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

M. P. CHAUKE

2009

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

by

MAGEZI PHINEAS CHAUKE

A thesis

Submitted to
University of Venda
in fulfillment of the requirements
for the degree of

Doctor of Education
Department of Curriculum Studies and Education Management

SUPERVISOR : PROF. E.L.M BAYONA

CO-SUPERVISOR: PROF. T.S TSHIVHASE-PHENDLA

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DECLARATION

I **CHAUKE MAGEZI PHINEAS**, hereby declare that this thesis for the Doctor of Education in Curriculum Studies at the University of Venda submitted by me, has not been submitted previously for a degree at this university or any other university. That it is my original work in design and that all references material contained therein has been duly acknowledged.

Signature..... Date ...26/08/2010

CHAUKE M.P

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DEDICATION

This thesis is dedicated to the following people:

- My beloved wife Laura who supported me physically and with prayer throughout my studies.
- My children, Matimba, Matlhari, Fortune and Comfort, for their moral and physical support during the study.
- My mother, Manguvila Khubani Nwa-Gija and my father-in-Law, Phike Solomon Mhlanga who could not see the completion of this study as they were both taken to be with the Lord in Heaven.
- The Assemblies of God Movement for supporting me financially and spiritually in my early years of study.
- Jesus Christ who died for me on the cross for the sake of my salvation and the whole world's sins. He is the same yesterday, today and forever.

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ABSTRACT

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

By

Magezi Phineas Chauke

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

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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.

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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.

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LIST OF ABBREVIATIONS

Developmental Appraisal System	(DAS)
Developmental Bank of South Africa	(DBSA)
Outcomes Based Education	(QBE)
Continuous assessment	(CASS)
Cape Teachers Professional	(CTP/
Wits University Education Professional Unit	(WITS,EPU)
National Curriculum Statement	(NCS)
National Senior Certificate	(NSC)
Integrated Quality Management System	(IQMS)
South African Democratic Teachers Union	(SADTU)
South African Council of Churches	(SACC)
Suid Afrikaans Onderwys Unie	(SAOU)
Educator Labour Relation Council	(ELRC)
National Professional Teachers Organization of South Africa	(NAPTOSA)
National Education Union of South Africa	(NEUSA)
Department of Education and training	(DET)
Dictionary of South Africa	(DSA)
Republic of South Africa	(RSA)
School Management Team	(SMT)
School Governing Body	(SGB)
Statistical Analysis System	(SAS)
Whole School Evaluation	(WSE)
Word Power Dictionary	(WPD)
School Developmental Teams	(SDT)
United States of America	(USA)
United Kingdom	(UK)
University of Witwatersrand	(WITS)
South Africa	(SA)

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Junior Secondary Teachers Certificate	(JSTC)
Primary Teachers Certificate	(PTC)
Performance Measurement	(PM)
Secondary Teachers Diploma	(STD)
Honours	(Hon)
Doctor of Philosophy	(PhD)
Task Team	(TT)
Doctor of Education	(D.Ed)
American Society for Training and Development	(ASTD)
Human Resource	(HR)
National Training Team	(NTT)
Provincial Training Team	(PTT)
Non-Governmental Organization	(NGO)
Local Educational Authorities	(LEA)

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LIST OF ABBREVIATIONS

Developmental Appraisal System	(DAS)
Developmental Bank of South Africa	(DBSA)
Outcomes Based Education	(QBE)
Continuous assessment	(CASS)
Cape Teachers Professional	(CTP/
Wits University Education Professional Unit	(WITS,EPU)
National Curriculum Statement	(NCS)
National Senior Certificate	(NSC)
Integrated Quality Management System	(IQMS)
South African Democratic Teachers Union	(SADTU)
South African Council of Churches	(SACC)
Suid Afrikaans Onderwys Unie	(SAOU)
Educator Labour Relation Council	(ELRC)
National Professional Teachers Organization of South Africa	(NAPTOSA)
National Education Union of South Africa	(NEUSA)
Department of Education and training	(DET)
Dictionary of South Africa	(DSA)
Republic of South Africa	(RSA)
School Management Team	(SMT)
School Governing Body	(SGB)
Statistical Analysis System	(SAS)
Whole School Evaluation	(WSE)
Word Power Dictionary	(WPD)
School Developmental Teams	(SDT)
United States of America	(USA)
United Kingdom	(UK)
University of Witwatersrand	(WITS)
South Africa	(SA)

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Junior Secondary Teachers Certificate	(JSTC)
Primary Teachers Certificate	(PTC)
Performance Measurement	(PM)
Secondary Teachers Diploma	(STD)
Honours	(Hon)
Doctor of Philosophy	(PhD)
Task Team	(TT)
Doctor of Education	(D.Ed)
American Society for Training and Development	(ASTD)
Human Resource	(HR)
National Training Team	(NTT)
Provincial Training Team	(PTT)
Non-Governmental Organization	(NGO)
Local Educational Authorities	(LEA)

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

by

MAGEZI PHINEAS CHAUKE

A thesis

Submitted to
University of Venda
in fulfillment of the requirements
for the degree of

Doctor of Education
Department of Curriculum Studies and Education Management

SUPERVISOR : PROF. E.L.M BAYONA

CO-SUPERVISOR: PROF. T.S TSHIVHASE-PHENDLA

November 2009

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APPROVAL PAGE

This thesis has been approved as meeting the required standard of scholarship for fulfilment of the degree Doctor of Education in the Department of Curriculum Studies and Educational Management.

....

SUPERVISOR **DATE**

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CO-SUPERVISOR **DATE**

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DECLARATION

I **CHAUKE MAGEZI PHINEAS**, hereby declare that this thesis for the Doctor of Education in Curriculum Studies at the University of Venda submitted by me, has not been submitted previously for a degree at this university or any other university. That it is my original work in design and that all references material contained therein has been duly acknowledged.

Signature..... Date .....

CHAUKE M.P

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DEDICATION

This thesis is dedicated to the following people:

- My beloved wife Laura who supported me physically and with prayer throughout my studies.
- My children, Matimba, Matlhari, Fortune and Comfort, for their moral and physical support during the study.
- My mother, Manguvila Khubani Nwa-Gija and my father-in-Law, Phike Solomon Mhlanga who could not see the completion of this study as they were both taken to be with the Lord in Heaven.
- The Assemblies of God Movement for supporting me financially and spiritually in my early years of study.
- Jesus Christ who died for me on the cross for the sake of my salvation and the whole world's sins. He is the same yesterday, today and forever.

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ABSTRACT

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

By

Magezi Phineas Chauke

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

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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.

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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.

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LIST OF ABBREVIATIONS

Developmental Appraisal System	(DAS)
Developmental Bank of South Africa	(DBSA)
Outcomes Based Education	(QBE)
Continuous assessment	(CASS)
Cape Teachers Professional	(CTP/
Wits University Education Professional Unit	(WITS,EPU)
National Curriculum Statement	(NCS)
National Senior Certificate	(NSC)
Integrated Quality Management System	(IQMS)
South African Democratic Teachers Union	(SADTU)
South African Council of Churches	(SACC)
Suid Afrikaans Onderwys Unie	(SAOU)
Educator Labour Relation Council	(ELRC)
National Professional Teachers Organization of South Africa	(NAPTOSA)
National Education Union of South Africa	(NEUSA)
Department of Education and training	(DET)
Dictionary of South Africa	(DSA)
Republic of South Africa	(RSA)
School Management Team	(SMT)
School Governing Body	(SGB)
Statistical Analysis System	(SAS)
Whole School Evaluation	(WSE)
Word Power Dictionary	(WPD)
School Developmental Teams	(SDT)
United States of America	(USA)
United Kingdom	(UK)
University of Witwatersrand	(WITS)
South Africa	(SA)

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Junior Secondary Teachers Certificate	(JSTC)
Primary Teachers Certificate	(PTC)
Performance Measurement	(PM)
Secondary Teachers Diploma	(STD)
Honours	(Hon)
Doctor of Philosophy	(PhD)
Task Team	(TT)
Doctor of Education	(D.Ed)
American Society for Training and Development	(ASTD)
Human Resource	(HR)
National Training Team	(NTT)
Provincial Training Team	(PTT)
Non-Governmental Organization	(NGO)
Local Educational Authorities	(LEA)

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CHAPTER ONE

1.1 INTRODUCTION TO STUDY

Appraisal of educators in the Republic of South Africa (RSA) has for many years consisted mainly of class visits and panel inspection by the principals of schools and inspectors of education. This system of appraisal was largely bureaucratic, top-down, closed, hierarchical and authoritarian in nature (Chetty *et al.* 1994: 253, Phele, 1996:43, Waghid, 1992:86). Bondesio and De Witt (1995:268) further point out that principals and inspectors who conducted class visits were not subject specialists. Therefore, principals and inspectors could not appraise but fulfill the role of faultfinders instead of improving the educator's effectiveness and growth. Quite often, negative reports were written about the educator's performance and no consideration was given to any contextual factors that might have influenced the educator's performance in the classroom.

According to Kruger (1996:25), Mamabolo and Niewenhuis (1995:12), Charles (2005:25), the principal's main task in the old system of appraisal was merely to check the volume of written work undertaken by the educators and the learners. This led to educators only preparing lessons when they knew that they would be subjected to class visits. Principals were severely criticized by the teachers' organizations such as the South African Democratic Teachers Union (SADTU), National Professional Teachers of South Africa (NAPTOSA), and Suid Afrikaans Onderwys Unie (SAOU) for lack of capability to make accountable judgements in the daily life of educators, and the lack of objectivity in appraising educators. The criticism was based on the fact that some principals exercised favouritism and nepotism when evaluating educators. This possibly resulted in promotions of individuals whose work was devoid of merit.

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As a result of the transformation in the education system in South Africa, there was a need in education to develop an appraisal system which would be democratic enough to ensure the participation of all the stakeholders in education. For the same reason, the Department of National Education introduced the Developmental Appraisal System (DAS) in 1998. The aim of the new system was to facilitate the personal and professional development of educators in order to improve teaching practice and educational management in schools.

DAS differs from the old system of appraisal. Firstly the aim of the new system of appraisal is to facilitate personal and professional development of educators and to improve the quality of teaching and educational management (Townsend, 1998:46). Secondly, the new system introduces principles of participatory democracy in evaluation in that the person being appraised should be able to contribute to decisions about his/her performance and ways in which it can be improved. Therefore, in order for the developmental appraisal to function effectively, the principal must practice participative management (Mayo, 1997:269; Waghid, 1992:81). Thirdly, it is a formative and qualitatively framed appraisal that emphasizes process rather than products. According to Mxenge (2002:8) and Mosoge (1996:106) DAS should be based on the following principles:

- The process of appraisal should be open and transparent
- It should enhance strength and develop potential.
- It should be team oriented, that is, the inclusion of peer, appraisee, union representative and an outsider.
- The appraisee should have the right to have access to the report.

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The Developmental Appraisal Policy marked a bold step in policy reform in South Africa in contrast to the previous system of educator appraisal, more especially with regard to favouring the role of the educator in appraising his/her performance. The former system of educator appraisal was usually based on unannounced visits and focused on paper work

DAS is however fraught with problems. The researcher as a supervisor of DAS team observed that some educators and principals did not implement it correctly according to the policy provided by the National Department of Education. This was confirmed in an unstructured interview with the educators, principals of secondary schools and the subject advisors in the Mopani District. It became apparent that lots of confusion exists concerning the difference between appraisal, evaluation and the work of a panel. The involvement of educators in an appraisal panel appears unacceptable to some principals. The main reason is that principals do not accept peer appraisals because peers are not in positions of authority (Murray & Grant, 2002:202). Researches conducted by Harsbarger and Lohr (1997:43), Gutlof (2003:4), and Mento and Giampetro-Meyer (2000:28) also show that peer review is time consuming and expensive since educators involved in DAS have to be released from some duties and others are hired to do their work.

Furthermore, it appears principals have insufficient training about DAS, even though they are expected to contribute to the formation of the SDT, panels and even start the process itself. The practical application of DAS at secondary schools clearly shows that not so much was gained from the workshops conducted prior to its introduction and implementation. The majority of principals and educators do not know what is supposed to be done in the classroom situation. It seems the facilitators of the process have little information with regard to DAS. Fear of humiliation also forces principals and educators to view appraisal in a negative way, for instance, some suspicious principals view the

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system as a diplomatic way of demoting and retrenching them from their work (Goba, 2002:51; Chauke, 2001:25).

In addition, in industries and commercial organizations for instance, there are financial and other benefits linked to appraisal, but the situation is not so in education because there are no benefits and incentives linked to appraisal. In schools where DAS has been implemented, no feedback was provided and educators are no longer motivated to participate in the appraisal because the rewards are not clear. Chetty *et al* (1994: 259) point out that contextual factors such as family bereavement, enrollment of the school, educator teaching the subject in which he/she did not specialize and lack of teaching facilities can influence the performance of an educator.

A great volume of research exists on appraisal, for example (Ribas, 2000:585; Poster, 1993:61, Heine, 1993:4, David & Orso, 1995:10, Davis & Meyer, 1999:84, Longernecker & Fink, 1999:18). Although these researchers view appraisal as a way of developing educator behaviour and professional expertise, very little has been written on developmental appraisal. The limited research conducted on developmental appraisal for example, Banard (1999:21), Nelson (2000:39), Robbins (1998:99) Brown and Wooten (1998:60); Donaldson (2000:4) and Helm (1999:2) tend to be relevant to industry rather than to education.

Therefore, in this situation there is a gap between what the policy of the Department of Education wants to achieve and what is currently happening in the secondary schools. This study wants to establish the extent to which DAS is understood and implemented in the secondary schools.

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1.2 STATEMENT OF THE PROBLEM

The Department of Education introduced DAS in schools in 1998. The purpose was to ensure the democratic participation of all the stakeholders in the evaluation of educators in South Africa. The developmental appraisal system represents a radical departure from the old system of evaluation in education. As with any educational change, problems may arise in the implementation of the developmental appraisal system in the secondary schools. These problems are of particular significance to educators and principals who must implement DAS in the secondary schools and ensure the success of the education process.

The researcher realized that there are loopholes and gaps between what the policies of the Department of Education want to achieve and what is currently happening in the secondary schools. This study therefore, examines the extent to which the Development Appraisal Policy of the Department of Education wants to achieve in the secondary schools.

1.3 OBJECTIVES OF THE STUDY

The purpose was to establish whether educators and principals were conversant with the meaning and requirements of the Developmental Appraisal Policy. This is important because the level of their understanding of this policy would have great influence on their implementation of it. The objectives of this study can be communicated as follows:

- To find out the meaning and strategies used for DAS in the secondary schools. Find out the views of other scholars on the meaning and strategies of DAS as this will serve as the theoretical background to the study.

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- To determine empirically, the level of understanding of the developmental policies of educators and the principals.
- To investigate the extent to which DAS is currently being achieved in the secondary schools.
- To determine empirically, the nature of the developmental appraisal system.

1.4 SIGNIFICANCE OF THE STUDY

The key beneficiaries of this study are the educators, principals and education officials. Educators and principals can be evaluated efficiently and this will improve the standard of teaching and learning in secondary schools. As a result, the pass rate in the secondary schools will improve because of effective teaching and learning at the secondary schools. Policy makers in South Africa may benefit from the evaluation of educators and principals and will assist in the formulation of comprehensive policy on the evaluation of educators nationwide. Policy makers will improve the current policy on the evaluation of educators and principals, whilst, educators and principals will make recommendations which will assist them to be aware and satisfied to its policy. Again in the issues of policy the Developmental Appraisal Policy (2000:17) marked a bold step in policy reform in favouring the role of an educator. Educator will be able to participate with other key stakeholders in developing, aligning the instrument to job description and workloads of educators.

Furthermore, the secondary schools in the Mopani District will benefit because the policy commits all which includes educators in the classroom, heads of departments, deputy principals, education development officers, district and regional managers to engage themselves in multiple perspectives, methods and current theories that has an impact on the curriculum. Managers will also assist the secondary schools in developing the strategies for monitoring and evaluating

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curriculum development. This can be done by the National Policy on Whole School Evaluation (WSE). This will meet the demands for improved quality and standards for the monitoring and evaluation of work.

According to other researchers such as Kirkpatrick (2009:22), Heine (1993:5), Longernecker and Fink (1999:18), David and Orso (1995:16) and Donaldson (2000:5), educators will benefit because they will be able to identify, understand and prioritize their personal development and wishes in terms of skills, knowledge and attitudes. Educators will benefit because they will be protected from discrimination and harassment of any sort, whilst on the other hand recruitment and promotion of educators will be managed fairly if DAS is properly implemented in the secondary schools. According to the above mentioned researchers managers of the secondary schools will also benefit from this study because it will ensure that the development needs of the educators are identified. Educators and managers will benefit if evaluation is linked to pay, and they will be rewarded properly like what is happening in industries and companies. Nelson (2000:39) indicates the benefits for evaluation such as assisting the organizations in making decisions regarding promotion, staffing needs, salary and compensation benefits.

1.5 CONCEPTUAL FRAMEWORK OF THE STUDY

According to Mathye 2007, after getting rid of any remnant of the inspection structures that remain from the previous regime, The Department of Education started with DAS, moved towards the WSD, then towards the WSE which was further developed into PM, that is, Performance Management System which culminated in the introduction of IQMS in South Africa recently. DAS aimed at appraising individual educators in transparent manner. Equally important is that for DAS to be successfully implemented there are structures which need to be

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introduced in the secondary school like the Developmental Support Groups and School Developmental Teams.

The framework of DAS stress that for any educator to be evaluated, the policy should have been advocated to him/her prior to observation. The DSG should have been formed and this should include the educator's immediate senior, and for the principal, it should be the circuit manager. The role of the DSG is to support and mentor the educator. DAS includes completion of many forms such as personal details, self-evaluation forms, Personal Growth Plan and the School Improvement Plan. Equally important is that standards are required when an educator is observed in practice.

The theoretical background of this study was based on the theories of Kirkpatrick's learning and training evaluation theory, and Bloom's Taxonomy of Cognitive Domain. Bloom identified six levels within the Cognitive Domain which assist any panel in the evaluation of educators in the secondary schools. Although the focus of his theory is the learner in the classroom, the theory is also applicable and relevant to the evaluation of educators. While Kirkpatrick identified only four levels of learning evaluation, he also outlines the performance evaluation guidelines which assist in the evaluation of educators. This implies that the theories of Bloom and Kirkpatrick help in developing strategies for the evaluation of educators in the secondary schools, and the theories of Kirkpatrick (1998) and Bloom (2004) shaped the theoretical framework of this study.

In addition to the theories of Bloom (2004) and Kirkpatrick (1998), various sources such as other relevant articles, dissertations, thesis and research reports were consulted about evaluation, for example, the appraisal theory of Klause and Scherer (1999:637), An over view of evaluation theories by Michael (2001), Societal model by Shepherd, and two theories of appraisal by Cook and Duranti

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(2005); The Principal and the School Assessment (Immegart, 1994), Programme Improvement (Jordan, 2002), A constructivist Evaluation Instrument (Gibbons), The researcher prefers the discussions of Bloom (2004) and Kirkpatrick (1998) and they shaped the theoretical framework of this study. Therefore, the discussion of the theoretical framework of this study will be limited to the parameters of Bloom (2004) and Kirkpatrick (1998) as mentioned above. In the paragraph below the evaluation theories of Bloom and Kirkpatrick will receive detailed attention.

As indicated in the forgoing discussions, Bloom (2004:1) identified six levels of evaluation within the cognitive domain, that is, from simple recall of information as the lowest level of evaluation to the highest order which is classified as evaluation. The first one is knowledge which represents the lowest level of learning outcomes, this involve simply the recall of a wide range of material from specific facts to complete theories, but of course, all that is required in this level of evaluation is the bringing out of information. That is why Bloom (2004:1) points out verbs which belong to this level of evaluation and which can be used in formulating questions for the evaluating of educators in the classroom, verbs such as, arrange, define, label, memorize, relate, repeat and reproduce. This implies that when evaluating educators, this level only require the recall of information from educators who are being evaluated by the panel. Suggesting that, Level one in this research assisted the researcher in this study in testing the respondents' knowledge on the implementation of DAS, a policy of the Department of Education.

It is worth noting that, the second level of evaluation identified by Bloom (2004) in his Cognitive Domain is comprehension which represents the lowest level of understanding. This level of evaluation is higher than recalling knowledge because it is shown by translating material from one form to another, for example, words to numbers. Even the verbs used for evaluation of educators at

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this level are demanding, namely, verbs like classify, discuss, describe, explain, express, identify, indicate, locate, recognize, report, restate, review, select and translate. This suggests that it goes beyond simply remembering the information at the level of understanding, explaining and summarizing the information (Bloom, 2004:3). It is also worth noting that verbs such as define, classify are used in the formulation of questions for evaluation, implying that classroom evaluation of educators should test this knowledge with regard to the educators' understanding of the policy of the Department of Education currently being implemented in the Mopani District.

Thirdly, application of knowledge is another level of evaluation identified by Bloom (2004) in his Cognitive Domain which can be used in the evaluation of educators in the Mopani District. Application involves the application of rules such as methods, principles, laws and theories, and this of course is a very important part of Bloom's Taxonomy, because learning outcomes in this area require a higher level of understanding than those under knowledge and comprehension (Bloom, 2004:3). In the formulations of questions to be used for the evaluations of educators, verbs such as apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve and write are used in this level of evaluation. This indicates that educators and the panels have to understand the application of rules and principles used by the Department of Education Policy on evaluation in order to evaluate educators effectively and professionally. This will result in effective teaching and learning in the secondary schools.

It is worth noting again that the fourth level of Blooms Taxonomy of Cognitive Domain involves analysis which refers to the ability to break down the material into its component parts so that its organizational structure may be understood. Learning outcome in this level represent a higher intellectual level of evaluation than knowledge, comprehension and application because it require

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understanding of both content and the structural form. When evaluating educators at this level, one has to check verbs such as analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine and experiment especially in the formulation of questions of evaluation.

The sixth level of educator's evaluation is synthesis which is the ability of putting things together to form a whole, using old ideas to create a new one (Bloom, 2004:4). The learning outcomes in this area stress the creative behavior with the major focuses on the formulation of new structures. Questions set for the evaluation of educators in this level involves verbs such as arrange, assembly, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up and write, where as the outcome of this level require educators to demonstrate a higher intellectual level than with all the above-mentioned levels of evaluation, implying that the panel should check if the educators demonstrate a high intellectual level during evaluation.

The researcher for this study recommends the seventh level in the evaluation of educators due to the following reasons, namely, that evaluation is the highest in the hierarchy and is concerned with the ability to judge the value of the material, research report for a given purpose, and that judgements are to be based on the given criteria such as external or internal criteria. This means educators involved in evaluation have to determine the criteria or be given them by the panel evaluating him/her. As indicated in the forgoing discussions, learning outcomes in this area are highest on the cognitive hierarchy because they contain elements of all the categories, plus conscious value judgements based on clearly defined criteria. It is imperative to note that in this level of evaluation verbs such as appraise, argue, assess, attach, compare, defend, estimate, judge, predict, rate, core, select, support, value and evaluate are used in the evaluation of educators. For this reason, the researcher used this level of evaluation in this

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study in the evaluation of educators because it is the highest in the cognitive hierarchy and contains all the elements of the five levels of cognitive domain. The implementation of DAS in the Mopani District can be effective if these levels of Bloom (2004) are used.

In addition, Bloom's Taxonomy of Cognitive Domain assisted the researcher in this study to compare and discriminate between ideas, assess value and theories, make choices based on reasoned argument and verify value of evidence. The above-mentioned levels of evaluation also assisted the researcher in the development of critical research questions, and a questionnaire for this research; it also helped in the evaluation of reports and other documents related to the study. In the constructions of the questionnaire, verbs such as name, define, list, classify and identify which belongs to knowledge and comprehensions of Bloom's Taxonomy of Cognitive Domain were used. In the formulation of a questionnaire the researcher distributed the questions from level one to the last level of evaluation.

In the construction of critical research questions which required the respondents to respond on the implementation of DAS in the Mopani District, questions such as identify the strategies for the implementation of DAS in the Mopani District were used. The responses to this question involved a recall of a wide range of material and it represents the lowest level of understanding. Questions were also asked which required the application of knowledge, methods, principles and theories of various scholars. The study aim was also to determine what other scholars thought to be the meaning of DAS. In order to respond to this research question, the respondents had to read various sources, literature, reports and evaluate this literature, a point suggested by Bloom in his seventh and sixth level of evaluation. At these levels the evaluation should focus on the ability to judge materials such as research report for a purpose whilst synthesis is the ability to put things together to form whole, for example, a research proposal. For that

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reason, literature review in Chapter Two was analyzed, synthesized and evaluated using Bloom's Taxonomy of Cognitive Domain. This proves beyond doubt that Bloom's Taxonomy of Cognitive Domain shaped the theoretical framework of this study.

Another theory that shaped the theoretical framework this study is that of Kirkpatrick (1999). He developed four level models of evaluation which basically measure the reaction of the educators, namely, what they thought and felt about evaluation; whether evaluation results in increase of knowledge, the extent of behavior and capabilities of educators after evaluation and lastly, results or the effect of the environment from the trainee's performance on the evaluation of educators (Kirkpatrick, 1998:18). And in conclusion, Kirkpatrick gives the performance guidelines on evaluation of educators. The discussions of Kirkpatrick (1999) level of evaluation was limited to the parameters mentioned above, and in the following paragraphs each of Kirkpatrick four levels of evaluation and his guidelines will be critically discussed in detail.

Firstly and perhaps most importantly, in level one, Kirkpatrick (1999:19) points out that reaction evaluation is the reaction of how educators felt about the evaluation and their personal reaction to the evaluation and training, the venue and the learning experience, for example, if the evaluator enjoyed the evaluation or training, whether he/she considered the evaluation or training relevant and good. The examples of evaluation tools that are used in evaluating educators are questionnaire, feedback forms or surveys. If an educator does not enjoy the evaluation or training he/she will consider it to be bad. For this reason the educators unions, for instance, blamed the Department of Education for the unproductive workshops conducted prior to the implementation of DAS in the secondary schools. They did not like the style and the timing of this workshops conducted by the Department. The trainers of DAS also were not happy with the level of participation by the educators, whilst educators also did not put in the

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level of effort required to make this training successful. In order for DAS to be successfully implemented in the Mopani District, reaction evaluation of educators should be taken into consideration (Kirkpatrick, 2009:13).

Secondly, learning evaluation is the measurement of the increase in knowledge and intellectual capability of the educators, suggesting that this level of evaluation is the same as the first level of evaluation of Bloom's Taxonomy of Cognitive Domain. This implies that intellectual capabilities should be measured before and after the evaluation of educators and after the learning experience. This should be done in order to determine if the appraisee learnt what was intended to be taught through evaluation, and if the appraisee did experience what was intended for them to experience through evaluation or training and lastly, if there is a change after the evaluation or training in the direction or area that was intended (Kirkpatrick, 1998:16). Quite often, this can be determined by giving assignments and tasks to educators after evaluation has been conducted.

Furthermore, interview or observation can be used before and after evaluation although it is time consuming and can be inconsistent methods of evaluation (Kirkpatrick, 1998:15). That is why the workshops conducted by the Department of Education prior to the implementation of DAS in the secondary schools did not yield results because observation was not conducted before and after the workshops. Kirkpatrick (1998) further points out that the methods of evaluation need to be closely related to the aims of evaluation. This indicates that reliable, clear scoring and measurement need to be established to limit inconsistencies in the evaluation of educators. In addition, interviews need to be encouraged in the Mopani District if DAS is to be successfully implemented.

It is important to note that according to Kirkpatrick (1998:17) behavior evaluation which is the third level of Kirkpatrick's model of evaluation, implies the extent to which the evaluator applied the learning and changed the behavior of

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educators or learners depending on who is being evaluated. Equally important is to note that it can take several months or immediately after evaluation depending on the situation. Evaluators and trainers should have relevant skills and knowledge necessary for performing evaluation or training of educators, and usually this should result in noticeable change in the appraisees or trainees after undergoing evaluation or training. Kirkpatrick (1998) indicates that observation and interviews are required to evaluate change in the behavior, because people change in different ways at different times, meaning that evaluation need to be an ongoing process, but it also needs to be correctly designed and monitored to reduce subjective judgement of the observer. Feedback is also very important and should not be used before evaluation because respondents can make a judgement as to change after evaluation. That is why this study also records that observation conference should be given after classroom observation by the panel (Kirkpatrick, 1998:17).

The last level and perhaps one of the most important level of the Kirkpatrick model is the result. It is important to agree with the evaluator at the start of the evaluation process so that the appraisees understand what is to be measured and what is expected from them. Implying that before classroom observation the evaluating team and the educator who is to be evaluated should agree in advance what is expected from the educator. Of course this will also eliminate disputes during the evaluation process.

In conclusion, the theory of Kirkpatrick (2009:15) mentioned important guidelines for HR (Human Resource) on evaluation which can be used in the evaluation of educators in the Mopani District. These guidelines are to identify, understand and prioritize the personal development needs in terms of skills, knowledge experience and attitudes of educators. This is important because one of the instruments of DAS is the identification and prioritizing of the needs of educators. The implication is that DAS should assist in understanding of the

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preferred learning style and learning methods for acquiring new skills, knowledge and additional capabilities, and to measure the development of educators so that everyone is clear in the organization. Kirkpatrick (1998) also encouraged the provisions of tools and systems in the evaluation of educators in order to facilitate the personal development of educators.

According to Kirkpatrick (1998:14) evaluation, should ensure that the recruitment and promotion of educators are fair and transparent, and this should be the responsibility and one of the strategies of DAS if properly implemented in the Mopani District. Further, DAS should provide a working environment that protect educators from discrimination and harassment. Based on the theory of Kirkpatrick, DAS should also provide educators with the opportunity to voice their grievances if there are any, and also to ensure that disciplinary processes are clear and fair and include the right of appeal. That is why Oosthuizen (1998:28) indicates that the *audi alteram* rule should always be applied. Educators should be provided with the opportunity to appeal and give their side of story in the case of disciplinary actions against them. DAS should make sure that the systems and activities exits to keep all educators informed of their performance. This suggests that DAS should also ensure that the developmental needs of the educators are identified and supported.

Evaluation in South Africa and other countries

The literature on evaluation, appraisal, and assessment in South Africa and other countries such as the United States of America and Britain does not make a clear distinction between the concepts evaluation, assessment and appraisal (Liebenberg, 1996:291; Heystek, 2002:142; Bondesio & De Witt, 1997:225; Ankiewiez & De Swardt, 2000:92). In fact, it appears that these concepts are often used interchangeably even if they do not mean the same thing. One also finds that concepts such as performance evaluation, staff evaluation and

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performance appraisal are also used in the literature, thereby creating confusion and division in research (Nelson, 2000:39). Therefore, it appears advisable to give an explanation of these concepts to eliminate doubts about their use in this research.

1.5.1 Evaluation

Oosthuizen and Van der Westhuizen (1998:163), Hail (2005) and Sign (2004:272) defined evaluation as a process of arriving at a judgement about the educators' performance in the classroom, implying that the decision about the educators' performance in the classroom should be based on the information collected during the evaluation process. This suggests that an evaluator should look at the activities performed by the educator in the classroom in order to evaluate him /her positively. Evaluation thus involves the making of judgement on the basis of the evidence obtain through the measurement if attributes and characteristics of a phenomenon. Appraisal and evaluation has one thing in common, that is, the educator's performance need to be judged. Seemingly, that is the reason why the Department of Education and the Educators Unions prefer the word appraisal instead of evaluation as it argues that evaluation is judgemental.

1.5.2 Appraisal

For the purpose of this study, appraisal means the process of arriving at a judgement about the worth, quality or value of an educator's performance in the classroom by the principal or an appraiser (Oosthuizen & Van der Westhuizen *et al.* 1998:163). Appraisal is a term which is used to move away from the old concept of evaluation, which focuses mainly on faultfinding by the principals of schools and the inspectors of education. The aim of an appraisal is to develop an educator's behavioural and intellectual skills, for example, educators can

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appraise themselves and become aware of their strength and weaknesses, and the weaknesses can then be changed into opportunities from which educators and learners can benefit. The skills are based on life-long learning and development. The decisions about the educator's performance in the classroom should be based on the information collected during the evaluation process. For the purpose of this study evaluation and appraisal in this study will refer to the same thing.

1.5.3 Assessment

In this study assessment is the gathering of evidence about the educator's progress in teaching and judging the worth and quality of an educator. According to the Department of Education (2001:4), Dictionary of South Africa (1996:21), Armstrong (1995:568) and Barker (1998:17), the evidence about an educator's progress is found in factors which may be included in the educator's portfolio such as the learning experience achieved, certificates obtained, materials developed, articles written and also the management skills and teaching programmes of the educator. For the purpose of this study, assessment is the gathering of evidence about the educators' progress in teaching and judging the worth and the quality of an educator.

1.6 RESEARCH QUESTIONS

In meeting the above objectives, the researcher was assisted by the following key questions amongst others:

What are the strategies for the implementation of DAS in secondary schools?

1.6.1 What are the general problems in the implementation of DAS?

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1.6.2 Do the educators and the principals in the Mopani District understand the meaning of DAS?

1.6.5 What are the major achievements in using DAS in the secondary schools?

1.6.4 Do educators of secondary schools recommend any solutions to the above constraints?

1.6.5 How is the Department of Education currently addressing these problems?

1.7 RESEARCH DESIGN AND METHODOLOGY

In this study the researcher used the quantitative research Quantitative Research deals with data which is principally numerical, that is, it depicts data in a numerical value. Quantitative research presents statistical research represented with numbers, and the researcher is detached from the study to avoid bias. It is based on the positivist theory which assumes that there are social facts with a single objective reality separated from the feelings and beliefs of individual (White, 2003:11). Quantitative aims to objectively measure the social world, to test hypothesis and to predict and control human behavior, and the data analysis is undertaken by means of standardized statistical procedures. It uses a deductive form of reasoning and collect data to assess models, hypothesis and theories. According to Cohen et al (2007) quantitative methods are research technique which is used to gather information dealing with numbers and anything which is measurable. The presentation of the results is by means of statistics, tables and graphs.

For the purpose of this study, the tool used in the collection of data was the questionnaire.

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1.7.1 Questionnaire

In this study a questionnaire developed by the researcher was administered. The researcher used the questionnaire as an instrument to cover a large number of respondents. Also, quantitative results from the questionnaire could be presented in the numerical order which make it analysis easier and faster. In the construction of the questionnaire in this study questions were presented in definite order that is simple questions preceding complex questions, and the questions were brief, clear and only items that relate to the objectives of the research were included. Questions that use negatives were avoided. In constructing the questionnaire the researcher combined both the closed and open-ended items in order to complement the two forms of responses.

1.8 DATA ANALYSIS

Data were processed in this study using the Statistical Analysis System (SAS) programme which is a method of entering and processing data by using a computer. This is a computer programme used in universities to assist students in the analysis of data using a computer. This is done free of charge by the computer services although some cost may be involved if you are referred to someone in the Faculty of Education to handle the analysis and the interpretation. In this study frequency was done using the Freq procedure, which is a descriptive statistics which reflect measures such as frequency and percentages for each population and for the purpose of this research, frequency and percentages were then presented in tables and interpreted.

Data form the probing questions was coded, categorized and clustered. The researcher in this study coded the information using a colored pen to identify the main section of the study. The categories which belonged to the same themes were classified before data could be processed. The researcher read each

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responses while at the same time noting down the themes as they emerge. The aim of the study and the critical research questions were reflected in the categories and themes.

1.9 DELIMITATIONS AND LIMITATIONS OF THE STUDY

The researcher decided to conduct the field work in the Mopani District in the Limpopo Province. This does not mean that the alleged problem as mentioned in the topic is not prevailing in other Districts or regions of the Limpopo Province, but for the sake of convenience, sample schools were drawn from the Mopani District, that is Giyani area and not the entire Province. The researcher would have wanted to get the views of all selected principals, subject advisors and educators of secondary schools in the Mopani District inn order to come out with a valid instrument for the evaluation of educators.

The region is wide therefore expensive for the distribution of the questionnaire to various secondary schools. Some secondary school principals were reluctant to participate in the study because of the sensitivity of the topic to their performance. The Department of Education also delayed in responding to the researcher's application to conduct research.

DAS in the RSA has undergone changes since its inception n in 1998.
The recent changes is that DAS is not seen as a standing alone as it is located in the Integrated Quality Management System (IQMS). Despite these limitations the study achieved its objectives.

1.10 ETHICAL CONSIDERATIONS

The issue of ethics was taken into consideration in this research to ensure that the results are reliable and trustworthy. The respondents were assured that

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the aim of the study was not to judge them. Bias and prejudices were avoided, and the right to privacy was respected. The researcher in this study was conscious of the ethical issues that govern the research process. In this study the researcher was very open and honest to the respondents and disclosed the purpose of the study and all information pertaining to the research. Informed consent was obtained from the participants. Respondents were advised that they can terminate their participation at any time without penalty if they have any reservations about the investigations and there was full disclosure of any risks associated with research. Moreover, the information of the participants in this study was held confidential. This implies that no one had access to the information except the researcher and data was not linked to individual names.

1.11 STRUCTURE

CHAPTER ONE: Introduction to the Study

It deals with the background of the study by indicating the reasons for the introduction of the Developmental Appraisal System in South Africa in recent years. The statement of the problem, objectives of the study, significance of the study, conceptual framework of the study, research design and methodology, delimitations and limitations of the study and ethical considerations are outlined in this chapter.

CHAPTER TWO: Review of Related Literature

It deals with the historical background to the introduction of DAS in South Africa. It outlines the aims, different approaches, methods, the features, instruments and the problems related to DAS. It deals with the views of various scholars and researchers in and outside South Africa.

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CHAPTER THREE: Research Design and Methodology

The chapter deals with research design and methodology. It deals with the data collection instrument, that is, the questionnaire, the advantages and disadvantages of the questionnaire, sample and sampling procedure, validity and reliability of the instrument, data collection procedures and data analysis procedures. It further deals with the delimitations and limitations of the study, ethical considerations and the significance of the study.

CHAPTER FOUR: Research Findings

This chapter presents and interprets the data which was collected from the educators, principals and subject advisors of the secondary schools in the Limpopo Province at Mopani District in Giyani area. It presents the respondents personal data, aims of DAS, problems of DAS and interprets the findings of the actions performed by the respondents before, during and after the classroom observations.

CHAPTER FIVE: The Implementation of DAS in the Secondary School

In this chapter the responses in all the research questions are presented. It start by giving a background on reasons for the introduction of DAS in South Africa, and also present an overview of the questions, the findings and review of literature are also presented in this chapter and lastly it presents the responses in each question.

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CHAPTER SIX: Philosophical Discussions, Conclusions and Recommendations

This chapter presents the conclusions derived from the findings of the study, and also gives the recommendations to the educators, subject advisors, Department of Education and recommendations for further study.

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CHAPTER TWO

THE NATURE OF THE DEVELOPMENTAL APPRAISAL SYSTEM

2.1 INTRODUCTION

This chapter deals with the nature of the Developmental Appraisal System (DAS) introduced in South Africa in 1998. It provides a historical background, reasons which contributed to its introduction, aims, the approach, instrument, features, procedures, types of evaluation found in DAS and the general problems related to its practical implementation in the secondary schools. The chapter also deals with the appraisal in the United States of America, Britain and Australia. Therefore, the nature of DAS will be limited to the areas mentioned above and in the paragraphs below each of the areas mentioned above will be discussed in detail.

2.2 THE HISTORICAL BACKGROUND TO THE INTRODUCTION OF THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS) IN SOUTH AFRICA

The overwhelming majority of black schools, that is, African, Coloured and Indian have been without an appraisal system since the nineties, while their white counterparts practiced the old system of inspections where the inspectors did the appraisal (Mxenge, 2002:7; Banks & Banks, 2004). The inspectors were from the former departments of education such as the Transvaal Education Department, Cape Education Department and Orange Free State Department of Education. The result was that the best performing educators were rewarded with promotion. This method was not popular with the educators as they viewed it as a faultfinding exercise. As a result of the transition to democracy in 1994, this system of appraisal resulted in confusion because the formation of the single

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department of education implied that a single system of appraisal across all schools in the country was necessary (Mxenge, 2002:8).

The Defiance Campaign by the educators' unions in 1989 contributed to the absence of an appraisal system in the secondary schools. There was a breakdown in the inspectorate and subject advisory services in most secondary schools in South Africa. The deadlock between inspectors, principals and educators over the legitimacy of the appraisal system resulted in the decline in the quality of educational practice in the secondary schools (Chetty *et al.* 1994:252). The educators' unions rejected the subject advisors and inspectors who monitored the educators on the different subjects in the secondary schools. Inspectors of education could no longer visit the secondary schools especially between 1985 and 1990 to conduct appraisal. The heads of department and the principals were also not allowed to conduct class visits, and this resulted in the lack of proper supervision in the secondary schools.

The position is South Africa has been similar to the USA, Britain and Australia prior to the 80's. It was principals and inspectors who were traditionally responsible for the appraisal of educators in the secondary schools. Educators were judged in once-off evaluation and usually on superficial evidence such neatness of workbooks (Blaauw, 10). In the 1990's the National Educators Union of South Africa(NEUSA), the for runner of SADTU announced that subject advisors would no longer be permitted to carry inspections of educators and would be expected to teach in the classroom. They believed that educators evaluation should be conducted by the subject committees. Sadtu also believed that the inspectors and subject advisors served no purpose and called for their dismissal. The demand of Sadtu was thwarted by the Cape Teachers Professional (CTP). Blaauw (2000:12) also cites that Sadtu commissioned Wits University Education Policy Unit (WITS, EPU) to develop an alternative form of evaluation.

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Educators did not reject appraisal *per se* but the manner in which it was conducted by the inspectors and principals of secondary schools. The whole system was abused because of the prevalence of political bias in the system. There was a lack of follow up for further development and no feedback was given to the educators after appraisal had been conducted. Principals did not hold conferences with the educators to report about their performance. The appraisal system created a lot of tension and confusion amongst educators, namely, because it was judgemental, secretive, abused merit awards, it was characterized by sexual harassment and favouritism, nepotism and victimization, it showed clearly the unchecked power which inspectors wielded and the incompetence of inspectors and principals (Phele, 19996:43; Chauke, 2001:25; Mestry, 1995:45).

Furthermore, the unions criticized the old system of evaluation basing their arguments on the following: it was a top-down, closed, authoritarian, bureaucratic and hierarchical in nature. It consisted of class visits and panel inspections which were mainly conducted by the principals of schools and the inspectors of education. For the same reason, Frazier (1997:59) points out that it was oriented towards improving the examination results rather than the professional development of educators. The appraisal of educators was usually based on one class visit by the principals or the inspectors of education and was mainly characterized by fear, threats and intimidation. The purpose of class visit should be to gather information in order to evaluate the educator's responsibly. Despite the fact that school principals were not subject specialist, they were involved in the appraisal of educators because of their position. This created some doubts and confusions about the validity of their appraisal and it resulted in the rejection of their appraisal by the educators.

In addition, Waghid (1992:85) and Fleisch (1994:77) further point out that the class visits did not encourage educators to initiate their own development,

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instead, as subordinates they were encouraged to be passive and dependent on the principal. Educators were not encouraged to exchange experiences and ideas with colleagues in their profession, or to read literature relevant to their field of specialization, learning areas or teaching profession. Class visits were judgemental in nature associated with faultfinding mission which were conducted by the authorities of the Department of Education such as inspectors, subject advisors and principals. Due to the above-mentioned problems the principals and inspectors were rejected by the unions, who criticized class visit for the following reasons:

- Inspectors of education and the principals of schools were not trained to evaluate educators because they received poor further training and development in the former Department of Education and Training, (DET) which resulted in insufficient and inferior qualifications, such as, Primary Teachers Certificate (PTC) and Junior Secondary Certificate (JSTC).

- Principals were not involved in curriculum changes and syllabi and they were not subject specialist (Bondesio and De Witt, 1997:247; Ndlovu *et al*, 1996:1, Achistein & Athanases, 2006).

A need was felt in education to develop an appraisal instrument that would be acceptable to all stakeholders, and which would ensure the democratic participation of all the stakeholders in education (Department of Education, 1998:60). It was imperative to transform the education system in South Africa by making various tools stem from the need to address the legacy of apartheid, and social transformations in education aimed at ensuring that the imbalances of the past are redressed (Department of Education, 2003:2).

Negotiations, researches and pilots studies were conducted in 1996 with all the stakeholders in education such as the educators' unions in the Education and

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Labour Relation Council (ELRC). The findings of the pilot study revealed that there was support from the stakeholders for DAS to be implemented in South Africa. It also showed that appraisal could be applied in all schools in South Africa, no matter what their contextual conditions may be. The findings of the pilot study also pointed to the centrality of training of educators to equip them with the necessary knowledge and skills to actually implement the new system. Therefore, DAS was introduced in South Africa in 1998 (Resolution 4, 1998). After a successful pilot phase, the Education and Labour Relation Council (ELRC) signed an agreement in July 1998.

According to Resolution 4 of 1998 DAS would contribute to the facilitations of relations between educators, principals, inspectors of education and subject advisory services (ELRC, 2003:86). The appraisal would be based on life-long learning and development. The instrument to be implemented should be one that is developmental in nature and should be conducted on office-based educators, school-based educators, that is, in and outside the school but excluding therapists and psychologists. To achieve this aim, appraisal should be tied to job descriptions of a specific level of posts to which persons are attached to.

In addition, DAS should also be based on the following main principles

- The process of appraisal should be open and transparent.
- It should enhance strength, develop potential and remediate shortcomings.
- It should be team oriented, that is, the inclusion of the appraisee, peer nominated by the appraisee, a union representative and an outsider.
- The appraisee should have the right to have access to, and to respond to the appraisal report (Mxenge, 2001:8, Mosoge, 1996:106, ELRC, 2003:87).

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DAS brought with it doubts whether it would be accepted by all the stakeholders and whether it would enhance the development of competency of educators and the quality of public education in South Africa. It first brought mixed feelings amongst the educators, especially during workshops, but the Department of National Education hoped that if properly managed, it would provide the opportunity for enhancing communication and thereby developing and improving interpersonal relationships within the organizational structure of a school.

2.3 THE AIMS OF THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS) IN SOUTH AFRICA, BRITAIN, AUSTRALIA AND UNITED STATES OF AMERICA.

In the United States of America (US) appraisal of educators has undergone different stages. In the 1920's appraisal was primary based on establishing whether a given teaching correlated with desired educational philosophy and psychology (Blaauw: 2007). The aim of appraisal in the US is to empower educators professionally and to make them accountable. Educators are further appraised to raise their salaries.

It is important to note that in developed countries like Britain and the US for example, educator appraisal is taken more serious by various department of Education. That is why in these countries they consider the quality of educators to be the countries assert. The Department devoted more resources and efforts to educator development. This indicates that development programme are successfully implemented in Britain. The purpose of appraisal in Britain is to encourage and achieve good practices in schools. There is a desire to bring greater degree of accountability into the public service and the improvement of the professional development of educators. To recognize the achievement of educators and help to identify ways of improving their skills and performance (Lekone, 2007). Lekone (2007) point out that in Britain appraisal identify

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potential of educators for career development with the aim of helping educators through in-service training, and it also help educators with difficulties in their performance through appropriate counseling, guidance and training.

Furthermore, in Britain appraisal has traditionally been the responsibility of Local Educational Authorities (LEA) and was carried up by a team of inspectors who usually have considerable experience in teaching. Blaauw (2000:9) cites that the purpose of appraisal in Britain was to assess the probationary educators, to advice on promotional and appointments, and also to look into cases of poor performance. British schools have also developed a periodic appraisal of individual teachers by senior personnel within the school.

Australia and South Africa on the other hand have recently abandoned racism against Aborigines, Blacks, Coloured and Indians respectively. This implies that their democratic belief is the same and is faced with the challenge of implementing appraisal successfully. Both countries followed the National Curriculum Statement (NCS). The aim of appraisal in Australia is to empower educators by evaluating their teaching practices and providing guarantees of quality. Evaluation is done with primary focus on student achievement and safety.

In addition, in Britain for instance a line has been drawn between the newly qualified educators and experienced educators. There standards used for evaluating newly appointed educators and those for experienced educators. In Britain the Governing body is responsible for determining the timing of the appraisal circle for the head educator. The head educator on the other hand determines the appraisal circle for each educator. The length of the appraisal circle in Brian is a year. The appraisal procedures in Britain consist of the following phases:

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- The planning phase during which objectives are sets to determine how the appraisal process is to get off the ground and also sets the room for classroom observation.
- The appraisal phase which entails classroom observation
- Post appraisal phase for the discussion of the results.

In the US the appraisal procedures includes classroom observation, where an educator is observed teaching. An educator in the US is appraised through the use of portfolio, where an educator's portfolio is assessed. In Australia, educators must complete the twelve month performance circle during which they are required to demonstrate their competent against the professional development. Whereas in Australia, educators must complete a twelve months performance cycle during which they are required their competent against the professional standards for these level.

As indicated in paragraph 2.2, in the Republic of South Africa, the Developmental Appraisal System has been viewed as a key to education transformation and educator development, in particular by both the Ministry of Education hence the collective agreement no.4 of 1998. Parties to the policy demonstrated both commitment and desire to realize the intentions of the policy by signing the agreement. However, ten years after the policy was implemented, there seems to be no evidence to suggest the success of the policy.

There are multifarious aims of appraisal in education, but this research focuses on the following aims of DAS namely: training and development, merit awards and pay, educator's audit and elimination of incompetence of the educators' performance. DAS is done so that educators can evaluate themselves on their strengths and weaknesses. The result will be the improvement of performance and accountability of all educators in the secondary schools.

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2.3.1 Training and Development of Educators

According to Liebenberg (1996:293), Frazier (1997:59), Nelson (2000:38) and Immegart, (1994:26), DAS helps in the process of training and developing educators. Training means to bring to the desired standard of performance or behaviour by instruction. It involves the replacement of an educator's current skills with new skills whereas development on the other hand involves the preparation of educators for additional responsibilities and promotions (Cilliers & Kaap, 1998:117; Dreghorn, 1999:16). Therefore, in order to produce good quality educators, DAS should be conducted in the secondary schools.

In addition, DAS may assists the educators to identify any weaknesses that may hinder their progress, professional development and growth. After identification of the weaknesses, they can be changed into opportunities, because educators can undergo in-service training on DAS in the institutions throughout South Africa or internationally institutions. Such as universities, technikons and technical colleges or obtain qualification in Further Education and Training (FET) or General Education and Training (GET). It also identifies strong points that enhance and weak points that interfere in the educators' performance. For that reason, educators with outstanding academic achievement and those with good results will be motivated to teach effectively and efficiently resulting in the improvement of the performance of the educators in the classrooms as well as their own self-development (Carrel *et al.* 1998:310; Sale, 1998:31, Mamabolo et al, 1993:3; Kriek, 1999:216; Townsend, 1998:45, Nhundzu, 1992:29).

2.3.2 Merit Awards and Pay

A further aim of DAS is to give merit awards and pay to educators with outstanding achievement (Goddard & Emerson, 1997:15; Schenk, 1999:323; Fernandez 1999:15). This indicates that DAS therefore aims at giving recognition

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for excellent service which may take the form of merit, promotion, salary and other forms of remuneration offered by the Department of Education. This is done in order to recognize and promote excellence in the teaching performance and to honour dedicated, creative and inspiring educators and their schools (Department of Education, 2000:68). Educators will be motivated to teach effectively and efficiently if they know that after DAS has been conducted, they will be rewarded with pay increases or promotion (Fink & Longenecker, 1999:83; De Grunchy, 1999:17; Alberts & Motlala, 1998:121).

Rewards offered by the Department of Education consist of salaries, incentives and cash bonuses. This implies that nobody can get achievement recognition, salary increase and rewards if his/her performance in the classroom is not evaluated. However, it must be indicated that in most cases there are some problems in linking DAS with merit awards such as the following (Heystek, 2002:139; Fink & Longenecker, 1997:83; Banard, 1999:4):

- Bad attitude by the educators to DAS, for example, educators view the principals of schools as faultfinders who concentrate on the weaknesses of the educator's performances.
- In industries and commercial organizations, for instance, there are generally financial and other benefits linked to appraisal. However, the situation is not like that in education institutions because DAS is not linked to remuneration, rewards and pay. As such educators are no longer eager to participate in the DAS process in schools, due to the absence of these incentives. Educators regard DAS as a waste of time and unnecessary expenditure by the Department of Education.
- The abuse of merit awards where educators are victimized on the basis of their organizational affiliation and sexual harassment of women seeking promotion (Chetty et al,1994:252)

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- Incompetent inspectors who give merit awards to educators who do not deserve to be elevated (Chetty et al, 1994:252).
- There are also no agreed upon criteria for good teaching and it becomes very difficult because teaching is closely linked to learning, the results of effective teaching are difficult to immediately determine and assess. On the other hand, if DAS sticks to checklists, then there is little room for innovation in the educator's development.
- Educators also complain about insufficient training, lack of feedback and fairness, criticism without developmental feedback or ideas on how to improve.
- In South Africa, for instance, some educators receive high rating scores beyond their abilities helping them to get undeserved merit awards.

2.3.3 Educator's Audit

A further aim of DAS is to audit educators in schools in order to determine how educators are currently deployed in the secondary schools. Educator's audit determines the current abilities and skills in the secondary schools, it dermines if there are gaps in the current positions at schools, in positions such as science and technology, human and social sciences, computer science and the commercial sciences, and also ascertain the current type of resources they have in that particular secondary school. Educators should realize their full potential as thinking and doing beings who will contribute to an improve quality of life for themselves and others in the society. This can be done if DAS is continually conducted in the secondary schools.

Middlewood (2002:52) further show that in the US, UK and Japan, DAS plays an important role in differentiating between educators who are good at administration and educators who are good at classroom teaching, therefore,

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educators should be audited to verify the relevance of their knowledge and experience in schools.

2.3.4 Elimination of Incompetence

Heany (1994:33) and Seyfarth (1996:274) indicate that DAS enables the Department of Education to identify and eliminate incompetent educators in the secondary schools. There are various reasons that give rise to incompetence in educators, such as the following:

- Firstly, lack of the required intelligence, skills, academic education or practical training.
- Secondly, incompetence may also emanate from the work place where the Department of Education is expected to provide training and there is a lack of training, or lack of supervision.
- Thirdly, an educator can be incompetent because of unreliable equipment or resources at school.
- Fourthly, incompetent can also be caused by an educator who was promoted beyond his/her capability or experience. Incapacity on the other hand may be caused by ill health such as poor hearing or poor eyesight.
- Fifthly, incapacity may also be caused by injuries in a motor vehicle accident (Employment of Educators Act 76 of 1998:14; Oosthuizen *et al.* 1998:130)

Furthermore, after a DAS has been conducted in a secondary school, the Department of Education must assess the report of the panel about the incapacity of the educator by considering various factors such as the extent to which the incapacity of the educator impacts on the work of the Department of Education, the extent to which the educator fails to meet the required performance standards, the extent to which the educator lacks the necessary

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skills to perform in accordance with the educator's job description, the nature of the educator's work and responsibilities and he circumstances surrounding the educator (Employment Educators Act 76 of 1998:14).

Employment of Educators Act 76 (1998:16) suggests the following procedures for educators who fail to meet the required standard even after retraining programme has been conducted, namely, the provision of further training, counseling, transferring, demotion or even termination of the services of that particular educator.

2.4 DIFFERENT APPROACHES TO APPRAISAL

2.4.1 Developmental Approach

According to the Department of Education (1998:55), DAS is developmental in nature, meaning that a developmental approach is different from the judgemental approach because it aims at the acknowledgement of the positive aspects of an educators' performance hence acknowledging people's strengths. The developmental approach seeks to build on the strength that the educators have, showing that nobody is only full of faults, and that nobody is totally negative.

It also does not focus on what the educators do not do right but on what the educator does right. It tries to reduce the impact of the negative aspects of the educator's performance by providing ways in which the negative aspects may be responded on the basis of the strengths that exist. The person being appraised is part of the appraisal process and is involved in the decisions about his performance and the way in which the performance may be improved (Duke & Stiggins, 1994:18). It is formative in nature and it tries ways in which the negative aspects may be responded to by the developmental programmes that

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will enable the educator's performance to improve (Seyfarth, 1996:150). Additionally, it acknowledges that such an educator has positive aspects as well which are not in need of immediate improvements and upon which further professional development may be based (Northern Province, 2000:4; Department of Education, 1998:56).

2.4.2 Judgemental Approach

This type of evaluation can be called "an inspection" because it stresses that educators need to be judged by the people involved in the evaluation of such educators. Quite often, the judgemental approach has a tendency not to acknowledge the positive aspects of the educators' performance in the classroom. That is why this approach does not involve the educator who is being judged when a decision is made. Educators are not given the opportunity to participate in decision making about their own appraisal because of the view that educators can not make negative remarks about their performance. It is summative in nature and concentrates on examination results at the end of the year (Woolfork, 1995:555). Despite the fact that the judgemental approach is associated with faultfinding, it may assist principals of the secondary schools in making important decisions with regard to promotions, transfers, rationalization, absorption, merit awards and pay increases of educators (Fink & Longernecker, 1997:83).

2.4.3 Diagnostic Appraisal

This type of appraisal scrutinizes the teaching problems of the educator in order to provide remedial help to the educator. It is used to find out the nature of and cause of the challenges facing the educators. An educator may suffer from a disease and therefore fail to execute certain duties related to teaching, or the educator may not be familiar with the content of the subject he is teaching at the

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secondary school. The panel should offer remedial help in the form of advising the educator to undergo retraining programmes in order to upgrade his qualifications (Department of Education, 2005). An educator who is continuously ill can be advised to take temporary incapacity leave in order to recover from the illness fully, whilst an educator who is not familiar with the subject content can undergo retraining programmes in the universities where such skills is offered.

2.4.4 Baseline Approach

The Department of Education(2005) defines baseline assessment as any form of appraisal that is very essential in the evaluation of educators in the secondary schools because it can be used in the beginning of the evaluation process to determine what the educator already knows and what he/she can do. It is important to note that baseline assessment assists in the planning activities of the development programmes of educators. This implies that it is an assessment performed during the design phase of the plan of action, eswhen the panel is planning to conduct classroom observation. In this regard, baseline assessment provides information on the existing situation about the educators who have to be evaluated. Most importantly, it is the first assessment aimed at determining the strength and weaknesses of the educators before an educator undergo evaluation.

2.2.5 Continues Assessment (CASS)

Continuous assessment is the ongoing process of collecting, synthesizing and interpreting information about the educator's performance in the classroom, and its purpose is to gather information about the educator's performance in the classroom. Usually, since assessment is an important part for teaching and learning, educators depend on assessment for the improvement of their teaching. It is important to note that Assessment in the National Curriculum

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Statement (NCS) is an integral part of teaching and learning, indicating that educators should be monitored throughout the year. It is important to note that continuous assessment involves activities throughout the year (Ankiwicz & De Swart, 2002:93). It is imperative to note that CASS supports the growth of both educators and learners.

2.5 METHODS OF APPRAISAL

DAS consist of the following ongoing processes, namely, self-appraisal, learners' ratings, peer appraisal and panel appraisal.

2.5.1 Self-appraisal

According to Devon and Verhoeven (2003:403) and Heystek (199:139), self-appraisal is argued to be more important than being appraised by others. It refers to educators self intro-inspection in terms of his performance based on the institution's developmental plans and questionnaire results (Department of Education, 1998:3). In this type of appraisal, educators are encouraged to identify their own strengths and weaknesses and whether or not the school considers them as key performance. This results in the improvement of the educator's performance in the classroom (ELRC, 2001:166). Educators may easily check their performance and their own perception of the work, for instance, their teaching methods and their presentation of lessons and as such educators will become aware of their problems which can hinder their professional development and growth.

In addition, self-appraisal occurs when an educator rates his own performance according to a set of criteria listed in the rating form. In some cases, the educator evaluates himself independently, or he/she sometimes invites the principal or head of department to evaluate him. The implication is that the

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educator decides what should be done towards his own improvement, and this motivates the educator in his teaching. However, self-appraisal can result in the following serious problems during the practical application of the Developmental Appraisal System (DAS) in the secondary schools:

- Self-appraisal has limitations because educators can be bias towards themselves.
- The panel and educator who are being appraised may have different perspectives on the tasks that the educator is performing. In addition, an educator performing a task may be familiar with the task he/she is doing, while the principal, on the other hand, may know little about the tasks the educator is performing. This results in confusion because the principal and the educator may be appraising from two different perspectives.
- It also results in problem-solving instead of the principal correcting the weak points of the educator's performance in the classroom.

2.5.2 Learners' Ratings

Learners' ratings refer to the appraisal of educators by the learners in the classroom. This means that learners' ratings allow learners to evaluate teaching as they perceived it in the classroom. The learners are given questionnaires to rate the educator's performance in the classroom. The fact that the learners are in a good position to rate the performance of the educator in the classroom indicates that learners' ratings can improve teacher effectiveness. That is why there is ample evidence that, if properly structured, this form of appraisal can be quite reliable and correlate well with learners' motivation to learn.

Waghid (1992:81) reveals that learners' rating has been used with great success in the United Sates (US) where it had been used as a means of evaluating educator's performance. This has been applied with success in the US but has

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not been adopted in the United Kingdom (UK) and South Africa (SA), although it has been used in further and higher education in South Africa. However, with the introduction of DAS in South Africa, learners' ratings stand a better chance of being used to improve an educator's performance in the classroom. In the US where learners' ratings are used, there are certain problems connected with learner's ratings, and these problems have also been experienced in South Africa during the practical implementation of DAS in our secondary schools. The following are the serious flaws connected with learners' ratings of educators:

- Although some principals state that learners are in a good position to appraise educators, the subject matter has little influence on learners' ratings because educators teaching the same subjects can receive different ratings from the learners.
- Principals and subject advisors sometimes question the validity and reliability of learner's ratings because it has been noticed that the class size can influence the learners' ratings of educators, for instance, the smaller the class, the higher the ratings.
- The fact that learners are not trained to appraise educators makes the method very difficult to implement.
- Contextual factors such as sex and the personality of the appraisee also influences the ratings, for instance, female educators are rated higher by learners than male educators. This implies that female educators will have positive ratings and higher scores from the learners than male educators.
- In some secondary schools, for instance, learners rate educators positively because they fear victimization by the educators, especially during examination.

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2.5.3 Peer Appraisal

Peer appraisal involves two educators of equal ranks. The belief is that co-equal educator will confirm each other's practices. In peer appraisal educators evaluate the job performance of their colleagues (Department of Education, 2001:3). Peer appraisal refers to the involvement of the colleague in assisting the educator in his/her performance with a view to addressing professional developmental needs. The educator chooses a colleague to appraise him/her. This suggests that the educators teaching the same grade observe each other teaching the subject. This can be done by visiting the class of the colleague or through videotape (Mosoge, 1996:106). As a result, experienced educators can solve the problems of inexperienced educators instead of each working in isolation.

Peer appraisal is identified by Sorensen (2004; 18) as a potential important consideration for educator programme development. Educators are allowed to identify a peer mentor who will assist and give guidance throughout the year. This is based upon the idea that feedback from another trusted person is an important part of self-analysis and development

However, peer appraisal has some serious flaws such as the following (Murray & Grant, 1998:4, Harsbarger & Lohr, 1997: 1997:43; Giampetro-Meyer, 2000:28):

- Some principals do not accept peer appraisal because peers are not in position of authority. In addition, peers will always be positive about a colleague's performance, avoiding negative remarks about the performance of the colleagues.
- Peers always give high rating scores to their colleague.
- Peer review is time consuming since educators have to be released to observe their colleagues, while others are expected to do their work.

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- The smooth running of the school can be disturbed and disrupted because educators will be busy appraising each other while learners will be left unattended and will continue to make noise in the classroom. This implies that effective educative teaching will not always take place in schools where appraisals are carried out.
- Peer appraisal is also expensive since educators can be invited from other schools to come and evaluate their colleague, for example, inviting a science or mathematics educator due to the shortage of skills in the science or mathematics department in a particular school.

2.5.4 Panel Appraisal

According to the Department of Education document (1999:37), the panel decides on ways and methods to be used during an appraisal process, make an appointment with the educator who has to be appraised; critically, openly, honestly and non-judgmentally discuss the reports of the observation visit with the educator who has been evaluated; jointly arrive at the final decisions about the performance of the educator and also work practically on what further development practice must be put in place to ensure the further development of the educator who has been appraised. And lastly, the panel must make sure that clear recommendations for further development are stipulated and the report has to be signed by all the members involved in the appraisal process.

Panel appraisal also has weaknesses. It is highly likely that some panel members are not trained to appraise educators. In addition, some members of the appraisal panel arrive late to observe educators in practice where their judgement can be challenged.

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2.5.5 Externally Appraisal

Blaauw (2000) cites that external appraisal means the involvement of the persons outside the school in the appraisal of educators. Seemingly, there is a concern that outsiders' involvement would tend to stress accountability as an aspect of appraisal, and that lack of knowledge on the part of the person doing the appraisal may be a problem. The criticism of the approach feels that outsiders cannot always understand the nuances of the school and classroom life. This indicates that they can make little impact as they have no roots in the school life. The researcher believes that principals and educators can nominate a university lecture who is knowledgeable in teaching approaches to evaluate educators.

2.6 THE FEATURES OF THE DEVELOPMENTAL APPRAISAL SYSTEM

In the RSA, just like any other countries, DAS policy was based on the following principles, democracy, transparency and development. Therefore, this section deals with features of the Developmental Appraisal model such as its simplicity, feasibility, legitimacy, flexibility, collaborativeness, openness and trustworthy, reflectiveness, practicality, democracy and transparency (Department of National Education, 2001:4). The features of DAS would be based on the parameters mentioned above. Each of the features of DAS would be discussed in the following paragraph.

2.6.1 Simplicity

The Employment of Educator Act 76 of (1998:86) indicate that DAS is easy to understand and is applicable to all educators and office-based educators. *The Word Power Dictionary* (2001:913) defines "simplicity" as "easily understood or done, not difficult". However, the practical application of DAS in the secondary

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schools shows that it is clouded with problems, which makes it not simple but difficult to implement. In some secondary schools DAS never started, whilst in other secondary school the process started very slowly.

Naptosa Report (2000) point out that educators in South Africa are not allowed to attend workshops during school hours. It is therefore difficult to accept that for DAS to be effectively implemented large numbers of learners may be affected for a number of days as educators will be appraising each other irrespective of how much individual educators gain in the process.

In addition, what makes DAS not simple to implement is that the appraisers are not trained to conduct DAS. The workshops conducted by the Department of Education to provide effective training of the panels have not succeeded in doing so, and the fact that principals and educators are not subject specialist make matters worse because they are expected to conduct DAS on subjects they did not specialize in. As a result, it becomes very difficult for them to be accountable and perform the task of appraising educators.

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2.6.2 Feasibility

Feasibility means possible and practical to achieve easily and conveniently (WPD, 2001:351). This indicates that DAS is practical, possible, and workable and can be administered in different types of institutions. Although DAS is feasible as mentioned above, there are serious flaws encountered during its practical implementation in the secondary schools such as, for instance, after the introduction of DAS in 1998, its implementation took place in various forms in the secondary school. In some schools it took off very well, in some secondary schools problems were experienced.

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According to the Department of Education (2003), the Department of Education has the responsibility of providing the necessary facilities in order to make the implementation of DAS effective. Equally important is to note that DAS in South Africa is ill financed despite the payment made to the programme. Financial resources constitute a serious problem for DAS as it involves money in terms of time, money for educator development, money for other material needed for training. There are however no monitoring and moderation procedures available, and there are no people appointed who can monitor the implementation process. This shows that DAS is not fully feasible, workable or practical because some schools have even failed to introduce it. That is why the aim of this study is to analyze the implementation of DAS in the secondary schools.

2.6.3 Legitimacy

In South Africa DAS policy like in developed countries such as Britain, US and Australia has good intention which amongst others is to facilitate the professional development of educators to improve the quality teaching and educational management. The purpose of DAS is to appraise individual educators in a transparent manner with the purpose to determine areas of strength and weaknesses, and draw up programme for individual performance. Educator appraisal has the potential to help almost all educators. All the stakeholders were involved in the negotiations which spelled out the principles and procedures of the new appraisal system.

As a result of the changes that were taking place in education, there was also a need for the appraisal instrument to be legitimate. Legitimacy means doing the right thing and conforming to the rules or law (WPD, 2001: 553). All the stakeholders such as educators' unions, which include SADTU, NAPTOSA, SAOU and Department of Education were involved in the negotiation concerning the introduction of DAS in South Africa in the ELRC, hence educators take ownership.

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All the stakeholders supported the idea of its introduction. The fact that all the stakeholders were consulted and involved in the introduction of DAS shows that it is legitimate.

2.6.4 Flexibility

According to WPD (2001:368), "flexibility" means able to change or is changed to respond to different circumstances. DAS is flexible as it is also used for the development and confirmation of probationers. This is done by identifying the strong points and the weaknesses of the educators' performance. Although DAS is flexible, it is clouded with problems such as its failure to fulfill its main objective of assisting in the development and growth of educators. Educators are also not committed to their development. Although educators need to be appraised, very few educators understand the meaning and the main objective of DAS. Educators view the panel as a duplicate of the old system of inspection by the inspectors of education. As a result the panel is viewed as faultfinders by the educators, which make it very problematic to implement DAS in the secondary schools.

2.6.5 Collaboration

"Collaboration" means to work jointly on an activity. Literature review indicates that collaboration refers to educators working together to assist in problem solving, for instance, educators teaching the same grade or educators from various institutions who are involved in teaching or clarifying a particular learning field, or educators consulting the supporting service of the Department of Education (Mosoge, 1996:106; Hatzell, 1995:103).

Although DAS encouraged educators from different institutions to work together in solving a particular teaching problem, it become a problem because principals

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could not afford to give educators time for them to visit other institutions to assists in problem- solving would disrupt the smooth-running of the schools, and in addition, the schools' expenditure on travel will also be exhausted. As a result, collaboration is not possible between secondary schools because it can disrupt the smooth running of the schools.

There should be always a discussion between the appraiser and the appraise. When the appraisal start they should both sit down and discuss the whole appraisal procedures, the standards as well as small things which may have an effect on educator performance. At the end of the process they should also discuss but now the focus would be on how the appraise has met or not met organizational expectation to improve performance and what can be done to improve performance. The panel must interact frequently with educators who are being involved in the appraisal process (Lekone, 20070

2.6.6 Openness and Trust

Openness ensure that there is no secretes and corruption during the implementation of DAS in the secondary schools. Decisions to be made need to be explicit stated. It also ensures that educators become confident during the appraisal process and that the decisions made about their performance are fair and just.

Problems arise about the way educators and School Management Teams (SMT) view the process of educator appraisal. Some principals think DAS is a tool of managing educators. On the other hand, other staff-members view it as a professional development programme, whilst others view it as a faultfinding mission by the principals (Kriek, 1999:216). DAS needs to be understood by all the parties in order to avoid confusion in the secondary schools. Some educators tend to separate staff development from career development whilst others

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consider staff-development as synonymous with career development. These confusions result in mistrust between the appraisers and the appraisees. This implies that DAS need objective decisions from the panel based on performance criteria such as examination results, work performance and other relevant documents which can be included in the educators' portfolio (Gerber, 1999:216).

2.6.7 Reflective Practice

Self-appraisal or reflective teaching provides a means of improving one's performance and can serve as a guide for setting goals and standards. Reflective practice refers to an ongoing activity requiring educators to interpret the extent to which their performance meets teaching objectives (Steyn, 1996:73). DAS should encourage educators to reflect on their performance in order to meet the needs of the learners and with the intention of rethinking current practice. Educators can reflect on their knowledge by thinking back to the situation they have lived through in the past. It assists the principals and educators to determine whether they are acting consistently with the goals, culture and values of the institutions. This shows that DAS should succeed in encouraging the educators to undergo intro-inspections in terms of their performance.

Self-appraisal gives an educator an opportunity to rate his/her own performance. Educators should be given the opportunity to identify their own strength and weaknesses. Mondy et al (2002) maintain that educators understand the objectives that ate expected to achieve and the standards against which they are to be evaluated, and they are in good position to appraise themselves. For this to be possible, educators should be trained in self-assessment.

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2.6.8 Democracy

It follows that the whole South Africa society was moving towards democracy, the South African reform initiatives have emphasized the need for democratic evaluation process. The new democratic government of South Africa has been faced with serious challenges around policy implementation especially in evaluation of educators. If transformation is going to be achieved, the problems of evaluation of educators must be solved. The importance of democratization of the education system is supported by the statement made by the SADTU president Willie Madisha in the City Press dated 19 May 2002, when he maintain that educators were against one judge evaluation system form management , hence they rejected evaluation system of the past (Mboyane, 2002:5). Therefore, DAS was to embrace the process of democratization such as consultation, transparency, fairness and accountability which were the cornerstone of this policy (Tolo, 2003).

The process of appraisal should be a joint effort conducted by a collaborative panel that should be inclusive of all the stakeholders. It is a collaborative, joint effort, inclusive and cannot be done by one person (Temperly & Robinson, 1998:162). Different views should be taken into consideration when taking decisions. The performance of an educator should be looked at in a fair, holistic and balanced manner and the educator has the right to be heard. The *audi alteram partem* should be applied (Oosthuizen & Van der Westhuizen, 1998:46). The educator's performance in the classroom should be appraised from various perspectives. As a result, an educator no longer needs to fear or view the appraisal process negatively but view it as a tool for democratic participation in the appraisal process.

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2.6.9 Transparency

Leibrand (2000:6) points out that DAS should be conducted in an open and transparent way. All decisions and reasons for reaching decisions should be argued, explicitly and openly. The panel should indicate clearly the reasons for giving certain scores to educators (Oosthuizen, 1998:47). Educators have to be informed about DAS so that they can take the initiative to conduct DAS themselves. All aspects with regard to the appraisal of educators should be clearly justified and provision be made for arriving at such a decision. Therefore, transparency enables educators to be confident about being appraised. It also reduces fear in the educators and provides evidence to the educators that the ratings about their performance are fair and just.

Transparency as used in humanities and social context more generally implies communication, openness, communication, and accountability. Transparent procedures include open meetings and freedom of inspiration.

2.7 INSTRUMENTS FOR DEVELOPMENTAL APPRAISAL SYSTEM

2.7.1 The Needs-identification and Prioritization Form

This form provides specific criteria used in the appraisal of a particular educator. The criteria are those aspects of the educators' work that are essential for the realization of an education practice. Usually, without these criteria the educator would be unable to perform his professional duties. In other words, these criteria cover the essential elements of the job description of an educator (National Department of Education, 2001:9; Government notice, 1995:17).

There are various criteria for educators, principals and office-based educators. For example, the criteria for educators emphasize classroom management,

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professional development whilst those of the principals and deputy principals emphasize management and administration skills. In order to conduct DAS successfully, it is essential for the panels to know the needs-identification and prioritization form. This is possible if workshops are conducted by the Department of Education empower principals and educators about this form.

2.7.2 Professional Growth Plan (PGP)

This is a form in which the educator's developmental plan is recorded. This form is completed by the educator himself/herself who has been evaluated. The purpose of this form is to allow the educator to formulate his/her objectives according to the criteria that have been prioritized. The educators have to indicate how he/she would practically achieve these objectives within the stipulated period, and also outline all the resources that will be needed to achieve the objectives, for examples, journals and other literature (Department of Education, 1998:87). Quite often, the objectives can be reached by reading literature, holding discussions with peers and consulting with the subject advisors, and this will ensure that the appraisal process is developmental with the active participation of the appraised educator. Therefore, in order for DAS to proceed smoothly, the panel and the appraisee should be trained and be very clear about the PGP.

2.7.3 The Discussion Paper

This is a form which reports whether the objectives have been achieved or not, and this form is completed by the panel and the appraised educator. The discussion paper provides reasons why the objectives have been met or why the objectives have not been met. It also provides reasons whether sufficient support was given to the educator or whether there were contextual factors which affected the educator's development. In addition, gives suggestion of what

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may be done to further improve the educators' professional development. This should be presented to the Department in the presence of the evaluated educator. Phele (1999:24) point out that the panel should analyze the strength rather than the weaknesses of the educator's performance. However, if changes have to be effected into the educators' way of teaching, they should be affected in his/her presence.

2.7.4 The Report

The report on DAS comprised of all forms that have been completed during the appraisal process (Ovando, 1994:20; Steyn, 2000:73). This form contains identified needs and strength of the educator which have been prioritized. It also provides suggestions on a development programme, provider of the programme and the dates of the programme as well as the signatures of all the members of the appraisal panel.

Phele (1999:25) points out that the report should encourage educators to look back on their performance and also to look forward to the work to be done. The educator and the panel decide together what approaches could be employed by the educator to improve future performance. Moreover, the noted positive comments will ensure the educators' interest in their professional development. That is the reason the panel should be open to the educator and the educator should also be open to the panel. At the end of the report, the panel and the educator should have agreed on an action plan which will help the educator to perform to the best of his/her ability. A copy of the report should also be submitted to the circuit.

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2.7 PROBLEMS RELATED TO THE DEVELOPMENTAL APPRAISAL SYSTEM (DAS)

DAS is characterized by the following problems, namely, quality of the judgement of the educator's performance, the formality and structure of the evaluation, time-restrictions of the appraisal, insufficient training of the panel, misuse of the results of appraisal by the secondary schools, fear of humiliation by the educators, rewards of DAS uncertain, difficulty in appraising teaching, ongoing process of appraisal, lack of time for quality evaluating of educators, and too many heads of department responsible for one educator. These problems are found in the evaluation of educators in South Africa and other countries such as USA, UK, Germany and Australia.

2.8.1 Quality Judgement of the Educator's Performance by the Panel

Judgement is a way of inspecting educators and looking at what educators do in achieving what is required of them. Judgement is associated with inspection and evaluation. It stresses that an educator need to be judged by the people involved in the appraisal of educators in the secondary schools. This implies that the educator's daily activities can be checked. Kruger (1996:61) points out that the performance of an educator needs to be judged with the intention of giving support to the educator when and if necessary.

These are problems with regard to judgement when conducting DAS, such as the following: There is a tendency by the appraisers to find mistakes and faults with the educator's performance; to be negative in reports that are written about educators and not to acknowledge the positive things which educators do; a belief that educators cannot give negative comments about their performance in the classroom, but will only point out the positive aspects about their performance and that educators and principals receive little substantive

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feedback for the improvement of educators from judgemental appraisals (Emerson & Goddard, 1997:11; Anthony *et al.* 1999:309; Gerber, 1999:216; Kriek, 1999:278; Walker, 1992:278).

Educators prefers a system which adopts either the bottom up or a mixture of bottom up and top-down approaches where the appraise actively participates in developing and implementing the programmes. The rejection of monitoring and evaluation mechanisms ultimately affected the levels of responsibility and accountability that the schools display in the pursuit of effectiveness and efficiency.

2.8.2 The Formality and Structure of DAS

The Oxford Advanced Learners Dictionary (1999:464) defines formal appraisal as an appraisal which complies with formal procedures. Formal appraisal is done or held in accordance with rules. It is conducted in the classroom or a specific chosen place like the sports grounds. It can be conducted once or twice per year (Anthony *et al.* 1999:369; Fink & Longernecker, 1999:18). The panel has to follow certain prescribed procedures and rules in conducting DAS (Kirsten, 1997:5). For example, there is an appointment time and place where DAS is going to be conducted (Woolfork, 1995:514; Lober, 1990:145).

Informal appraisal on the other hand refers to appraisal which occurs without following any established procedures. This means that an informal appraisal can occur wherever the principal feels DAS is necessary. For example, if an educator has consistently met the standards or exceeded the standards, informal appraisal may be in order for the recognition of his/her performance. This implies that discussions may take place in a variety of places ranging from the principal's office to the cafeteria or even sports ground (Anthony *et al.* 1996:347).

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Formal appraisal may have some serious flaws such as the failure of the panel to honour the appointments or even turn up during the appraisal process and the fact that educators can be intimidated by the presence of the appraisal panel in the classroom. Informal appraisal poses challenges for DAS because a panel will have some problems in for example conducting the process in a cafeteria or sports ground and there will be no learners in such venues.

2.8.3 Time Constraints

There is another problem with regard to DAS because it is not time bound as it is linked to a developmental process which emphasizes the ongoing process characteristics of the educator's professional development. However, according to the Northern Province Department of Education (2001:4) appraisal is time bound. It is conducted at a certain period during the course of the year. Educators are given the date on which the appraisal process will be conducted and concluded at that particular secondary school. Some secondary schools for instance, prefer to conduct their appraisal during the first quarter of the year, while, others prefer to conduct their appraisals during the second, third or fourth quarter of the year. This is a problem since DAS should be an ongoing process about the educators' performance in the classroom (Immegart, 1994:25).

2.8.4 Contextual Factors that may Influence DAS

Contextual factors may influence the performance of an educator during the implementation of DAS. For instance, the first three months in the majority of the secondary schools in South Africa are the months dedicated to admission of learners. Quite often, there is an accommodation crisis which results in overcrowding at the secondary schools during these months. Schools are not yet settled, yet educators are expected to start teaching the learners. Effective teaching, during this period may not take place yet the appraisal officials are

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expecting to see educators giving learners a variety of exercises (Yariv, 2007:29; Mathye, 2006:30). Officials expect to see quarterly returns and summary registers completed by the educators, and also that class visits have been conducted by the principals. As a result DAS does not proceed smoothly.

In addition, contextual factors, which can influence the proper implementation of DAS in the secondary schools, include subject allocation. The enrolment in some secondary schools is high but the educators are few. Some educators are forced to teach subjects in which they did not specialize resulting in them having difficulty in teaching these subjects, yet they are expected to be evaluated in these subjects. Principals are also expected to teach, while they are expected to also do administrative duties. The Department of Education can also demand other performance of other duties form educators which has little or no value to the appraisal process, for example, details about the educators' professional affiliations, whether or not they read official documents or publications and whether they sign time book or not (Goba, 2002; Mxenge, 2002).

Personal factors such as family bereavement, sickness, quarrel at home; financial and marital problems can also negatively influence the implementation of DAS. Another issue which needs to be noted is that if a principal is a relative to an educator who is being apprised, the appraisal will not be objective because the principal will manipulate the whole process in favour of his relative (Miller, 2009:30).

2.8.5 Insufficient Training of the Panel

In order for the panel to get an accurate picture of an educators potential a training programme for educators is necessary. Appropriate opportunities should be provided for continuing staff development for the following reasons, knowledge changes, emergence of best practices, methods, research and

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technology also change. The practical application of DAS in the secondary schools shows that not much was gained from the workshops conducted prior to the implementation. Educators did not understand the instrument because of the unsuccessful advocacy of DAS. Educators were not honest. Because most secondary schools completed the forms before doing the practical. The majority of educators did not know what was supposed to be done in the classroom situation because training on DAS was insufficient. Some observers were not trained to conduct classroom observation. Little time was provided for the appraisal of educators while the facilitators of the process were also not trained to do so. What is obvious is that there is a general lack of knowledge, and insufficient training for all parties involved in the process (Goba, 2002:51).

2.8.6 Misuse of the Results of DAS by the Secondary Schools

It is difficult to appraise the educators if there is no clarity about the significance of the results of DAS. Educators want to know what for example, they are going to benefit from the evaluation. DAS, it must be stated here is a policy from the Department aiming at the development and growth of educators without financial incentives attended to its results. Secondary schools, however, have assigned various goals such as using DAS for promotion, demotion and even victimization of educators. As such, the results of DAS process are not clear and it is difficult to compare institutions goals with each other (Ovando, 1994:19).

In industries and commercial organizations, for instance, there are financial and other benefits linked to appraisal. The situation is not so clear cut in education institutions, educators are not sure about the benefits they will get from participating in DAS. The new appraisal system does not have incentives for educators causing educators not to be motivated to participate in the appraisal because the rewards are unclear.

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2.8.7 Fear of Humiliation by the Educators

According to Heystek (1996:159) fear of humiliation forces some educators and principals to avoid DAS, for instance, some suspicious educators see the process as a diplomatic way of redeploying them rather than a way of helping a struggling educator to improve his/her performance. Some principals and educators fear to be demoted from their positions or even to be retrenched from their duties.

2.8.8 Difficulty in Appraising Teaching

According to Heystek (2002:159) there are no universal agreed upon criteria used for good teaching. The results of effective teaching are difficult to determine and to appraise. This indicates that if an appraiser sticks to checklists then there is no room for innovation which then stifles professional development of educators. In the theoretical framework it was stated that for the success advocacy of DAS, clarity of the content is essential. The participants in this research did not demonstrate an understanding of the content.

2.8.9 Lack of Time for Appraising Educators

Commitment cannot be guaranteed from the participants, especially the senior staff, as they claim to not have enough time for the appraisal process. The principals' claim that they need a lot of time, and that in education there is insufficient time for conducting the appraisal process (Goba, 2002:51).

2.8.10 Too many Leaders Managing the Work of One Educator

In education institutions an educator has many bosses who control his/her activities at school. This indicates that the educator at school has more than one

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authority to whom he/her is accountable. These different controlling parties create a lot of problems and confusions for educators and make their appraisal more difficult to conduct (Heystek, 2002:60).

2.8.11 Uniform Indicators of DAS

The Department of Education and the educators' unions did not hold joint workshops in order to ensure uniformity. This means that the implementation structures of DAS did not interact with each other. According to the Western Cape Education Department (1997:1), indicators of good practice involved, partnership amongst staff, parents, learners and the community. Educators are encouraged to work as a team while also being encouraged to participate in management of the school. Effective link with the parents should exist; parents are made aware of the aims, mission and vision of the school whilst learners are also motivated to progress by caring adults.

2.9 CONCLUSION

The aim of the study is to analyse the implementation of DAS in the secondary schools, a concept introduced by the Department of Education in 1998. Various literatures were consulted in this study and the following major findings were derived from literature study:

Training and development of educators: DAS assists in the training and development of educators, this means that DAS facilitates the personal and professional development of educators. However, the challenge is that educators often hide their weaknesses during evaluation. Principals and educators are not trained to perform this important task, and this is an area which needs serious attention before DAS could be successfully implemented in the secondary schools. Most educators, some principals and some subject

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advisors were trained within the old system of evaluation where inspectors conducted the panel inspections. Some educators and principals also received their teacher training from the now rationalized colleges of education. It is highly unlikely that they can be objective in their evaluation. The researcher fully supports this finding because inspectors and principals were not subject specialist but were involved in evaluating educators due to their position as principals of school.

Merit award and pay: DAS is not linked to financial benefit, whereas in industries and commercial organization, for instance, there are financial benefits linked to appraisal. There are problems for linking appraisal with pay such as bad attitude by the educators to DAS, incompetent inspectors who give merit award to an educator who do not deserve to be merited, and the abuse of merit awards where educators are victimized on the bases of their organizational affiliation and sexual harassment of women seeking promotion. The researcher believes that DAS should be accompanied by incentives. Educators will perform extremely well if they notice that they will get rewards after evaluation.

Peer appraisal: The findings also reveal that peer appraisal is not accepted because educators are not fair in giving the rating scores to each other. They will not comment negatively on the performance of their colleague. The school will be disrupted by educators appraising each other whilst learners are making noise in the classroom. Substitute educators can also be expensive as they have to be hired from another school. Using peer appraisal is a waste of time and expenditure for the Department of Education since peers will always give positive results to each other. This suggests that that peer appraisal should form part of DAS.

Learner' ratings: Literature review also reveals that learner ratings are also not fair because the smaller the class the more the ratings. Contextual factors such

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as sex has a great influence on rating, namely, female educators will get good ratings from the learners whilst male educators will receive negative comments from the learners. Learners are also not trained to conduct evaluation, the researcher do not support learner's ratings because learners are not trained to evaluate educators. According to the researcher's view learners' ratings should not form part of DAS.

Self-appraisal: Literature reveals that self- appraisal occurs when an educator rates his own performance according to the criteria sets in the rating form. However, self-appraisal also has some limitations because educators can be bias towards themselves. It can also results in problem solving instead of the principals correcting the weak points of the educators performance.

The formality and structure of DAS: The literature review indicates that DAS should be both formal and informal. This has serious challenges because the panel will have some problems in conducting DAS in the sports ground or cafeteria. Whereas formal appraisal also have some flaws such as the failure of the panel to honour appointments. The researcher, however, strongly believe that formal appraisal is the best option for conducting DAS in the secondary school.

Contextual factors that can influence DAS: Literature reveals that there is accommodation crisis which results in overcrowding. Officials from the Department also demand quarterly returns and summary registers. The enrollment in some secondary schools is high which results in educators teaching the subject they did not specialized in. Personal factors such as bereavement, quarrel at home, financial and marital problems can also negatively influence the implementation of DAS.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTROODUCTION

The purpose of this chapter is to outline the methods of research for the study and the rationale behind the methods used. It further outline how the research was conducted and explain the strategies which were adopted in order to ensure a high reliability and validity of the study. The chapter also includes a discussion of the population, the sample, data collection and data analysis.

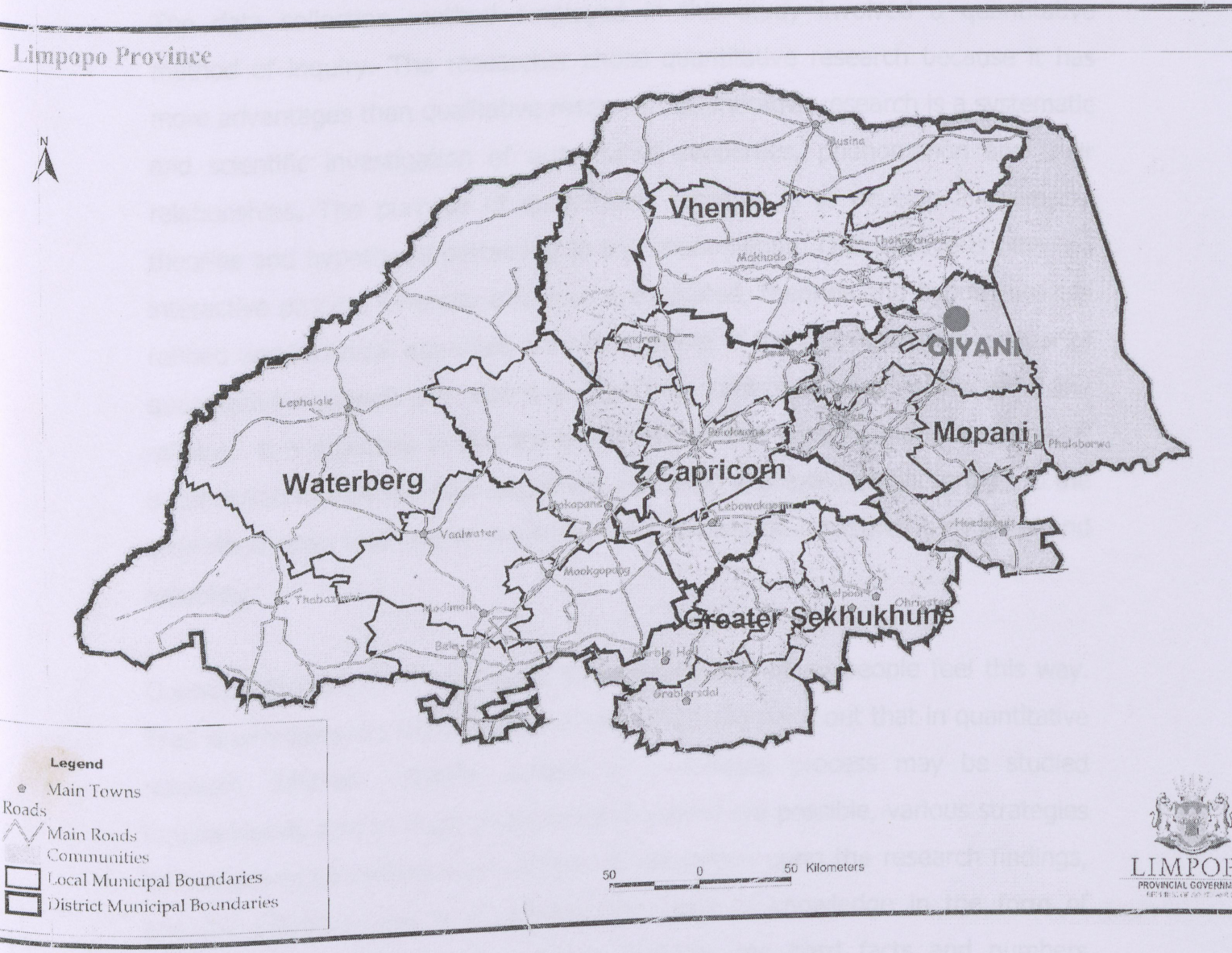
The field work was conducted in Mopani district. Mopani district is situated in the Northern Eastern part of Limpopo Province, and it stretches about 150km from Phalaborwa to Giyani, and covers a section of the Kruger National Park. Giyani area is situated 80km to Thohoyandou about 100km to Makhado and about 150km to Polokwane. Tsonga speaking people dominate Giyani area, however, there are also Sesotho, Venda, Afrikaans and English speaking people in the area. The research started off by identifying the different types of rural, semi-rural and township secondary schools in the District.

The population of this study comprise of 1000 secondary school educators, 40 secondary school principals and 8 subject advisors of the four circuits at Giyani area. Due to the large size of the Mopani district, field work was conducted at Giyani in selected areas namely, Nsami, Man'ombe, Klein Letaba and Shamavunga Circuit. The map of Limpopo Province below indicates the Giyani area where the inquiry was conducted.

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Figure 3.1 : Mopani District in Limpopo Province



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3.2 RESEARCH DESIGN

The data collection method employed in this study involved a quantitative method of inquiry. The researcher chose quantitative research because it has more advantages than qualitative research. Quantitative research is a systematic and scientific investigation of quantitative properties, phenomenon and their relationships. The purpose of quantitative research is to develop and employ theories and hypothesis pertaining to the phenomenon, Quantitative is often an interactive process whereby evidence is evaluated, theories and hypotheses are refined and technical advances are made. Some of the characteristics in favor of quantitative research are that it is objective, controlled, systematic, valid and reliable. It is objective in that the researcher defines what is under study, and it is controlled in that the data is defined, gathered and evaluated according to the prescribed rules that can be reviewed for error and be measured by validity and reliability.

Quantitative research is also used to measure how many people feel this way. That is why Booyse (1995:22) and White (2003:10) point out that in quantitative research, different variables related to a complex process may be studied independently and as such prediction and control are possible, various strategies are employed to minimize the effects of interaction upon the research findings, and the ultimate goal is to develop the body of knowledge in the form of generalizations. Quantitative research identifies the hard facts and numbers related to the issue.

For the purpose of this study the data collection tools chosen was a questionnaire.

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3.2.1 Questionnaire

In this approach a questionnaire developed by the researcher was administered. The researcher used the questionnaire (Appendix D) as an instrument to cover a large number of respondents. Another advantage is that quantitative results from the questionnaire could be presented in the numerical order which made the analysis easier and faster. In construction of the questionnaire the researcher combined both closed and open- ended items in order to complete the two forms of responses. Open-ended items were mainly follow-up questions to obtain more information from previous items. Prompting questions to the respondents who were negative about the statements were asked. The respondents were asked to give reasons why they disagree with the statement. The questionnaire was brief and clear and included items that relate directly to the objectives (Best & Kahn, 2003:307; Cohen & Manion, 1995:93; Brown & Dowling, 1998:8; McNiff, Loman & Whitehead, 2001:99). The questionnaire elicited responses about personal data of the respondents, aims of DAS, problems of DAS and responses concerning the implementation of DAS in the secondary schools.

The researcher reviewed a number of studies examining the questionnaire prior to this study. Various studies indicated that critical design include the structure, the length and appearance of the questionnaire, it's accompany covering letter and approaches used in follow-up reminders to questionnaire participants (Gallie, 2007:88; Monyatsi, 2006; 40)

In the initial stages of the research, educator's questionnaires were developed and administered as a pilot study to educators of the ten selected secondary schools in the District. This was done in order to check whether the questions were appropriate with regard to phrasing and the level of understanding .The final questionnaire was administered to 24 sampled secondary schools in the

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Mopani District at Giyani area. This was done to determine whether DAS was well implemented in the secondary schools.

In this research the questionnaire consist of 4 sections which were labeled as section 1, 2, 3 and 4. Section 1 consists of biographical details such as gender, age, teaching experience, highest professional qualifications and highest academic qualification. Section 2 consists of the aims of DAS, section 3 consists of the problems of DAS and section 3 consists of the implementation of DAS in the secondary schools.

3.2.2.1 Advantages of a questionnaire

These were the strength for using the questionnaire in this research namely, It usually saves time, a large coverage of the population can be realized with little time and costs, the anonymity of the respondents can be assured whilst at the same time bias due to personal characteristics is avoided, it need very little training on the part of the researcher, questions and items can be easily presented and analyzed, reliable results can be obtained because of the uniformity of the questions, the cost of sampling respondents over a large geographical area is lower, the questionnaire can be completed at the respondents convenience, the multiple choice questions reduces the researcher's bias and the amount of time associated with data analysis (Cohen & Manion, 1997:272; Brown & Dowling, 1998:68; Horberg, 1999:175, Borg & Gall, 2003:222). They permit views and experiences of more people to be examined and analyzed than would be possible with interviews. The confidentiality of the information given is maintained since the questionnaire is completed anonymously.

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3.2.2.2 Disadvantages of questionnaire

Questionnaire also have the following disadvantages, namely, it is difficult to interpret the subject's responses and modifications of the items which are unclear, if the respondents misunderstood the questions he/she cannot be corrected. Questionnaire cannot probe deeply into the respondents' belief, attitudes and inner experiences, information may be omitted due to the restrictions imposed by the question items whilst some respondents may also have negative attitudes to the researcher (Cohen & Manion, 2007:341). Poorly constructed items may be lengthy and require lengthy responses. Such questionnaire may discourage the respondents answer. Questionnaire limit the depth of research as the researcher is not able to probe behind the replies in the same way as during face to face interview. They also lack the sensitivity to be able to explore the differences, inconsistencies, meanings and arguments and are not tailored to individual circumstances. The construction of questionnaire is difficult and time consuming exercise (Lerumo, 2004; Lekome, 2007).

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3.3 POPULATION, SAMPLE AND SAMPLING PROCEDURE

The population of this study comprise of 1000 secondary school educators, 40 secondary school principals and 8 subject advisors of the four circuits at Giyani area in the Mopani District. Principals, subject advisors and educators were chosen because they were directly involved with the evaluation of educators in the secondary schools. Mopani District is dominated by the Xitsonga speaking people, however, Tshivhenda, Sesotho, Afrikaans and English speaking people are found in this area. Due to the large size of the Mopani District, field work of this research was conducted at Giyani in the selected areas namely, Nsami, Man'ombe, Klein Letaba and Shamavunga Circuit. They were selected because they have experienced appraisal as a sole internal appraisal and would be appraising educator under a new system.

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A stratified random sampling method was used in this research. Hoberg (1999:62; Mouton, 2001:186) point out that stratified random sampling is a procedure which is used when the population is divided into subgroups or strata on the basis of the variables chosen by a researcher such as gender, age and the level of education. It involved dividing a population into homogeneous group each group containing subjects with similar characteristics. The researcher wanted to obtain a sample representing the population in terms of the settlement area. As stated in paragraph 3.1 the population of the study comprised of 1000 secondary school educators, 40 secondary school principals and 8 subject advisors in the Mopani District. A random selection of numbers was taken. The technique involves selecting random sample clusters. Therefore, once the population has been divided, samples are drawn randomly from each subgroup. In this way every member of the population has an equal chance of being included in the sample.

In this research, the population was divided into three subgroups or strata, namely educators, subject advisors and principals of the secondary schools. The Education Database of the HSRC was used to compile a list of secondary schools in Giyani area with more that 20 educators. All smaller and bigger secondary schools were considered for sampling. The secondary schools and educators were randomly selected. This was done by feeding all the names of the educators of the secondary schools to the computer, number each name and then uses a random generator of the computer to select the sample. The sample included twenty four (24) secondary schools, twenty four (24) principals, two hundred and twenty eight (228) educators and four (4) subject advisors from Nsami, Man'ombe, Klein Letaba and Shamavunga circuits. The decision to use this sample composition was motivated by the fact that educators, principals and subject advisors are directly involved in the implementation of the policy of the Department of Education on DAS in the secondary schools. The total sample was two hundred and fifty six (256), which was considered by the researcher

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representative enough to produce reliable estimates of the target population in the Mopani District. As indicated in paragraph 3.1, the focus of the study was in the Giyani area at Nsami, Man'ombe, Klein Letaba and Shamavunga.

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Table 3.1 : Selected Sample

Circuits	Population				Sample			
	Schools	Educators	Principals	Subject advisors	Schools	Educators	Principals	Subject advisors
Klein Letaba	10	250	10	2	6	57	6	1
Maṅombe	10	250	10	2	6	57	6	1
Nsami	10	250	10	2	6	57	6	1
Shamavunga	10	250	10	2	6	57	6	1
TOTAL	**40**	**1000**	**40**	**8**	**24**	**228**	**24**	**4**

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3.4 VALIDITY AND RELIABILITY

Mc Millan and Schumacher (2002:251) assert that for reliability to be enhanced, standard condition of data collection need to be established and this can be done by doing the following:

- Ensuing that the instrument has little or no error. The statistician together with the researcher's supervisor helped in this regard. Consultative sessions were held with the above-mentioned people to ensure that the instrument is free from errors.
- Checking the appropriateness of the language level of the instrument and this was done during the consultative sessions to avoid ambiguities.
- Subjects should be properly motivated to answer questions. The respondents were motivated by being told that as soon as the research results were available, they would be made known to them.

The researcher employed think description through the process of data collection. This was done by the provision of enough spaces on the questionnaire for the respondents to comments, and to give the respondents freedom to express themselves on their feelings about DAS.

Reliability is concerned with the question of stability and consistency. It also refers to the clarity in which the items were written as well as the interpretation and understanding of the items (Lekome, 2007:110; Mouton, 2001). Reliability is necessary pre-condition for validity and this means that for the scores to be valid, they should be reliable.

Content validation means that the question the researcher asks the interviewees should deal with the broad research questions (Darling-Hammon, 2000). It

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applies procedures, instruments and appropriate statistical treatment of data (Cohen et al, 2002:105).

In this study the following content validation was done:

- The supervisor assigned a University of Venda Statistician who helped in the development of the questionnaire. The supervisor also examined the questionnaire in order to ensure that the items in the questionnaire were valid. The questionnaires were used after they were approved by the supervisors and the statistician.

Piloting a questionnaire

A pilot study was conducted prior to the administration of the questionnaire to test the relevance of the items and to anticipate and solve problems that may arise during the actual administration of the questionnaire (Bless, 1995:72). The pilot was intended to assess the validity and reliability of the instruments. It was conducted in the same manner as the final study.

The pilot study was conducted in five secondary schools in the Mopani District in the Giyani area. The schools were similar to the many schools to be investigated as these educators have already been involved in the implementation DAS. Ten educators, five principals and two subject advisors were given the questionnaire for completion. The researcher was present while they completed the pilot questionnaire. The purpose of the researcher's presence was to answer queries that would arise and to receive the fully completed questionnaires. The researcher supervised the process and also told the respondents that participation in the completion of questionnaire was voluntary.

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The questionnaire was thus modified in accordance with comments and finalized after the researcher analyzed the responses of the respondents. Problems discovered during the pilot study included the fact that some principals were reluctant to comment on DAS pointing out that they had never conducted it in their schools. Some principals and educators claimed that the questions were very difficult. Therefore, after analyzing the completed pilot questionnaire, the weaknesses were addressed.

A few linguistic mistakes which were noted in the questionnaire were corrected. Respondents considered some questions redundant, some found some questions inadequate and others objected to the manner in which some questions were worded. These concerns were rectified. Overall, the respondents approved the questionnaire as being good, thought provoking and interesting. Therefore, the instrument piloted was revised following the respondents comments.

3.5 DATA COLLECTION PROCEDURE

3.5.1 Permission from the Department of Education

Permission to conduct this research was obtained from the Department of Education. A letter was written to the Head, Department of Education in the Limpopo Province (Appendix A). In the letter the purpose of the study was clearly indicated and the questionnaire was included in the package. Permission was granted by the Department of Education (See Appendix B and C). The procedure on how to conduct the research was outlined by the Department of Education in the letter to the researcher.

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3.5.2 Administration of Questionnaire

The researcher made appointments with the principals, educators and subject advisors on when it would be convenient for the questionnaire to be administered. During visits to schools the researcher explained the nature and purpose of the research to be undertaken, a letter of approval from the Department of Education; a covering letter requesting the educators to participate in the research as well as the questionnaires. The questionnaires were not posted but personally distributed and collected from the schools by the researcher. The questionnaire contains directions on how to complete them. Educators were advised to hand in the completed questionnaire to the principals of the 24 secondary schools. In an attempt to increase the rate of questionnaire return, the researcher phoned all the principals of the sampled secondary schools. The researcher personally collected the questionnaire from the principals. The responses were entered in into a Microsoft Spreadsheet Programme in the order in which they were brought back. The questionnaires were processed in the order in which they were returned. Some of the questionnaires were not fully completed and the researcher interpreted this to mean that the participant did not fill it because they did not know. The researcher decided that the black spaces would be regarded as no response.

Questionnaire respondents were fully informed about the research aims and the voluntary nature of the participants and assured of the confidentiality of their own. Equally important is to note that all completed questionnaire were checked by the University of Venda statistician for incomplete, inaccurate or irrelevant information.

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3.6 DATA ANALYSIS PROCEDURE

Data were processed using the Statistical Analysis System (SAS) programme. This is a computer programme used in Unisa, Northwest University and other universities to assist students in the analysis of data. The SAS programme is a method of entering and processing data in a computer. This is a special programme which assists in the analysis of statistical data using a computer. But of course, this is done free of charge by the Department of Computer Services although some cost may be involved if you are referred to someone in the Faculty of Education to handle the analysis and the interpretation. In this study the capture and the analysis of the questionnaire were computerized. Frequency was done by Freg procedure, a descriptive statistics package, which reflects statistical measure such as frequency for each sample of a population. For the analysis of the open questions a coding frame was drawn up. In addition, content analysis was also used for the analysis of data from the open follow up questions in the questionnaire. A classification system of categories and sub-categories was developed. The categories that emerged from data were listed, rules for the analysis of the questionnaire were written out and sub-categories defined and examples given. For the purpose of this study the frequencies and percentages of responses to each of the question were then interpreted by the researcher.

The results, in Chapter Four are presented in the form of Tables, which reflect the frequencies and percentages of responses. Frequency analysis is a technique whereby scores are listed from the highest to the lowest to create rank order distribution which is transferred to frequency distribution. Each table is followed by the researcher's interpretation and discussion of the results.

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CHAPTER FOUR

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RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter presents and interprets the data, which was collected from educators, principals, and subject advisors of the secondary schools in the Limpopo Province at Mopani District in the Giyani area. The population of this study comprised of one thousand (1000) educators, fourty (40) secondary school principals and ten (8) subject advisors. The total number of the population in this study was one thousand (1000). The selected sample comprised of two hundred and twenty eight (228) educators, twenty four (24) secondary school principals and four (4) subject advisors in the Giyani area, at Nsami, Man'ombe, Klein Letaba and Shamavunga Circuits. The total number of the sample in this study was two hundred and fifty six (256) which is 24% of the entire population of possible participants.

The analysis of data in this research is divided into the educators', principals and subject advisors' responses. Analysis and interpretation of data in each section focus on the aims, problems and implementation of DAS in the secondary school. The results of the questionnaires are discussed in detail giving notable findings and indicating any literature relevant to these findings.

In section 4.2 the biographical information such as gender, age, teaching experience, highest professional and academic qualification is presented, analyzed and discussed to establish a state of representativeness of respondents in relation to the population of the study.

The results in this research are presented in Tables 4.1 – 4.15, followed by the interpretation of the results. The respondents who disagree with the statement

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are also reflected in this table and the responses of those who disagree were also interpreted by the researcher.

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4.2 RESPONDENTS' PERSONAL DATA

Table 4.1 : Distribution of Respondents in Terms of Gender

Age	Educators		Principals		Subject Advisors	
	F	%	F	%	F	%
Male	117	51	14	58	2	50
Female	111	49	10	42	2	50
Total	**228**	**100**	**24**	**100**	**4**	**100**

The above table portrays the gender distribution of educators, principals and subject advisors as 51%, 58% and 50% males respectively and females as 49%, 42% and 50% respectively. It proves that the sample was not gender biased and opinions expressed were inclusive of both genders.

Table 4.2 : Age Distribution of the Respondents

Age	Educators		Principals		Subject Advisors	
	F	%	F	%	F	%
20 – 30	18	8	1	4	1	25
31 – 40	122	54	3	12	1	25
41 – 50	73	32	10	42	1	25
50 and above	15	6	10	42	1	25
Total	**228**	**100**	**24**	**100**	**4**	**100**

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The data that emerge from this table shows that the majority of the respondents, who participated in the research, range between the ages of 31-50 and above. Whilst the rest of the respondents are below the age of 30.

The results show that educators and principals below thirty years are very few in the secondary schools. While the majority of educators and principals in the secondary schools are between the ages of thirty one to fifty and above. These results show that there are mature aged educators and principals in these secondary schools. The results show that all age groups of the respondents, relevant to this study were represented. This means that the views expressed by the sample are inclusive of opinions of all relevant age groups of the population.

Table 4.3 : Teaching experience

experience	Educators		Principals		Subject Advisors	
	F	%	F	%	F	%
Less than 2 years	6	3	1	4	0	0
2-5 years	10	4	4	16	1	25
6-8 years	14	6	5	20	1	25
9 years	15	20	5	20	1	25
Above 10	153	67	9	40	1	25
Total	**228**	**100**	**24**	**100**	**4**	**100**

The data that emerge from the Table indicate that 67% educators, 40% principals and 25% subject advisors have more that 10 years teaching experience. This shows that more than half the respondents who participated in this study have more that 10 years teaching experience, and the rest of the respondents have below 10 years teaching experience. Overall findings indicate that the majority of the respondents have been in the teaching profession for

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quite a number of years. The situation might imply that the respondents may need guidance to adapt to DAS or would need extensive training to change their attitude and belief towards new appraisal strategies.

Table 4.4 : Highest Academic Qualification

Highest Academic Qualification	Educators		Principals		Subject Advisors	
	F	%	F	%	F	%
STD 10/12	93	40	0	0	0	0
Batchelor's degree	78	34	10	41	2	50
Honors degree	38	17	9	38	1	25
Masters' degree	18	8	4	17	1	25
Doctor's degree	1	1	1	4	0	0
Total	**228**	**100**	**24**	**100**	**4**	**100**

It is worth noting that close to half of the educators 41% hold STD 10 as their highest academic qualification and only 1% holds a doctorate. Viewed against their experiences, the rate of self development for academic enhancement in the Mopani District is very low. Conversely educators, principals and subject advisors with low levels of academic qualifications are better positioned in terms of capacity, to deal with the requirements of DAS. This suggests that these educators will be competent in understanding and implementing DAS in the secondary schools.

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Table 4.5 : Highest Professional Qualifications

Experience	Educators		Principals		Subject Advisors	
	F	%	F	%	F	%
PTC/HPTC/PTD	55	24	3	13	1	25
SEC/SED/STD	80	35	10	42	1	25
UED/HED	93	41	11	45	2	50
Total	**228**	**100**	**24**	**100**	**4**	**100**

The above data reveals that all respondents possess the most basic teaching qualifications. For example, 24% educators, 13% principals and 25% subject advisors have the Primary Teachers Diploma (PTD), 35% educators, 42% principals and 25% subject advisors have Secondary Teachers Diploma (STD) and graduated from the colleges of education whilst 41% educator, 45% principals and 50% subject advisors obtained their teaching Diplomas and degrees from universities.

The results reveal that the majority of educators who participated in this study obtained their professional qualification from the colleges of education, while very few educators have obtained a university diploma or degree.

4.3 THE AIMS OF DEVELOPMENTAL APPRAISAL SYSTEM (DAS)

Responses of educators, subject advisors and principals regarding the aims of DAS are reflected in Table 4.6, followed by the analysis and the interpretation of data. The respondents were asked to indicate their opinions on a four – point Likert scale the aims of DAS in the secondary schools. Responses about the educators who were negative about the statement are indicated in Table 4.7 below, followed by the analysis and the interpretation of data. The responses of both respondents who were positive and those who were negative about the

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statement are analyzed and interpreted. Conclusions are also drawn about these findings in this research.

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Table 4.6 : The Aims of the Developmental Appraisal System (DAS)

AIMS	Educators								Principals								Subject Advisors							
	SD 1		D 2		A 3		SA 4		SD 1		D 2		A 3		SA 4		SD 1		D 2		A 3		SA 4	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
4.3.1 Development of educators	22	10	14	6	98	44	89	40	2	10	2	10	10	40	10	40	1	10	2	20	4	40	3	30
4.3.2 Identifies weaknesses of educator	32	14	41	19	99	45	50	23	3	12	4	12	12	50	6	24	1	8	1	9	5	47	3	36
4.3.3 Determine the current knowledge of educators	11	5.0	33	15	110	50	67	30	3	12	4	15	10	40	8	33	1	13	2	16	4	39	3	32
4.3.4 Consider all factors during the day of evaluation	27	12	64	29	91	42	37	17	3	10	3	13	10	40	9	37	1	11	1	12	4	39	4	38
4.3.5 Allow formal and informal evaluation throughout the year	16	7.3	38	17	110	50	55	25	2	7	4	17	13	50	7	26	1	8	1	10	5	48	3	34
4.3.6 Allow democratic participation of educators in the process	14	6	36	16	12	55	50	23	3	12	4	14	12	47	6	27	1	8	2	17	4	42	3	33
4.3.7 Enable educators to be more effective in teaching	27	4	30	14	83	36	97	44	3	13	4	15	10	39	8	33	1	10	1	11	4	41	4	38
4.3.8 Improve the academic results of the school	9	7	30	14	87	39	89	40	3	11	4	17	9	35	9	37	1	12	1	12	4	42	4	34
4.3.9 Create a climate of trust in the school	19	9	42	19	86	38	77	34	6	22	6	25	8	33	5	20	3	30	2	22	3	33	2	15
4.3.10 Help in differentiation between educators who are good in administration and in classroom practice	24	11	57	25	88	39	55	25	5	17	4	14	4	40	4	29	1	10	2	20	4	40	3	30

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Table 4.7 : Reasons Given by the Respondents who did not Agree with the Statement on the Aims of DAS.

Reasons given by the respondents who were not satisfied with the statement on the aims of DAS	Educators	Principals	Subject Advisors
	%	%	%
4.3.1 Viewed DAS as a fault finding exercise by the Department of Education. Panels check mistakes of educators during evaluation.	16	20	30
4.3.2 Educators, expect negative comments from the members of the panel.	33	26	30
4.3.3 DAS assists in promotion, transfer and demotion of education.	20	27	29
4.3.4 No consideration of contextual factors which may influence the performance of the educators in the classroom.	58	23	23
4.3.5 DAS is time bound and should be conducted at a fixed period during the course of the year.	25	24	18
4.3.6 No provision was given to the educators to voice their views during evaluation.	22	26	25
4.3.7 DAS is full of paper work for the educators, learners and the panel.	18	28	21
4.3.8 Results of grade 12 learners are poor after the introduction of DAS, therefore the Department of Education introduced the IQMS (Integrated Quality Management Systems)	21	28	24
4.3.9 Lack of follow up after evaluation has been conducted.	27	27	48
4.3.10 DAS is a new strategy in education aimed at the professional development of the educators.	36	31	30

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4.3.1 Assists in the Process of Developing Educators

According to the results, a great majority of respondents in each group, that is, 84% educators, 80% principals and 70% subject advisors confirmed that DAS assists in the process of developing educators. Davis and Meyer (1994:84) and Ribas (2000) also found that DAS help in the process of training and developing educators. A possible explanation for this is that the system identifies the weaknesses of the educator's performance and changes them into opportunities (par.2.3.1). Educators in the Mopani District consider the system to be useful in developing educators and they understand the meaning of DAS, as such they should have no problem in implementing the system.

However, few respondents in each group did not agree with statements, 16% educators, 20% principals and 30% subject advisors. Reasons provided by this minority group are that educators associated DAS with faultfinders, especially by the inspectors and principals of secondary schools instead of developing educators. These responses are in support of Waghid (1992:86) who found that principals and inspectors usually conducted unannounced class visits and concentrated on checking the volume of written work by both the learners' and educators. Bondesio and De Witt (1995:268) also found that principals were not subject specialist; although they were expected to evaluate educators by virtue of their status as principals of secondary schools. Respondents further indicated that negative reports were written about the performance of the educators without consideration of any contextual factors that may influence the performance of the educators in the classroom. These findings indicate that DAS has some weaknesses in terms of its implementation. The conclusion that can be drawn from these findings is that the Department of Education should revisit the policy of educator evaluation in order to develop an instrument which will be democratic enough, acceptable and understood by all people in the District.

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Further the evaluation instrument must assist in developing educators so that effective teaching and learning take place in the secondary school.

4.3.2 Identifies Weaknesses of the Educator

Approximately three quarters of the respondents, 67% educators, 74% principals and 70% subject advisors who took part in this study are positive that the weaknesses of the educators' performance can be established through DAS. The claim here is that DAS assists the educators by identifying their weaknesses that may hinder their professional development and growth (par.2.3.1).The results are in support of Cilliers and Kaap (1998:117) who considered DAS to be effective in identifying the weaknesses of the educator's performance in the classroom. This indicates that DAS will be supported by everybody because the majority of the people in the Mopani District understand the aim and meaning of DAS. Another observation in these research results is that few respondents 33% educators, 26% principals and 30% subject advisors do not hold this view. They are likely going to face challenges when implementing DAS. Ideally, educators should understand the meaning of DAS before they can implement it. Respondents claimed that the panel gave negative reports and comments instead of identifying weaknesses. In addition, they pointed out that DAS is full of paper work for the educators, learners and the panel. Kriel (1999:216) also found that DAS is full of administrative procedures. Although the majority of the respondents supported the statement as indicated in Table 4.6 above, there is still a problem which needs to be solved, because education personnel in the District are not supporting the instrument.

The conclusion derived from these findings is that the Department of Education should review the policy on DAS in order to come out with an instrument which will assist in identifying the weaknesses of the educator's performance in the

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classroom. After identifying the weaknesses, special training for these educators DAS has to be organized by the Department of Education to help these educators with special need. This implies that it is an educator with advance training in DAS who can understand it and implement it correctly. Alternatively, the Department of Education should train experts to workshop educators in order to understand DAS correctly. We should however, acknowledged that there are exceptional educator who can do well without being trained on DAS.

4.3.3 Determines the Current Knowledge of its Educators

The results in Table 4.6 above show that the overwhelming majority of the participants in this study are convinced that DAS enables the school to determine the skills levels of its educators, because 80% educators, 73% principals and 71% subject advisors agree to the statement. Middlewood (2002:52) and Heany (1994:33) found that DAS audit educators in order to determine how educators are currently deployed at schools. Furthermore, educators' audit determines current abilities and skills in our schools in order to determine if there are gaps in the current positions (par.2.3.4). The National Curriculum Statement (2008:3) points out that the sections of people previously disempowered by lack of knowledge and skills need attention. The results indicate that the people in the Mopani district agree that DAS reveals the level of expertise of the educators in the secondary schools because only one quarter of the respondents in this inquiry objected to this view, suggesting that educators and principals are competent in implementing the policy of the Department of Education.

A quarter of the participants, 20% educators, 27% principals and 29% subject advisors however, disagreed with this view. The possibility is that some people in the District are not satisfied with the way in which DAS is currently conducted in the secondary schools. Respondents pointed out that DAS assists the

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principals, circuit managers in the promotion, transfer and deployment of educators rather than determine the skills of educators. This has serious implications as DAS was introduced by the Department of Education to assist in improving the standard of teaching and learning in schools.

From these findings the researcher's conclusion is that with this understanding of DAS and its relevance in teaching profession, it is not surprising that the majority of secondary schools in Mopani District perform badly in the Grade 12 examinations. This could have far- reaching implications as it becomes obvious that not all educators see the need to be audited to determine their skills. DAS should assist the Department of Education in determining the expertise of educators in teaching. This will ensure that scarce skills educators can be utilized by the whole Mopani District if auditing is done in a proper way. Meaning that educators who are redundant in some secondary schools can be deployed to where their skills are needed. In addition, DAS could assists in improving the Educators' current kills.

4.3.4 Recognizes Contextual Factors

From the analysis of the results, it is evident that the majority of the respondents support the fact that DAS considers all factors such as illnesses; accidents and bereavements during the day of the evaluation.

Those who complained that factors such as illnesses and bereavements are not taken into consideration during the evaluation of educators in the secondary schools were in the minority as compared to those who hold the view indicated in table 4.6 above. The majority of principals 77% and subject advisors 77% claim that DAS considers all factors such as illnesses, accidents and bereavements during the day of evaluation. However, more than half of the

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educator 58% of educators disagreed with the point. Educators indicated that contextual factors are not considered when evaluating educators. These educators were adamant that DAS is flawed in its content because it does not recognize the contextual factors that impact on the performance of an educator. On the same note participants referred to the general lack of resources in most secondary schools. Chetty et *al* (l994:259) point out that factors such as the enrollment at school, lack of classrooms, lack of textbooks, overcrowding and lack of resources are often not looked into during the appraisal of educators as well as contextual factors such as family bereavement or involvement in the car accidents are not taken into consideration during appraisal (par.2.8.4). If contextual factors are not taken into consideration, there is the possibility that the evaluation of the educators is influenced by these factors and as such it will pose problems for the usage DAS in the secondary schools. However, the opinion of the educators in Mopani District are not the same, few educators do not consider DAS as not factoring contextual factors during the day of evaluation, suggesting that there is a need in this study to develop an instrument which will consider the contextual factors during the day of evaluation.

From the findings the researcher's conclusion is that DAS should take into account any contextual factors which can impede the satisfactory performance of educators such as accidents, school enrollment and overcrowding in the class. This suggests that classroom observation should not be conducted on educators who have recently undergone a traumatic experience. Equally important is that resources within a classroom and school in general should be taken into consideration during the evaluation of educators. This aspect actually would need the attention of the Department of Education.

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4.3.5 Provides Formal and Informal Evaluation

On the question of whether DAS should be conducted formally or informally, the overwhelming majority of the participants in each group, are of the opinion that DAS allows the evaluation of educators to take place both formally and informally throughout the year. The statement is supported by more than three quarters of the respondents in this study, namely, 75% educators, 76% principals and 82% subject advisors. Anthony et al (1999:369) reveals that appraisal can take place informally throughout the year at any place within the school such as classroom or any place chosen like in the sports ground or cafeteria (par.2.8.3). This is reassuring as DAS is currently only conducted formally in the classroom showing that there is still a lot to be done with regard to informal evaluation of educators.

A quarter of the respondents in this study, that is 25% educators, 24% principals and 18% subject advisors view the formal and the informal nature of evaluation differently. They indicated that DAS is conducted formally at a certain period during the course of the year, citing that depending on the school, some institutions prefer to conduct it in the first quarter of the year whilst other schools prefer to conduct it in the second or the third quarter of the year. This suggests that it is time bound, formal and a time table is drawn according to when the panel is expected to conduct classroom observation. The results show that there is also this weakness around the instrument which needs to be addressed in order to develop a strategy which will assist the panel about the time for evaluation of educators. Otherwise potential appraisee in the District would not be sure whether DAS should be conducted formally or informally. The conclusion derived from these findings is that DAS should be conducted both formally and informally during the course of the year, and it must be a continuous process, conducted anywhere whether in a classroom or in a sports

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ground or cafeteria. Educators should not be judged on the in classroom performance only but also the performance from outside the classroom.

4.3.6 Ensures Democratic Participation in the System

On the question of democratic participation, the responses in Table 4.6 confirmed that DAS allows the appraisees to voice their views about their own appraisal, and this was confirmed by 78% educators, 74% principals and 75% subject advisors. These responses are substantiated backed by Mosoge (1996:46) who found that appraisees are for example allowed to choose their colleagues who is equal in rank to give them the rating scores. Educators are further given the opportunity to rate themselves and undergo self- intro-inspection in terms of their performance in the classroom. This suggests that DAS is democratic and allows the educators to air their views concerning their own appraisal.

Although DAS allows educators to have a say in their evaluation, a lot is still to be done because the minority of the respondents in this study, that is, 22% educators, 26% principals and 25% subject advisors respectively disagree with the statement. Reasons given were that panel members do not allow educators to have any say during the evaluation process. Panel members also do not discuss the rating scores with the appraisee. This shows the confusion surrounding the implementation of DAS in the Mopani District because not all educators understand the use and the meaning of the system. Some educators and principals are not competent in implementing the policy. These call for an intervention by the Department of Education to review the system. One can therefore speculate that educators are not given the opportunity to indicate their preferences during their own appraisal.

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4.3.7 Enables the Educators to be more Effective in Teaching

From the analysis of the results, it is evident that the majority of the respondents supported the fact that DAS facilitates the personal and professional development of educators in order to improve teaching practice in the secondary schools (par.1.1), 82% educators, 72% principals and 79% subject advisors supported the view. This indicates that people in the District are convinced that DAS enables the educators to be more effective in teaching. However, there were those who consider DAS to be assisting in the effectiveness of educators in teaching as shown by the 28% principals and 21% subject advisors who countered the statement, noting that DAS is full of paper work from both the panel and educator who is being evaluated, Respondents further complained of lack of follow up after an evaluation has been conducted. The implementation of DAS may encounter serious challenges because not all people accept it. One of the aims of DAS should be to enable the educators to be more effective in teaching, and this should form part of DAS.

4.3.8 Improves the Academic Results of the School

On the question of the improvement of results in the Mopani District, the results of the educators and principals and subject advisors who took part in this study indicates that there is an improvement of the results in the District because of the introduction of DAS in the secondary schools. The results indicate that 79% educators, 72% principals and 76% subject advisors confirm this statement. Hence, only 21% educators, 28% principals and 24% subject advisors disagreed with the statement. This implies that DAS has assisted the Department in the improvement of the results in the Province. However, the minority participants indicated that the results of the Department of Education in all grades have gown down after the introduction of DAS in the secondary school. The notable

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point and the most outstanding feature of the results indicated by the minority participant who disagree with the results was that the Department introduced Whole School Evaluation (WSE) and the Quality Management System (IQMS) to improve the performance of educators and the results in the secondary schools. The participants did not experience DAS design as being constructive in tis design. It did not improve the competence level of the teaching fraternity. It also led educators to cheating and threatening the DSG. Cheating and threatening the colleague lead to tension and hinders constructive professional of educators. The conclusion that can be drawn from these findings is that DAS although DAS improve the academic result of the school, an intervention from the Department is still needed because not all educators agree with the statement. DAS should result in the improvement of the results of the schools, and this can happen if educators are effective in teaching.

4.3.9 Creates a Climate of Trust in the School

In this study educators were requested to indicate whether DAS creates a climate of trust in the school. The analysis of the results indicated that 72% educators, 43 principals and 48% subject advisors are of the opinions that DAS creates a climate of trust and cooperation in the secondary school. What is noticeable about this response is that only the majority of educators are convinced, but principals and subject advisors on the other hand view it differently. These 28% educators, 47% principals and 52% who are not convinced cite the reasons such as, principals of schools do not trust the evaluation of educators because educators will always be positive when evaluating their friends and colleague and principals do trust peer and learner ratings. The results are also consistent with item 4.4.4 in table 4.8 below. The results are consistent with the findings of other researchers. Mosoge (1996) for example, points out that peer appraisal is essential for the evaluation of

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educators, implying that the principals do not trust peer appraisal as peers are not in authority position. The results suggest that it would not be advisable to use DAS because educational personnel in the Mopani District do not trust each other. The Department should investigate ways of instilling trust among the various categories since for DAS to proceed smoothly there must be trust between peers and panel. School Management Teams (SMT'S) should also assist in creating a conducive environment so that the stakeholders involved in the evaluation of educators trust each other.

4.3.10 Helps in Differentiating between Educators who are Good in Administration and those who are Good in Classroom Practice

The results given in Table 4.6 above indicate that 64% educators, 69% principals and 70% subject advisors are positive that DAS helps in differentiating between educators who are good in administration and those who are good in classroom management. Some few respondents countered this statement in each group, namely, 36% educators, 31% principals and 30% subject advisors. The respondents argued that DAS is a new thing in education aiming at the professional development of educators and growth, and the results of DAS have not been fully realized. The aim of DAS is to facilitate the personal development of educator's in order to improve teaching (Department of Education, 1998:20). Achieving this aims will not be an easy task because some educators often hide their weaknesses during evaluation and feel threatened by the presence of panel in the classroom while others are motivated to perform well if visited by the panel in the classroom. DAS should come up with strategy which can accurately and objectively appraise despite these different situations. In conclusion, DAS should manage to differentiate between educators who are good in classroom

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practice and those that are good in administration and this can be done through classroom observation.

4.4 THE PROBLEMS OF DEVELOPMENTAL APPRAISAL SYSTEM (DAS)

Responses of educators, principals and subject advisors regarding the problems of DAS are reflected in table 4.8. The respondents were asked to indicate their opinions on a four-point Likert scale regarding the nature of the problems facing DAS in the secondary schools. The responses were analyzed and the results were also interpreted. The negative responses are indicated in Table 4.9.

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Table 4.8 : Problems of the Developmental Appraisal System (DAS)

Problems	Educators								Principals								Subject Advisors							
Description of a Question	**SD**		**D**		**A**		**SA**		**SD**		**D**		**A**		**SA**		**SD**		**D**		**A**		**SA**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
4.4.1 Appraisers are not adequately trained	48	21	80	36	54	24	42	19	8	33	9	35	5	19	3	13	3	38	3	30	2	22	2	20
4.4.2 Educators do not want to participate in appraising each other.	47	21	72	32	55	25	50	22	10	40	5	20	6	22	4	18	4	38	3	26	2	14	1	12
4.4.3 Educators are not transparent.	34	16	66	30	66	30	53	24	7	26	5	21	8	30	6	23	2	22	2	19	3	30	3	29
4.4.4 Principals and educators do not accept peer appraisal.	60	27	62	28	57	26	41	19	7	28	7	29	6	22	5	21	3	33	3	26	2	28	2	23
4.4.5 The involvement of educators as appraisers disrupts the smooth running of the school.	55	25	67	30	51	23	49	22	8	30	7	28	5	20	5	22	3	29	3	27	2	6	2	28
4.4.6 Some panel members do not turn up during appraisal.	56	25	77	34	55	25	36	16	7	30	8	31	5	18	5	21	3	32	3	30	2	17	2	1
4.7 4 Learner's ratings are not fair to Educators.	38	17	61	28	66	30	55	25	7	28	5	21	8	30	5	21	2	20	3	27	3	31	2	22
4.4.8 Principals fail to plan adequately for the appraisal.	50	23	70	32	49	22	53	24	7	29	7	28	6	22	5	21	3	31	2	24	2	18	3	27
4.4.9 Appraisers give high ratings to educator union members.	50	22.	65	29	54	24	55	25	6	25	7	28	7	27	5	20	3	30	2	21	3	29	2	20
4.4.10 Appraisal does not understand the instrument used for the appraisal of educators.	36	17	65	30	63	29	53	24	3	12	3	13	3	30	8	45	2	14	2	15	3	22	3	39

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Table 4.9 : Reasons Given by Educators who did not Agree with the Statement Concerning the Problems of DAS in the Secondary Schools.

Reasons Given by Respondents who did not Agree with the Statement Concerning the Problems of DAS	Educators %	Principals %	Subject Advisors %
Principals were not subject specialist/principals involve in evaluation of educators because of their position. Not enough time was given for the training of educators on DAS.	43	32	42
Educators are motivated to teach because of rewards and incentives. Higher salaries should be given to educators after evaluation.	47	40	26
Educators often hide their weaknesses during DAS.	46	47	43
Principals do not accept peer appraisal because peers are not in the position of authority.	45	57	59
Panel sometimes do not honour classroom observation. Panel sometimes give ratings score according to appearance or position of an educator.	42	39	38
Learners are in a good position to evaluate educators. Learners' ratings can improve teacher effectiveness.	45	49	47
The panel gives high ratings to union members or appearance of the educator.	47	47	45
Training workshops were conducted prior to DAS	47	25	29

4.4.1 Inadequate Training of Appraisers to Conduct DAS

Results show that appraisers are trained to conduct DAS because the majority of the respondents in each group rejected the fact that they are not trained to conduct DAS. According to the responses educators were trained to conduct DAS by the Department of Education. This is shown by the responses of 57%

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educators, 68% principals and 58% subject advisors who rejected the claim that appraisers are not trained to conduct DAS. This implies that the educators in the Mopani District are trained to conduct DAS and should be able to implement the system.

It is equally important to note that according to 43% educators, 32% principals and 42% subject advisors who hold on to the view pointed out that enough time was not given for the training of DAS by the Department of Education. Bondesio and De Witt (1995:268) note principals were not trained to conduct DAS and since they were not subject specialist they were involved in the evaluation of educators by virtue of their position (par.1.1). A possible explanation for this is that the workshops conducted by the Department of Education did not adequately prepare appraisers as the facilitators were also not clear about the system. The results suggest that intervention by the Department of Education is needed in order to improve the training of educators to conduct DAS, and experts on DAS should be used in the training of the appraisers.

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4.4.2 Lack of Financial Incentives

Research results indicate that educators want to participate in the appraisal process despite the absence of financial incentives. The responses of the participants in this study indicate that 53% educators, 60% principals and 64% subject advisors rejected the statement. The conclusion that can be drawn from these results is that educators want to participate in the appraisal process despite the absence of financial incentives. Alberts and Motlala (1998:121), Emerson and Goddard (1997:15) indicate that DAS should recognize and promote excellence in teaching and honour dedicated and creative educators (par.1.3.2). The results suggest that DAS should not be linked to pay but should recognize and promote excellence in teaching. This further suggests that in

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linking pay to DAS, there is a possibility that educators may have developed a wrong conception on DAS. Educators may no longer want to participate in DAS and may view DAS as a waste of time and expenditure of the Department of Education. In addition they may view DAS as threat to the teaching career.

However, 47% educators, 40% principals and 26% subject advisors view it differently. According to these few respondents, educators will be motivated to teach effectively if they know that they will be rewarded with pay increases after they have been evaluated. Fink and Longenecker (1997:83) concur with them by pointing out that educators will be motivated to teach better if they know that they will get salaries after evaluation. This suggests that financials incentives should be given to educators after evaluation in order to motivate them. This suggests that an urgent intervention by the Department is needed in order to improve the situation.

The researcher's conclusion is that DAS should be linked to financial incentives and awards. This may then add value and improve the standard of teaching and learning, and as a result the matric results will also improve drastically in the secondary schools.

4.4.3 Lack of Transparency

The results show that 54% educators, 53% principals and 47% subject advisors who took part in this study confirmed that educators hide their weaknesses during the evaluation process showing lack of transparency. Few participants, 46% educators, 47% principals and 43% subject advisors who took part in this study indicate that educators do not hide their weaknesses during appraisals. The reasons given by the respondents were that educators are open about their weaknesses and that DAS assists the educators in the identification of the

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weaknesses and changing them into opportunities (Townsend, 1998:45). The responses of these few respondents suggest that it is not difficult to identify the weaknesses of the educators because educators are open about their weak points.

The fact that the opinions of the respondents who took part in this study differ indicate that there is a problem of understanding DAS in the Mopani District which needs to be solved. Educators are not transparent during evaluation, and this indicates that DAS is not well conducted in the secondary schools. This implies that in order to implement DAS smoothly democratic principles such as transparency should form an important aspect of DAS.

4.4.4 Subjective Nature of Peer Appraisal

From the analysis of results in Table 4.8 above, the majority of the respondents, in each group, are of the opinion that principals accept the involvement of peer in the appraisal process. The Department of Education (2001:3) is also of the view that peer appraisal refers to the involvement of a colleague in assisting the educator in his/her performance with the view to addressing professional developmental needs. This means that the majority of the educators favoured peer appraisal. This is confirmed by the data which indicate that these are 55% educators, 57% principals and 59% subject advisors who supported the involvement of peers in the appraisal of educators hence peer appraisal should be accepted during the evaluation of educators and should form part of DAS in the secondary school.

On the other hand, 45% educators, 23% principals and 41% subject advisors disapprove of peer appraisal. They argued that some principals do not accept the involvement of peers in the appraisal process because peers are not in the

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position of authority, and that educators do not give negative comments about the performance of their colleagues. Giampetro-Meyer (2000:28) found that peers will always give high rating scores to their colleague, and that peers are subjective in their scores and rate their colleague beyond their ability (par:2.5.3). Principals also argue that hiring educators from other institutions is expensive and can disrupt the smooth-running of a school. The results suggest that peer appraisal can disrupt the smooth-running of the school since educators will be busy evaluating each other while learners are left unattended (par:2.5.3). The majority of the participants, 55% educators, 57% principals and 59% subject advisors approved peer appraisal. The results indicate that although the majority educators in the Mopani District considered peer appraisal to be useful, it is not accepted by every body and this shows a weakness of DAS.

In conclusion, although peer appraisal is expensive, it can help inexperience educators in solving problems. This can be done by visiting the class of the colleague or through a videotape (Mosoge, 1996:106). However, it will be good if the panel together with the appraisee is tasked with the duty of choosing the educators to be evaluated. The peer should however, be encouraged by the panel to choose another peers who has the same field of specialization as the educators they are evaluating. The Department of Education should invest money in hiring educators from other institutions to do observation in schools where their skills are needed.

4.4.5 Inadequate Planning of DAS by the Panel

From the analysis of results in Table 4.8, it is evident that the majority of the respondents supported the planning process conducted by the panel before classroom visits. The few respondents who did not support the planning by the panel also gave their reasons as indicated in Table 4.9 above. The conclusion

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drawn from these findings show that the panel members planned adequately for an appraisal process, 58% educators, 61% principals and 62% subject advisors which is nearly three quarters of the participants supported that DAS was well planned. Therefore, these research results confirm that the panel and principals did plan well for the evaluation of educators to take place. The Department of Education (1999:38) recommended this approach indicating that a panel should decide on ways and methods to be used during an appraisal process (par:2.5.4). However, 42% educators, 39% principals and 38% subject advisors hold the view that principals and the panels did not plan for the appraisal process. The respondents in latter group argued that some of the problems of DAS in the secondary schools are that some panel members did not turn up for evaluation process, and quite often, they did not honour the appointment time and no apology tendered

The conclusion that can be drawn by the researcher is that although training workshops were conducted prior to the implementation of DAS in the secondary schools, principals and panels still have problems with regard to the system. This further suggests that poor communication about the policy by the departments training officials leads not only to misunderstanding and misinterpretation of the policy on DAS, but also to the disowning of the process. This indicates one of the weaknesses of the instrument needing an intervention from the Department.

4.4.6 Validity and Reliability of Learners' Ratings

Responses by respondents regarding learners' ratings show that the majority of the respondents in each group, that is, 55% educators, 51% principals and 53% subject advisors confirmed that learner's ratings were not fair to educators. As indicated in Waghid (1992:81) learners are not trained to rate educators and

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educators sometimes question the validity and reliability of learners' rating because the class size can influence the ratings of educators, the smaller the class, the higher the ratings. The personality of the appraisee can also influence the ratings by learners where female educators receive more positive ratings than their male counterpart (par:2.5.2). The results suggest that learners should not be tasked with the responsibility of evaluating educators.

The results also indicate that 45% educators, 49% principals and 47% the subject advisors do not hold this view. Learners' ratings seem to be popular with these respondents. As described in the literature review, learner's rating has been used with success in the US, and it has been used as a means of evaluating educators. According to these latter respondents, learners' ratings are fair to educators citing reasons such as learners are in a better position to evaluate the educators in the classroom, that learners' ratings can improve teacher effectiveness in the classroom. It seems DAS has some weaknesses in this regard and there is a need to revisit the instrument.

In conclusion, the researcher suggests that learners rating should not form part of DAS because learners are not trained to conduct DAS. The class size can also have an influence on rating, the smaller the class the higher the ratings. Learners are not trained to evaluate educators and the female educators tend to receive good ratings from the learners. The Department should arrange training workshops for learners if it is serious about learners rating. Otherwise, involving learners in rating educators will be a waste of time and expenditure by the Department of Education.

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4.4.7 Lack of Commitment by the Panel

It is encouraging to note that in Mopani District the majority of the people supported panel ratings. This is shown by the results given in Table 4.8 above which indicate that 53 % educators, 53% principals, 55% subject advisors indicate that appraisers do not give high ratings to educators who are union members or according to appearance of the educator DAS is a policy of the Department of Education, therefore, procedures and rules in the instrument need to be strictly followed when implementing it. The participants agreed that the appearance of to be a member of an organization or any political party did not influence the panel. However, few respondents view it in a different light, which imply that panel appraising also has some loopholes. 47% educators, 47% principals and 45% subject advisors indicated that the panel gives high ratings to union members. This result is consistent with the findings of several researchers. For example, Hatzel (1994) found that an educator who comes first for evaluation can influence the evaluation of the educators who come later. Steyn (1996:87) also indicate that educators who perform well in sports are rated high in teaching. This suggests that there is the possibility that educators who have good physical appearance can influence the panel. That is why Carrel (1998:266) argues that appraisers may be influenced by the appearance of the educators. This also implies that a position of an educator can influence the panel, for example a deputy principal can get high rating because of the position he/she hold in the institution.

From these findings, I conclude that it is not surprising why the majority of secondary schools in Mopani district are not in a position to introduce DAS as required by the Department of Education. There is the possibility that the panels are sometimes influenced by the position of an educator as a member of the union, indicating that members do not understand the policy of the Department

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of Education and this may have resulted in wrong application. In order to use the instrument correctly, the panel should understand the use and the meaning of the instrument, however, it is clear that the educators of the Mopani District do not understand the meaning and the use of DAS.

4.4.8 Appraisal Instruments not User-friendly

With regard to the instrument itself the same conclusion is applicable to any other district in the Limpopo Province, where similar conditions exist. Lack of understanding of the instrument used for DAS in the secondary school could have serious implications. Education officials do not differentiate between the old system of evaluation as used in the Republic of South Africa (RSA) where the panel consisted of inspectors who did evaluation. The majority of the respondents in this study, which is 63% educators, principals 75% and 71% subject advisors indicated that educators do not understand the instrument used for the evaluation of educators. The results imply that in the Mopani district, DAS is wrongly implemented.

It is worth noting that 47% educators, 25% principals and 29% subject advisors hold an opposition view. They cited the fact that training workshops were conducted prior to the implementation of DAS by the Department of Education, and as such educators do understand the instrument used for DAS. This is supported by the fact that The Department of Education spent a lot of money to train educators to understand the instrument. An additional problem is the fact that the criteria for good teaching are not easy to determine, as a result, evaluators utilize checklists which make no provision for recommendations for appraisees' professional development and growth. In addition, DAS content includes the completion of several forms such as self-evaluation forms, the PGP and the School Improvement Plan.

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The conclusion that can be drawn from these findings is that, there is a need for the Department of Education to review the instrument used for the evaluation of educators. The researcher's suggestion is that training programmes need to be introduced in the District to train educator to understand the meaning and the use of DAS.

4.5 RESPONSES ACCORDING TO THE ACTIONS PERFORMED BY THE PANEL BEFORE, DURING AND AFTER THE CLASSROOM OBSERVATION (DAS)

Responses of educators, principals and subject advisors to this issue are reflected in table 4.10. and those who disagreed with the statement are reflected in table 4.11 The respondents were asked to indicate their opinions on a four-point Likert scale about their satisfaction or dissatisfaction with the performance of the panel and the Staff-Developmental Teams (SDT) before, during and after the classroom observation.

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Table 4.10 : Activities Performed by Respondents before the Classroom Observation

Activities	Educators								Principals								Subject Advisors							
	NS 1		AS 2		S 3		VS 4		NS 1 F		AS 2		S 3		VS 4		NS 1		AS 2		S 3		VS 4	
	F	%	F	%	F	%	F	%	%		F	%	F	%	F	%	F	%	F	%	F	%	F	%
4.5.1 Making prior arrangement.	37	17	47	22	75	34	59	27	4	15	4	14	13	50	5	21	2	15	2	15	3	16	3	25
4.5.2 Forming the Staff Development Teams (STD) and the panel.	30	13	51	23	72	33	65	30	3	12	4	15	10	38	8	35	1	12	2	12	4	40	3	36
4.5.3 Forming the appraisal panel.	35	16	52	24	75	35	53	25	10	38	6	22	4	17	5	23	2	19	2	22	4	35	2	24
4.5.4 Completing forms by the appraisees.	31	14	67	31	78	36	45	20	5	20	5	18	6	25	9	37	4	40	3	28	2	18	1	14
4.5.5 Submitting educator's portfolio to the panel	29	13	63	29	84	38.	44	20	9	40	4	34	2	18		08	2	20	2	22	3	36	3	25
4.5.6 Discussing methods to be used.	33	15	59	27	73	33	10	25	10	38	6	22	4	17	5	23	3	33	4	38	2	15	1	14
4.5.7 Identifying and prioritizing the needs of the appraisees.	37	17	59	27	89	41	34	16	10	38	10	39	4	16	1	7		52	3	28	2	18	1	02
4.5.8 Discussion lesson to be observed.	39	18	59	27	86	39	35	16	10	40	10	38	3	12	2	10	3	38	4	40	2	20	1	02
4.5.9 Conducting the classroom observation.	35	16	64	29	82	37	38	17		16	4	30	8	33	8	21	5	22	2	24	4	35	2	19

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Table 4.11 : Reasons Given by the Respondents who did not Agree with the Statements Concerning the Action of the Panel before Classroom Observation

Reasons Given by the Respondents who Disagree with the Statements Concerning the Action of the Panel before Classroom Observation	Educators %	Principals %	Subject Advisors %
Respondents complained that they were not consulted prior to the implementation of DAS. The panel was biased in the identification of the staff-members to be evaluated. Principals were interfering with the work of the panel.	39	29	28
SMT is not democratic in the formation of the Staff Developmental Teams (SDT) and the panel. The educators could not differentiate between the work of the SMT and the SDT.	37	27	34
Educators were not trained to conduct DAS. Workshops conducted were not effective	47	34	35
DAS is full of paper work from the Department of Education	44	35	42
Portfolio never submitted to the panel and the circuits	42	38	42
Workshops were conducted after school hours	42	77	80
They were not given specific criteria used for the evaluation of educators	44	78	78
Not enough time was given to lesson discussion	45	46	46

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4.5.1 Making Prior Arrangement

Literature review described actions prior to the class visit as significant to discuss the date and the time which will suit both the educator and the panel. Phele (1999:22) points out that it is a stage in clinical supervision where verbal contact is entered between the panel and an educator. The results in Table 4.10 shows that educators were informed about the date and the time for conducting DAS in the secondary schools because more than three quarters 61`% educators, 71% principals and 72% subject advisors were satisfied about the arrangement. Research results therefore indicate that in Mopani District, proper arrangement was made for the implementation of DAS in the secondary schools because appraisees were satisfied about the arrangement. This implies that educators and the panel were actively involved in setting the dates, times and the timetable to be followed during the appraisal process.

Only a quarter of the respondents, 39% educators, 29% principals and 28% subject advisors were dissatisfied about the action performed by the panel citing reasons such as that they were not consulted nor informed about the date and the time for the evaluation process to be conducted, meetings were also not held prior to the implementation of DAS; the panel was biased in the identification of the staff-members to be evaluated and the SMT were interfering with the work of the panel. In addition, discussions on the purpose of classroom observation were not done with them and educators were not given the opportunity to ask the clarity-seeking questions.

As indicated in Phele (1999:22), a panel should establish a spirit of collegiality and collaboration between the panel and the appraisee. The panel should create an atmosphere of trust in the educators, to make spirit of collegiality and collaboration. These findings suggest that people in the Mopani district were not

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consulted prior to the implementation of DAS denying them the opportunity to ask questions.

4.5.2 Forming the SDT and the Panel

The conclusion drawn from this data is that the SMTs did a good job in the formation of the staff-developmental teams (SDTs) and panels to monitor the implementation of DAS in the secondary schools, because the majority of the respondents who took part in this research were happy about the process. 63% educators, 73% principals and 76% subject advisors respectively concurred with the statement, showing that the SDT and panels were well constituted in the secondary schools. This further suggests that democratic principals were followed during the formation of the SDT and the panels which allowed participants to raise their views. There was transparency in implementing the policy. However, 37% educators, 27% principals and 24% subject advisors did not support the manner formation of the SDT and the panel by the SMT, noting weak points such as, that the SMT were not democratic enough, not open and transparent during the formation of the SDT and the panel, and also noting that the educators were not aware of the role of the SDT. In addition the dissatisfied respondents, indicated that they did not know the distinction between the role of the SMT and the SDT. Implying that not enough time was given to the training of educators prior to the introduction of DAS.

The conclusion drawn by the researcher is that the formation of the SDT and the panel needs to be reviewed because teams are not sure of their role during the evaluation of educators. The Department of Education may need to further organize workshops for the training of the teams.

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4.5.3 Training Staff-Members to Conduct Appraisal

These results reveal that more than half of the respondents who participated in this research, 53% educators, 66% principals and 65% subject advisors show that educators were trained on DAS. Therefore, DAS will be easy to implement in the District because the people have an understanding of the meaning and the use of DAS.

About 47% educators, 34% principals and 35% subject advisors view the issue differently, and were dissatisfied with the way training workshops for educators were conducted, citing different reasons, namely, that educators received little training prior to the implementation of DAS, they regarded the training workshops conducted by the Department of Education as a failure because the practical application of DAS at secondary schools shows that not so much was gained from the workshops conducted prior to the implementation of DAS, in the secondary schools. Harsbarger and Lohr (1997:43) confirm that little training was conducted for educators prior to the implementation of DAS. Mamabolo and Niewenhuis (1995:12) also indicate that not so much was gained in the workshops conducted prior to the implementation of DAS. The results confirm that educators were not trained to conduct DAS.

The researcher concludes that the training workshop conducted by the Department of Education were not very effective, therefore, it will be difficult to implement DAS in the Mopani District as educators have not fully grasped the concept. Therefore, to improve the situation the Department should review training workshops conducted prior to the implementation of DAS. The results also imply that the instrument has weaknesses which need further attention from the Department of Education.

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4.5.4 Completing Forms on Personal Detail by the Appraisees

From the analysis of the results, it is evident that the majority of the respondents were happy about the way in which the forms on personal detail were completed because the majority of respondents in each group were satisfied. The responses show that 56% educators, 62% principals and 58% subject advisors which are above half of the respondents were satisfied about completing of the forms. There is the possibility that the panel assisted them in the completion of the forms, and the results further suggest that the educators should have been given the forms to complete before the session. Not every person in the District supported the manner in which the forms were completed because 44% educators, 35% principals and 42% subject advisors were overwhelmed. They complained that DAS is full of paper work for the panel, the educator and the learner. The results imply that completing forms for personal detail is a problem which needs to be revisited, implying that the instrument may involve too much paperwork.

4. 5.5 Submitting Educators' Portfolio to the Panel

The findings indicate that the majority of the respondents, 58% educator's 62% principals, 58% subject advisors were satisfied by the way the portfolios were submitted by the educator to the panel meaning that educators are willing to participate in the system because submission of the portfolio is not an issue for them. About a quarter of the respondents, 42% educators, 38% principals and 42 subject advisors, on the other hand had a problem with the way in which portfolios were submitted to the panel. The notable reasons cited by these educators were that the educators portfolio were never submitted to the panel, and that some educators did not even have the portfolio, hence there was no submission. The fact that portfolios were never submitted to the panel means

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that they were not even submitted to the circuits. The result reveals how serious the problem is in the District, and the possibility that some schools have never started the process itself.

The conclusion that can be drawn from these findings is that although portfolios were submitted by the majority of educators in the Mopani District, submission of portfolio is still a major problem. Again it is also evident that not all schools are implementing DAS, therefore a review of the policy on DAS is necessary in order to come out with an instrument which will be relevant, democratic enough and assist in the evaluation of educators in the secondary schools.

4.5.6 Discussing Methods for Conducting DAS

The results indicate that 58% educators, 23% principals and 20% subject advisors which is the minority were satisfied in the way in which the methods for conducting DAS were discussed by the appraisers. What is more interesting in these results is that the majority educators were satisfied, implying that the methods were well communicated to them.

The rest of the group, 77% principals and 80% subject advisors were not satisfied with the way in which the methods for conducting DAS were communicated to them. Reasons cited were the failure of the Department of Education in the provision of sufficient time for the workshop. The workshops conducted were done after school hours and educators were too exhausted to attend such workshops. The findings suggest a need to discuss the methods to be used in the evaluation of educators and if this is not attended to such educational personnel will not understand the procedure for conducting DAS correctly. The researcher suggests that the workshops conducted on DAS, prior to its implementation in 1998 should be reviewed.

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4.5.7 Identifying and Prioritizing the Needs of the Appraisees

The respondents who took part in this study, especially the principals and the subject advisors were not happy about the way the panel identified and prioritized the needs of the appraisee. Research results showed that with the exception of the educators, participant in each group, for example, 44%% educators, 78%% principals and 78% subject advisors were dissatisfied about the way in which the needs were identified and prioritized. They cited the reasons that they were not given the form which provides specific criteria used for evaluation of educators. The results suggest that the needs of the appraisees were not identified and prioritized by the panel during DAS sessions in the Mopani District. This shows a negligence of the panel in failing to identify and prioritize the needs of educators to be evaluated.

With the exception of 56% educators who were happy about the action, very few participants were satisfied about the action of the panel as shown by the responses. Less that a quarter of the principals and the subject advisors were happy about the situation, that is, 22% principals and 22% subject advisors were satisfied. These results indicate that the panel did not perform satisfactory in identifying and prioritizing the needs of appraisees because few respondents in each group, with the exception of educators were satisfied with the action. The researcher's conclusion is that the panel didn't identify and prioritize the needs of the appraisees during the implementation of DAS in the secondary schools. This implies that the instrument has shortcomings as it was unable to identify and prioritize the needs of educators, therefore, and intervention from the Department of Education is necessary to review the system in order to assist the panel in the identification and prioritizing of the needs of the appraise.

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4.5.8 Discussing the Lesson to be Observed

Bondesio and De Witt (1997:269) found that the panel should be able to clarify issues regarding the purpose of a class visit. The goals and the lesson plans should be discussed together. The responses of the respondents in Table 4.10 shows that less than half of the participant who took part in this study were happy because the majority of the respondents in each group, 55% educators , 54% principals, and 54% subject advisors were satisfied by the way in which lesson to be observed were discussed. The results indicate that the panel did a commendable job in the discussions of the lessons to be observed with the educators because the majority of the respondents, in each group, were satisfied with this action. This suggests that this aspect should not pose a challenge during the evaluation sessions. 45% educators, 46% principals and 46% subject advisors respectively, however, were dissatisfied. The reason for their disappointment was that the lesson was not discussed prior to the class observation. The results are consistent with item 4.5.1 above. The panel failed to discuss the lesson with the educators who were to be evaluated meaning that this part of DAS needs to be revisit.

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Table 4.12 : Displays the Activities Performed by the Respondents During the Classroom Observation.

Activities	Educators								Principals								Subject Advisors							
	NS 1		AS 2		S 3		VS 4		NS 1 F		AS 2		S 3		VS 4		NS 1		AS 2		S 3		VS 4	
	F	%	F	%	F	%	F	%	%		F	%	F	%	F	%	F	%	F	%	F	%	F	%
4.5.9 Conducting the Classroom Observation	34	16	70	32	73	33	42	19	4	17	5	18	8	33	8	32	2	18	1	14	4	40	3	28
4.5.10 Classroom Atmosphere	28	13	52	24	87	40	51	23	1	04	5	21	10	40	9	35	1	09	1	11	5	45	3	35
4.5.11 Thanking the appraises and the learners after the presentation	27	10	54	25	87	40	53	25	4	18	5	19	7	25	9	38	2	20	3	35	3	30	2	16

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Table 4.13 : Reasons Given by the Respondents who were Negative About the Statements Concerning the Action of the Panel During Classroom Observation

Reasons given by the respondents concerning the action performed by the panel during classroom observation	Educators %	Principals %	Subject Advisors %
Data were not recorded by the panel, no feedback, no encouragement and praise to the educators	47	35	35
Learners were intimidated by the presence of the panel. Individual attention was not given to the appraisee. Respondents did not stay in the classroom until the presentation of the lesson The panel interrupted the teaching of the educators	37	25	20
Educators were appreciated after the classroom observation	35	58	55

4.5.9 Conducting the Classroom Observation

The research results shows that more than half of the participants, 53% educators, 65% principals and 65% subject advisors are satisfied about how classroom observation were conducted. This is accordance to Poster (1993:61); and Lempesis (1994:155) who write that the focus of classroom observation is the performance of the educators in the classroom; therefore, the panel should observe by recording the data and reporting back to the educator basing their observation on the criteria and schedules which the educator has developed. Research results indicate that the panel did a good job in conducting classroom

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visits because the majority of the respondents who participated in this study were satisfied with the action of the panel.

However, 47% educators, 35% principals and 35% subject advisors were disappointed by the way the observations were conducted giving reasons such as that, the panel was not punctual in keeping the appointment, learners were intimidated by the presence of the panel in the classroom and the panel did not deal with the negative and positive criticism in an amicable way. Learners should not feel intimidated by the presence of the panel in the classroom and that the panel must make the educator and the learners feel free and at ease. Further, the panel must offer praise and encouragement to the educators who are to be evaluated. According to the respondents who took part in this research, these procedures were not followed by the panel and educators were also not encouraged to take part in the evaluation process. My conclusion is that classroom observation still has some problems because it is not accepted by all school personnel in the District, implying that the Department of Education needs to intervene and review classroom observation conducted by the panel in the secondary schools.

4.5.10 Classroom Atmosphere

The results indicate that the classroom atmosphere was good because the majority of the participants in this research were satisfied about the atmosphere created by the panel, namely, 63% educators, 75% principals and 80% subject advisors, which are more than three quarters of the respondents in this study. The results reveal that the panel organized the classroom observation adequately as the parties involved were happy about the situation.

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However, 37% educators, 25%principals and 20% subject advisors had contrary views. The reason for their dissatisfaction were that learners felt intimidated by the presence of the panel, the panel did not make educators feel at ease during the evaluation process; the panel did not stay in the classroom for the whole period and the panel did not offer praise and encouragement. The findings are consistent with 5.5.9 above and are a backed by Van der Westhuizen *et al* (1995) who point out that the panel must make educators feel at ease during the classroom observation. Although those holding the latter opinions are few, it shows that there is a problem concerning the creation of atmosphere during the observation. This implies that good atmosphere needs to be created by the panel. The Department of Education should examine the practice of the panel during evaluation in order to come out with a strategy for satisfactory atmosphere in the classroom.

4.5.11 Thanking the Appraisees and the Learners after the Presentation of a Lesson

The responses of the majority of the participants in this study indicate that only educators were very satisfied with the panel when they thanked the evaluators after the presentation. This is shown by 65% educators, 58% principals and 46% subject advisors. This suggests that educators were appreciated after their performance in the classroom. However, 35% educators 58% principals and 55% subject advisors were concerned about the way the observation was concluded by the panel. Educators were not appreciated by the panel after the presentation; the panel did not even stay in the classroom for a long time. The results are consistent with 4.5.10 above. The panel did not give the educators feedback immediately after the discussion. The results reveal that not enough was done with regard to appreciation after the panel has conducted classroom observation in the secondary schools.

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Table 4.14 : Displays the Activities Performed by the Respondents after Classroom Observation (Post Observation Conference)

Activities	Educators								Principals								Subject Advisors							
	NS 1		AS 2		S 3		VS 4		NS 1 F		AS 2		S 3		VS 4 F		NS 1		AS 2		S 3		VS 4	
	F	%	F	%	F	%	F	%	%		F	%	F	%	%		F	%	F	%	F	%	F	%
4.5.12 Post observation Conference	28	13	47	22	81	37	61		3	14	4	15	8	30	10	41	1	08	2	23	3	30	3	39
4.5.13 Clearing all misconception	30	14	48	22	93	43	48	22	4	14	4	16	8	33	9	37	1	08	1	08	3	30	5	54
4.5.14 Discussion the presentation of the lesson with the appraisee in a peaceful atmosphere	25	11	48	22	94	43	52	24	3	13	5	18	9	36	8	33	1	11	2	20	4	40	4	35
4.5.15 Encouraging the educators to conduct intro-inspection	28	13	51	24	90	42	48	22	12	50	5	20	5	20	3	10	1	12	2	20	4	40		
4.5.16 Allocating the rating scores to appraises	34	16	56	26	79	36	50	23	2	11	3	12	8	30	12	47	1	10	1	11	4	30	5	44
4.5.17 Drawing a professional growth plan with the appraise	31	14	59	27	85	39	43	20	11	45	7	28	3	12	4	15	2	20	2	20	5	40	3	28
4.5.18 Submitting the final report to the circuit	29	13	50	23	73	33	67	31	1	50	7	30	3	10	3	10	6	60	2	30		40	4	39

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Table 4.15 Reasons given by the respondents who were not satisfied by the action performed by the panel after the classroom observation.

Reasons given by the respondents who were not satisfied by the action performed by the panel after the classroom observation	Educators %	Principals %	Subject Advisors %
No time was given for a discussion of the report. No interaction between the panel and the educators who had been evaluated	35	29	31
Their views were not taken into consideration by the panel	36	30	16
No discussion about the lesson presentation. No acceptance of the fact that the appraisee may have different points of view from them	33	31	31
Educators were not afforded the opportunity to reflect on their performance	36	70	32
They complained that the ratings scores by the panel will always be subjective because peers will not give negative comments about the performance of their colleague	41	67	21
Argues that professional growth plan was never drawn	42	73	40
Reports never submitted to the circuit	36	80	90

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4.5.12 Post Observation Conference

The responses of the respondents who took part in this research reveal that about three quarters of the participants were satisfied with the report back meeting after the class visits, that is, 65% educators, 71% principals and 69% subject advisors. This implies that a report back meeting with the educators who have been evaluated was held. That is why Steyn (1996:73) points out that the panel should hold a post-conference with the educator to review the whole lesson and the report. Ovambo (1994:21) also supports by saying that at the end of the conference, the panel and the educators who have been evaluated should agree with the action plan which will help that educator to perform to the best of his/her ability. The results suggest that the report back meeting was well coordinated by the panel in the Mopani District indicating satisfactory in the way DAS is conducted in the secondary schools.

Only 35% educators, 29% principals, 31% subject advisors were not happy about the situation. The respondents cited the following reasons, namely; that they were not given ample time for the discussions of the report; the panel did not interact with the educators with regard to the report; the panel was not transparent with the educators and the panel and the educator did not agree on the action plan. This indicates that although the majority supported the idea, report back meeting after observation still has some loopholes in the Mopani District which affect the smooth implementation of DAS in secondary schools. This is a challenge to the Department of Education to revisit that point order to come up with a solution which will make these meeting, after observation has been conducted in the secondary schools fruitful.

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4.5.13 Accepting the Educators' Views

With regard to clearing misconceptions and accepting the educators' view as indicated in Table 4.14 above, shows that the majority of the participants who took part in this study were happy about the panel's action in allowing evaluated educators to articulate their views. This is shown by the fact that the majority of respondents who took part in this inquiry, 64% educators, 70% principals, and 84% subject advisors were satisfied about the action of the panel. This indicates that the panel clarified misconceptions, and also allowed the appraisees to come up with their views after the evaluation. These results are consistent with 4.5.12 above. The District does not have any problems with educators not understanding DAS because appraisees' points were clarified after the evaluation session. 36% educators, 30% principals and 16% subject advisors who of course are in minority view this aspect differently citing the fact that their views were not taken into consideration after the session. This implies that a there is still unresolved challenges with regard to DAS because not all comments raised by educators were taken into consideration. In addition, not all misconceptions were clarified. This is a clear indicating that the Department of Education should review the instrument used for the evaluation of educators.

4.5.14 Discussing the Presentation of a Lesson

With regard to this point research results show that the panels did a satisfactory job in discussing the presentation of the lesson with the appraisees as the respondents in each group, 67% educators, 69% principals and 69% subject advisors stated. Phele (1999:25) points out that an in-depth discussion by the panel and the appraisee about the educators' performance needs to be conducted. He further notes that in analyzing the educator's teaching process, the panel should emphasize strengths rather than weaknesses of the educators' performance, and if the educators' way of teaching is to be effected, it should be

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integrated in the educators' approaches. According to the results, in-depth discussions of the results were done. However, responses from the minority, educator, 33%educators, 31% principals and 31% subject advisors should be taken into consideration as they were not happy about the way in which discussions were conducted. The disappointed group indicated that discussion of the presentation of the lesson after the presentation was not well conducted. Pattern of behaviour which will shed light on issues discussed during the pre-conference were not established. The panel did not accept the fact that the appraisee may have a different point of view from them. The results suggest that discussion after and observed session was not properly done because the view point of the appraisee was not factored into discussion. There is therefore a need for the reviewing of the discussion of lesson presentation during the implementation of DAS.

4.5.15 Conducting Intro-inspection

There research results show that with the exception of principals, the majority of the respondents who participated in this investigation in each group were satisfied about the way in which the panel encouraged the educators to conduct intro-inspections in terms of their performance in the classroom. Steyn (1996:73) writes that educators can reflect on their knowledge by introinspecting and this encourages educators to be consistent with the goals of institutions. The responses show that the majority of the respondents, 64% educators, 30% principals and 68% subject advisors respectively were satisfied with the process. The results suggest that DAS has succeeded in encouraging educators to undergo intro-inspections and that DAS should further encourage educators to reflect on their performance in order to meet the needs of the learner and to rethink current practice (par:2.6.7).

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However, 36% educators, 70% principals and 32% subject advisors in each group hold an opposite opinion. These latter respondents indicated that the panel did not conduct intro-inspection in terms of their performance in the classroom. They were not encouraged to reflect on their knowledge and performance and that is why they were disappointed about the action of the panel. This is a serious blow in the implementation process in Mopani District because not all appraisees are allowed to reflect on their performance by the panel. The conclusions that can be drawn from these results is that although the majority of the people are happy, the system still has loopholes which need to be addressed by the Department of Education.

4.5.16 Allocating the Rating Scores

The results reveal that 59% educators, 33% principals and 79% subject advisors were content with the allocating of the scores by the panel therefore, suggesting that most people in the District are happy about the scores of the panel. Only a small number indicated that they were not happy about the rating scores. This is quite achievement as DAS has to be implemented in the secondary schools, it is a good sign for the Department if the majority of educators are content about the rating by the panel. 41% educators, 67% principals, 21% subject advisors were discontent with the scores. The reasons cited were that peers were not in a position of authority hence should not be expected to evaluate their colleague and peers did not comment negatively about the performance of their colleagues. Peers will always be positive about the performance of their colleague (par:2.5.3). Thus there is a problem which needs to be solved concerning the rating by the panel. The results further point out that there is a concern with regard to peer rating as peers do not give negative comments about each other. This means that peer appraisal need to be reviewed.

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4.5.17 Drawing of the Professional Growth Plan

The responses of the educators, principals and subject advisors regarding the effort they took in drawing the professional growth plan as reflected in Table 4.14 above, indicate the commendable job done by the panel and the appraisees in drawing and discussing a professional growth plan. With the exception of the principals who were disappointed, the respondents in the groups of the educators and subject advisors considered the job effectively done. 59% educators, 37% principals and 60% subject advisors were satisfied. This implies that drawing up of professional growth plan for educators was done in the secondary schools. 41% educators, 73% principals and 40% subject advisors however, were not happy about the way the exercise was conducted. The results indicate that there is still a problem with regard to the drawing of the Professional Growth Plan. The Department of Education should review the policy on DAS in order to come out with an instrument which will be democratic enough and be accepted by all stakeholders.

4.5.18 Submitting the Final Report to the Circuit

The data that emerge from question 4.5.18 indicate that 36% educators, 80% principal's 90% subject advisors are dissatisfied with the manner in which the final reports were submitted to the circuit. With the exception of educators, the respondents were dissatisfied with the way in which report was submitted. 8O% principals and 90% subject advisors disagreed with the statement. According to them reports were never submitted to the circuit, hence the conclusion that can be drawn from these findings is that reports were never submitted in to the circuit after evaluation. Whilst, 64% educators, 20% principals and only 10% subject advisors were satisfied. With the submitting of the final report one notices that a small section of principals supported the educators. The results indicate that there is a controversy which needs to be addressed in the Mopani

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District. The Department of Education should revisit this instrument so that educators will understand its use and the meaning.

4.6 CONCLUSION

The analysis of data collected from educators, principals and subject advisors in the Mopani District reveals the following major findings:

The results are not gender biased because both male and female were equally represented. Multiple age groups of educators were also represented in this study, however, the biographical profile indicate that there are educators with more than ten years teaching experience, implying that there are mature educators in the Mopani District, and this suggest that it may not be very easy to implement DAS as mature educators do not usually easily adapt to the new changes in the curriculum. This also implies that there will be a shortage of mature educators in the near future due to retirement and even death of these educators.

The professional and academic qualification of the people in the District is low. The low qualifications may mean that educators in Giyani area in general may find it difficult to understand the use and the meaning of DAS.

The current policy on the evaluation of educators in the secondary schools has not been fully comprehended, that is why Mxenge (2002:10), points out that the SMT together with the SDT, who are tasked by the Department of Education with the responsibility of coordinating the appraisal process at the secondary schools, were not clear about the objectives of DAS. They actually did not understand the use and the meaning of DAS, creating a need for the review of the policy on educator evaluation in the secondary schools.

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Although the majority of the people in the Mopani District confirmed that training had been conducted by the Department of Education, the provision of this training of educators was found to be inadequate, and educators need further training before DAS can be effectively implemented in the secondary schools. This low quality of training makes it difficult for the educators to proceed with the process. Educators are blaming the Department for conducting workshops which were of poor quality while the Department in turn is accusing the educators of not involving themselves in the system but acting as watchdogs of the whole appraisal process. The conclusion drawn from these findings is that there is a need to train educators and the panel for the evaluation of educators.

The findings also revealed that DAS is aimed at the development of the educators' performance in the classroom. There are weaknesses with regard to this aim because some educators rejected it. Mxenge (2002:11) and Goba (2002:55) found that there is a problem with regard to the developmental nature of evaluation as schools that started the process could not complete it. This could be the result of little understanding by the educators of the whole process. The result was that educators have nothing to say about what DAS has done to them during its implementation in the secondary schools. Therefore, an intervention by the Department of Education is needed to develop an instrument which will assist in the development of educators.

The fact that three quarters of the respondents who took part in investigation considered DAS as assisting in the determination of the skills, while others in the Mopani District did not have a similar view is an indication of a need to revisit DAS, to see how it could assist in the determination of skills to be used in the whole District.

It was found that DAS identified the weaknesses and changed them into opportunities, so that the weaknesses are be changed into strong points.

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However, this was not always possible because educators often hide their weaknesses during evaluation. This indicates a serious flaw in DAS which needs to be addressed by the Department.

The educators considered DAS as assisting in the improvement of the results however, this was not a general concerns as grade 12 results have not improved since the introduction of DAS in the secondary schools. This implies that there a need to develop an instrument which will result in the improvement of the educators performance in the classroom, and in turn improves learner performance. This is a significant flaw in DAS.

Although there is no link between DAS and financial benefits, it can be suspected that such a link exists in educators mind and this can results in lack of support for the system. The other problem was the unavailability of financial resources. The Department of Education has no budget for DAS and this makes it practically impossible to successful implement DAS without financial resources, suggesting that a budget on educator evaluation need to be drawn in order to successful implement DAS.

The results supported peer appraisal and learner's ratings, especially educators' responses; however, there are still some weaknesses because other educators do not approve peer appraisal and the learner's ratings. Peers will not comment negatively about the performance of their colleague. The results suggest that peer can lead to disruption in the classroom by learners making noise while educators are busy appraising each. The conclusion drawn from these findings is that peers from the same institutions should not be tasked with the responsibility of evaluating each other. The panel should be charged with the responsibility of choosing the peer. This implies that the Department should also invest money on hiring peers from other institutions to help their colleague in the institutions where their skills are needed.

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Learners ratings also has some serious problems because the smaller the class, the higher the ratings. The conclusion drawn from these results is that learner should not be tasked with the responsibility of evaluating educators because they are not trained to do so. Otherwise the researcher's suggestion is that for learners to be involved in DAS, training workshop on DAS for the learners is necessary. It is significant to note that even in the developed countries peer appraisal did not succeed, for example, in the United States (US).

It was found that DAS create a climate of trust to educators, but not all people in the Mopani District agreed to this view. Principals do not trust the ratings of peers and learners, and this implied that .principals do not trust peer and learner's rating. It was found that DAS did not succeed in encouraging the educators to reflect on their performance in order to meet the needs of learner, pointing out that the Department has to review the instrument.

It was found that DAS lead to democratic participation of all stakeholders, however, this also reveals some weaknesses because the panel did not always use democratic principles of openness and transparency in the formation of panels and the staff developmental teams SDT. This suggests for DAS to proceed smoothly, democratic principles should be employed in the formation of the panel.

Results further revealed that the instrument used is time consuming. Because it requires a lot of paper work by the parties involved in the process. The panel takes some time in doing the administrative task of completing the forms. The Department of Education should review the instrument used for the evaluation of educators.

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Findings with regard to classroom observation reveals that educators were intimidated by the classroom observation conducted by the panel because their views were not taken into consideration and no encouragement was given to them by the panel. It was discovered that contextual factors were not taken into consideration during evaluation, and the conclusion is that classroom observation should not be conducted on educators who have been involved in any traumatic experience or in unconducive situations. This implies that contextual factors should be taken into consideration during the evaluation of educators.

On the administration process, not all people in the District agreed that portfolios were submitted. There is a problem with the Professional Growth plan (PGP), needs identification, prioritization form and the discussions paper, because it seems they were sometimes overlooked. This needs serious intervention by the Department of Education if DAS is to be well implemented in the Mopani District.

The results also indicated that DAS should be conducted formally and informally throughout the year. It was found that it will be improper for DAS to be conducted in the classroom only, because some of the activities of the educators can be done outside the classroom. This suggests that DAS should be conducted in and outside the classroom.

In conclusion, it becomes evident from these findings that the SMT are not aware of what is expected from them. There is a lack of relationship between the Department of Education and the educators' unions. It becomes very difficult to implement DAS because the stakeholders do not interact with each other. The Department of Education did not hold joint workshop to ensure uniformity of the system.

Based on the above conclusion, my stand point is that DAS has very glaring of weak points and problems which hopefully will be addressed by this study. The

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educators in the District may not support its implementation because of misconception of its uses and meaning. Educators in the District have mixed feelings with regard to the instrument. The Department of Education should develop an instrument which will be democratic enough to assist in the development of educators. Therefore, the aim of this study was to analyze the implementation of DAS in the secondary schools and make recommendations.

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CHATER FIVE

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

5.1 INTRODUCTION

The purpose of this research was to analyze the implementation of the Department of Education policy in the Mopani District. DAS was introduced in South Africa (SA) in 1998 as a result of the breakdown in the inspectorate system and lack of subject advisors in the secondary schools. Inspectors of education and subject advisors could not conduct class visits any longer. In addition, another purpose for the introduction of DAS was the breakdown in communication between the educators' unions such as the South African Democratic Teacher's Union (SADTU), National Professional Teachers Organization of South Africa (NAPTOSA) and the Department of Education with regard to the evaluation of educators in the secondary schools. The unions criticized the Department of Education for the lack of objectivity in the evaluation of educators. The unions viewed principals, officials of the Department of Education the panel members as faultfinders who only concentrated on the volume of written work by the educators. In response to the criticism, the Department of Education introduced DAS in 1998.

The Department of Education hoped that DAS would facilitate the personal and professional development of educators in order to improve the quality of teaching in the secondary schools; the process of appraisal should be open and transparent; it should be team oriented and the appraisee should have the right to have access to the report. However, DAS brought mixed feelings amongst educators because there were a lot of problems encountered during its practical implementation in the secondary schools. Educators for example, complained

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that the process was full of paper work, whilst principals on the other side complained that peer appraisal should not be used in the evaluation of educators because peers are not in the position of authority. These problems are very important to the educators who are at the heart of this changing process in the secondary schools. To address these problems, critical research questions were formulated by the researcher. In the following paragraphs an overview of the critical research questions will be presented in detail.

5.2 AN OVERVIEW OF THE CRITICAL RESEARCH QUESTIONS

To address the problems created by the introduction of DAS in the secondary schools in the Mopani District, the following research questions were asked to the respondents of this study. The main research question was the following: What are the strategies for the implementation of DAS in the secondary schools? In addition to the above-mentioned question, the following related questions were also asked to the respondents:

- Firstly, what are the general problems in the implementation of DAS in the secondary schools?
- Secondly, do educators and principals in the Mopani District understand the meaning and the use of DAS?
- Thirdly, what are the major achievements in using DAS in the secondary schools?
- Fourthly, do educators recommend any solutions to the above-mentioned problems?
- Fifthly, how is the Department of Education currently addressing the problems?

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In the following paragraphs, the responses of the respondents will be presented and critically analyzed. The views of various scholars, researchers, findings and the views of the researcher on the results will be also presented.

5.3 RESPONSE TO THE MAIN CRITICAL RESEARCH QUESTION

What are the strategies for the implementation of DAS in the secondary schools?

These are the strategies for the implementation of DAS derived from the Research findings and supported by literature in this study:

The first and perhaps the most important strategy is that DAS assists an evaluation panel in the identification of the weaknesses of an educator's performance in the classroom and changes it into opportunities (par:4.3.2). This strategy is supported by literature which confirms that DAS identifies the weaknesses of the educators' performance in the classroom (Cilliers and Kaap, 1998:117; Nelson, 2000:39; Kriek, 1999:216). Dreghorn (1999:16) and Townsend (1998:33) support the strategy by pointing out that after the identification of the weaknesses, educators can undergo in-service training in tertiary institutions throughout South Africa. The researcher concurs with literature and the findings by supporting the above-mentioned statement. Implying that identifying the weaknesses of the educator's performance in the classroom and a devising remedial programme should form an essential component of DAS.

Secondly, according to research results, DAS assists the Department of Education in the determination of current Knowledge and skills of educators (par:4.3.3). This strategy is backed by the National Curriculum Statement (2008:4), Middlewood (2002:54), Liebenberg (1996:294) and Heany (1994:33) who

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indicate that educators in the former Department of Education and Training were lacking skills and knowledge necessary for teaching. The researcher also views DAS as assisting the Department of Education and secondary school principals in the determination of the current knowledge and skills of its educators. This would allow the Department of Education to know the resources it has at its disposal.

The third strategy, which is also very significant, indicates that contextual factors should be recognized when evaluating educators in the classroom (par.4.3.4). This strategy is backed by literature which reveals that contextual factors should be taken into consideration when evaluating educators (Chetty et al, 1994:260). This implies that factors such as the enrollment of the school, quantity of classrooms, available resources, circumstances of educators should all be recognized when evaluating the educators For instance, a bereaved educator or an educator who has been involved in a car accident should not be evaluated. The researcher's views on this strategy are the same with the research findings and literature, implying that the recognition of contextual factors should form an essential component of DAS in the secondary schools.

Fourthly, DAS should be conducted both formally and informally in the classroom and outside the classroom (par:4.3.5). This strategy is confirmed by Anthony et al (1999:370), who suggest that evaluation of educators can take place at any place within the school, for instance, in the sports ground, cafeteria and classroom. Mosoge (1996) and Jackson (1999) also supported the views of Anthony et al (1999). However, the researcher disagrees with this strategy as he believes evaluation of educators should take place formally in the classroom, conducted by trained panel and at an appointed time.

The fifth strategy is that democratic principles such as transparency and openness should be followed when conducting DAS (par:4.3.6). This strategy is

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supported by Timperley and Robinson (1998), Mosoge (1996:50) and the Department of Education (1998:61) who indicate that democratic principles are followed when implementing DAS. This is because educators are allowed to choose their peers, rate themselves and undergo self-introspection in terms of their performance in the classroom. The implication being that educators are allowed to have a say in their evaluation, however, the researcher is not in favour of this strategy. Educators should not be allowed to rate themselves because they will not be subjective enough on their self evaluation. The researcher also believe that there is a possibility of peers rating highly and elevating each other beyond the level of their ability.

The sixth strategy is that the evaluation team should create a good atmosphere before evaluating the educators in the classroom. Research findings reveal that good atmosphere is also conducive for effective teaching and learning (par:4.3.9), suggesting that one of the strategies of DAS is the creation of a positive climate, trust and cooperation in the secondary schools. The findings are in line with the Department of Education (1998) and Mosoge (1996) who also confirms that a good atmosphere should be created before evaluation of educators could take place in the classroom. The researcher aggrees with the strategy because during the practical implementation of DAS in the secondary schools, the panel members did not create a positive and conducive climate in the classroom; the evaluation teams were very intimidating towards the educator.

The seventh strategy is that the evaluation team or panel tasked with conducting DAS should be thoroughly trained. Findings of the respondents in this study confirm that educators had workshops to train educators to conduct DAS (par:4.4.1); however, the possibility is that these training workshops planned by the Department of Education were unsuccessful in training educators adequately. Bondesio and De Witt (1995:269) are also of the opinion that trained personnel

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should be used for DAS as principals in the old system of evaluation were not trained to do so even though they were involved in the evaluation of educators by virtue of their position as the principals of schools (par:1.1). Principals were authoritarian and controlled subjects in which they did not specialized in. The researcher supports the idea of training educators and evaluation teams who are tasked with the responsibility of implementing DAS. This can be done by tasking universities, universities of technology, technikons and colleges of education with the special duty of training the educators.

The eighth strategy raised by the findings of the study for the implementation of DAS in the secondary school is that financial incentives should be given a some priority by the Department of Education. This implies that financial incentives should be given to educators with outstanding achievement. Although some research findings on one hand cite that educators were satisfied in DAS without financial rewards (par:4.4.2), other scholars view it differently. According to these researchers, DAS should recognize and promote excellence in teaching and honour dedicated and creative educators (Debora & Simeon, 2003:281; Alberts & Mlatlala, 1998:121). The researcher also supports the giving of financial incentives to educators with outstanding achievement because this will result in effective teaching and learning in the secondary school, and as such the pass rate in the Mopani District will improve. Financial incentives should therefore form an essential component of DAS.

The ninth strategy is the involvement of peer appraisal in the implementation of DAS, implying that peer appraisal should form part of DAS. This strategy is supported by the majority of the participants in this study, indicating that peer appraisal should form a significant component of DAS. However, not everybody supports this approach because researchers like Murray and Grant (1998:4); Giampetro-Meyer (2000:28); Harsbarger and Lohr (1997:43) criticize peer appraisal, pointing out that peer review is time consuming since educators have

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to be released to observe their colleagues whilst learners are left making noise in the classroom. This stand is supported by the researcher who in addition fears that peers will not comment negatively about the performance of their colleague, and therefore, making the validity of those comments questionable w However, since the majority of the population in the Mopani District support the idea, peer appraisal should be used in the implementation of DAS in the secondary schools.

The tenth strategy, learners' ratings and self appraisal should not form part of DAS. This strategy is supported by the respondents and also confirmed by scholars that learners' ratings should not form part of DAS. Learners' ratings have many weaknesses. Deborah and Simeon (2003:280) and Waghid (1992:82) indicate that although some principals state that learners are in a good position to evaluate educators, the DAS has little relevance to learners (par.2.5.2). Additionally, learners are not trained to evaluate educators, and this makes the aspect very difficult to implement. Quite often, personality factors such as sex also influences the ratings. Female educators will get top rating scores from learners. The researcher supports that learners' ratings and self-appraisal should not form a component of DAS.

The eleventh strategy on the implementation of DAS in the secondary school is that programmes aimed at developing and supporting school principals should receive top priority. This is due to the fact that it is especially school principals and inspectors who are placed in the frontline to cope with change and implementation of DAS are in need of empowerment.

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5.3.1 Response to Question One

What are the general problems in the implementation of DAS?

One general problem is that peer appraisals are not accepted by school principals because peers are not in position of authority and will always rate their colleague highly. Implying that peers will not rate the performance of their colleague objectively (Mosoge, 1996:70). Self appraisal is also a problem because educators will not comment on the negative aspects of their performance, they will always comment positively about their performance. This problem is not acknowledged by the findings in this study because the majority of the respondents supported the involvement of peers in the evaluation of educators (par:4.4.4). Although the researcher does not support peer appraisal, peer appraisal according to the respondents in this study should form an essential component of DAS.

Another problem is that panel members are not trained to evaluate educators. A similar point is discussed by Bondesio and De Witt (1995: 268) who indicate that principals of schools in the old system have not been trained to conduct DAS and they were not subject specialist. However, research findings in this study confirmed that training has been conducted in the Mopani District prior to the implementation of DAS (par.4.4.1). A possible explanation for a lack of training exhibited by the panel members maybe that the training workshops by the Department of Education did not succeed in making the educators understand DAS. The researcher supports the views of Bondesio and De Witt (1995) that educators were not trained to conduct DAS. The researcher's suggestion is that if training is considered as an vital, such training would best have to be offered outside of the Department of Education by organizations which will be viewed as acceptable by educators and organizations which would be acceptable by the educators and by the educators unions

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Furthermore, evaluating teams who sometimes do not consider contextual factors that influence the performance of the educator in the classroom is a very big problem in the Mopani District. For instance, factors that could be taken into account could be subject allocation where an educator in some secondary schools is allocated a subject in which he/she did not specialized in, a Life-Orientation educator allocated physical science, and a mathematics educator being allocated history. Lack of infrastructure and facilities in some secondary schools such as laboratories and libraries also create a big problem and can impede the proper implementation of DAS. In some secondary schools, for instance, educators have to face more than sixty learners in the same classroom, and this result in unconducive classroom atmosphere and as a result effective teaching and learning is hampered.

Furthermore, the Department of Education demanding unnecessary documents such as summary registers, snap survey, enrolment of the school quarterly returns, works schedules and other issues which can negatively influence the performance of the educators. The Department of Education also creates problems by demanding completed forms on DAS, IQMS, and WSE as soon as possible which results in educators completing forms instead of conducting DAS. By completing just the forms educators know that they have performed the duties demanded by the Policy of the Department of Education.

According to the findings, educators do want to participate in the evaluation of educators despite the absence of financial incentives (par.4.4.2). These findings differ with the views of other researchers who deduce that educators do not want to participate in DAS because of the absence of financial incentives (Alberts & Motlala, 1998:16; Emmerson & Goddard, 1997:216). According to De Grunch (1999:18), educators are motivated to teach effectively if they know that they will be rewarded with pay increases. Some scholars for instance Pieters *et* al (1998:20) and Fernandez (1999:26) state that in some cases there are problems

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in linking DAS with pay where incompetent educators are promoted beyond their abilities. Some educators receive high rating scores far beyond their abilities. However, it must be pointed out that the respondents in this study view it differently, as they want to participate in DAS despite the absence of financial incentives. The researcher's advice is that the Department of Education should provide financial incentives in the implementation of DAS in the Mopani District.

5.3.2 Response to Question Two

Do educators in Mopani District understand the meaning and use of DAS?

The findings in this study reveal that educators who were tasked with the implementation of DAS policy did not understand the use and meaning of DAS (par:4.5.6). Based on this finding, the implication is that educators in the Mopani District do not understand the meaning and the use of DAS. The majority of the respondents in this study were not satisfied with the way in which the evaluating teams conducted the process' To prove that they did not understand the meaning of DAS, the majority of the secondary schools never undertook with the process, and even those secondary schools who started the process never finished.

Another problem is the implementation of developmental stage because even those secondary schools that started the process never reached the developmental stage. This shows the lack of understanding of the whole process by those who were tasked to implement it. Literature review indicates that principals and educators were not trained to conduct evaluation (Bondsio & De Witt, 1995:268; Kruger, 1998:26, Phele, 1996:43).

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Various scholars and researchers consulted in this study understood the aim of DAS, namely that DAS is developmental in nature, indicating that DAS aims at the acknowledgement of the positive aspects of the educator's performance in the classroom. It builds on the strength of the educators, and acknowledges that nobody has no strength. This implies that a person being evaluated by the panel should be part of the evaluation process (Mayo, 199:270; Mxenge, 2002:9; Gutlof, 1997:7, Department of Education, 1998:50, Heine, 1993:5). Scholars also agree that DAS is formative in nature, and also emphasize that the negative aspects of an educator can be changed into opportunities, and this can be done by the developmental programmes organized by different institutions depending on the need of that particular educator. Developmental programmes will also allow an educator to improve their performance in the classroom. This suggests that educators should not look at the weak points but look at the positive aspects of his/her performance in the classroom. Although various researchers and scholars explained the meaning and the use of DAS, the practical implementation of DAS in the secondary schools indicates that educators and principals who were tasked to implement the process did not understand the use and the meaning of DAS.

The research results in Chapter Four indicate that the majority of educators obtain their qualifications from colleges of educations and that only one respondent has a doctorate. The implication is that it would be difficult for these educators to understand the use and the meaning of DAS because of their level of education. Judging from the responses, the majority of the educators who participated in this research are above thirty five, implying that they are set in their ways and it may be difficult for them to understand DAS because of their age, and it also will be difficult to send them for training because of their age. Due to the above-mentioned reasons the researcher also supports that for DAS to be successfully implemented in the Mopani District retraining of educators is necessary because educators do not understand the use and the meaning of

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DAS. The researcher advice to the Department of Education is that old educators be deployed to other sectors where their knowledge can add value or be advised to take package in order to make way for fresh blood who can introduce DAS effectively.

5.3.3 Response to Question Three

What are the major achievements in using DAS in the secondary schools?

According to the findings in this study, there were no major achievements in using DAS in the secondary schools. Educators view the whole process as a way of victimizing them on the basis of their organizational affiliation. Educators viewed the Department of Education as unilaterally implementing redeployment, transfers or even retrenchment, while viewing principals as practicing autocratic style of leadership so that they can control issues. Educators also viewed DAS as a witch hunt by the Department of Education instead of it developing them, where female educators were victimized and sexually harassed, for example, some principals elevated some female educators beyond their ability in return for sexual favours (Goba, 2002:52; Chauke, 2001:27).

The researcher's view is that DAS has created problems instead of bringing development to the educators. The identification of the weaknesses and changing it into opportunities has not been realized. What has been seen in the secondary schools were educators completing the forms to submit them to the circuit as demanded by the Department of Education. To avoid being charged by the Department of Education, educators submit the forms without conducting DAS. That is why the Department of Education recently introduced the Integrated Quality Management System (IQMS) in order to address the problems encountered in the secondary schools (ELRC, 2003:4).

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5.3.4 Response to Question Four

Do educators of the secondary schools recommend any solutions to the above constraints?

Due to the above mentioned constraints in paragraph 5.1, the respondents in the Mopani District recommended the following solutions:

- The findings reveal that the training of educators in the Mopani District is inadequate. They recommended the introduction of retraining programmes in the Mopani District to train educators on DAS; educators should also be trained in scarce skills subjects such as mathematics, accounting and physical science. The Department of Education should arrange with tertiary institution such as the University of Pretoria, Unisa, Venda and other institutions which offer this type of programmes in order to train these educators. As a result, DAS will be easily implemented after educators have been trained. Immegart (1994:26) indicates that DAS helps in the process of training and developing educators. Frazier (1997:58) supports Immegrart (1994) by stating that training involves the replacement of an educator's current skills with new skills. That is why the researcher also supports the idea of retraining programmes of educators. The Department of Education should stop conducting workshops which yields no results and conduct training for educators for at least two years at a minimum. This can be done if educators are sent to tertiary institutions with full pay.
- Educators also recommended that the Department of Education should use the norms and standards money for the benefit of educators and channel the funds for the erection of classrooms, libraries and laboratories in the secondary schools. The result will be effective teaching and learning, and the improvement of the results in the secondary schools.

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- The respondents in this study also suggested that principals of schools should allocate educators according to the curriculum needs of the school where an educators who specialized in geography should be given geography to teach, and those who are redundant be sent to schools where their skills are needed.
- It is clear that there is a need to educate educators on the role, function, nature and aims of DAS by the Department of Education, and this could be possibly be attended to during the early years of an educator's training in colleges of education.

5.3.5 Response to Question Five

How is the Department of Education currently addressing these problems?

Based on the responses of the participants in this study, it is clear that there is a need to educate educators on the role, function, nature and aims of DAS in use in the Limpopo Province. This could possibly be attended to during the initial teacher training. It is of extremely importance to ensure that such training is acceptable to all educators. This could only be achieved if professional organizations and educators' unions are involved in DAS. The Department of Education is currently introducing the Integrated Quality Management System (IQMS) in the secondary schools, and this occurred after the agreement with the educators unions in the Education and Labour Relation Council (ELRC). The IQMS aimed at improving the quality of public education for all and to constantly improve the quality of learning and teaching in the secondary schools (ELRC, 2003:3). The implication being that the Department of Education has the responsibility of providing facilities and resources to support teaching and learning (ELRC, 2003:3).

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In this regard the Department of Education has combined the three programmes in order to enhance the performance of educators. DAS aims at the evaluation of educators to determine the areas of strength and weaknesses and to draw up programmes of individual development. The purpose of DAS is to evaluate individual educators in a transparent manner with a view of determining areas of strength and weakness, and also to draw up programmes for individual development (Luongo-Orlando; 2003:39; ELRC, 2003:3). Secondly, the purpose of Performance Measurement (PM) is the evaluation of individual educators for salary progression, grade progression, affirmative of appointments and rewards and incentives. Lastly, the Whole School Evaluation (WSE) evaluate the overall effectiveness of the school, and usually this include the support provided by the District, school management, infrastructure and learning resources as well as the quality of teaching and learning. The Provincial Training Team (PTT) and the National Training Team (NTT) are tasked with the responsibility of training all officials and educators who will implement the system.

However, the researcher feels that the IQMS introduced by the Department of Education is also clouded with controversy and problems. Principals and educators for instance, are only completing the forms without conducting the IQMS processes. Principals and educators are just completing the forms which are needed by the authorities; they are only partially implementing the policy of the Department of Education on IQMS. Implying that there is a need in education to develop an instrument which will better assist in the evaluation of educators in the secondary school. The IQMS is also not solving the problem of the evaluation of educators in the secondary schools. There is a need for information on performance management that will replace the old evaluation in the secondary school.

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5.4 CONCLUDING REMARKS

Based on the responses of the respondents in the Mopani District the following conclusions can be drawn concerning DAS. These are the strategies for the implementation of DAS: DAS should ensure

- The determination of skills of educators.
- Recognition of the contextual factors which may influence the evaluation of educators.
- That the evaluation be conducted formally and informally.
- A working environment that protect educators from discrimination
- That recruitment and promotion of educators are free and fair.
- That democratic principles should be followed.
- Retraining of evaluating teams.
- The provision of incentives to educators who have been evaluated.
- That peer appraisal forms part of DAS.
- That development and implementation of programmes on the evaluation of educators should receive top priority. Secondary school principals must be trained to evaluate educators because they are placed in the frontline position in education. Educators should know their role with regard to the aim of evaluation in the secondary schools.

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CHAPTER SIX

PHILOSOPHICAL DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 SUMMARY

The study set out to analyze the implementation of DAS in the secondary schools. DAS was introduced by the Department of National Education in 1998. As a result of the transformation of the education system in South Africa, there was a need to develop an instrument for educator evaluation which would be democratic enough and which would ensure the participation of all the stakeholders in the evaluation of educators. The aim of DAS was to facilitate the professional development of educators and to improve the quality of teaching in the secondary schools as this will result in the empowerment, development of educators and improvement in pass rate in the secondary schools. However, DAS is fraught with problems, especially during its implementation, explaining the rationale of this study.

The study was carried out in Limpopo Province in the Mopani District in the Giyani area. The target population was all the secondary school educators, subject advisors and principals of four circuits in Giyani area, namely, Shamavunga, Nsami, Klein Letaba and Man'ombe.

The population of the study comprised of 1000 educators, 40 secondary school principals and 8 subject advisors in the Mopani district in Giyani area. The population comprised mainly of Tsonga, Sotho, English, Afrikaans, Indian and Venda speaking people. In selecting the sample, factors such as costs were taken into consideration by the researcher. A stratified random sampling was used in this study. The population was divided into sub-groups such as subject

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advisors, principals and educators. The educators from each of the randomly selected secondary schools were randomly selected from the list of educators at that particular secondary school. This was done by feeding all the names into the computer, number each name and then using a random generator of the computer to select the sample. The result was that 24 secondary schools with the inclusion of 24 school principals, 228 educators and 4 subject advisors were randomly selected. The total number of the population was 256 which were considered a representative enough to produce estimates of the target population at Mopani District. The population was represented by both gender groups, that is, male and female therefore balanced, it was not gender biased.

In this research both quantitative and qualitative research was used, a questionnaire was used for collecting data. Firstly, a questionnaire was chosen as it was considered appropriate method to collect information from the large number of educators in the Mopani District. Such an exercise would be easy to do using a questionnaire. Secondly, questionnaire needs no training on the part of the researcher, thirdly, questionnaire can be easily presented and analyzed quickly and, fourthly, the researcher wanted to save time and lastly, the anonymity of the respondents is assured whilst at the same time bias due to personal characteristics is avoided. These were the reasons why a questionnaire was used in the collection of data of this study.

The first part of the questionnaire provided personal background information such as gender, age, teaching experience, professional and academic qualifications. The personal background assisted the researcher in the interpretation of the findings in the other sections of the study. The second lot of question analyses the aims of DAS, and the third part examines the problems of DAS whilst the fourth part determine whether DAS was well implemented in the secondary schools.

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In this study, the first objective of DAS dealt with the nature of evaluation in South Africa in recent years. This was done by consulting various literatures, thesis, articles and scholars in and outside South Africa in order to get their views on DAS. The second objective aimed at determining empirically the nature of DAS, and was done by going to the field and giving the respondents who participated in this study a questionnaire. The responses of the educators, principals and subject advisors were analyzed using a Statistical Analysis System (SAS) programme which is a programme for entering and processing data. It is important to indicate that this programme is used in the universities to assist especially doctoral students in the analysis of data. This is done free of charge. Frequency was done using the Freg procedure which is a descriptive statistics which reflects measures such as frequency. The third objective dealt with the strategies which can be used in the implementation of DAS. The strategies were derived from the findings after the analysis of data and are included in this chapter and the recommendations. The results were analyzed and interpreted. After the analysis and the interpretation of data, conclusions were drawn and recommendations made.

The results in this research revealed that the sample was not gender biased because the opinions expressed were inclusive of both gender. There were mature and young people in the District because the opinions expressed represent all groups, and the results indicated that the majority of educators have been in the teaching profession for a number of years. It is important to note that all categories of educators were included in the sample. The educators who are mature need training in DAS in order to change their attitudes and beliefs. In addition, the academic and professional development of educators in the District is very low, because there are few educators with a university degree and diplomas and many educators qualified from the Colleges of Education. Many qualified educators obtain inferior qualifications such as Junior Secondary Certificate (JSTC) and Primary Teachers Certificate (PTC). Only one respondent

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has obtained a doctorate, implying that the academic level of staff in the Mopani District is very low. The low level of education shows that it could be difficult for them to understand the meaning and requirements of DAS.

The age distribution of the respondents who took part in this study was reasonably, balanced because it involved both mature people, and the young generation of educators. However, the majority of the participants in this study were old people as shown by their years of experience and age. There were few educators with less than ten years teaching experience in the secondary schools. In addition, the majority of the educators are above the age of 30 years. This suggests that it could be difficult to implement DAS with educators who are 40 years and above as they do not easily adapt to new changes in curriculum. This indicates that it would be difficult for them to understand the meaning and the use of DAS.

6.2 CONCLUSION

During the review of literature, and the analysis of data several conclusions and recommendations were made, some direct and some implied. The most significant conclusions and recommendations are presented in subsequent sections of this chapter.

These are the conclusions derived from the findings of this study:

6.2.1 Qualifications of Educators

Educators in the Mopani District have low professional and academic qualifications because most of the educators obtained the qualifications from the colleges of education, and few people graduated from the university, implying that they may experience some difficulties in the understanding the use and

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meaning of DAS, therefore, there is a need for an extensive training of these educators on DAS. There is a need for the retraining programmes in tertiary institutions to assist educators with relevant qualifications which will improve their level of understanding on DAS.

6.2.2 Teaching Experience

The majority of educators have more than ten years teaching experience, which indicates that there are mature people in the teaching profession in the Mopani District, who may struggle to cope with changes in the curriculum. To accommodate these people and ensure they adapt to challenges in education the provision of experts in DAS to train these educators will be a necessity for the Department of Education. There is a need also to recruit new educators in teaching. In order to close the gap created by the rationalization of Educators' Colleges in South Africa. This will solve the problem created by educators who are retiring from the profession due to old age, ill-health and even death, whilst others are joining the corporate world of business. There is also a need from the Department of Education to recruit young educators to the teaching profession. Recruiting of educators can be done even to our neighbouring countries such as Zimbabwe, Mozambique, Lesotho, Swaziland or Botswana.

6.2.3 DAS policy

The current policy in the Developmental Appraisal System (DAS) is not comprehensive enough, and the Department of Education has to review its implementation in the secondary schools. The training workshops conducted prior to the implementation of DAS were not enough and it was not of a suitable quality making it difficult for the educators to implement DAS. The reason is that there is a little understanding of the whole process. The Department did not conduct joint workshops to ensure uniformity. Not all educators in the Mopani

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District understand the meaning of DAS, it is unlikely that the process will proceed smoothly. The policy on educator evaluation needs to be revisited by the Department of Education in order to refine its instruments. Consultations with the educators unions should be done in order to revisit the policy on educator evaluation. Comparison of our instrument with other countries like the United Kingdom (UK), United States of America (US) and Japan is very essential to come out with an instrument which will assist in the evaluation of educators in the secondary school.

6.2.4 Incentives to Educators

Although the majority of the respondents in this study accepted the implementation of DAS without financial incentives, the researcher supports the fact that DAS should be linked to financial benefits, for the motivation of the educators in the classroom. Educators are not motivated by incentives alone; cash bonuses and salary notches can motivate the educators to perform. It was concluded that financial resources should be budgeted for the implementation of DAS by the Department of Education. The Department of Education should always generate the resources for the upgrading and developing educators.

6.2.5 Instruments for DAS

The instrument used in DAS is time-consuming because it involves a lot of paper work from the people involved in the process. The panel takes some times in completing the work after the evaluation. The conclusion drawn is that a review of the instruments for the evaluation of educators is necessary in the secondary schools. A Task Team (TT) to revisit the instrument is necessary and should be formed.

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6.2.6 Peer Appraisal

Peer appraisal needs to be reviewed because although it was supported by the majority of educators, peer appraisal disrupts the smooth-running of the school because when educators are busy appraising each other learners becomes disruptive in the classroom. Utilizing peers is an expensive project because educators with same specialization found in different schools and they have to be hired to come and observe in another school, and this can exhaust the expenditure of the Department. However, since it was supported by the majority in this study it was concluded that peers should be used in the evaluation of educators, suggesting that the expenditure of the Department should include hiring of peers from other institutions, implying also that the panel should be involve in choosing of peers.

6.2.7 Learners Ratings

Learners rating are not fair to educators because principals and subject advisors question the validity and the reliability of learners ratings because the smaller the class the higher the ratings. The conclusion drawn from this study is that learners' ratings should be discouraged or else learners should be trained in the evaluation of conclusion drawn with regard to panel ratings is that the panel is sometimes influenced by the appearance of the educator or the position of that educator. For DAS to be effective, the School Management Team (SMT) should form part of the panel at schools. Learner's ratings should be avoided in the rating of educators.

6.2.8 Classroom Observation

Classroom observation should not be conducted on educators with traumatic experience, such as for example, educators who have been involved in the

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accident and family bereavement should not be evaluated. This indicates that contextual factors have to be considered during the implementation of DAS in the secondary school.

6.2.9 Formal and Informal Evaluation

The findings also revealed that DAS should be both formal and informal and not limited to classroom only, because educators not only perform their activities in the classroom, but also outside the classroom and it should be a continuous process.

5.2.10 Development of Educators

It was found that DAS identifies the weaknesses of the educators' performance and changes it into opportunities, however, it was found that educators often hide their weaknesses during their evaluation, implying that the Department should refine and define its instrument, in order for DAS to help in the development of educators.

5.2.11 Infrastructure

For DAS to proceed smoothly, the infrastructure of the school has to be looked at. The Department of Education should revisit the structures in the secondary school in order to erect relevant buildings such as libraries, science centres and laboratories which will be used for teaching and learning, and assist in the evaluation of educators.

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6.3 RECOMMENDATIONS

6.3.1 Recommendations Pertaining to Educators

6.3.1.1 Training of Educators on DAS must be done Continuously

Educators must develop understanding of DAS that is why it is vital for educators to be well informed about DAS. The Department of Education has to organize workshops for training educators on DAS and this must be conducted with reasonable number of participants and the training should be characterized by activities to make it interesting and understandable. Educators with deficit or weaknesses in scarce skills subjects such as accounting, mathematics and physical science have to be identified. Experts on DAS have to be used to train these educators. Marketing strategies of the workshops such as through media for example, print, electronic newspaper and television must be used, and the educators must be involved in the process, after studying manuals on DAS. By so doing educators will also understand that DAS is part of the changing process occurring in the curriculum and the education system in South Africa. With this in mind, educators must accept new challenges which are brought by change and change their attitudes, beliefs and their thinking about DAS. In addition, educators must be prepared to undergo retraining programmes in order to get clarity on issues which they do not understand. Upgrading programmes must be established in collaboration with the universities, technical colleges and technikons for educators with lack of knowledge in scarce skills and training of educators should form an essential component of DAS in the secondary schools.

6.3.1.2 DAS must Assist in Developing Educators

Most importantly, educators should see DAS as assisting them to develop and to improve the quality of their teaching in the secondary schools. Secondly, they

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must see the aim of DAS to be producing good quality educators by identifying any weaknesses which may hinder their performance and changing them into opportunities and thirdly, DAS should be seen as enabling the educators to be more effective in teaching which will then improve the academic results of the school. The researcher also recommends that deserving educators must be promoted to senior management position such as HOD, Principals, Deputy Principals, Curriculum Advisors, Education specialist, Circuit Managers and Director Generals. In addition, deserving educators must be given scholarships to study in the best universities such as Oxford, University of Witwatersrand (WITS) and other universities overseas.

6.3.1.3 Financial incentives must be given to educators with outstanding achievement

Financial benefits should be given to educators with outstanding achievement. This must be done by looking at the results obtained by the educator in both the internal and external examination, and this must be done after DAS has been conducted on that particular educator. Financial incentives must take the form of cash bonuses or salary increment after undergoing DAS. Educators must be awarded with scholarships and bursaries to study masters and doctorate overseas especially in scarce skills subjects such as mathematics and physical science. Appraised educators with high scores must be promoted to high positions where they can get good salaries. Educators are then likely to be motivated to perform well and the standard of teaching, learning will improve and the results in the secondary schools will improve. In addition to financial benefits, incentives such as being declared provincial and national educator of the year in mathematics, physical science, accountancy and other areas must be given to educators. Again, educators who have a long service in teaching and have been evaluated many times must be given a merit diploma for recognition

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of his/her contribution to education. Therefore, for DAS to proceed smoothly, financial incentives and merit awards must form an essential component of DAS.

6.3.1.4 Educators must always be audited to determine if their knowledge is relevant to the new curriculum.

Educators must be audited to determine the current knowledge and skills in order to satisfy the curriculum needs of a school. DAS is part of the new curriculum in the education system in South Africa, and as such educators must accept new challenges brought by change in education system. The Department must introduce a Task Team to monitor the audit of educators and to check if some educators are not misplaced.

6.3.2 Recommendations Pertaining to the School Management Teams (SMT)

6.3.2.1 Democratic Principles must be Followed by the SMT when Forming SDT and Panels.

The School Management Team (SMT) must see to it that democratic principles such as openness, transparency, and fairness are followed during the formation of the Staff Developmental Teams (SDT). This implies that the consultative mode must be followed by the SMTs and they must be transparent in their activities and be accountable, moreover, they must also design change management styles and also know that DAS must contribute to change in the behaviours of educators.

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6.3.2.2 Peer appraisal must form an essential component of DAS

The SMT must accept the involvement of peer in the evaluation of their colleague. It is strongly recommended that educators from the same school must not be allowed to evaluate each other, suggesting that educators must be from different institutions. In addition, peers must also have intensive training before they could evaluate each other. A physical science educator must not evaluate a history educator, implying that the curriculum need of the school and the peer must be taken into considerations. Peers must evaluate their colleague according to the agreed criteria in the rating form. Videotapes and audiocassettes must be used to assist in case of disputes. Substitute educators must be hired to control the classes of those busy evaluating each other and they must be paid. This implies that peer appraisal must form an essential component of DAS.

6.3.2.3 DAS must Assist in the Development of the School

The development of the school, composition of provincial and national curricular could be highly successful if the SMT include educators in DAS. The SMT must ensure that there is commitment of educators and the SDT to the whole process of educator development in the secondary schools. This indicates that the SMT must devote enough time to designing and implementing DAS and creating a team spirit amongst educators in the school so that all parties view DAS positively. In addition the SMT must be developmental rather than judgemental.

6.3.2.4 The SMT must Implement DAS in the Secondary Schools Because it is the Policy of the Department of Education

The SMT must make sure that DAS is implemented in their school, thus, the SMT must give serious consideration to the guiding principles, which inform the

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basic features of DAS, and which makes the system operate effectively such as democracy, transparency and developmental. The SMT must pursue DAS comprehensively. This requires that follow up must be made on the appraisees' progress after implementing and carrying out of the developmental programmes, and DAS must be seen as part of the whole school evaluation and improvement (WSE). The policy of the Department of Education must be strictly followed when implementing DAS. Lastly, the SMT must review constantly the policy on the evaluation of educators in schools.

6.3.2.5 The HOD and Selected Peer must Conduct Classroom Observation

The SMT should develop a clear evaluation policy in line with the provincial and national framework of the school. Contextual factors such as family traumas must be taken into consideration when evaluating educators. Allocation of subjects according to the fields of specialization must be done in time before evaluating educators. The panel must avoid demanding unnecessary work such as summary registers or quarterly return during the day of evaluation. Educators with personal problems must be excused from evaluation. The panel must not exceed two people, namely, HOD and the peer selected by HOD, and the panel must not interrupt the educator during his/her presentation.

6.3.3 Recommendations Pertaining to the Subject Advisors

6.3.3.1 Subject Advisors must Assist in Training the Educators for the New Curriculum

The subject advisors must assist in developing a clear understanding of DAS policy in line with the Provincial and National framework. This implies that it must regularly attend classroom observations in the secondary schools. The subject

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advisors must assist in workshopping educators, principals, deputy principals, HOD and subject heads in the proper ways of conducting classroom observation. Subject advisors must train educators regularly in order for people to understand the use, requirements and meaning of DAS.

6.3.3.2 The subject advisors must see to it that DAS is well implemented in the secondary schools

The subject advisor must see to it that the implementation of the instrument is monitored strictly. They must interact with the SMT and the panels at school. They must monitor the portfolios of educators, and give suggestions and recommendations for improvement where necessary. They must monitor the examinations both internally and externally. Reports must be sent to the Department of Education for the attention of the Director General.

6.3.4 Recommendations Pertaining to the Department of Education:

Although the focus of the study is educators, principals and subject advisors, the support of senior officials from the Department of Education is significant. Therefore, the following recommendations are directed to the Department of Education:

6.3.4 1 Learners ratings must not form part of DAS

Learner's ratings must not form part of DAS, because learners are influenced by the personality of the educator. Learners are not trained to conduct DAS, therefore it will be impossible for them to evaluate educators in the classroom as they are not trained to do so. The Department of Education must redefine the instrument which will exclude learners from participating in rating educators in the secondary school.

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6.3.4.2 Self-appraisal must not form part of DAS

Self-appraisal must not form part of DAS because educators will always comment positively about their performance. Educators are unlikely to give negative comments about their performance.

6.3.4.3 Panel appraisal should form part of DAS

Panel appraisal should form part of DAS. A panel must comprise of an HOD of a field of specialization of the evaluated educator and a peer of the same specialization with the educator who is being evaluated. In addition, the principal must be part of the panel as a witness.

6.3.4.4 There must be a sense of ownership of DAS by all stakeholders

For DAS to be successful, all the stakeholders involved including those at the grass roots level, educators' unions must have an input on DAS so that there is a sense of ownership of the whole system. Once everybody owns the process, a way forward is clear and the appraisal process must be flexible enough to adjust to the needs of the individuals and institutions. Thus the Department of Education must see that there is a sense of ownership of the whole process.

6.3.4.5 The Department of Education must have a budget for DAS

The Department of Education must channel financial resources to the development of educators in the secondary schools. There must be a budget for developing educators. The Department must ask donations from the Non-Governmental Organization (NGO'S) such as churches and financial institutions for instance the South African Council of Churches (SACC) and Developmental

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Bank of South Africa (DBSA) and other financial institutions to assist in developing educators.

6.3.4.6 The instrument for DAS needs to be refined

The Department of Education should make sure that there is a refinement of the instrument so that minimum time is not spent on paper work. The data-capturing system must be put in place to assist in filling of personal detail forms and portfolio forms. Unions and educationist must be involved in assessing the legitimacy of the instrument.

6.3.4.7 Infrastructure in the secondary schools must be erected

For DAS to proceed smoothly, the Department of Education must erect classrooms, auditoriums, laboratories and libraries in the secondary schools. In addition, a resource centre which can be used by all secondary schools in Mopani District has to be established.

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6.4 RECOMMENDATIONS FOR FURTHER STUDY

The chapter has drawn conclusions and made recommendations on the study. The study focused on the Developmental Appraisal System (DAS) in the Mopani District at Giyani area. The results of this study focused on the Mopani District therefore educators, principals and subject advisors in other areas may view DAS differently. It may be stated that this research covered a small section of the broad field of DAS. The researcher is proposing further research into this topic to determine the impact of DAS in teaching and learning, and also to determine what the implementation of the Developmental Appraisal Policy of the Department of Education will achieve in the secondary schools. This will establish whether educators and principals are conversant with the meaning and

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requirement of Developmental Appraisal Policy. The level of understanding of educators and principals will have a great influence on the implementation of DAS in the secondary schools. This will also determine if educators and principals can be evaluated efficiently in order to improve the standard of teaching and learning in the secondary schools. Most important, further research is essential to determine if DAS have any significance in teaching and learning. To what extent DAS has influence on teaching and learning in the secondary schools. Further research should also be able to determine if implementing DAS can improve the pass rate in the secondary schools, and lastly, to determine if the successfully implementation of DAS, can result in effective teaching and learning in the secondary school. The researcher hopes that further research would not only benefit Mopani District alone but all the provinces in the entire South Africa would benefit from the research.

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APPENDIX A

P.O Box 2380
Giyani
0826

January 2003

The Head of Department
Department of Education
Private Bag X595
Polokwane
0700

Dear Sir/Madam

APPLICATION TO CONDUCT RESEARCH

I hereby apply to conduct research in your secondary school. I am doing my PhD with the University of Venda. The title of my thesis is "The Implementation of the Developmental Appraisal System for Curriculum Implementation in the Secondary Schools". I passed my STD at Tivumbeni College of Education in 1985, my B.A and B.ED with Unisa in 1991 and 1993 respectively. I passed my FDE (Educational Management) and M.ED (Community Education) with the Rand Afrikaans University in Johannesburg. My research topic was "The Role of Lemana Community College in the Provision of Employment to the Elim Community".

The research will be conducted after school hours in order not to disrupt the smooth-running of the school. I am presently HOD for Social Sciences at Mbhangazeki High School. Started teaching at Dumazi High School in 1986, teaching Xitsonga, Biblical Studies, Agricultural Science and History. I am also the chairperson of Rivoni Assemblies of God Movement (RAOGM).

Yours faithfully
M.P CHAUKE

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APPENDIX B : PERMISSION GRANTED BY THE DoE

Limpopo
PROVINCIAL GOVERNMENT

Corner 113 Biccard &
24 Excelsior Street
Private Bag X9489
Polokwane 0700
Tel: 015-290 7600
Fax: 015-297 6920
015-297 4220
015-297 4494

Enquiries: Mokoka M B

Telephone: 015 290 7684

Fax: 015 297 5521

Reference: 2/5/6/1

Chauke M P
P.O Box 2380
Giyani
0826

REQUEST TO CONDUCT RESEARCH: PH.D THESIS

Sir/Madam

1. Your letter dated 20th December 2003 bears reference.

2. The Department gives you permission to conduct research in Mopani District. Your research topic is: 'The management strategies of the principal in the implementation of the Developmental Appraisal System (DAS)'

3. However, the following conditions must be adhered to:
3.1. The research should not be conducted during official contact time unless a **special permission** is granted by the Head of Department.
3.2. You provide the department with a copy of the report/thesis or dissertation upon completion of the research assignment.
3.3. The research should not be conducted during the fourth term of the calendar year.
3.4. Respondents should not in any way be identifiable from the results of the investigation.
3.5. You conduct your research in line with ethics in research.

4. It is expected of you to produce the accompanying letter to institutions in Mopani District where you will be conducting research, as evidence that permission for this activity has been granted.

5. The Department wishes you success in your investigation.

HEAD OF DEPARTMENT DATE:.....

DEPARTMENT OF EDUCATION
HEAD OFFICE

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APPENDIX C

Corner 113 Biccard &
24 Excelsior Street
Private Bag X9489
Polokwane 0700
Tel: 015-290 7600
Fax: 015-297 6920
015-297 4220
015-297 4494

Limpopo
PROVINCIAL GOVERNMENT

TO WHOM IT MAY CONCERN

Sir/Madam

The bearer, Chauke M P, has been given permission by Limpopo Department of Education (LDoE) to conduct research at schools in Mopani District. The topic of the research is: 'The management strategies of the principal in the implementation of the Developmental Appraisal System.'

The Department requests learners, managers and educators to cooperate with this researcher when research activities are conducted. These activities will be done outside official contact time and during the first three terms of the calendar year. It is envisaged that the research report will assist LDoE in many ways.

Thank you

---------- DATE: 6/5/2008

HEAD OF DEPARTMENT

DEPARTMENT OF EDUCATION
HEAD OFFICE

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APPENDIX D : LETTER OF INTRODUCTION (PRINCIPAL)

P.BOX 2380
Giyani
0826
15 January 2003
Maggezipchauke@webmail.co.za

Dear Principal

Thank you very much for agreeing to hear more about my current research interest. My study examines the extent to which DAS is currently implemented in the secondary schools. The study will identify specific issues, problems , strategies and constraints in the implementation of DAS.

The information provided through this process will be used as part of completion of my D.Ed in the Department of Curriculum Studies and Educational Management at the University of Venda. Your cooperation through questionnaire will be confidential and no individual nor school system will be identified with your responses.

I am including the consent form that briefly summarizes the intention of this research project, the voluntary participant status, the intention to retain your anonymity and confidentiality of all data, and your time commitment of this project. Please sign and return the form to me in the attached self-addressed envelope. I will contact you next month to discuss and answer any questions you may be having. Please note that you can communicate with me at any time you want. And if you wish to speak to me before that time, you are free to do sI will be happy to respond to any questions. In case you want to know more about the research process, feel free to contact my supervisor Prof ELM Bayona or co-supervisor Professor Thidziambi Tshivhae-Phendla at the addresses below:

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Supervisor
Prof.ELM Bayona
Department of Curriculum Studies and Education Management
School of Education
University of Venda
Email:elias,bayona@univen.ac.za

Co-Supervisor
Prof.Thidziambi Tshivhase-Phendla
Department of Curriculum Studies and Educational Management
School of Education
University of Venda
Email: thidziambi.phendla@univen.ac.za

Educationally yours.

_____

CHAUKE MAGEZI PHINEAS

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APPENDIX E : CONSENT FORM (PRINCIPALS AND EDUCATORS)

You are invited to participate in the research project" The implementation of the Developmental Appraisal System for curriculum implementation in the secondary schools" conducted by Mr Magezi P Chauke, a D.Ed candidate in the Department of Curriculum Studies and Educational Management, School of Education University of Venda, Thohoyandou.

The study will identify specific issues, problems and constraints experienced by public schools in the implementation of DAS.

If you agree to participate, you will be requested to participate in a questionnaire and be interviewed for at least an hour. The interview will be recorded and you are free to answer any particular question and to ask that the tape recorder be turn off at any time .All written documents that you share with us will be written to you.

You identity will be protected to the best of the researcher's ability. All data and tape recording will be kept confidential and your identity will not be disclosed in the final report. Your participation in the project is completely voluntary and the information will be kept in the locked file. You may choose to participate or to withdraw at any time without penalty. For more information about the research process, feel free to contact the supervisor Prof ELM Bayona or co-supervisor Prof.Thidziambi Tshivhase-Phendla at the addresses below:

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Prof.ELM Bayona
Department of Curriculum Studies and Educational Management
School of Education
University of Venda
Email:Elias.Bayona@univen.ac.za

Prof. Thidziambi Tshivase-Phendla
Department of Curriculum Studies and Educational Management
School of Education
University of Venda
Email: thidziambi.phendla@univen.ac.za

I have read the consent form and volunteer to participate in this study

_____ _____

Signature **Date**

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APPENDIX F : QUESIONNAIRE

THE IMPLEMENTATION OF THE DEVELOPMENTAL APPRAISAL SYSTEM IN THE SECONDARY SCHOOLS

INSTRUCTIONS

- The questionnaire is confidential. You are expected not to give your name and the name of the school.
- Respond to all questions.
- Please note that there are no wrong and right answers, but you are expected to be honest when answering these questions.
- Please always follow the instructions before answering the questions.
- Your cooperation in this regard is always appreciated.

SECTION 1 : BIOGRAPHICAL DETAILS

1.1 Gender

Male	
Female	

1.2 Age

20 – 30	
31 – 40	
41 – 50	
Above 50	

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1.3 Teaching Experience

Less than 2 years	
2 – 5 years	
6 – 8 years	
9 – 10 years	
Above 10 years	

1.4 Highest Professional Qualifications

PTC/HPTC/PTD	
SEC/SED/STD	
UED/HED	

1.5 Highest Academic Qualifications

Std 10/Grade 12	
Bachelor's Degree	
Honours Degree	
Masters Degree	
Doctors Degree	

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SECTION 2 : THE AIMS OF THE DEVELOPMENTAL APPRAISAL SYSTEM

Mark with an X the appropriate number that reflects your opinion concerning whether the Developmental Appraisal System achieves the following objectives of an evaluation system.

KEY

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Description of a Question	1	2	3	4
Assist in the process of developing educators.				
Aims at finding faults of the educators.				
Identifies strong points of the educators.				
Applies equally to all types of educators (including the principals, educators, office-based educators.				
Enables the school to determine the skills level of its educators.				
Enable the Department of Education to identify incompetent educators.				
Intimidates educators.				
Allows the evaluation of educators to take place informally within the schools.				
Allows the evaluation of educators to take place throughout the year				
Allows the appraisee to voice their views concerning their				

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own appraisal.				
Consider all factors (e.g. illness, accidents, bereavement during the day of appraisal).				
Enables educators to more effective in teaching.				
Improves the academic results of the school.				
Creases a climate of trust in the school.				
Help in differentiation between educators who are good in classroom practice and those who are good in administration.				
Leads to democratic participation in the appraisal system.				

SECTION 3 : THE PROBLEMS OF THE DEVELOPMENTAL APPRAISAL SYSTEM

Mark with an X the appropriate number that reflects your opinion concerning the problems of evaluation systems which occur in Developmental Appraisal System (DAS)

KEY

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Description of a Question	1	2	3	4
Appraisers are not adequately trained to conduct appraisals.				
Educators do not want to participate in appraising each other because they are not paid to do so.				

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Educators are not open about their weaknesses during appraisals.				
Principals do not accept the involvement of peers in the appraisal process.				
The involvement of educators as appraisers disrupts the smooth-running of schools.				
Peers give high marks to the appraises.				
Educators do not want to be appraised by their peers.				
Some panel members do not turn up during appraisal.				
Learner's ratings are not fair to educators.				
Principals fail to plan adequately for the appraisal.				
Appraisers give high ratings to educator union members.				
Appraisers turn to give ratings according to the appearance of the appraisee.				
Appraisers turn to compare educators against each other during a specific appraisal opportunity.				
Educators who perform well in other areas (e.g. sports) are rated high in teaching and learning as well.				
Appraisers do not understand the instrument used for the appraisal of educators.				
There are no agreed criteria for good teaching				

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SECTION 4 : SATISFACTION OF THE PARTICIPANTS WITH THE PERFORMANCE OF THE FOLLOWING ACTIVITIES DURING APPRAISALS.

Indicate by marking with an X the number that closely reflects your opinion concerning your satisfaction with the performance of the following activities during appraisals.

NS = Not Satisfied
A = A Little Satisfied
S = Satisfied
VS = Very Satisfied

Description of a Question	1	2	3	4
Informing all those concerned about the date and the time when appraisal will be conducted.				
Formation of the staff developmental in time.				
Training staff members to conduct appraisal.				
Forming and constituting the appraisal panel.				
Identifying staff members to be appraised.				
Completing forms on the personal details by the appraisees.				
Submitting educator's portfolios to the panel.				
Meeting appraisees to make prior arrangements.				
Providing the reasons why educators have to be appraised.				
Discussing methods and procedures to be used and time table to be followed.				
Identifying and prioritizing the needs of the appraisee.				
Discussing the lesson to be observed.				
Discussing the conduct of the observer.				

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Conducting the class visit.				
Making the appraisees and the learners feel at ease.				
Giving undivided attention to the appraisees and avoiding interrupting the class.				
Staying in the classroom until the presentation is over.				
Thanking the appraises and the learners after the presentation of a lesson.				
Providing sufficient time to discuss the report at a peaceful atmosphere.				
Clearing all misconception and allowing appraisees to state their case.				
Dealing with negative and positive criticism in a business like way.				
Discussing the presentation of a lesson with the appraisees in a peaceful atmosphere.				
Accepting the fact that appraises may have a different point of view from the observer.				
Praising and encouraging appraises to conduct intro-inspection.				
Allocating the rating scores appraisees.				
Discussing and drawing the professional growth plan with the appraisees.				
Reviewing and discussing the paper after the class visit.				
Submitting the final report to the circuit.				

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