

**THE IMPLEMENTATION OF THE DEVELOPMENTAL
APPRAISAL SYSTEM FOR CURRICULUM
IMPLEMENTATION IN THE
SECONDARY SCHOOLS**

by

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ABSTRACT

THE IMPLEMENTATION OF THE DEVELOPMENTAL APPRAISAL SYSTEM FOR CURRICULUM IMPLEMENTATION IN SECONDARY SCHOOLS

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The study analyses the implementation of the Developmental Appraisal System (DAS) in selected secondary schools. The research was conducted in the Mopani District in Giyani area. The study was conducted after the introduction of DAS in 1998. The aim of DAS was to address the professional development of educators in the Republic of South Africa (RSA) and also to facilitate the personal and professional development of educators in order to improve teaching practice and educational management in the secondary schools. DAS is based on the following principles: that the process of appraisal should be open and transparent; it should enhance strength and develop potential; be team-oriented and the appraisee should have access to the report. The study found that DAS is fraught with problems, namely, some educators and principals are not trained in its implementation, lack of resources, some principals do not accept peer appraisal because peers are not in a position of authority. Learners' rating is also rejected because learners can be easily influenced by the educators. Peer evaluation is also time consuming because educators will be busy evaluating each other while learners are busy making noise in the classroom.

The population of the study comprised 1000 educators, 40 secondary school principals and 8 subject advisors of the Mopani District in Giyani area. Due to the large size of Mopani district, field work was conducted only at Nsami, Klein

Letaba, Man'ombe and Shamavunga Circuits in the Giyani area. The sample selected consisted of 228 educators, 24 secondary school principals and 4 subject advisors. The total sample was two hundred and fifty six (256), which was a representative enough to produce estimates of the target population in the Mopani District. The issue of ethics was taken into consideration in this research to ensure that the results are reliable. Bias and prejudices were avoided, and the right of privacy was respected. The researcher was conscious of the ethical issues that govern the research process. It was pointed out to the respondents that there is no force them to participate in this study.

The data collection method employed in this study was quantitative. Quantitative research is a systematic scientific investigation of quantitative properties and their relationships. It deals with data which is primarily numerical, and the researcher is detached from the situation to avoid bias. Quantitative research is used to gather the information dealing with numbers. In this study, where data was collected in the form of numbers, a questionnaire was developed by the researcher and administered. The researcher used the questionnaire as an instrument to access large number of respondents. Also, quantitative results from the questionnaire could be presented in a numerical order which made the analysis easier and faster.

Data was processed using the Statistical Analysis System (SAS) programme, this is a computer programme used in the universities to assist students in the analysis of data by using a computer. Frequency was done by the Freq procedure, a descriptive statistics which reflect statistical measure such as frequency and percentages for each of the sample population. The results in Chapter four was presented in the form of tables which reflect frequencies and percentages of each response. Each table is followed by the researcher's interpretation and discussion of the results.

The study revealed that DAS was implemented in the Republic of South Africa but there are still some factors that may limit the potential of DAS such as the following:

- Lack of capacity of the appraisers, appraises and workshop facilitators.
- Lack of time and financial resources for developing educators.
- Inadequate training of educators.
- Lack of monitoring on DAS.
- Lack of support from the Department of Education.
- The instrument not user friendly.
- Contextual factors.

In this study the following major findings were derived:

- The professional and academic qualification in Mopani District is low.
- Inadequate training of educators for the implementation of DAS.
- The instrument used demand a lot of paper work and is time consuming.

It was recommended that:

- Peer appraisal should form part of DAS
- Financial incentives should form part of DAS..
- Learners' ratings and self –appraisal should not form part of DAS.
- The instrument needs refinement.
- Infrastructure need to be established.