of evaluation data. Urban and rural teachers showed extremely different results.

### **3.2.3 Teachers' area of specialization**

Table 3.3 shows that 43.1% of teachers teach languages, such as English, Afrikaans and Zulu as compared to 17.9% teaching the Human Sciences, 15.7% teaching the Natural Sciences, 19.6% teaching commercial subjects and 3.9% teaching technical subjects. Teachers in these different subject fields are likely to perceive evaluation differently. Different perceptions may be due to, among other things, variance in methods and teaching aids in use.

**TABLE 3.3 TEACHERS' TEACHING SPECIALIZATION**

Teaching specialization	Urban		Rural	
	M	F	M	F
Languages	9	5	3	5
Human Sciences	3	3	1	2
Natural Sciences	2	2	2	2
Commercial	5	1	1	3
Other	0	0	2	0

With regard to the teachers' area of specialization 17% of teachers in urban schools and 24% in a rural school indicated that the purpose of evaluation was of "some importance". The majority of teachers 83% and 76% in urban and rural schools respectively indicated teacher evaluation for staff development, review of performance, recognition of in-service training needs "was very important". There was no teacher who felt that the purpose of evaluation was of "no importance".

The degree of independence a teacher had over decisions related to his teaching task was also taken in account. 3% of teachers in urban schools and none in a rural school indicated that they had "more independence" . About 33% of teachers in urban schools felt they had "partial independence". In a rural school only 29% indicated that their independence was partial. 64% of teachers in

urban schools and 71% of the those in a rural school indicated "complete autonomy" in decisions related to their teaching task.

Teachers' willingness to be evaluated in this dissertation was of central concern. 3% of teachers in urban schools and 10% in a rural school were "not willing" to be evaluated. For 17% and 43% of teachers in urban and rural schools respectively it did not "matter" if they were evaluated. Teachers who were willing to be evaluated on their teaching task were 70% in urban schools and 47% in a rural school.

Teachers' trust and confidence in the accuracy and ability of the evaluators to conduct fair evaluation showed a dramatic change from teachers in a rural school. With regard to trust 17% and 19% of teachers in urban and rural schools had "no trust" in their evaluators. 30% and 47% of teachers were "not sure". Yet 53% of teachers in urban schools 34% in a rural school had "complete trust". The majority of teachers in a rural school were not sure whether they trusted their evaluators. On confidence, 14% and 19% of teachers did not have confidence in their evaluators. 33% and 57% of teachers were "not sure since they could not say" whether they had confidence. Teachers who had "complete confidence" were 53% and 34% in urban and rural schools respectively.

On the involvement of teachers in decisions related to the evaluation of their teaching activities, 3% and 19% of teachers in urban and rural schools respectively preferred "someone else's decision". Teachers who preferred a "shared" decision were 54% in urban schools and 38% in a rural school. Those teachers who indicated that the decision should be their "exclusive prerogative" were 43% in both areas. The majority of teachers in urban schools were more strongly in favour of a shared decision than those in a rural school.

With regard to the condition under which evaluation took place, 10% of teachers in urban schools wanted to be alone in making a decision yet 24% in a rural school had the same inclination. 50% and 70% of teachers in both areas wanted the decision to be shared between themselves and others such as principals, deputy principals and heads of departments involved in the evaluation. Those teachers who preferred to be alone were 40% in urban schools and 5% in a rural school.

When teachers were asked to indicate how much say they had over decisions related to the collection and use of evaluation data at the time of the administration of the questionnaire, 7% and 43% of them in urban and rural school respectively, showed that they had "no say". 30% and 38% had "very little say". About 63% and 19% of teachers indicated that they had a "lot of say". The results indicate that the majority of teachers in urban schools were

confident that they had a lot of say in decisions related to the collection and use of evaluation data. On the other hand teachers in a rural school had no say.

### **3.3 THE RESEARCH INSTRUMENT**

The research instrument for the study consists of a six-part questionnaire, which attempts to assess the perceptions of secondary school teachers in the Mehlwesizwe Circuit about evaluation of teaching.

Items in Part One of the Questionnaire (the purpose of teacher evaluation) were derived from James' and Newman's study (1985:158) on staff appraisal schemes operating in 1984 and 1985 in the South Midlands and the South West of England. In a study by James and Newman, teachers were asked to provide an outline of the aims of their appraisal schemes.

Items in Part Two (degree of independence), Part Three (willingness to be evaluated), Part Four (general attitude towards evaluators) and Part Five (teacher involvement) were derived from Glasman's and Paulin's questionnaire (1982) designed to measure teachers' receptivity towards teacher evaluation. There were eight items in each part which were regarded as the work of teachers in the classroom. These were:

- selecting learning objectives
- establishing how much will be covered and in what order
- planning and pacing classroom activities
- choosing instructional materials

- choosing instructional methods
- maintaining student discipline in class
- establishing physical setting of the classroom
- establishing classroom learning climate

The items in part six of the questionnaire dealt with the conditions for evaluation of teaching. These items were:

- determining what data is collected for the evaluation of teaching
- determining how data is collected for the evaluation of teaching
- determining why data is collected and what is done with data
- determining criteria for effective performance
- determining who decides when the criteria for effective performance have been met.

Subjects were requested to circle the number which best described their circumstance or condition along the continuum of 5, 4, 3, 2 and 1 (See Appendix A for details).

A pilot study was done in order to establish the validity and reliability of the research instrument. Fifteen secondary school teachers from Mehlwesizwe Circuit took part in the pilot study. In order to establish the reliability of the instrument, alpha coefficients for inter-item reliability and correlation coefficients for inner category inter-item correlations, were computed. The test statistics yielded 0.8 and 0.6 respectively.



### 3.4 METHOD OF SCORING AND PROCEDURES FOR ANALYZING DATA

Since the subjects were requested to circle the number that best described their circumstance or position along the continuum of 5, 4, 3, 2 and 1, the researcher added these values for scoring purposes. The total score for each respondent was obtained by adding the values of the individual items. The total scores for all respondents were added together and divided by the number of respondents to determine the mean score ( $\bar{x} = 230$ ). The highest score was 310 which represented a positive perception, the middle score of 186 represented indifference and the lowest score was 62 represented a negative perception. Therefore, respondents' responses were categorised as follows: Group A (62 - 155) Negative, Group B (156 - 217) Indifferent and Group C (218 - 310) Positive.

The same procedure was applied to the other items in the Questionnaire, viz degree of independence, willingness to be evaluated, attitude towards evaluators, teacher involvement and conditions under which evaluation takes place.

Analysis of data was done using a Statgraphics Computer Programme designed for research purposes.

### **3.4.1 The group**

To test the hypothesis that teachers would have a negative perception of evaluation based on their teaching activities, a chi-square test was deemed suitable for analyzing data (Behr, 1988:80). Therefore, teachers' responses were grouped into three categories as stated in the Section on Method of Scoring and Procedures for Analyzing Data. A chi-square test was used to test whether significant differences exist between the observed frequencies and the expected frequencies based on the null hypothesis. It was decided that, if the null hypothesis was accepted, there would be an equal spread of responses, i.e.  $H_0: A = B = C$ .

### **3.4.2 Personal variables**

To analyse the effect of personal variables, viz gender, teaching experience, qualifications, teaching subjects and the urban-rural dichotomy, a chi-square test for k independent samples was used (Behr, 1988:80). It was used to test the hypothesis that teachers' personal variables would have an influence on teachers' perception of teacher evaluation.

### **3.4.3 Other variables related to perception**

To test the hypothesis that teachers in the Mehlwesizwe Circuit would have significant differences in their perception of the purpose of evaluation, degree of independence, willingness to be evaluated, attitude toward evaluators,

teacher involvement and conditions under which evaluation took place, a chi-square test was also used. It was decided that, if the null hypothesis was accepted, there would be an equal spread of responses along the continuum, i.e  $H_0 A = B = C$ .

#### **3.4.4 The relationship among variables**

To analyse and describe the magnitude of the relationship among the following variables; trust and confidence, and preference and say in the type of data gathered for evaluation, the Pearson Product Moment Correlation Coefficient (Pearson r) test was used.

### **3.5 SUMMARY**

In this Chapter the writer described the characteristics of the subjects, the instruments, the hypotheses and the method of scoring and the procedures for analyzing data. In Chapter Four, the results of the empirical study and interpretations thereof will be discussed.

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## CHAPTER FOUR

### **KWAZULU SECONDARY SCHOOL TEACHERS' PERCEPTION**

#### **4.1 INTRODUCTION**

Chapter Three discussed the sample, the research instrument, method of scoring and the procedures for data analysis.

In this Chapter, the analysis of the results will be discussed with the intention of uncovering the direction of teachers' perceptions of teacher evaluation. The outcomes to be derived from teacher perception may have a significant impact on the importance of teacher evaluation in promoting teacher performance and professional development in KwaZulu schools.

#### **4.2 THE VALENCE OF PERCEPTION IN THE SAMPLE**

To test the hypothesis that teachers in the Mehlwesizwe Circuit are unfavourably disposed toward teacher evaluation, a chi-square one sample test was used (Behr, 1988:80).

**TABLE 4.1 GROUP AND PERCEPTION**

	Group A	Group B	Group C
Observed frequencies	1	14	36
Expected frequencies	17	17	17

Table 4.1 above shows the observed values of the valence of perception in the Study Sample. About 71% of the teachers are positively disposed toward teacher evaluation, only 27% are uncertain and 2% are negatively disposed. For Table 4.1, a chi-square value of 36.83 was obtained at  $df = 2$ . It is significant at the chosen level of significance, which is 0.05. Since  $p < 0.05$ , we reject the null hypothesis and conclude that among teachers in the Mehlwesizwe Circuit there is evidence for favourable perception of teacher evaluation.

### **4.3 THE INFLUENCE OF PERSONAL VARIABLES ON PERCEPTION OF TEACHER EVALUATION**

#### **4.3.1 The influence of gender on teacher perception**

To test the hypothesis that teachers' gender would have a significant influence on teacher perception, a chi-square test for a 2x2 Table was used (Behr, 1988:86). There are no observed frequencies for Group A cells. As a rule if a cell contains less than five frequencies it is advisable to collapse it. Table 4.2

is therefore a Four-fold Table.

**TABLE 4.2 GENDER AND PERCEPTION**

Teachers' Gender	Group B	Group C
Male	10	18
Female	5	18

A chi-square value of 1.19 at  $df = 1$  was obtained for Table 4.2. This chi-square can occur by chance between sixty and seventy times in a hundred. It was not significant at the chosen level of significance, i.e. 0.05. Since  $p > 0.05$ , the decision was to uphold the null hypothesis and conclude that gender does not influence teachers' perception of teacher evaluation. Perception and gender are independent of each other which shows that male and female teachers do not differ in their perception of teacher evaluation. Any differences are insignificant.

#### **4.3.2 The influence of teaching experience on teacher perception**

To test the hypothesis that teaching experience would have a significant influence on teachers' perception of teacher evaluation, a chi-square test for k independent samples was used (Behr, 1988:84). There are no observed



frequencies for Group A cells. As a rule if a cell contains less than five frequencies it is advisable to collapse it.

**TABLE 4.3 TEACHING EXPERIENCE AND PERCEPTION**

Teaching experience in years	Group B	Group C
1 - 3	7	14
4 - 6	4	7
7 & +	4	15

A chi-square value of 1.05 was obtained at  $df = 2$  for Table 4.3. A chi-square value of 1.05 can occur by chance between fifty and sixty times in a hundred. It is not significant at the chosen level of significance i.e. 0.05. Since  $p > 0.05$ , the decision was to uphold the null hypothesis and conclude that the variable of teaching experience does not influence teachers' perception of teacher evaluation. Teachers with 1 to 3, 4 - 6 and 7 and above years of teaching experience display the same perception of teacher evaluation.

The hypothesis that teaching experience would have a significant influence on teachers' perception of teacher evaluation has been rejected with greater confidence since new teachers perceived the stated problem as those who had

taught for more than seven years.

#### 4.3.3 The influence of teachers' qualification on teacher perception

To test the hypothesis that qualifications would have a significant influence on teachers' perception of teacher evaluation, a chi-square test for independent k samples was used (Behr, 1988:84). There are no observed frequencies for Group A cells.

**TABLE 4.4 QUALIFICATION AND PERCEPTION**

Teachers' Qualification	Group B	Group C
Degree & diploma	14	16
Degree only	2	1
Diploma only	1	16
Other (specify)	1	0

A chi-square value of 11.26 and the contingency coefficient of 0.4 at  $df = 3$  were obtained for Table 4.4. This indicated that there was a definite but slight relationship between qualification and perception. The obtained value of 11.26 was significant at the chosen level of significance, i.e. 0.05 but not significant at 0.01. Since  $p < 0.05$ , the decision was to reject the null hypothesis and

conclude that a teacher's qualifications does influence his perception of teacher evaluation. The analysis of the categories showed that teachers with university qualification, i.e degree and diploma, were positively disposed toward teacher evaluation.

#### **4.3.4 The relationship between teachers' area of specialization and perception of teacher evaluation**

The influence of teachers' area of specialization on their perception of teacher evaluation was tested. It was hypothesised that the teachers' area of specialization would have a significant influence on their perception. To test this hypothesis, a chi-square test for k independent samples was used (Behr, 1988:84). Since there were no frequencies for Group A, it was advisable to collapse it.

**TABLE: 4.5 AREA OF SPECIALIZATION AND PERCEPTION**

Area of Specialization	Group B	Group C
Languages	4	18
Humanities	4	5
Natural Sciences	1	7
Commercial	4	6
Other	1	1

For Table 4.5, a chi-square value of 4.45 at  $df = 4$  and the contingency coefficient of 0.3 were obtained. This indicated that a definite but slight relationship between the two variables and the calculated value of the chi-square was not significant at the chosen level of significance, i.e 0.05. Since  $p > 0.05$ , the decision was to uphold the null hypothesis and conclude that teachers' area of specialization does not influence perceptions of teacher evaluation. This occurred in spite of the fact that the language teachers' responses show that 59% of them were positively disposed and only 41% were negatively disposed towards evaluation.

#### 4.3.5 Relationship between the urban-rural dichotomy and teachers' perception

To test the hypothesis that teachers in urban areas would differ significantly from their counter-parts in rural areas, a chi-square test for a 2x2 table was used (Behr, 1988:86).

**TABLE: 4.6 URBAN-RURAL DICHOTOMY AND PERCEPTION**

Area of operation	Group B	Group C
Urban	5	25
Rural	10	11

For Table 4.6, chi-square value of 5.70 was obtained at  $df = 1$ . It was significant at the chosen level of significance, i.e 0.05. Since  $p < 0.05$ , the decision was to reject the null hypothesis and conclude that teachers in urban and rural areas differ in their perception of teacher evaluation.

To determine whether a relationship between the two variables exists, the contingency coefficient was calculated. A value of 0.3 was obtained which shows clearly that the relationship was definitely slight.

## **4.4 ANALYSIS OF THE DIFFERENCES IN TEACHERS' PERCEPTION OF EVALUATION**

### **4.4.1 Introduction**

To test the hypothesis that teachers in the Mehlwesizwe Circuit would have significant differences in their perception of the purpose of evaluation, degree of independence, willingness to be evaluated, attitude toward evaluators, teacher involvement and conditions under which evaluation took place, a chi-square test was also used. It was decided that, if the null hypothesis was accepted, there would be an equal spread of responses along the continuum, i.e.  $H_0: A = B = C$ .

### **4.4.2 Purpose of evaluation**

Teachers were requested to circle the number to indicate the importance they placed on the purpose of evaluation. The importance-continuum scale ranged from 1 to 5. A unit, i.e. 1 - represents no importance, 2 - important, 3 - relative importance, 4 - high importance and, 5 - very high importance. The hypothesis formulated asserts that teachers will differ in their perception of the purpose of evaluation. Table 4.7 reveals that 29% of the teachers are in the middle scoring group (designated as group B) and 71% are found to be in the higher scoring group (designated as group C).

**TABLE 4.7 PERCEPTION AND PURPOSE OF EVALUATION**

	Group A	Group B	Group C
Observed frequencies	0	15	36
Expected frequencies	17	17	17

The chi-square test value of 38.47 with 2 degrees of freedom was significant at the chosen level of significance, ie 0.05. This indicated that the two groups of teachers differ significantly in their response to the purpose of teacher evaluation. A large proportion of the respondents' strongly believed that the purpose of evaluation is very important. Since  $p < 0.05$ , the decision was to reject the null hypothesis and conclude that the population from which the sample was drawn has a high regard for the purpose of evaluation when it is aimed at staff development. The present finding does not support the idea of an evaluation system based on merit assessment which is also regarded as unproductive and unacceptable to Indian and White teachers (Jarvis, 1982; Pillay, 1991). The majority of respondents demonstrated that the following purposes of teacher evaluation are very important: to improve staff performance, to identify in-service training needs, to motivate teachers and encourage self evaluation.

#### 4.4.3 Control over teaching activities

Teachers were also requested to circle the number indicating the degree of independence they felt they had over decisions relating to teaching activities. A unit, i.e. 1 - no independence, 2 - dependent, 3 - partial independence, 4 - independent and, 5 - complete independence. A total score of 40 represents complete independence.

**TABLE 4.8 PERCEPTION AND DEGREE OF INDEPENDENCE**

	Group A	Group B	Group C
Observed frequencies	0	18	33
Expected frequencies	17	17	17

The hypothesis the study attempts to test at this point concerns the extent to which teachers perceive themselves in control over decisions relating to teaching activities. Table 4.8 shows that 35 % of the teachers are in the middle scoring group and 65 % of them are in the higher scoring group.

The chi-square test statistic of 32.12 at  $df = 2$  was significant at our chosen level of significance, i.e 0.05. This indicated that the majority of respondents perceived themselves in control over decisions relating to teaching activities.



Since  $p < 0.05$ , the decision was to reject the null hypothesis and conclude that teachers have a positive perception of the teaching activities of teacher evaluation. They have control over decisions related to these activities, namely:

- establishing how much will be covered and in what order,
- planning and pacing classroom activities,
- choosing instructional materials and methods,
- maintaining student discipline.

#### 4.4.4 Willingness to be evaluated

Teachers were requested to indicate their willingness to be evaluated in each of the teaching activities. It was hypothesized that teachers would differ in response to the teaching activities.

**TABLE 4.9 PERCEPTION AND WILLINGNESS TO BE EVALUATED**

	Group A	Group B	Group C
Observed frequencies	3	17	31
Expected frequencies	17	17	17

Table 4.9 above shows that 6% of the respondents were not willing to be evaluated on teaching activities, 33% would not mind if they were evaluated. A large percentage of respondents (61%) were very willing to be evaluated on the teaching activities.

The chi-square test statistic of 23.06 at  $df = 2$  was significant at the chosen level of significance, i.e 0.05. The three groups of teachers differ significantly in their perception of activities that should serve as a criteria for their evaluation. The findings of this study concur with Glasman and Paulin's study (1982) which found that teachers were willing to be evaluated if professional development was included.

#### 4.4.5 General attitude toward evaluators

##### 4.4.5.1 Accuracy of evaluators

Teachers were requested to indicate the extent to which they thought their evaluators were able to make accurate evaluation of their teaching. Table 4.10 indicates that 18% of the respondents did not trust the accuracy of the evaluators, 37% were uncertain while 45% believed that evaluators made accurate evaluation of their teaching activities.

**TABLE 4.10 PERCEPTION AND ACCURACY OF EVALUATORS**

	Group A	Group B	Group C
Observed frequencies	9	19	23
Expected frequencies	17	17	17

The chi-square test statistic of 6.12 at  $df = 2$  was significant at the chosen level

of significance, 0.05. Since  $p < 0.05$ , the decision was to reject the null hypothesis and conclude that secondary school teachers have trust in the accuracy of evaluation done by inspectors of education and principals of schools, when acting as evaluators.

#### 4.4.5.2 Abilities of evaluators

Teachers were requested to indicate whether they had confidence in their evaluators' abilities to make accurate evaluation of teachers' classroom performance.

Table 4.11 shows that 43 % of the respondents are in the middle scoring group. This indicates that a large number of teachers cannot say whether they have confidence in the evaluators' abilities to evaluate accurately. It is apparent that teachers have, to a large extent, very little information of the abilities necessary to enable evaluators to make accurate evaluations.

**TABLE 4.11 PERCEPTION AND TEACHERS' CONFIDENCE**

	Group A	Group B	Group C
Observed frequencies	8	22	21
Expected frequencies	17	17	17

The chi-square test statistic of 6.29 was significant at the chosen level of significance, 0.05. This indicated that teachers differ in their perception of the evaluators' abilities necessary to execute evaluation. Since  $p < 0.05$ , the decision was to reject the null hypothesis and conclude that secondary school teachers' differences can be attributed to lack of knowledge about the abilities necessary to conduct reliable and fair evaluations. Pillay (1991:76) also showed that not only the teachers, but "some principals and superintendents of education lacked the necessary expertise to evaluate teaching".

#### **4.4.5.3 Relationship between trust and confidence**

To describe the magnitude of the relationship between trust and confidence, the Pearson Product Moment Correlation (Pearson  $r$ ) test was used. The researcher hypothesised that the teachers' trust in their evaluators was explained by their confidence in the evaluators' abilities to evaluate accurately. The test statistic of 0.70 was obtained which indicated a high and substantial relationship; the higher the teachers trust, the higher their confidence in their evaluators. Since  $p < 0.01$ , the decision was that a relationship this strong would be found by chance alone in fewer than 1 out 100 samples of 51 teachers.

#### **4.4.6 Perception and involvement**

Teachers were requested to circle the number along the continuum of 1 - 5, indicating how much say they would like to have over whether or not they were

evaluated on teaching activities. Table 4.12 shows that 47 % of the respondents would like the decision to be shared with the evaluators. Only 43 % of the respondents believed that it was their exclusive prerogative to make the decision about the evaluation of teaching activities.

**TABLE 4.12 PERCEPTION AND TEACHER INVOLVEMENT**

	Group A	Group B	Group C
Observed frequencies	5	24	22
Expected frequencies	17	17	17

The chi-square test statistic of 12.82 was significant at the chosen level of significance, 0.05. This indicated that teachers differ significantly in their perception of their own involvement. Since  $p < 0.05$ , the decision was to reject the null hypothesis and conclude that teachers in the Mehlwesizwe Circuit have different perceptions about their involvement in the evaluation process. Teachers have have that teacher evaluation is not a "one-man" enterprise but a shared one. According to Pillay (1991:71) Indian teachers were found to be dissatisfied because "they were not involved in the development of the instrument introduced in schools in 1987".

#### 4.4.7 Condition and Perception

##### 4.4.7.1 Teachers' preference

Teachers were requested to circle the number that best describes their preference with regard to what data to be collected for evaluation. Table 4.13 shows that 59% of the respondents believe that the decision should be shared equally between themselves and the evaluators. A very small percentage of respondents (25%) preferred to make a decision on what data is collected for evaluation.

**TABLE 4.13 PERCEPTION AND TEACHERS' PREFERENCES**

	Group A	Group B	Group C
Observed frequencies	8	30	13
Expected frequencies	17	17	17

The chi-square test statistic of 15.64 at  $df = 2$  was significant at the chosen level of significance, 0.05. The decision was to uphold the alternative hypothesis and reject the null hypothesis that teachers do not hold different perceptions about their preference. Since  $p < 0.05$ , we conclude that a large proportion of teachers prefer to share decisions related to the collection of evaluation data. The current democratic trend indicates that employees should be involved in making decisions that are likely to affect their careers or

improve their performances.

#### 4.4.7.2 Teachers' say in teacher evaluation

Teachers were requested to circle the number which best describes how much say they currently have with regard to data collected for evaluation. Table 4.14 shows that 45% of respondents have little say and 33% have very little say in these decisions.

**TABLE 4.14 PERCEPTION AND TEACHERS' DECISION-  
MAKING**

	Group A	Group B	Group C
Observed frequencies	11	17	23
Expected Frequencies	17	17	17

The chi-square test statistic of 4.24 at  $df = 2$  was not significant at the chosen level of significance, 0.05. Since  $p > 0.05$  the decision was to uphold the null hypothesis and conclude that teachers' differences are not significant. Their differences regarding decisions affecting their evaluation can only occur by chance.

#### **4.4.7.3 Relationship between teacher preference and actual practice**

To describe the magnitude of the relationship between teacher preference and actual practice, the Pearson's  $r$  test was used. The researcher wanted to see whether the actual practice of teacher evaluation had any influence on teachers' preferences concerning teacher evaluation; type of data, how and why data was collected, criteria and, when the criteria was met. The Pearson  $r$  test statistic of 0.50 was obtained which indicates a moderate relationship. The obtained value indicates that teachers are influenced by the current practice which does not include them in decision making. Since  $p < 0.01$  we may conclude that a relationship this strong would be found by chance alone in fewer than 1 out 100 sampling of 51 teachers.

#### **4.5 DISCUSSION OF THE FINDINGS**

The aim of the study was to determine the extent of KwaZulu Secondary School teachers' perception of teacher evaluation. The researcher hypothesised that teachers would have a negative perception of teacher evaluation if their teaching tasks were considered for evaluation.

The results of this study did not confirm the postulated hypotheses. The sample showed a positive perception of teacher evaluation. The findings of Pillay (1990) and Jarvis (1982) are not confirmed by the present study. These studies discovered that Indian and White teachers in the Department of Education and



Culture, House of Delegates' and the Natal Education Department resented teacher evaluation because of the secrecy surrounding it, the fact that teachers were not consulted in developing the evaluation instrument and the lack of adequately trained evaluators. Moran (1989/90), however, noted that teachers, who were volunteers in a pilot study, were positive towards evaluation because they benefited from it. He found that "teachers have recognised appraisal as a means of increasing their confidence and job satisfaction" through career advancement. The same with teachers in the study sample, their positive attitude may be attributed to the belief that evaluation can increase their confidence, classroom performance and may possibly advance their careers.

An analysis of the hypothesis that personal variables would have a significant influence on teachers' perception was found to be insignificant in some of the variables such gender, teaching experience, and area of specialization. But teachers' qualification and area of operation were found to be influential in teachers' perception of teacher evaluation. Glasman and Paulin (1982) also found no significant differences among teachers sex, grade level, experience, degrees obtained and area of specialization. This was an indication that teachers, irrespective of their personal characteristics, generally perceive evaluation in the same manner.

The hypothesis that teachers in the Mehlwesizwe Circuit would have significant differences in their perception of the purpose of evaluation, degree of independence, willingness to be evaluated, attitude toward evaluators, teacher involvement and conditions under which evaluation took place, was found to be statistically significant, the differences in each case were in the direction hypothesised. Group differences indicated that not all teachers in the sample perceive teacher evaluation in the same way because the evaluation of their teaching may bring undue external pressure from evaluators. This was supported by the fact that those teachers, who were willing to be evaluated, felt they had significant control over decisions related to teaching activities. Some of the teachers felt that an increase in external pressure from evaluators, may cause them to loose control over those decisions related to their teaching activities.

The differences between teachers who have and who do not have trust in their evaluators were significant. Less differences were found among teachers who have no confidence than those who have confidence in the evaluators' ability to evaluate them. Perhaps, one might say that teachers had a positive attitude towards their evaluators, but they had little or no knowledge at all of the qualifications necessary to equip evaluators. The significance of this is that teachers should to be educated about evaluation and the necessary evaluators' skills. Teachers in their training are not exposed to the purpose of evaluation,

the methods to be employed, what to do with the results and who can conduct the evaluation under what conditions. The above are important to enable teachers to understand the role of the evaluator in the evaluation process. Furthermore, teachers need training in interviewing skills which will play an important role in the evaluation process.

Since teachers indicated that they are willing to be evaluated, if they have control over decisions related to teaching activities, it would be appropriate to solicit their support in devising an evaluation system. Their support may be acquired by giving them an equal say in the development of evaluation system after they have been trained. Teachers in the research sample indicated that they are willing to provide such support and are positive towards evaluation processes that involve them in decision making on why they should be evaluated, what should be evaluated, how to conduct the evaluation, who should evaluate and what to do with the results.

It is important to note that participation of employees in decisions that affect them is one major area of concern in organisations. Luthans et al. (1979:183) state that organisational development depends heavily on a participative effort requiring the combined energy and support of the total organisation. Teachers in the research sample have indicated that they are willing to provide support to any effort in developing an evaluation system. But, they must be properly

trained first. In Chapter Two, it was identified that England and Wales have a national appraisal system that has emerged from teachers in collaboration with the DES. The development of the national appraisal system in England and Wales is an example of a coordinated effort to provide significant participation of teachers in evaluation (James & Mackenzie, 1985).

This study further attempted to find out whether teachers have any preferences with regard to the type of data to be collected for evaluation. The researcher assumed that their preferences would make a significant impact on their perception of teacher evaluation. Teachers in the research sample preferred to be involved in decisions related to the type and use of data collected in the evaluation process. This has implication for a negotiated teacher evaluation system, mentioned earlier, that involves all parties concerned. Teachers need to know exactly what the evaluation covers and what will happen to the results. The idea is that, if teachers are clear about what is covered and what will happen to the results, they will not resent evaluation. Resentment of teacher evaluation is due to the secrecy that surrounds it. Pillay (1990:75) found that Indian teachers felt strongly against the "secret manner in which the evaluation of teachers is conducted". In England and Wales the situation is different. Their evaluation system is "open" and the appraiser and appraisee have a meeting before the evaluation begins. They both discuss the exact purpose of the evaluation and the duties of the appraisee as well as how the evaluation will be

conducted. It also important to note that teachers in England and Wales have the opportunity to demand clarification at any point in time during the evaluation.

#### **4.6 CONCLUSION**

This study has shown that KwaZulu secondary school teachers in the area sampled have a positive perception of teacher evaluation that is directly associated with their teaching tasks. But the differences in the comparison groups also show that these teachers need to be educated about evaluation. Wagoner and O'Hanlon (1968) also found that a teacher who saw a possibility of gaining something through evaluation were positive. At present, one may conclude that some teachers in the research sample see some benefits from the evaluation.

Administrators such as circuit inspectors, principals and heads of departments who control the teaching personnel should also take teachers into account when designing an evaluation system. The teachers in this study have expressed concern over decisions related to teacher evaluation and they would like to have a role to play. Jack (TES, 20:5:88) warns that "an imposition of a bureaucratic system of appraisal would be catastrophic" not only to the organisation but also to the teachers and the purpose it attempts to serve. Pillay (1991:73) agrees with Jack by stating that "the formulation of teacher evaluation instrument

'requires that' opinions of teachers should be considered".

One should also note that the differences in groups - Group A Negative, Group B Uncertain and Group C Positive - identified by the researcher have significant implications for developing and implementing an evaluation system. These differences indicated that teachers have to, some extent, different perceptions about teacher evaluation. Some of the teachers were negative, not certain and others positive towards teacher evaluation. These perceptions need to be taken into account by teachers, evaluators, education authorities and researchers when making decision related to an evaluation system.

#### **4.7 SUMMARY**

In this Chapter, the results were analysed and discussed in order to determine whether teachers were negative or uncertain or positive towards teacher evaluation. Firstly, the valence of perception in the sample was tested and found to be positive. Secondly, the influence of personal variables on teacher perception were also found to have no significant influence. Lastly, an analysis of teachers' differences concerning the perception of purpose, degree of independence, willingness to be evaluated, attitude towards evaluators and conditions under which evaluation is conducted were tested. Teachers were found to be positive but with some degree of differences.

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## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

In Chapter Four, the perceptions of teachers in the Mehlwesizwe Circuit were analysed and discussed. These teachers indicated that they were positively disposed towards teacher evaluation. This Chapter outlines the conclusions which may be drawn from the findings of the study. It also recommends a plan of action for the development of an acceptable evaluation system which aims at professional development.

#### 5.2 CONCLUSIONS

The following conclusions were drawn from the study:

##### **The valance of perception**

Teachers in the study sample were found to be positive towards teacher evaluation. About 71% of the teachers are positively disposed toward teacher evaluation, only 27% are uncertain and 2% are negatively disposed towards teacher evaluation. As mentioned in Chapter Four, teachers saw themselves benefiting from the evaluation. This view is also supported by Wagoner and O'Hanlon (1968) in their study of teacher attitudes towards evaluation. They

found that teachers who saw a possible reward such as improved performance, promotion, etc. in the evaluation were more inclined to compete for that reward. If the evaluation designed to improve teacher performance in KwaZulu schools is introduced, teachers are not likely to resent it.

### **Personal variables and perception**

Teachers in the research sample have shown that personal variables such as gender, teaching experience and area of specialization have no significant influence on their perception of teacher evaluation with the exception of qualification and area of operation.

### **Purpose of evaluation**

Indeed, teachers supported an evaluation system that emphasised the following purposes of evaluation; to improve staff performance, to identify in-service training needs, to motivate teachers and to encourage self evaluation. The four purposes of evaluation were ranked high in the teachers responses.

### **Willingness and control**

It was also necessary to ascertain whether teachers were willing to be evaluated if they were in control over decisions related to teaching activities. Firstly, it was imperative to look at control. 65% of the teachers were in control over teaching decisions and 35% were not sure whether they have control over

teaching decisions. Secondly, with regard to willingness, 61% of the teachers were very willing to be evaluated, to 33% of them it did not matter if they were evaluated and only 6% were not willing to be evaluated. The majority of teachers were willing to be evaluated because they had control over teaching activities.

### **Evaluators' ability to evaluate**

Teachers showed that they lacked sufficient knowledge of the evaluators' abilities necessary to make accurate evaluations of the teachers' classroom performance. It was apparent that 16% of teachers were not confident, 43% were not sure and 41% were confident that evaluators had the ability to make accurate evaluations. In order to enable evaluators to conduct effective, fair and acceptable evaluations of classroom performance, evaluators should undergo a training programme designed to equip them with evaluation skills.

### **Teacher participation in developing an evaluation system**

Teachers in the research study experienced evaluation for probation and promotion, as a Departmental requirement. They were not involved in designing such evaluation procedures. But an evaluation system that attempts to improve teachers' classroom performance requires complete involvement of teachers to be acceptable. In England and Wales, as mentioned in Chapter Two, teachers were involved in the development of evaluation schemes for

professional development. The researcher in this dissertation found that teachers in the sample were willing to be involved in developing an evaluation system. Teacher willingness to be involved in developing an evaluation system was shown by their willingness to share in the decisions related to their evaluation. About 47% of the teachers were willing to share the decisions on developing an evaluation system, 43% of the teachers wanted the decisions to be their exclusive prerogative and only 10% of the teachers wanted the decisions to be taken by someone else. Pillay (1990) and Jarvis (1982) also noted that teachers were concerned about their exclusion from the development of the evaluation instrument and process.

### **The type and use of data to be collected during the evaluation**

The practice of collecting data on teacher performance, without explaining its use, was unacceptable to teachers and should be halted. Teachers should have adequate information about the type of data to be collected during the evaluation and they should know how that data will be utilised. 59% of teachers in the research study indicated that the decision related to the type of data to be collected and its use should be shared with the evaluators. 25% preferred to decide what type of data to be collected and use of that data on their own. It is imperative to have a shared decision in order to provide enough credibility for the type of evaluation system.

### **5.3 RECOMMENDATIONS**

The researcher puts forward the following recommendations which may be of interest to KwaZulu Department of Education and Culture:

#### **5.3.1 GOAL OR TARGET SETTING APPROACH**

The researcher felt that a goal or target setting approach should be used because teacher evaluation should have specific goals in mind. The KwaZulu Department of Education and Culture should make provision for the development of these goals. Redfern (1980) suggests that the target setting approach, directed at helping teachers develop personal and professional status with a direct bearing on school performance, stands a better chance of acceptance. His model consists of six steps which can be utilized to develop targets for KwaZulu secondary school teachers and an evaluation of teachers for professional development.

Redfern's steps are not clear cut, but serve as a basis for developing acceptable evaluation. These steps are as follows:

##### **i) Responsibility criteria**

The Department of Education and Culture should allow teachers and principals to develop responsibility criteria that will set out, in a job description, the basic tasks required of a teacher in the classroom.

It is important that teachers and principals, who plan an evaluation system, should have a clear and comprehensive definition of the duties and responsibilities of each post in their school. It is of importance that the expectations of each post should be clarified to enable individuals to understand their duties. The responsibility criteria also provide evaluators with a comprehensive job description for each individual teacher. During the evaluation process, both parties are clear as to what is required and expected of them.

Trethowan (1987:70) says that a teacher's responsibility in the classroom "probably relate(s) to preparation of lessons, classroom management, safety of pupils, setting and marking of work, evaluation of pupils achievements and awareness of their problems and personalities". An evaluation system in KwaZulu schools should encompass these responsibilities as criteria for evaluating teacher performance.

## **ii) Identify needs**

Once responsibility criteria have been developed, teachers and evaluators should cooperatively assess the current status of teachers in all the posts within their schools. They should take into account the needs of the school and those of the individual teachers. At times these may clash. This approach will allow the intergration of organisational needs with those of teachers. Once the needs have

been identified, the nature of the objectives will be established.

### **iii) Setting objectives**

In order to have an evaluation system that is capable of producing the desired outcome, the evaluator and the teacher must identify and state clearly the objectives of the evaluation. The objectives of the evaluation should take into account institutional objectives since the two are intertwined. These objectives will serve as a reference for both the teacher and the evaluator during the process of evaluation. Once the objectives have been stated, the evaluator and the teacher should devise an action plan to attain them. Redfern (1980:15) says that "both the evaluatee and evaluator must plan actions and activities calculated to bring about desired changes in teacher behaviour". After the evaluation, the teacher can realise whether a need exist to change for the better.

### **iv) Carry-out action plans**

Once the objectives have been decided upon, the teacher should carry out the action plans. The action plan should involve all the teaching activities and the methods of achieving them. The role of the evaluator is basic as it entails monitoring and observing the teacher's performance in carrying out the stated plans. The teacher and the evaluator should discuss the method of collecting data during the evaluation process and the frequency of the visits.



**v) Assess results**

Once data has been collected, it should be reviewed and interpreted so that it can be meaningful to the teacher. The assessment of the results is based upon the extent to which the objectives have been achieved. Both the teacher and the evaluator must give their own assessment to enable the teacher to participate in the assessment and finally the realisation of the objectives.

**vi) Discuss results**

The conference for discussion of the results should not be the end of the evaluation process, but should prepare the teacher and evaluator for the discussion of outcomes in relation to the goals of evaluation. The evaluator and the teacher have an important task to perform at this stage i.e to discuss the outcome of their efforts in achieving the stated objectives. They should view the meeting in a positive way. Possibly, this meeting will yield follow-up actions to reinforce the positive aspects and rectify the short-comings that were identified during the evaluation process.

Once the process is complete, the teacher and the evaluator should have a clear view of the objectives as they relate to the responsibility of a teacher.

### 5.3.2 CLASSROOM OBSERVATION

In this dissertation teachers have shown that they were not against evaluation that dealt with their teaching activities such as:

- selecting learning objectives
- establishing how much will be covered and in what order
- planning and pacing classroom activities
- choosing instructional materials
- choosing instructional methods
- maintaining student discipline in class
- establishing physical setting of the classroom
- establishing classroom learning climate

Therefore, classroom observation should concentrate on these teaching activities to have an effective and acceptable staff development input. The following points should be taken into account during observation of teaching: institutional goals, climate in the classroom, administrative organisation and operations, curricular content, student achievement, lesson planning, and presentation as described in the responsibility criteria (Stake, 1989:13).

Classroom observation has logistical problems that should be taken into account when observing a teacher. The teacher in the classroom cannot display his effective performance in only one classroom observation visit. It is necessary to have a series of observation visits if time allows. Trethowan (1987:71) also maintains that a teacher "cannot display all the classroom skills, from exposition to class discussion, to group teaching and individual coaching" in one classroom observation visit. Similarly, the KwaZulu schools inspections are

conducted only once a year and on these, inspectors find it difficult to explore all these classroom skills a teacher can display.

Evaluators, therefore, should discuss the details of their evaluation with the teacher prior to a classroom observation visit. The outcome of a classroom observation visit is an important element in improving teacher performance.

### **5.3.3 EVALUATION INTERVIEW**

The discussion of evaluation results, mentioned earlier on page 123 above, needs further clarification. The coming together of the teacher and the evaluator plays an important role in the evaluation process. The evaluator should arrange a post evaluation interview that will take place after classroom observation.

Poster and Poster (1991) emphasise that the post observation interview needs thorough preparation by both the evaluator and the teacher to be successful. Preparation entails gathering all data related to target setting, the teacher's performance and planning the agenda.

The interviewee should also prepare himself for the post observation interview. It should not come as a surprise to him. In fact Poster and Poster (1991:109) suggest that the agreed agenda "should be in the hands of the appraisee in good time before the interview: at least 48 hours...".

The interview should cover the analysis and review of teacher performance and the setting of future performance targets. The teacher should also be given ample time to discuss his needs and aspirations, which may have been overlooked in the post observation interview.

#### **5.3.4 PRE-SERVICE AND IN-SERVICE TRAINING**

There may be a need to prepare teachers for their first appraisal experience through a structured training programme. Such a programme could give essential support and guidance to teachers and potential evaluators. It is fruitless to introduce teacher evaluation without making necessary preparations for it. In this research study, teachers in the Mehlwesizwe Circuit have shown that they lack experience, knowledge and evaluation skills necessary to conduct effective evaluation.

Teachers should know what evaluation is all about. They should know who will conduct the evaluation. They should also know what is to be evaluated. Perhaps, teacher training institutions have a role to play. They could introduce an in-service course in teacher evaluation for teachers, heads of departments, principals and inspectors in the field. They could also include "teacher evaluation" as a School Administration Course component in a teaching diploma because evaluation forms part of School Administration.

The Course should perhaps be introduced at the professional year level at universities and colleges of education. The content of the Course could cover, the approaches to, the meaning of, the purposes of, the content, the methods and the systematic use of teacher evaluation. Teacher involvement should be emphasized. If student teachers are aware of what teacher evaluation entails they may respond positively towards it once they are qualified teachers.

### **5.3.5 TRAINING OF EVALUATORS**

Training of evaluators is a crucial aspect in the evaluation process. Evaluators require adequate training because some of the drawbacks of evaluation arise from a lack of evaluation skills. Without adequate training, it is not an easy task to evaluate teachers .

Principals, subject advisors and circuit inspectors are not trained to conduct evaluations. The fact that they are in superior positions does not necessarily ensure that they have the skill to be reliable evaluators. Since evaluators in KwaZulu schools are not trained to evaluate it would perhaps be necessary to design short courses on evaluation. These courses could be conducted by universities or in-service training centres. Written manuals describing procedures of evaluating, classroom observation and interviewing should perhaps be developed.

Furthermore, workshop sessions lasting one to three days may be organised to obtain hands-on experience. The assistance of an outside person(s) may be useful in co-ordinating such workshops.

### **5.3.6 PROFESSIONAL DEVELOPMENT**

One of the major purposes of teacher evaluation is to help teachers develop professionally. Professional development of teachers is required in order to improve teachers' teaching skills. This implies changing their behaviour in some way. It is also necessary to provide professional development to teachers because:

- existing knowledge and skills expand thereby requiring teachers to keep abreast with their subjects.
- teaching methods are becoming more sophisticated due to new research.
- teachers need to constantly improve their way of preparing work, presentation of lessons, evaluation of pupils' work, discipline and class control.
- nowadays pupils are involve in politics therefore teachers need to know how to handle this situation.

In the evaluation process professional development needs to be central and not peripheral. Once areas for development have been identified a structured programme should be developed by the teacher and the evaluator. This may take the form of in-service training designed specifically to deal with the identified weaknesses of the teacher. Teachers who benefit from such a professional development programme are likely to gain job satisfaction. Thus

evaluation will be of help to them.

In England and Wales evaluation is mainly intended for professional purposes. Teachers are evaluated in order to identify their weaknesses. Those teachers with weaknesses normally hold post evaluation interviews with their evaluators to discuss these weaknesses. The attempt is then made to eliminate these weaknesses, evaluators and teacher acting co-operatively in the task.

In KwaZulu schools teachers are not evaluated for professional development. It is the responsibility of the teacher to develop himself professionally. Teachers normally upgrade themselves by registering with colleges of further education, correspondence universities, attend part-time classes and to attend in-service courses that are offered by in-service training centres. In most cases teachers, who register with universities, intend to upgrade their qualifications rather than improve areas that they have identified as weak.

The evaluations for probation and promotion currently conducted in KwaZulu schools are not intended to provide professional development. After the probation period no follow-up is undertaken to see to it that the teacher has made an effort to improve himself. Teachers who are promoted are no longer subjected to evaluation as a means of helping them to adjust to their new posts and to see to it that they carry out their work without problems.

Since teachers in the research study have clearly indicated that they were positive towards teacher evaluation, it would seem that it is necessary to develop an evaluation system that will be geared towards professional development. The evaluation should be able to identify areas that need to be developed and the evaluator together with the teacher should work out a programme to improve weak areas. It is also important to note that in-service training centres should be capable of assisting teachers in developing the areas of concern. Subject advisors should also be brought in as part of their duty to advise teachers on the content of the subject, methods of presenting the subject, methods of evaluating the subject and how the teacher should handle his class.

### **5.3.7 IMPLEMENTATION**

The KwaZulu Department of Education and Culture should perhaps adopt the above approach as a means of improving teacher performance and the learning environment for pupils. In this study, the researcher identified the target setting approach as a pertinent and appropriate one for designing a programme of evaluation of teaching for KwaZulu secondary school teachers.

To achieve the above, a pilot study should be conducted in one or two schools in the Mehlwesizwe Circuit. The pilot study should address the purpose of evaluation, the criteria and the instrument for evaluation. In this particular case, teachers should be the forerunners in the development of the evaluation system.



Once the system is completed, teachers could then be evaluated to see if the process and the instrument is adequate.

#### **5.4 LIMITATIONS OF THE STUDY**

- The researcher noted that the sample for the study might not be representative of the population from which it was drawn due to the sampling method employed and the fact that only 51 questionnaires were usable out of 86.
- Although the chi-square test was deemed appropriate for the analysis of data, it was doubtful for the analysis of data obtained through the use of a social distance scale.
- The researcher also noted that the term "perception" embraces several attributes, as it lends itself to observable and subtle forms of functional limitations.
- There was also a limitation with regard to the definition of the term "teacher evaluation". In KwaZulu schools the term was used to evaluate teachers on probation and for promotion. As a result the researcher concentrated on teachers who are in Post Level One. It did not include professional development of teachers on other respective post levels, viz principals, deputy principals and heads of departments, but the overall findings can apply to them too.

## **5.5 SUMMARY**

In this Chapter, the researcher outlined the conclusions drawn from the research study on the evaluation of teachers. These were fully discussed with the intention to prepare the way for a structured evaluation system. Teachers in the research study area were positive toward teacher evaluation for professional development.

The researcher also made recommendations to the KwaZulu Department of Education and Culture. The need to introduce teacher evaluation for professional development cannot be over emphasised. Such an evaluation system will enhance the professional status of teachers thereby improving the standard of education.

The recommendations include the adoption of the target setting approach, restructuring of classroom observation, an evaluation interview, training of teachers and evaluators and a programme for implementing the recommendations.

To uplift the level of teacher evaluation in KwaZulu Schools, it may be necessary also to devise a systematic approach that will involve all parties concerned, especially teachers.

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## APPENDIX A

### TEACHER EVALUATION AS PERCEIVED

#### BY KWAZULU SECONDARY SCHOOL

#### TEACHERS

#### TO ALL TEACHERS

You are earnestly requested to complete the questionnaire in full and return it to the researcher in charge of the study. Your responses will be treated as confidential.

The study aims to:

- a) to determine whether Kwazulu secondary school teachers are negative, uncertain about or positive about teacher evaluation.
- b) to examine whether teachers' characteristics such as sex, teaching experience, qualification, department and area of operation influence teachers' perception of teacher evaluation.
- c) to examine whether significant differences exist in their perception of teacher evaluation in relation to the following: purpose of evaluation, degree of independence, willingness to be evaluated, attitude toward evaluators, teacher involvement and conditions under which evaluation should occur.

Please do not write your name anywhere on the questionnaire.

Thanking your in anticipation.

Yours faithfully

Stephen Khehla Ndlovu (Mr)

## QUESTIONNAIRE

### SECTION A

#### Personal particulars

Encircle the number that indicates your personal particulars.

1. Sex

- 1 Male
- 2 Female

2. Teaching experience

- 1 1 - 3 years
- 2 4 - 6 years
- 3 7 and over

3. Qualification

- 1 Degree and teacher's diploma
- 2 Degree only
- 3 Teacher's diploma only
- 4 Other (specify) \_\_\_\_\_

4. Area of Specialization

- 1 Languages
- 2 Human sciences
- 3 Natural sciences
- 4 Commercial
- 5 Other (specify) \_\_\_\_\_

## 5. Area

1 Urban

2 Rural

## SECTION B

### Purposes of teacher evaluation

Encircle a number to indicate the importance of each purpose of the evaluation listed ( "5" = very important; "4" = fairly important; "3" of some importance; "2" = not important; "1" = of no importance).

- |  |           |
|--|-----------|
| 1. To improve staff development                                      | 1 2 3 4 5 |
| 2. To review performance,<br>identifying strengths and<br>weaknesses | 1 2 3 4 5 |
| 3. To plan future career<br>activities                               | 1 2 3 4 5 |
| 4. To identify in-service training<br>needs                          | 1 2 3 4 5 |
| 5. To increase job satisfaction<br>and fulfilment                    | 1 2 3 4 5 |
| 6. To assist systems evaluation<br>and re-organisation               | 1 2 3 4 5 |
| 7. To recognise achievement and<br>acknowledge effort                | 1 2 3 4 5 |
| 8. To motivate teachers  | 1 2 3 4 5 |



9. To encourage self evaluation  
by teachers 1 2 3 4 5
10. To identify incompetent  
teachers 1 2 3 4 5
11. To improve pay and promotion 1 2 3 4 5
12. To approve probational  
teachers 1 2 3 4 5

### SECTION C

#### Degree of independence

Encircle a number which indicates the degree of independence you feel you have over decisions relating to each of the eight teaching activities ( "5" = complete independence; "4" = independent; "3" = partial independence; "2" = dependent; "1" = no independence).

1. Setting learning objectives 1 2 3 4 5
2. Establishing how much will  
be covered and in what  
order 1 2 3 4 5
3. Planning and pacing  
classroom activities 1 2 3 4 5

- |   |           |
|---|-----------|
| 4. Choosing instructional materials                   | 1 2 3 4 5 |
| 5. Choosing instructional methods                     | 1 2 3 4 5 |
| 6. Maintaining student discipline in class            | 1 2 3 4 5 |
| 7. Establishing the physical setting of the classroom | 1 2 3 4 5 |
| 8. Establishing classroom learning climate            | 1 2 3 4 5 |

SECTION D

Willingness to be evaluated

Encircle the number which indicates willingness to be evaluated in each of the eight teaching activities listed ( "5" = very willing; "4" = willing; "3" = would not matter; "2" = not willing; "1" = not willing at all).

- |  |           |
|--|-----------|
| 1. Setting learning objectives                             | 1 2 3 4 5 |
| 2. Establishing how much will be covered and in what order | 1 2 3 4 5 |

3. Planning and pacing  
classroom activities 1 2 3 4 5
4. Choosing instructional  
materials 1 2 3 4 5
5. Choosing instructional  
methods 1 2 3 4 5
6. Maintaining student  
discipline in class 1 2 3 4 5
7. Establishing the physical  
setting of the classroom 1 2 3 4 5
8. Establishing classroom  
learning climate 1 2 3 4 5

## SECTION E

### General attitude toward evaluation (Trust and Confidence)

How would you describe your total experience to date with the evaluation of your teaching in terms of the concepts "Trust" and "Expertise"?

## Trust

Encircle the number which indicates the extent to which you have had trust in your evaluators to make accurate evaluations of your teaching ("5" = complete trust; "4" = trust; "3" = I cannot say; "2" = no trust; "1" = completely no trust).

- |  |           |
|--|-----------|
| 1. Setting learning objectives                                   | 1 2 3 4 5 |
| 2. Establishing how much will<br>be covered and in what<br>order | 1 2 3 4 5 |
| 3. Planning and pacing<br>classroom activities                   | 1 2 3 4 5 |
| 4. Choosing instructional<br>materials                           | 1 2 3 4 5 |
| 5. Choosing instructional<br>methods                             | 1 2 3 4 5 |
| 6. Maintaining student<br>discipline in class                    | 1 2 3 4 5 |
| 7. Establishing the physical<br>setting of the classroom         | 1 2 3 4 5 |
| 8. Establishing classroom<br>learning climate                    | 1 2 3 4 5 |

## Expertise

Encircle the number which indicates the extent to which you have had confidence in the expertise of your evaluators to make accurate evaluations of your teaching ( "5" = complete confidence; "4" = confidence; "3" = I cannot say; "2" = no confidence; "1" completely no confidence).

- |  |           |
|--|-----------|
| 1. Setting learning objectives                                   | 1 2 3 4 5 |
| 2. Establishing how much will<br>be covered and in what<br>order | 1 2 3 4 5 |
| 3. Planning and pacing<br>classroom activities                   | 1 2 3 4 5 |
| 4. Choosing instructional<br>materials                           | 1 2 3 4 5 |
| 5. Choosing instructional<br>methods                             | 1 2 3 4 5 |
| 6. Maintaining student<br>discipline in class                    | 1 2 3 4 5 |
| 7. Establishing the physical<br>setting of the classroom         | 1 2 3 4 5 |
| 8. Establishing classroom<br>learning climate                    | 1 2 3 4 5 |

## SECTION F

### Involvement in evaluation

Encircle the number which indicates how much say you have over whether or not you are evaluated on each of the eight teaching activities listed ( "5" = my exclusive prerogative; "4" = my decision; "3" = shared decision; "2" = someone's decision; "1" = someone else's decision).

- |  |           |
|--|-----------|
| 1. Setting learning objectives                                   | 1 2 3 4 5 |
| 2. Establishing how much will<br>be covered and in what<br>order | 1 2 3 4 5 |
| 3. Planning and pacing<br>classroom activities                   | 1 2 3 4 5 |
| 4. Choosing instructional<br>materials                           | 1 2 3 4 5 |
| 5. Choosing instructional<br>methods                             | 1 2 3 4 5 |
| 6. Maintaining student<br>discipline in class                    | 1 2 3 4 5 |
| 7. Establishing the physical<br>setting of the classroom         | 1 2 3 4 5 |

8. Establishing classroom

learning climate

1 2 3 4 5

SECTION G

Condition under which evaluation takes place

Willingness

Following are alternative conditions for evaluation of teaching. Encircle the number representing the best alternative condition for you.

1. Determining what data is collected for the evaluation of teaching.

5 I alone decide what data is collected for evaluation

4 I have more say than other(s) in this decision

3 The decision is shared about equally between myself and other(s)

2 Other(s) have more say in this decision than I

1 Other(s) alone make this decision

2. Determining how data is collected for the evaluation of teaching.

5 I alone decide what data is collected for evaluation

4 I have more say than other(s) in this decision

- 3 The decision is shared about equally between myself and other(s)
- 2 Other(s) have more say in this decision than I
- 1 Other(s) alone make this decision

3. Determining why data is collected and what is done with data.

- 5 I alone decide what data is collected for evaluation
- 4 I have more say than other(s) in this decision
- 3 The decision is shared about equally between myself and other(s)
- 2 Other(s) have more say in this decision than I
- 1 Other(s) alone make this decision

4. Determining criteria for effective performance.

- 5 I alone decide what data is collected for evaluation
- 4 I have more say than other(s) in this decision
- 3 The decision is shared about equally between myself and other(s)
- 2 Other(s) have more say in this decision than I
- 1 Other(s) alone make this decision



5. Determining who decides when the criteria for effective performance have been met.

- 5 I alone decide what data is collected for evaluation
- 4 I have more say than other(s) in this decision
- 3 The decision is shared about equally between myself and other(s)
- 2 Other(s) have more say in this decision than I
- 1 Other(s) alone make this decision

Involvement

Encircle the number corresponding to the condition that best describe how much say you actually do have in the condition listed.

1. Determining what data is collected for the evaluation of teaching.

- 5 A lot
- 4 Little
- 3 Very little
- 2 No say
- 1 Completely no say

2. Determining how data is collected for the evaluation of teaching.

5 A lot

4 Little

3 Very little

2 No say

1 Completely no say

3. Determining why data is collected and what is done with data.

5 A lot

4 Little

3 Very little

2 No say

1 Completely no say

4. Determining criteria for effective performance.

5 A lot

4 Little

3 Very little

2 No say

1 Completely no say

5. Determining who decides when the criteria for effective performance have been met.

5 A lot

4 Little

3 Very little

2 No say

1 Completely no say

## APPENDIX B

### SCORES

ROW	SEX	GRADE	EXPER	QUAL	DEPART	AREA	F1	F2	F3	F4	F5	F6	F7	F8	TOTAL
1	1	3	3	1	1	1	45	27	30	32	16	25	14	19	208
2	1	3	2	1	5	2	36	24	22	24	27	21	15	18	187
3	2	3	3	1	1	2	47	36	40	37	36	26	15	21	258
4	1	3	1	2	2	1	43	32	22	30	30	28	14	20	219
5	2	3	3	1	2	1	44	36	31	24	26	30	15	17	223
6	1	3	2	1	1	1	55	31	32	31	39	31	15	21	255
7	2	3	3	1	2	1	41	24	34	36	30	35	14	14	228
8	1	3	1	1	4	2	47	27	23	24	27	30	17	21	216
9	2	3	1	2	3	2	46	32	21	19	27	22	9	15	191
10	2	3	3	3	1	2	55	34	40	37	33	34	12	17	262
11	1	3	1	1	3	1	60	31	37	31	34	29	16	20	258
12	1	3	2	1	4	1	31	27	15	14	14	27	13	18	159
13	2	3	1	1	1	2	44	21	35	10	11	17	15	7	160
14	2	3	2	3	1	2	55	35	35	32	28	28	15	15	243
15	2	3	1	1	4	2	36	34	16	18	22	34	5	5	170
16	2	3	1	1	2	2	53	30	27	34	28	38	7	10	227
17	1	3	3	3	1	2	36	24	24	24	24	24	15	25	310
18	1	3	1	1	4	1	45	36	33	32	24	24	25	10	229
19	1	3	1	1	1	1	36	24	24	24	24	24	21	24	305
20	1	2	3	1	1	1	58	30	30	30	30	34	19	25	296
21	2	3	2	1	1	1	51	27	28	19	30	38	21	23	237
22	1	3	2	3	4	1	55	36	30	36	35	33	20	25	280
23	1	3	3	3	3	2	52	39	32	30	35	34	18	18	275
24	1	3	3	1	1	1	48	33	35	36	32	31	11	15	241
25	1	3	1	3	3	1	45	25	32	21	30	30	24	20	227
26	1	2	1	1	1	1	36	20	30	30	20	25	17	18	302
27	2	3	3	1	4	1	57	38	38	32	40	27	19	25	276
28	1	3	3	1	2	2	42	29	27	16	17	13	9	7	160
29	2	3	3	1	1	1	59	33	37	29	24	22	20	20	244
30	1	3	2	3	4	1	52	36	35	39	38	28	19	25	272
31	2	3	1	3	2	1	60	28	36	32	36	32	15	20	259
32	1	3	1	1	1	1	49	28	35	37	35	20	19	22	245
33	1	3	1	3	1	1	57	31	34	18	29	29	23	25	246
34	2	3	3	3	3	2	48	30	32	28	29	26	18	16	227
35	1	3	3	1	1	1	54	31	33	22	24	31	15	15	225
36	2	3	2	1	1	1	56	38	24	24	24	24	15	15	220
37	2	3	3	3	1	1	51	36	26	19	32	30	17	15	226
38	2	3	1	3	1	1	44	30	33	32	34	32	10	11	226
39	1	3	2	1	2	1	37	26	27	25	28	30	17	22	212
40	2	3	1	2	4	2	57	35	36	29	36	8	15	11	227
41	1	3	1	1	2	1	45	26	24	8	24	16	11	16	170
42	2	3	1	3	3	1	58	35	27	37	31	27	15	19	249
43	1	2	3	1	4	1	55	34	32	17	14	29	16	20	217
44	2	3	2	3	3	1	45	40	40	11	12	28	23	21	220
45	1	3	1	1	3	2	43	28	25	22	29	31	18	5	201
46	1	3	1	3	5	2	55	37	26	33	22	33	14	15	235
47	2	3	1	3	2	2	34	40	8	8	8	24	20	13	155
48	2	3	3	4	4	2	43	31	33	31	30	34	16	9	227
49	1	3	2	1	1	2	49	24	33	21	25	29	10	8	199
50	2	3	3	1	1	2	44	32	30	20	17	30	12	8	193
51	1	3	3	3	1	2	44	32	29	28	28	27	13	24	225

## APPENDIX C

### LETTER OF APPROVAL

ZE 9

UMNYANGO WEMFUNDO  
NAMASIKO



DEPARTMENT OF EDUCATION  
AND CULTURE

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

Ikhehl Locingo : Telegraphic Address : Telegrafiese Adres :	INKANYISO	Isikhwama Seposi : Private Bag : Privaatsak :	X04 Ulundi	Ucingo : Telephone : Telefoon :	0358- 203592
Imibuzo : Enquiries : Navrae :	L.J. KHATHI (MR)	Usuku : Date : Datum :	17 June 1992	Inkomba : Referenco : Verwysing :	

Mr. S.K. Ndlovu  
University of Zululand  
Private Bag X1001  
KWA-DLANGEZWA  
3896

Dear Mr. Ndlovu

#### RESEARCH ON TEACHER EVALUATION AS PERCEIVED BY THE KWAZULU SECONDARY SCHOOL TEACHERS

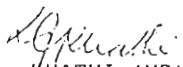
The Department has received all the documentation required for the formal processing of your application.

The Department has great pleasure in granting you permission to conduct research as you requested. However, in doing so, the Department will expect you to observe the following:

- i) work through the Circuit Inspector(s) of the area(s) from which you will select your sample;
- ii) ensure that information elicited be treated as confidential;
- iii) make a copy of the research findings available to the Department.

Best wishes for a successful research project.

Yours sincerely,

  
L.J. KHATHI (MR)  
PRINCIPAL EDUCATION PLANNER

research.ljk