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**An investigation of the various relationships
among principals' and teachers' perceptions,
concerns and dispositions towards the
developmental appraisal programme for
educators**

A minor dissertation submitted in partial fulfilment of the requirements
for the award of the degree of Master of Education

by

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September 2002

Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Vuyisile Jonga Nkonki

7 September 2002

University of Cape Town

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Abstract

This study explores the relationships among principals' and teachers' perceptions, concerns and dispositions towards the developmental appraisal programme for educators. Owing to the extended role of principals as agents of change in the implementation of school reform programmes, the research looks at the extent to which there is congruence between principals' and teachers' perceptions, concerns and dispositions towards the developmental appraisal for educators. The investigation departs from the hypothesis that negative perceptions and concerns lead to negative dispositions, which threaten to undermine the implementation process.

The null hypotheses tested were:

- There will be no significant correlation between the perceptions and dispositions; perceptions and concerns; concerns and dispositions of principals and teachers towards the developmental appraisal programme for educators.
- There will be no significant differences between principals' and teachers' perceptions, concerns and dispositions towards the developmental appraisal programme for educators.

This is done using an analysis of data from a survey of a sample of fourteen schools with one hundred and eighty two respondents (teachers and principals). Tables of descriptive findings, correlation matrices, analysis of variance and post-hoc comparison of means to analyse and interpret data from the respondents are used.

The researcher finds that there are significant correlations between perceptions and concerns; perceptions and dispositions; and concerns and dispositions of principals and teachers towards the developmental appraisal programme for educators. The researcher finds that there are significant differences between principals' and teachers' concerns. In particular, they differ in the management, consequence and collaboration concerns. No significant differences are found between principals' and teachers' perceptions and dispositions.

This study has implications not only for the developmental appraisal programme but also for the analysis and understanding of educators' responses to other policies and programmes, and the education programme implementation strategy that targets the subjective experiences of the implementers.

List of acronyms

ANOVA	Analysis of Variance
CBAM	Concerns-Based Adoption Model
INSET	In-service training
OBE	Outcomes Based Education
SDT	School Development Team
SoC	Stages of Concern

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CHAPTER 1

INTRODUCTION

1.1 ORIGIN AND BACKGROUND OF THE STUDY

The impetus for the historical development of the educator development appraisal system has been linked to the breakdown of inspectorate and subject advisory services in the majority of schools in South Africa. Between 1985 – 1990 it became almost impossible for inspectors and subject advisors to go into schools. The need was felt to develop an appraisal instrument, which would be acceptable to all stakeholders and would enhance the development of competency of educators and the quality of public education in South Africa. In July 1998 a final agreement was reached within the Education Labour Relations Council (ELRC) on the implementation of the new developmental appraisal programme, in which teacher unions/organizations, provincial departments and the National Education were involved. The developmental appraisal system for educators was enacted and enshrined in the Employment of Educators Act 76 of 1998 and is contained in the Education Law and Policy Handbook (1999), and was then implemented in 1999-2000.

The appraisal system is a useful way in which schools can determine what the actual needs are among educators. It is able to identify where educators need to be given support in order to improve their professional performances. Through

the developmental appraisal programme, career and professional development of teachers can be facilitated. The appraisal system seeks to develop strengths and improve upon the weaknesses of teachers, it is able to inform appropriate interventions, for example: inservice training (INSET), subject advisory guidance services so that relevant interventions can be tied directly to the actual educator needs. The appraisal system can be used to monitor the implementation of other programmes so that interventions can be tailored to the expressed needs of educators. Thus, educational improvement and quality may be facilitated meaningfully.

Through negotiations, discussions and consultations, agreement was reached on the actual guiding principles of the new developmental appraisal programme. In terms of the ELRC (1998) agreement:

1. The process of appraisal should be open, transparent and developmental
2. The appraisal system is designed and intended to entrench strengths, develop potential and overcome weaknesses.
3. The process of appraisal should always involve relevant academic and management staff.
4. The appraisal should be all inclusive of stakeholders, and its members should be trained to conduct the process of appraisal.
5. Educators should be informed of all aspects of the appraisal process, so that they can take the initiative to conduct the process of appraisal.
6. The appraisee has the right to have access to and respond to the appraisal report.

1.2 MOTIVATION AND ENTRY INTO THE FIELD

My interest in the topic arose out of my involvement with the programme, having been part of the school development team (SDT) at Mtebele Senior Secondary School in the Butterworth district. Our task was to organize school-based workshops on the developmental appraisal system for the entire staff of my school, and cluster-based workshops for the staffs of the zonal cluster of schools. At these workshops the staff was informed about what the developmental appraisal is and was then trained in being able to use it. Part of the task was to prepare and monitor the developmental appraisal; identify educators to be appraised; establish appraisal panels; liaise with the Department for in-service training (INSET) on high frequency needs; monitor the frequency of the appraisal and report to the programme administrators; and ensure that appraisal records are filed. Two related issues arose out of my observations from the workshops that we conducted with the staff.

The first was that some principals conceived of appraisal as assessment and follow-up on teachers' work. In effect, they perceived appraisal as constituting an old and familiar inspection routine. These principals were keen on having teachers appraised, despite the principle that educators should themselves take the initiative in conducting the appraisal process. The second related issue is that teachers refused to take the initiative in the appraisal process because they perceived the appraisal as inspection in disguise, and they thought principals

would use it to pin them down. At the end of the first appraisal cycle reports were due in the district office but they were not forthcoming from most schools. So, the question of why an otherwise good mandatory policy fails to go into scale and why teachers would refuse to buy into the programme designed to develop their capabilities and help them grow professionally, remained unanswered. It was only when I took a course on programme implementation that my interest in these issues was renewed.

My other reason for conducting this research is based on my assessment of current international literature on teacher appraisal. Findings by researchers such as Bradley (1991) have pointed to the unreplicability and unsustainability of the appraisal programme for educators as a consequence of conceptual ambiguities, unclear purposes and improper implementation strategies. Bradley (1991:15) describes some of the difficulties with teacher appraisal programmes in the following way:

“A new vocabulary has emerged, together with inevitable acronyms, without which no new movement seems able to survive. Different weightings and emphases are discernible, often related to the context in which the thinking developed, and the phraseology which confuses the reader and cloaks the essential simplicity of the ideas beneath.”

My own interest is in the extent to which these ‘differing weightings and emphases’ are discernible in the way in which principals and teachers perceive appraisal, and the extent to which their perceptions and concerns dispose them to participate in the appraisal programme.

Related to the above, studies on 'whole school development', the theoretical framework that underpins the developmental appraisal programme, show that uniqueness of commitment, material resources, the ability of staff to comprehend and implement the programme and the context in which the schools are located, are some of the variables that account for variations in the implementability of policies and programmes (Bertram, 1999). Research in South Africa, in policy and programme implementation, has paid limited attention on the perspectives of the programme implementers (the actors themselves) and how principals and teachers, confronted with the package of policies and programmes have responded. My own research focuses on the subjective experiences of the programme implementers with three major variables in relation to the developmental appraisal programme, namely: the principals' and teachers' perceptions, concerns and dispositions.

1.3 KEY CONCEPTS DEFINED

This section is devoted to the definition of key concepts around which the study is built.

Perceptions: are used in this research to refer to understandings, interpretations and attribution of meaning to the policy and programme purposes and goals (Fullan, 1992).

Concerns: are mental contentions and ruminations about the policy or programme. They define feelings, preoccupations, thoughts and considerations

given to issues about the policy or programme, in this case the developmental appraisal scheme (Hall et al, 1977).

Dispositions: are orientations to the policy or programme activities and goals in terms of one's placement of them along "positive" or "negative" dimension. They define an actor's feelings, motives, intentions and behaviour (Stotland and Canon, 1972).

Appraisal: is the review of an educator's performance with a view to prioritise professional development needs (Education Law and Policy Handbook, 1999). In this research the developmental appraisal programme for educators is the unit of analysis.

Policy: is an implicit or explicit specification of mandated courses of purposive action being followed or to be followed in dealing with a recognized problem or matter of concern, and directed towards the accomplishment of some intended or desired set of goals (Borman et al, 1996).

Programme: is an organized set of structured, purposeful actions, authorized means, strategies and details of procedure for achieving the intended policy goals (Babbie and Mouton, 2001).

Implementation: is an interpretation of policy and/or programme and its application to particular cases by the actors, in this case principals and teachers (Borman et al, 1996).

1.4 RESEARCH QUESTIONS ADDRESSED IN THE STUDY

- i. To what extent is there congruence between the principals' and teachers' perceptions of the appraisal programme?
- ii. To what extent do principals' perceptions dispose teachers towards the appraisal programme for educators?
- iii. To what extent is there a relationship between perceptions and dispositions of principals and teachers towards the appraisal programme for educators?
- iv. What are the concerns that principals and teachers experience in relation to the implementation of the appraisal programme for educators?

1.5 OBJECTIVES OF THE STUDY AND PROBLEM STATEMENT

The objectives of the investigation are:

- i. to develop an efficient literature-derived data-gathering instrument to describe and ascertain the various relationships among principals' and teachers' perceptions, concerns and dispositions toward the developmental appraisal system;
- ii. to describe any significant areas of agreement/disagreement with the perceptions provided in the data-gathering instrument, that might occur

- among the response trends of the sample of school principals and teachers;
- iii. to describe the intensity and frequency of concerns that principals and teachers have in relation to the implementation of the appraisal programme;
 - iv. to indicate the direction and strength of the relationship between the principals' perceptions and teachers' dispositions to the appraisal programme;
 - v. to establish whether there are any significant differences in the way in which the appraisal programme is perceived by principals and teachers;
 - vi. to provide programme administrators with information that they can use to develop a plan for continuous monitoring of the implementation of the appraisal programme, in the light of perceptions, concerns and dispositions of principals and teachers.

1.6 A THEORETICAL/ CONCEPTUAL MODEL FOR THE STUDY OF PRINCIPALS' AND TEACHERS' PERCEPTIONS, CONCERNS AND DISPOSITIONS

This study of perceptions, concerns and dispositions is informed by international and local literature on policy implementation and educational reforms. Fullan (1991) and Loucks-Horsley and Stiegelbauer (1991), have emphasised the

personal dimension as an important factor in the success or failure of school reform programmes. They hold that individual personal satisfaction, frustrations, concerns, motivations and perceptions are crucial in implementing successful change. McLaughlin's (1987) second-generation implementation analysis model illuminates the tensions and debates that individuals, who are the recipients of the policy, bring to the implementation process. She argues that attitudes, beliefs and values need to be bargained with to encourage useful participation.

Hall, Wallace and Dossett (1973) have developed the Concerns - Based Adoption Model (CBAM) to describe the developmental process that individuals go through as they experience a change. Three aspects of change form the Concerns - Based Adoption Model (CBAM): (1) the concerns that individuals experience about innovation or change, (2) how the innovation is actually used, and (3) the ways in which the innovation is adapted to the needs and styles of particular individuals. The first dimension, which is the concerns that individuals experience about innovation or change, has been adapted as the framework for analysing the concerns of principals and teachers about the appraisal programme. Approaches, aims, objectives, purposes and goals of appraisal found in the Education Law and Policy Handbook (1999), Developmental Appraisal for Educators' Manual (1998) and literature on teacher appraisal were used to develop a theoretical framework for the analysis of principals' and teachers' perceptions of the developmental appraisal programme. Literature on dispositions and subjective experiences of the programme implementers

provided the navigation tool for the study of principals' and teachers' dispositions towards the developmental appraisal programme for educators.

1.7 HYPOTHESES

In the study, null hypotheses on significant relationships and significant differences between principals' and teachers' perceptions, concerns and dispositions, were tested on the data supplied by a sample of fourteen schools with principals and teachers in the Butterworth district:

Ho 1 There will be no significant relationship between principals' and teachers' perceptions and dispositions towards the developmental appraisal programme for educators.

Ho 2 There will be no significant relationship between principals' and teachers' perceptions and concerns towards the developmental appraisal programme for educators.

Ho 3 There will be no significant relationship between principals' and teachers' concerns and dispositions towards the developmental appraisal programme for educators.

Ho 4 There will be no significant differences between principals' and teachers' perceptions of the purposes and goals of the developmental appraisal programme for educators.

Ho 5 There will be no significant differences between principals' and teachers' concerns about the developmental appraisal programme for educators.

Ho6 There will be no significant differences between principals' and teachers' dispositions towards the developmental appraisal programme for educators.

1.8 RELEVANCE AND IMPORTANCE OF THE STUDY

The developmental appraisal scheme plays a pivotal role in the implementation of other policies and programmes. For example, the streamlined and strengthened Curriculum 2005 document proposes the developmental appraisal programme as an instrument for monitoring implementation so that problems can be identified and the necessary interventions applied. The relevance and importance of this study is that it diagnoses where teachers are in the implementation process of the appraisal programme, so that help and support can be tailored to the expressed needs of the programme participants. The Concerns – Based Adoption Model (CBAM) adapted in this study provides useful information for those whose role it is to help teachers with the implementation of

appraisal and other programmes. Information cast in terms of principals' and teachers' perceptions, concerns and dispositions highlight niches for intervention and promising solutions – and can be exploited by programme planners and administrators. Thus, evaluators can assess implementation. Insights gleaned from the research findings inform programme administrators about the adequacy of the implementation strategy (workshops by district office facilitators and school-based workshops by principals) employed for orientation and preparation of policy and programme implementers. This research skirts the surface, as it focuses on the perceptions and concerns that principals and teachers experience about appraisal. However, it forms the basis upon further research on how appraisal is not only actually used, but also is or can be adapted to the needs of particular individuals and schools.

1.9 ASSUMPTIONS UNDERLYING THE STUDY

It is assumed that schools are at different levels with regard to the implementation of the developmental appraisal programme, and are thus facing different types of problems. Thus, problems and issues particular to that school will not only be revealed but also, shape principals' and teachers' perceptions, concerns and dispositions towards the developmental appraisal programme for educators. It is assumed that principals and staffs are willing to co-operate with the researcher and that their responses represent their honest opinions and

feelings about the appraisal system. It is also assumed that staffs have received orientation and preparation on the implementation of the developmental appraisal programme for educators, either through a district-based workshop, a school-based workshop, or a cluster-based workshop.

1.10 RESEARCH APPROACH

The survey research method has been used to collect data. A literature-derived 24-item data-gathering instrument has been developed. The statements relating to the various ways in which the developmental appraisal programme can be perceived, in terms of its purposes and goals, were derived from literature on teacher appraisal. The concerns have been adapted for the appraisal system from the work of Hall, George and Rutherford (1977) and Lieberman and Miller (1991), and subsequently employed. The disposition items were derived from literature on the subjective experiences of educational policy and programme implementers. The response data from the sample of schools has been collected personally by the researcher, in some cases through the school principal and in other instances through an accomplice teacher. Statistical tests were used to analyse the patterns of quantitative responses in the data. The above process was assisted by use of available computer-aided software (Statistica) for analysis of data.

1.11 LIMITATIONS OF THE RESEARCH

- i. Survey data are sometimes very sample-and context-specific.
- ii. Surveys may lack depth and an insider perspective and thus may lead to a 'survey level' analysis.
- iii. Self-report data are not always reliable since individuals tend to describe things as they would like them to be rather than the way they are.

1.12 ORGANISATION OF THE REMAINDER OF THE THESIS

The next five chapters are arranged as follows:

Chapter 2 elaborates on the theoretical background of the problem, and summarises the current literature on the subjective experiences of policy and programme implementers in relation to the content of the policy or programme namely, the developmental appraisal system.

Chapter 3 describes the research methodology in detail. The methodological aspects described in this chapter are: the development of the instrument; the survey research method; samples and their contents; procedures for data collection; data capture and analysis; selection of statistical methods.

Chapter 4 consists of the presentation and a summary of the quantitative results using tables and other visual devices (graphs, figures, tables). Emerging trends and patterns in the data are identified with reference to the hypotheses or

research questions. The empirical research findings are discussed and conclusions drawn. Results from the previous chapters are integrated and collated with the empirical findings to justify and account for their occurrence. Gaps, anomalies and/or deviations in the data are discussed as well.

Chapter 5 discusses larger significance of the data and the implications that they might have for the implementation of the developmental appraisal programme for educators, education programme implementation in general and for further research.

In the end of this study, I provide references and appendices to aid understanding of the discussion.

1.13 CHAPTER SUMMARY

In this introductory chapter, the research problem has been formulated, and its origin, context, purpose, background and significance stated. The aims and objectives of the research have been given, and the reasons for conducting the study, the limitations, assumptions and hypotheses pronounced. The research methodology of the study has been introduced, describing the intended data-gathering procedures, the respondent samples, the instrument, and the proposed methods of analysis.

The next chapter develops the theoretical framework of this research in detail. Then it presents a synthesis of current literature on the subjective experiences of

the implementers of educational reform policies and programmes with reference to perceptions, concerns and dispositions. Finally it shows how this 2002 research will make its own contribution towards adding to the body of knowledge and filling of gaps which currently exist in the published South African research literature on the implementation of school reform policies and programmes, particularly the developmental appraisal system for educators.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION: DEMARCATING THE LITERATURE COVERED

This chapter is a discussion of the literature covered and how the researcher has decided to demarcate the scholarship to be included in the review of literature. Literature study is organized around variables that form part of the study, namely: principals' and teachers' perceptions, concerns and dispositions - as themes or constructs, in relationship to the developmental appraisal programme for educators as an intervention that is being implemented. The definition of these variables forms the basis of a conceptual model developed for perceptions and dispositions; adapted for concerns, and used in this empirical study.

The study of perceptions, concerns and dispositions in relation to the appraisal programme, is informed by local and international (United States and British) school reform and policy implementation literature – especially the second-generation implementation analysis model. This literature accentuates subjective experiences and the personal dimension of the implementers as important factors in the success or failure of school reform policies and programmes. The hypothesis from which this literature study departs is that negative perceptions about the purposes and goals of appraisal will arouse concerns. These negative perceptions and concerns threaten to undermine the implementation, adoption

and institutionalization of the developmental appraisal programme through negative dispositions.

2.2 THE DIFFERING MEANINGS ATTACHED TO APPRAISAL

Evans and Tomlinson (1989) have noticed that although appraisal had replaced assessment and the language had changed, the conceptual error still remained, namely, the idea that appraisal for promotion, dismissal, professional development and career development was a linear list of mutually dependent purposes commanding trust and confidence.

They acknowledge and appreciate the fact that both streams of activity – political criticism of schools and attempts to make schools more effective – have existed side by side. However, they point out that the mistake made was to attribute the growing interest in teacher appraisal only to the thinking associated with increasing the accountability of schools. Bradley (1991) points out that the differing weightings and emphases attached to appraisal are often related to the context in which the thinking developed, namely the accountability and/or the professional development paradigm. Having analysed the differing and contradictory origins of demands for the introduction of teacher appraisal, Evans and Tomlinson (1989) point out that the nature and effectiveness of appraisal schemes depend on the recognition of the fact that there is an irreconcilable conflict between a scheme based on accountability and one whose purpose is professional development.

In an accountability model, the aim of appraisal is to assess a teacher's performance in order to make decisions about dismissal, promotion or possible merit pay. In this model, appraisal becomes a reward and punishment mechanism. The thrust of this model is that educators' performance needs to be "judged". Concepts such as "inspection", "assessment" and "evaluation" are used (Hewton, 1988; Fullan and Hargreaves, 1992; West-Burnham, 1993). The aim is to control teaching and learning. Interestingly, Darling-Hammond in (Evans and Tomlinson, 1989) has observed that "accountability based appraisal schemes have led inevitably to teacher resistance or apathy". It is against the background of the collapse of the school inspectorate system, akin to the accountability model described above, notorious for its negative and judgmental reports that the need was felt to develop the developmental appraisal system for educators in South Africa. Therefore, any skepticism, conceptual errors and negative dispositions that arose in the course of the implementation process, about the developmental appraisal programme, can be associated with the inspectorate system it sought to replace.

On the other hand, in a professional development model, appraisal is perceived as a process which should result in the development of both skills and career prospects of the individual teacher and that would lead to improvement in the entire school or institution. The ultimate aim is that of improving the quality of teaching and learning. Evans and Tomlinson (1989) argue that the success of the professional development model depends on teachers being open, frank and

forthright during the process. They maintain that teachers should be able to discuss problems and constraints or engage in constructive criticism of aspects of the management of the school. Appraisal for professional purposes therefore is a two-way process underpinned by openness, trust and confidentiality. The developmental appraisal system for educators in South Africa seeks to achieve the ends of the professional development model. The developmental appraisal is linked to needs analysis of individual teachers and those of the school. It is also linked to staff development when used to tailor in-service (INSET) activities. Programme administrators can also rely on appraisal reports for monitoring and evaluation of educational programmes.

Given the differing emphasis on the purposes and goals of appraisal, it is vital to consider the way individual principals and teachers confronted with educational policies and programmes, in this particular case the developmental appraisal, have responded. This research focuses on the critical personal dimension, which includes perceptions, concerns and dispositions. The study of perceptions, concerns and dispositions helps to illuminate what happens to people in the process of change. It can also help us understand how perceptions, concerns and dispositions affect individuals and suggest ways of framing and focusing their impact. What follows is a discussion of how school reform policies and programmes are perceived by principals and teachers.

2.3 PERCEPTION OF SCHOOL REFORMS BY PRINCIPALS AND TEACHERS

Perceptions are formed as people with different views interpret reality and strive towards an understanding and making sense of their own world (Dalin, 1993).

Spillane (2002), in his classical study of the implementation of instructional reforms, points out that the manner in which educational policy proposals are understood and disseminated by the district office influences their classroom implementation. He argues that implementation failure is not only a function of local actors' inability or unwillingness to carry out policy proposals. In his own words "it is in part a function of district officials' interpretations of the policy message or messages" (Spillane 2002:377). The term 'district officials' is used to refer to district administrators, curriculum specialists, principals and lead teachers who, by virtue of formal position or informal role, are actively involved in supporting teachers' efforts to implement educational policies and programmes. For the purposes of this study the term 'district officials' is limited to principals who must interpret policy proposals and communicate their understandings of the policy message to teachers. Principals must decipher what a policy means to decide whether and how to ignore, adapt, or adopt policy and programme proposals into local policies and practices. It is from these interpretations and meanings that policy and programme proposals are missed or misconstrued.

Fullan (1991) has pointed out as to how subjective experiences of the programme implementers affect one another in the course of adoption, implementation or institutionalization of change. He insists on the meaning of change to those involved in its adoption and implementation. He locates the reality of significant changes in what local actors think about such changes: reasons for their implementation, whether they are desirable, difficulty in the execution of such changes and how these changes fit with the individual and organizational styles in the school. Huberman in (Fullan, 1992) takes the discussion further and asserts that meanings and thoughts should be taken seriously and bargained for in the implementation of school change. In his own words "we are in the realm of perceptions.... and these perceptions will determine the actions, or inactions, that follow" (Fullan 1992:8). He argues that perceptions depend on the phenomenological world of the school reform implementers, as a result the programme administrator's world may be different from the teacher's world. The differences in the way in which the universes are perceived, explains why policy and programme objectives believed important in one are viewed trivial in another, and also why meanings of policy and programme proposals differ across actors.

Fullan's (1991) emphasis on the understanding and meaning of the purposes, premises, mechanics and materials of the programme, and of the relationships between these several components signals the emergence of cognitive and social psychology themes in the fields of programme implementation and school

reforms. The cognitive perspective seeks to understand and describe the working of the mind. In this view meaning can only be achieved through knowledge, understanding, conceptual growth, problem solving and reflection on one's beliefs and knowledge. The programme implementers thus actively reconstruct their existing knowledge structures, rather than passive assimilation or memorization of the purposes, premises, mechanics and materials of the programme. Prior knowledge and experiences are brought to the fore in the construction of meaning. It follows then that the psychological process of learning and understanding something does not happen in a flash through one or two day inspirational workshops meant to orientate and prepare teachers for the implementation of a policy or programme.

Huberman in Fullan (1992) thus calls for a rethinking of the design of implementation by putting more effort on the mastery of the programme in conceptual terms (through assistance, exchange and facilitation of institutional constraints) so that programme implementers can be brought on board cognitively. Programme implementers must be able to attach personal meaning to the programme or policy regardless of how meaningful it might be to others. The problem of meaning in relation to the content of the policy or programme is described by Huberman in Fullan (1992) as falling in the realm of perceptions. He maintains that individuals and groups working together have to be clear about new educational practices that they wish to implement – meaning about the content and theory of educational practice.

Gultig et al (1999) takes up the discussion of the role of cognitive processes towards making sense of educational reforms. These researchers point out that cognitive structures are by nature conservative. Thus, change threatens to invalidate the conceptual structures of interpretation of the programme actors. The result is that, those called upon to change feel immediately threatened by change. It is therefore not surprising that the new educational intervention is likened to an old familiar routine. Cognitive structures have made the unfamiliar familiar and have reduced the new to the old, thereby trivializing the programme. Another impulse of cognitive structures is to ignore or avoid events, which do not match the understanding of principals and teachers. This may lead to rejection of the reform programme. It is important to mention once again that the researcher's interest in the topic arose out of his observation that some principals simply reconstituted or likened appraisal to the inspection system and that preconceptions presumably, have made it difficult for both teachers and principals to reconstruct a radically different way of perceiving the appraisal programme.

Leach in (Lewin and Stuart, 1991) takes an anthropological approach to the analysis of programmes and projects. The thesis of her research is that programme and project success depends largely upon the local implementers, usually the staff of the institution concerned. Her thesis departs from the premise that human beings rewrite events in their own minds to suit their personal logic and beliefs to rationalize their own inconsistent behaviour. She argues that

disparity in factual information can be either deliberate or spontaneous. If deliberate it is in effect information distortion, if spontaneous it is the result of an unconscious selective perception or interpretation of reality. Leach in (Lewin and Stuart, 1991) terms this selective perception 'perceptual bias' which leads to the 'perception gap' being a state in which a gulf separates two or more parties in their perspective on a certain issue. Findings from her study of perception gaps in technical assistance projects in Sudan (Lewin and Stuart, 1991) show that the existence of such perception gaps has led to misunderstandings and resentment about the motives of administrators and managers in agreeing to the terms of the programme or project. The important lesson from findings by Leach (Lewin and Stuart, 1991) is that low levels of commitment, polarization and fragmentation result from incongruence of perceptions over the objectives and benefits of a policy, programme or project, and can only serve to defeat successful implementation, which depends on consensus and cohesion.

2.4 PERCEPTIONS AND DISPOSITIONS FROM THE POLICY IMPLEMENTATION PERSPECTIVE

McLaughlin's (1987) model of policy implementation warrants a close examination because of its consideration of the perspectives of the implementers. She defines three periods of policy implementation analysis, namely: first, second and third generation analysis.

The first generation model views implementation from the position of the policy towards the process of implementation. This analysis shows that local factors such as size, intra-organisational relations, commitment, capacity and institutional complexity shape responses to policy (McLaughlin, 1987:172). First generation of policy analysis has discovered that implementers did not always do as told nor did they always act to maximise policy objectives. The view espoused by first generation policy analysts is that actors at different levels of the policy system have often responded in seemingly idiosyncratic, unpredictable, out-and-out resistant ways. The result has been that programme outcomes fell short of expectations and also that enormous variability in what constituted a "programme" has resulted. An important lesson learned is that the consequences of even the best planned, best supported, and most promising policy initiatives depend finally on what happens as individuals throughout the policy system interpret and act on them. McLaughlin regards this model of analysis as macro-level analysis.

The second-generation implementation analysis model focuses on the relationship between policy and practice. The point of departure of this model is that change ultimately is a problem of the smallest unit. At each point in the policy process, a policy is transformed as individuals' interpret and respond to it. They further contend that what actually is delivered or provided under the aegis of a policy depends finally on the individual at the end of the line, or as McLaughlin (1987:174) puts it the "street level bureaucrat". Second generation

implementation analysts argue that questions of motivation and commitment reflect an implementers' assessment of the value of a policy or the appropriateness of a strategy. The will, or the attitudes, motivation, and beliefs that underlie an implementer's response to a policy's goals or strategies, is less amenable to policy intervention. This perspective shifts the focus of analysis away from institutional goals to individuals and individual incentives and beliefs. McLaughlin (1987) argues against diagnosing teachers as resistant to "change", or just lazy when they ignored or subverted innovations. Second generation implementation analysis has recognised that teachers' responses to planned change efforts may instead represent best efforts to do their job and to provide the best they can. The failure of teachers to implement as planners hoped may signal their assessment that new practices are not as good as the ones they replace or their uncertainty about outcomes.

The discussion of perceptions serves to illuminate the need to get programme implementers on par with the programme planners and administrators in so far as the conception of programme purposes and goals.

The difference between perceptions and dispositions lies outside the scope of school reform and programme implementation literature. However, the connection between the two concepts warrants attention. Dalin and Rolff (1993) maintain that behavioral changes are based on the interpretation of reality as experienced by the programme participants. They further assert that the perception of reality is essential for the mobilization of energy necessary for the

change process. If potential implementers do not understand and believe in the objectives of the innovation, it is highly unlikely that they will put forth the effort to learn new behaviour or roles (Dalín, 1978). There seems to be agreement that behavioural actions of the individual reflect his attitudes – that is, the enduring system of positive or negative evaluations, emotional feelings, and pro or con actions, tendencies with respect to social objects, events or issues. Stotland and Canon (1972) have identified components of attitudes and dispositions as:

- The cognitions of an individual about an object or event. These are evaluable beliefs, which make us attribute “desirable” or “undesirable”; “good” or “bad” to events, objects or situations.
- Feelings or emotions give an insistent, motivating character.
- Action tendencies towards the object, or behavioural readiness.

There is a relationship between these three components. A change in one’s cognition (perception) about an object, event or situation will tend to produce changes in one’s feelings and action tendencies toward it. In a similar vein, Dalín (1978) maintains that the ‘regularities of schooling’ cannot be changed without changes in attitudes and behaviour. Thus, the relationship between perceptions and dispositions helps us to establish the link with implementation (behavioural action). It follows then that intrinsic motivation, achievement striving and pursuit of the programme goals derive from positive perceptions and dispositions.

It is against this background that this research is investigating the relationship between perceptions and dispositions of principals and teachers towards the

developmental appraisal programme for educators, and how these factors have played themselves out in the implementation process.

In the next section, it is argued that it is the person's perceptions that stimulate concerns, not necessarily the reality of the situation.

2.5 CONCERNS OF PRINCIPALS AND TEACHERS ABOUT THE APPRAISAL PROGRAMME

Hall et al (1977) have argued that holding and changing concerns is a dynamic of the individual. They further contend that the timeous provision of affective experiences and cognitive resources can provide the grist for concerns arousal and resolution. In a similar vein, Fullan, Miles and Dalin in (Ndlovu et al, 1999) have identified the need to take into account personal fears that are evoked by change as critical in the success or otherwise of the implementation of a policy or programme. They argue that dealing with basic human emotions must be a central task of change agents. Buchmann and Floden (1993) concur with the above authors and take the discussion further and assert that concerns require unwinding of some coils of the self. They add that detachment and concerns flourish together as conditions of human learning that one can distinguish but not separate.

Concerns reflect what is on an individual's mind about a change, issue, object, problem or challenge, at a single point in time. The generic name to the thing that

is the focus of concerns is innovation (Lieberman and Miller, 1991). Thus, the innovation provides a frame of reference from which concerns can be viewed and described. In this investigation, the developmental appraisal policy and programme is the focus of concerns by principals and teachers.

Hall et al (1977) define concerns as feelings, preoccupations, thoughts and considerations given to a particular issue or task. This definition draws attention to the involvement of both the cognitive and the affective dimension of policy or programme implementers and the connection between these dimensions. The mental activities, which compose concerns, include: questioning, analyzing, re-analyzing, considering alternative actions and reactions, and anticipating consequences. This view of concerns is similar to that espoused by Buchmann and Floden (1993) which holds that concerns are a recognition of unfolding dilemmas requiring engagement in second thoughts – periodic, attentive inspections of one's assumptions, actions and ramifying consequences. Hall et al (1977) argue that our past history, personality dynamics, motivations, needs, feelings, education, roles, status, our entire social-psychological being in relation to our experiences and knowledge shape how we perceive and contend with the issue, object or problem at hand. This view of concerns concurs with Huberman's (Fullan, 1992) assertion that the phenomenological world shapes the individual implementer's perceptions, and let us add concerns.

The concerns that individuals have often reflect their relationship to their experience of an innovation. Findings by Hall et al (1977) show that inexperienced individuals (programme implementers) are likely to have intense concerns, these being awareness, informational and personal about that which is new to them. As they become more involved, they become more concerned about managing the change. As they work further with the innovation and feel more confident with it, consequence concerns begin to emerge. As they become more intensely concerned about the consequences of their efforts, they may seek out other individuals with whom to collaborate to increase impact or begin to refocus, or may even investigate better ways of doing things or seek alternative approaches.

These mental contentions and ruminations about the innovation, policy or programme are stimulated by a person's perceptions, not necessarily the reality of the situation. With each person, certain demands of the innovation, policy or programme are perceived as being more important than others at a given time. Thus, the intensity of the different types of concerns will vary depending on the amount of one's knowledge about and experience with the innovation. Use and non-use make a difference, whether the innovation might be used sometime in the future, direct involvement with it has just begun, or the person is highly experienced with the innovation will mean that different types of concerns are more intense than the others.

The discussion of concerns illuminates the contemplative nature of programme implementers (principals and teachers) and their personal involvement or engagement with an innovation, policy or programme. It shows that teachers were not just followers of mandates provided by external authorities and brought to them by change agents such as principals and lead teachers.

Concerns are thus ways by which an individual actor of a policy or programme objects to blind obedience, which mutes concerns and arrests learning. Concerns illuminate tensions inherent in individuals confronted with change and how varieties of inwardness come to play themselves out in the programme implementers thinking about an educational reform policy or programme. The viewpoints about concerns, espoused above, bring out that concerns indicate inclinations to learn and participate. They carry more personal and affective charge, which indicate a teacher's sense of who he/she is and wants to be as a pedagogue and person in relation to the educational reform policy or programme. However, Buchmann and Floden (1993) caution that emphasis on concerns may have the undesirable effect of communicating to teachers that their own comfort is the most important goal in the implementation of educational reform policies and programmes. Such a state of affairs can be counterproductive as it is likely to perpetuate the 'ethos of individualism, conservatism, and status quo' in education.

2.6 CONCERNS-BASED ADOPTION MODEL FOR THE ANALYSIS OF CONCERNS ABOUT THE APPRAISAL PROGRAMME

Understanding, interpreting and analyzing data requires some frame of reference. Such an analytical frame enables one to know upfront what to look for and which analytic categories to use in the analysis and interpretation of data. Without analytic categories or frameworks, the study of concerns could become ad hoc and undirected. Mouton (1999) maintains that analytical frameworks, such as theories and models, fulfill a number of important functions. These include:

- Providing definitions of key concepts
- Guiding data-collection and data-analysis
- Providing an explanatory (causal) framework for the interpretation of empirical findings.

The Concerns Based Adoption Model (CBAM) outlines the stages of concern about the innovation. These stages describe the dynamics of an individual innovation adopter. They provide a powerful description of the dynamics of an individual involved in change. Each member of a formal organization, such as a school, will have his/her own stage of concern about a particular innovation.

Seven different stages of concern about an innovation have been identified and defined by Hall et al (1977) and Lieberman and Miller (1991). These stage definitions provide the conceptual basis for the development of concerns'

questions and interpretation of the concerns' data in the survey questionnaire of principals and teachers perceptions, concerns and dispositions. The stages of concern are presented below:

Awareness: There is little concern about or involvement with the innovation.

Informational: Concerns focus on developing a general awareness of the innovation and learning more detail about it. The individual is interested in substantive aspects of the innovation such as general characteristics, effects, and requirements for use.

Personal: The individual is uncertain about the demands of the innovation, his or her inadequacy to meet those demands, and his or her role with the innovation. Concerns focus on his or her role in relation to the reward structure of the organization, decision-making, and consideration of potential conflicts with existing structures or personal commitment. Concerns about financial or status implications of the program for self and colleagues may also be reflected.

Management: Concerns focus on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organization, management, scheduling, and time are crucial.

Consequence: Concerns focus on the impact of the innovation including changes needed to increase outcomes.

Collaboration: The focus is on co-ordination and co-operation with others regarding use of the innovation.

Refocusing: The focus is on the possibility of major changes or replacement with a more powerful alternative. Individuals have definite ideas about alternatives to the proposed or existing form of the innovation.

Kigs (1999) has observed that the new system of developmental appraisal in South Africa is causing staffs at public schools to agonise. She maintains that teachers are 'understandably suspicious' of what appears to be an attempt to involve them in "an appraisal/evaluation system with some questionable motives" (Kigs, 1999:3). She maintains that teachers are concerned that the system is open to abuse in more ways than one and that many of the stated principles and safeguards will exist on paper only. Other concerns include whether appraisal ratings will be used for the purposes other than development – for example remuneration, promotion, new appointments, and victimization. She asks as to who will take financial responsibility for addressing the developmental needs of the educator. She raises concern about whether teachers have received sufficient training in the use of the appraisal tools. She is worried about the time available to educators to sit in others' lessons, attend to the multitude of panel

and School Development Team (SDT) meetings, which will take place after school. Another concern has to do with what happens to individual teachers or schools that reject this system and refuse to implement the appraisal programme.

2.7 CONCLUSION

The discussion of perceptions, concerns and dispositions has provided an invaluable description of the dynamics of an individual involved in change or policy implementation. It was argued that subjective experiences play themselves out in the programme implementers' thinking about an educational reform or policy. The discussion has shown that negative perceptions and concerns can threaten to undermine implementation, adoption and institutionalization of policy or programme through negative dispositions. The discussion of these subjective experiences has served to illuminate the contemplative nature of principals and teachers, and their personal involvement or engagement with an innovation or policy. Therefore, the need to bring programme implementers on board with the programme planners and administrators in so far as the understanding and interpretation of programme purposes and goals, and also to bargain for these subjective experiences in the implementation process was highlighted in the discussion.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 SURVEY RESEARCH DESIGN AND SAMPLING DESIGN

Survey Research

Survey research is used in this investigation because it provides a broad overview of a large population and can elicit information that goes beyond description of patterns. Surveys are used in education to evaluate courses and programmes and have the potential to generalize to large populations, provided that the construction of the survey items is not faulty.

Sampling Design

Samples consisted of fourteen schools with one hundred and sixty eight teachers and fourteen principals, a total of one hundred and eighty two respondents. The criteria used in the selection of samples was that schools must have received orientation and preparation for the implementation of the appraisal system and are willing to cooperate and collaborate with the researcher in the study.

MacMillan and Schumacher (1993) call sampling involving whatever subjects are available to the researcher, nonprobability sampling. This sampling technique is used in educational studies when it is impossible or unfeasible to select subjects from a larger group, or probability samples are not required or appropriate.

However, the limitation with this type of sampling is that generalisability of the

findings is limited to the characteristics of the subjects, since samples may not be representative of a larger population.

3.2 QUESTIONNAIRE DESIGN

A closed questionnaire using statements and fixed format responses was compiled for the following reasons.

- a) Respondents' lack of time had been identified as a factor which might affect response rates, and carefully worded statements with fixed format responses are considered to be less arduous than formulating and writing replies to open-ended questions.
- b) Carefully worded statements give respondents some insight into the issues that would have to be addressed by the research. Thus, the closed questionnaire format was therefore thought to be less threatening than asking open-ended questions.
- c) A closed questionnaire can be more easily coded for a quantitative computer data analysis than an open-ended questionnaire.

An attempt was made to formulate statements such that they each dealt with some underlying aspects and views on teacher appraisal but also addressed concerns and dispositions towards teacher appraisal, matters imperative for successful policy and programme implementation.

The questionnaire was designed not only to establish a profile of differing weightings and emphases discernible in the way in which principals and

teachers perceive the purposes and goals of appraisal but also to establish whether there was support on the part of principals and teachers for its implementation. Besides individual statements directed at some underlying views of the purposes and goals of teacher appraisal and dispositions towards appraisal, questions about the concerns principals and teachers have with regard to appraisal were modified and adapted from the manual for use of the “Stages of Concern Questionnaire”, which seeks to measure stages of concern about the innovation (Hall et al, 1977).

The questionnaire was designed over eight months using technical directives from MacMillan & Schumacher, 1993; Babbie & Mouton, 2001. Items on the way in which teacher appraisal is perceived were devised by the researcher using ideas from literature on teacher appraisal in schools, the Education Law and Policy Handbook (1999) and conceptions of principals and teachers that arose out of the researcher’s involvement with the implementation of the teacher appraisal.

3.3 VALIDATION BY EXPERTS

The first questionnaire compiled (draft copy) was given to an educational statistician who is familiar with questionnaires used in educational research, a senior educationalist and five M.Ed and Ph.D fellows of the Spencer Foundation Research Training Grant (RTG). These experts and the cohort of

Spencer fellows were asked to comment on the validity of the statements and to suggest improvements with respect to the following:

- The accuracy and clarity of the statements
- The appropriateness of the statements for testing perceptions, concerns and dispositions
- Appropriateness of response categories
- Apparent duplication
- Subdivision of the questionnaire into sections

The opinion of these experts and the Spencer cohort on the validity of the questions (in the sense of measuring what one purports to measure) was sought as this is the only available means of validating the questionnaire on perceptions, concerns and dispositions.

From the first questionnaire compiled (draft copy) it was decided to introduce a section containing general and personal information, and also questions on the nature of orientation and preparation received for the implementation of the appraisal scheme. It was felt that results of the nature of orientation and preparation would not only reflect the actual degree of orientation and preparation among respondents, but also the adequacy of the implementation strategy employed, that is, workshops by district office facilitators, school-based workshops by principals and cluster-based workshops. The results of these could be used in the final general discussion. The critical research

group of Spencer Foundation fellows expressed concern that the onerous nature of the questionnaire would scare respondents and that would affect the response rate. As a result a great deal of attention was given to the layout, the order of the questions and to variety in the style of questioning and response categories in order to maintain interest and encourage respondents to complete the task. However, an attempt was made to achieve consistency and stability by using the same frame throughout the questionnaire. Thus, a five-point scale with response categories starting from positive to negative is used throughout the questionnaire.

3.4 COMPOSITION OF THE QUESTIONNAIRE

The final questionnaire (see Appendix 1 and 2) is comprised of four sections. Each section has a heading with a brief instruction. These point to a change in approach and ensure that respondents transit with ease from section to section.

Section 1

Section 1 of the questionnaire consists of seven questions of a general and personal nature. These questions introduce the participant in a non-threatening manner so that respondents feel they will be able to deal with the questions. Included in this section is a question on the kind of orientation and

preparation received for the implementation of the appraisal scheme. This and other questions will be used in the final analysis in combination with other results to indicate preparedness on the part of the implementers and adequacy of the orientation and preparation strategies. Questions for further research such as for example: "Is there a relationship between teaching experience and teachers' dispositions towards the appraisal scheme?"; "Is there a relationship between the type of orientation and preparation for the implementation of appraisal and the teachers' dispositions towards the appraisal scheme?" can be investigated.

Section 2

This section primarily addresses the broad aims, objectives, purposes and goals of the educator appraisal programme as stated in the Education Law and Policy Handbook (1999), Developmental Appraisal for Educators' Manual (1998) and international literature on teacher appraisal. It consists of general statements reflecting the various ends that can be achieved through the appraisal programme.

It attempts to establish the 'differing weightings and emphases' from the way in which the purposes and goals of the appraisal programme have been conceived by principals and teachers.

Section 3

This section describes concerns, or how principals and teachers feel about their involvement or potential involvement with the developmental appraisal programme for educators. It consists of fourteen questions, which reveal the preoccupations that reflect on an individual's mind about the appraisal programme. Two questions for each of the seven categories of concerns, namely: awareness, informational, personal, management, consequence collaboration, refocusing – are included. High frequencies and relative intensity of some concerns rather than other concerns indicate what is most important to individuals at each stage (Lieberman and Miller, 1991). These questions will be used in the final analysis to highlight what the focus of an intervention should be.

Section 4

This section consists of three questions. It attempts to establish the degree of support for the appraisal programme by looking at the level of motivation, comfort and acceptability of the practices related to the appraisal programme for educators.

3.5 STRUCTURE AND WORDING OF QUESTIONS

The statements were formulated, edited and reworded many times in an attempt to avoid double-barrelled and ambiguous statements and negative items. An attempt was made to direct the statements at specific factors and generalization was avoided as much as possible. The advice of practitioners such as Babbie and Mouton, 2001; Bailey, 1987; MacMillan and Schumacher, 1993; was followed as closely as possible.

It became difficult on some occasions to convey meanings and concepts to the respondents in short sentences. Thus, longer sentences had to be used. However, an attempt was made to avoid sentences involving subclauses. A personal tone was included in each question so as to encourage respondents to reflect on the contents of the questions and so to make them more comfortable with the subject. All the unnecessary words were eliminated and simple words were found to replace words with many syllables, wherever possible, taking care not to change the overall meaning of the statement.

It has been necessary to present opposing viewpoints in the section on the principals' and teachers' perceptions of the developmental appraisal programme for educators, in an attempt to establish variations in the way in which the concept appraisal is conceived by principals and teachers. Two questions for each category of concerns have been included in the concerns

section of the questionnaire. This exercise not only allows the respondent to have a second thought about his or her concern or preoccupation, but also ensures reliability through counterbalancing of responses about a particular issue of concern about the appraisal programme.

3.6 RESPONSE CATEGORIES

The questionnaire (appendix 1 and 2) comprises twenty-four statements in four different sections with variations in the types of response categories. The idea with variations has been to introduce variety and maintain interest. Since perceptions, concerns and dispositions differ from person to person, different ordinal scales have been used for registering responses.

In section 2 a five-point scale is used to elicit the extent of agreement or disagreement among principals and teachers with each of the purposes and goals of the appraisal programme presented. In section 3 the responses were very true or not at all true, relevant or irrelevant. These questions addressed matters which educators were concerned with regarding the appraisal scheme. Section 4 consists of different five-point ordinal scales to establish the extent of feelings and acceptance, and also to establish the level of motivation towards being appraised. It was felt that a five-point scale would encourage respondents to take a stand for or against but still allow room for reservation. Thus, a neutral has been included should the respondent be

ambivalent or unsure. It encourages the reluctant to admit that they do not understand or are unfamiliar with the statement or concept. A five-point scale also encourages depth in reflection (Babbie and Mouton, 2001; Bailey, 1987; MacMillan and Schumacher, 1993).

3.7 THE RELIABILITY OF THE DEVELOPED INSTRUMENT

The reliability of the responses to a piloted version of the questionnaire comprising items 1 to 24 was measured using a sample of ten teachers over a period of two weeks. Reliability is evaluated through the Cronbach Alpha test to establish internal consistency. The Cronbach Alpha is used for items that are not scored right or wrong and is generally the most appropriate type of reliability for survey research and other questionnaires in which there is a range of possible answers for each item (McMillan & Schumacher, 1993:230). Reliability estimates were conducted section-by-section since the items in the response scale did not share the same metric (Green et al, 2000:306). Principal and teacher perception responses (item 1 to 7) yielded reliability coefficients of $r = 0.50$ ($N = 10$). Secondly, the reliability of the concerns' responses (items 8 to 21) in the instrument and the consistency of these responses, yielded coefficients of $r = 0.86$ ($N = 10$). Thirdly, the calculation of reliability of disposition responses (items 22 to 24) in the questionnaire, yielded coefficients of $r = 0,85$ ($N = 10$). Though a much higher reliability is needed to make decisions about individuals (as in achievement

and personality tests), MacMillan and Schumacher (1993:231) maintain that studies of groups can tolerate a lower reliability, sometimes as low as 0.50.

3.8 DATA COLLECTION AND FIELD PRACTICE

The questionnaires were administered during the normal schools days in March-April-May 2002. Permission was first sought from principals personally by the researcher (myself) and letters of introduction bearing the letterhead of the university (appendix 3) soliciting cooperation from schools were handed to the school principals. Then the principal would refer the researcher to the teachers in the staff room. Some principals took the questionnaires and asked the teachers to complete them. Then I would collect the questionnaires after a couple of days. In some cases an accomplice teacher in the school would distribute the questionnaires to the willing staff members, after having gained permission from the school principal, and then collect the completed questionnaires for the researcher.

Some of the teachers took the questionnaires home and offered to return them the following day but most of these would claim to have forgotten them at home. In cases where the principal took charge for the administration and collection of questionnaires, the response rate was high and timeous. Two hundred questionnaires were distributed in fourteen schools for teachers and principals to complete, but only one hundred and eighty two questionnaires

were returned. It was established by referring to the biographical data that fourteen of these were filled in by heads of schools and one hundred and sixty eight by the teaching staff. Thus, the final return is 182 out of 200, a 91% response rate. The data gathered was considered to be sufficient to provide an adequate indication of the perceptions, concerns and dispositions of school principals and teachers at least for the district. It was therefore considered unnecessary to send out more questionnaires to additional schools or further reminders to non-respondents. A very low percentage of omitted responses occurred. Not all teachers completed general information and some biographical details such as school name and qualifications. The absence of a research culture and skepticism despite assurances of confidentiality and anonymity by the researcher may account for this occurrence.

3.9 DATA CAPTURING AND DATA ANALYSIS

Quantitative data

The questionnaire for this survey was designed with a view to using a quantitative analysis to aid the investigation. Quantitative analysis can provide objective information as to the differences in perceptions, concerns and dispositions held by categories of respondents. The statements on the questionnaire were each given a code number and these codes were used to denote each question in the subsequent analysis. The responses to the

statements were coded using an ordinal scale, while the biographical data was coded using both nominal, ordinal scales (numeric data) and textual (string) data. Failure to respond to a statement was recorded as 0 and was treated as no category in the subsequent analysis.

The responses were coded, recorded using standard personal computer software (Statistica). This raw data was used to perform the following tasks:

- The distribution of responses for each question was generated and recorded. This enabled the establishment of patterns of response, and helped the postulation of reasons for the spread of data in the subsequent analysis.
- Graphical profiles of responses for each of the categories one to twenty four was generated to give an indication of the spread of perceptions, concerns and dispositions among respondents to the aspects of the appraisal system.

This forms the basis for the presentation of findings and results.

Selection of statistical methods

In the next chapter descriptive statistics (frequencies, percentages, means and standard deviations) were used to describe perceptions, concerns and dispositions of principals and teachers in relation to the appraisal system for educators.

In this investigation, correlation matrices were used in testing null hypotheses about the significant relationships between perceptions, concerns and dispositions of principals and teachers towards the developmental appraisal

programme for educators. Findings and results are presented in the next chapter. A correlation is defined as the relationship between two or more things. A correlation index indicates both the direction and the strength of the relationship between two variables (MacMillan & Schumacher 1993: 279).

In testing null hypotheses about significant differences between principals' and teachers' perceptions, concerns and dispositions, a procedure that joins ANOVA with the Scheffe test for post-hoc follow-up was used. ANOVA determines that differences exist among the means, and the post-hoc range tests and pair wise multiple comparisons determine which means differ (MacMillan & Schumacher 1993:346). A matrix is yielded where asterisks indicate significantly different group means. The standard alpha level of 0.05 was used. In cases where the p -values are less than 0.05 level of significance, the null hypothesis is rejected.

3.10 CHAPTER SUMMARY

This chapter has presented and described the design and methodology followed during fieldwork. Issues of measurement such as formulation, compilation, development of the instrument, reliability and validation of the final instrument are outlined. Details of the data collection process, including gaining access to the subjects, data collection techniques and procedures used and the times for data gathering are described. Data capturing and coding, including the rationale behind the selection of data analysis procedures as well as the actual procedures

are described. Shortcomings, limitations and the quality of data collected are also described. The results and findings of the research study are presented in the following **chapter 4**.

University of Cape Town

CHAPTER 4

ANALYSIS AND DISCUSSION OF THE RESULTS

4.1 INTRODUCTION

The purpose of this particular research project was to describe the various relationships among principals and teachers perceptions, concerns and dispositions in relation to the developmental appraisal programme for educators. Six null hypotheses were tested to establish whether there were any significant correlations and differences between principals' and teachers' perceptions, concerns and dispositions towards the developmental appraisal programme for educators.

In the following sections descriptive trends and patterns, correlation analyses and results of significant differences are presented, discussed and conclusions drawn. Secondly, results are interpreted in terms of literature to show connections between results and literature reviewed. Thirdly, anomalies and surprising results are discussed to show whether they confirm or deviate from the expectations. An attempt is made to provide reasons for the results.

4.2 DESCRIPTIVE FINDINGS: OVERALL TRENDS

The purpose of these descriptive findings and overall trends was to provide a general survey to test the climate in the schools in relation to the developmental appraisal programme for educators. Thus, principals' and teachers' responses (hereafter referred to as respondents) were analysed and interpreted together.

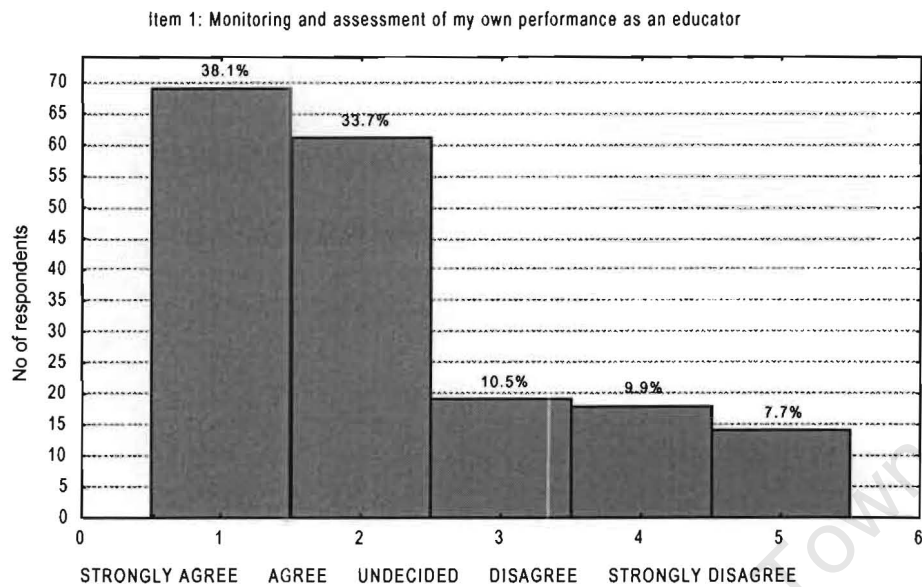
4.2.1 *Perceptions of the developmental appraisal programme for educators*

The description of the patterns of responses of principals and teachers in each of the seven statements relating to the various ways in which the teacher developmental appraisal is perceived in terms of its purposes and goals are presented.

Firstly, principals and teachers responses to each of the items are analysed and documented using histograms to present the frequency of occurrence of each response category and the distribution of data.

A histogram of the distribution of responses for item 1 is presented in Figure 1 below.

Figure 1



The respondents included principals and teachers, with the largest percentage of the sample i.e., more than two-thirds, falling within 1 (*strongly agree*) and 2 (*agree*) range. The 38.1% and 33.7%, respectively, agreed that the purpose of appraisal is to monitor and assess their own performance as educators, even though monitoring and assessment of performance is not a developmental appraisal goal. There was a concentration of principals and teachers who neither agreed nor disagreed (10,5%), followed by the disagreeing (9,9%), with the least number of respondents (7.7%) strongly disagreeing.

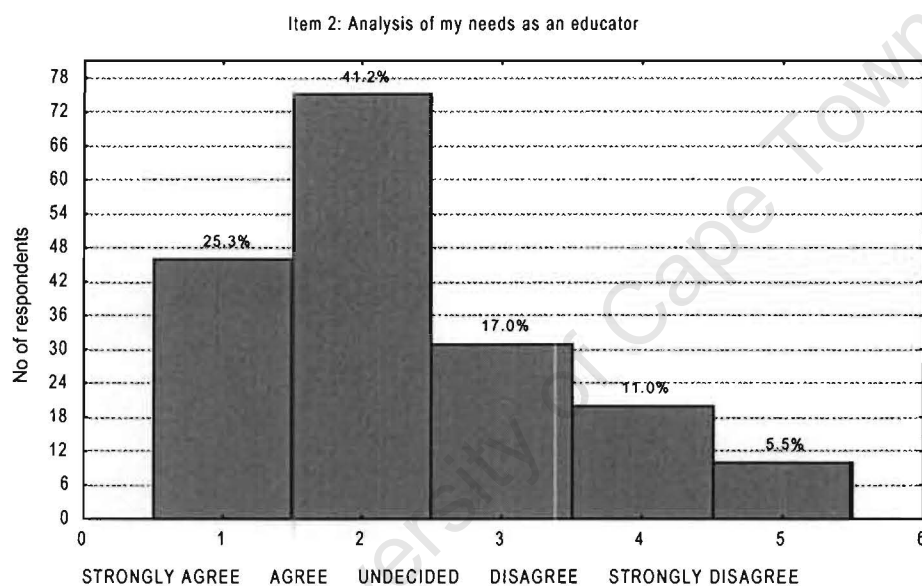
A cumulative 75.8% agreeing principals and teachers missed or misconstrued developmental appraisal as monitoring and evaluation of teachers' performance.

This result confirmed my observation and hunch that principals conceived of appraisal as assessment and follow-up on teachers' work. In effect, teachers thought principals would use appraisal to pin them down. This finding also finds

support from Evans and Tomlinson's (1989) findings that more often than not, there is a mistake of associating appraisal with increasing the accountability of teachers.

Figure 2 shows the distribution of responses for item 2. The following results were obtained:

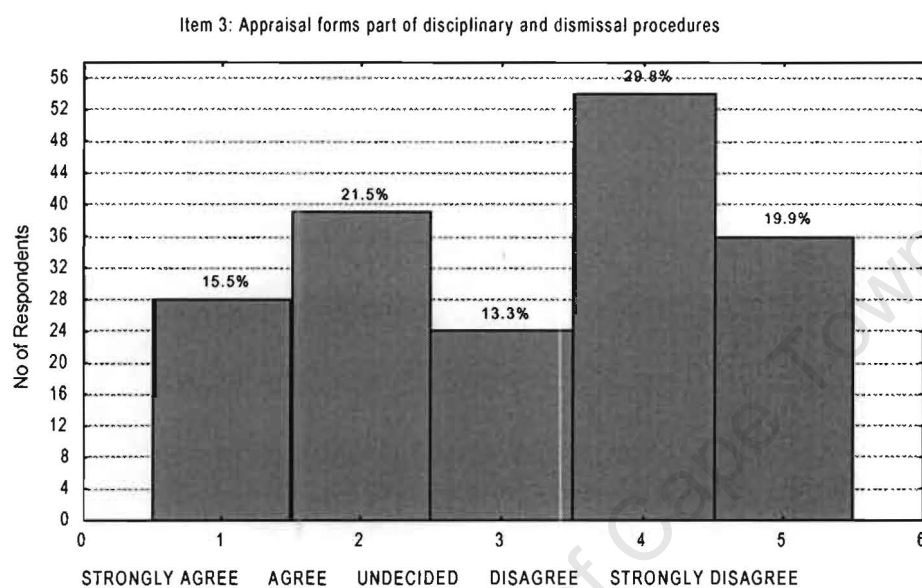
Figure 2



Twenty-five percent of the respondents strongly agreed while forty-one percent of the respondents agreed that appraisal is concerned with the analysis of educators' needs. Only seventeen percent were doubtful compared to the eleven and five percent respondents who disagreed and strongly disagreed respectively. Thus, a cumulative sixty-six percent, two-thirds of the sample, had positive perceptions of this appraisal goal, while the remainder of the sample held doubts and disagreed with this goal of appraisal.

Figure 3 presents the distribution of responses for item 3. The following results were obtained:

Figure 3



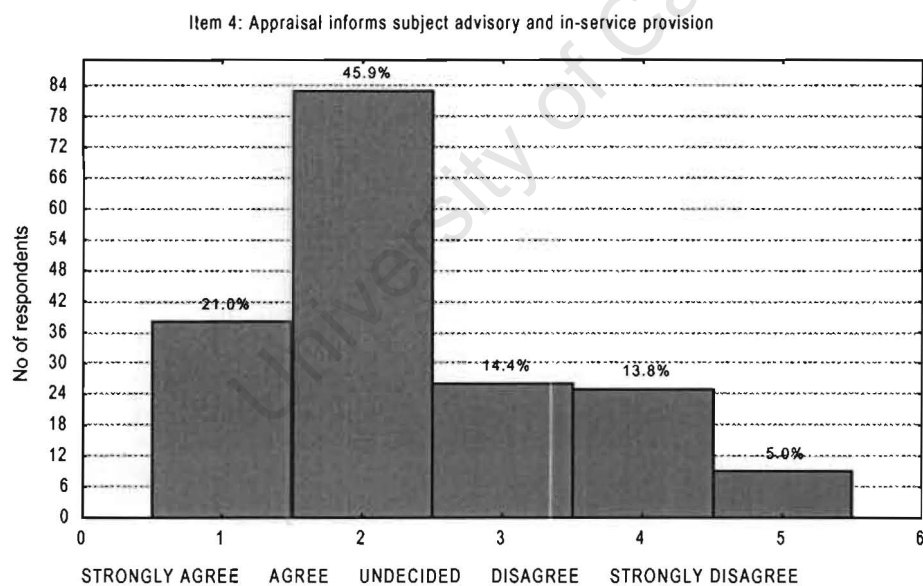
The respondents held divergent perceptions about whether appraisal forms part of the disciplinary and dismissal procedures, as shown by frequency distribution of scores across the response categories. The *cumulative forty-nine percent of respondents had negative perceptions* about whether appraisal formed part of the disciplinary and dismissal procedures. Twenty-nine percent and nineteen percent of the principals and teachers disagreed and strongly disagreed, respectively. The *cumulative thirty-seven percent of respondents agreed* even though this statement is incorrect about the developmental appraisal scheme.

Thirteen percent of the respondents were ambivalent about whether appraisal formed part of the disciplinary and dismissal procedures.

The divergence of responses for this item suggests that there was lack of clarity about this purpose or goal of appraisal on the part of principals as change agents. It appears that it was left to the principals, and teachers were suspicious that appraisal would be used for other purposes such as dismissal purposes.

In figure 4 is a presentation of the distribution of responses for item4.

Figure 4

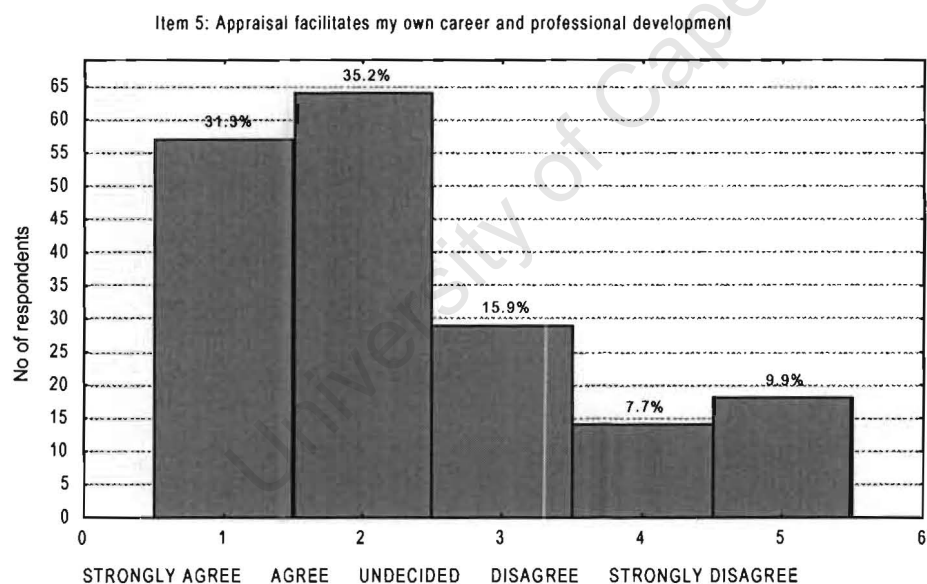


Since this form of appraisal is developmental in nature, there was a tendency by the majority of the respondents to link it to subject advisory and in-service

training provision. Hence, twenty-one percent strongly agreed while nearly forty-six percent agreed with this appraisal goal. *This cumulative sixty-seven percent perceived this appraisal goal positively.* However, fourteen percent were doubtful. The thirteen percent (disagree) and five percent (strongly disagree) of principals and teachers, did not comprehend as to how appraisal is linked to subject advisory and in-service training provision.

Figure 5 presents the distribution of responses for item 5.

Figure 5

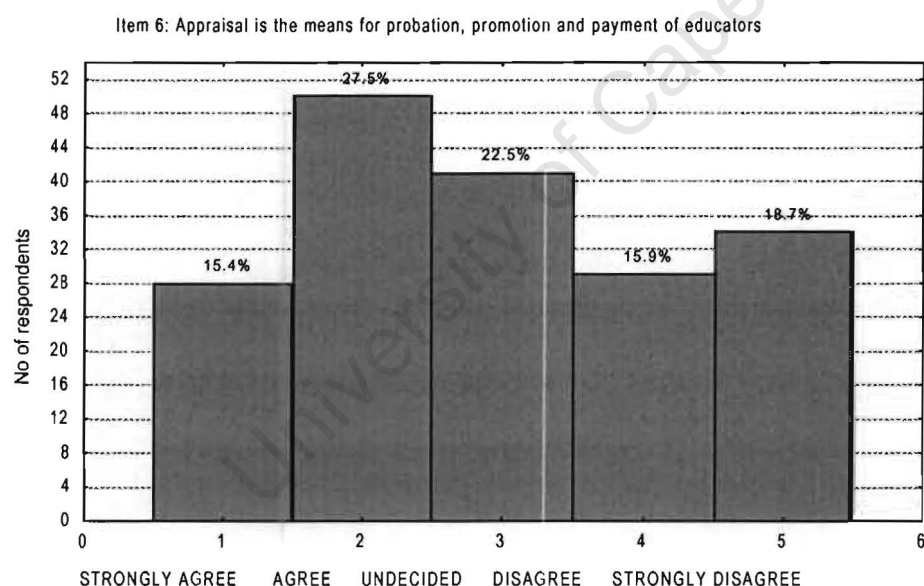


Two-thirds of the sample agreed with this goal of appraisal. Thirty –one percent strongly agreed while thirty-five percent agreed that appraisal facilitates career and professional development of educators. However, sixteen percent of the

respondents were ambivalent about how appraisal can facilitate career and professional development of educators. About eight and ten percent disagreed and strongly disagreed, respectively, even though this statement is true about the developmental appraisal programme for educators. This cumulative eighteen percent of disagreeing respondents missed this purpose of the developmental appraisal programme.

Figure 6 shows the distribution of responses for item 6.

Figure 6

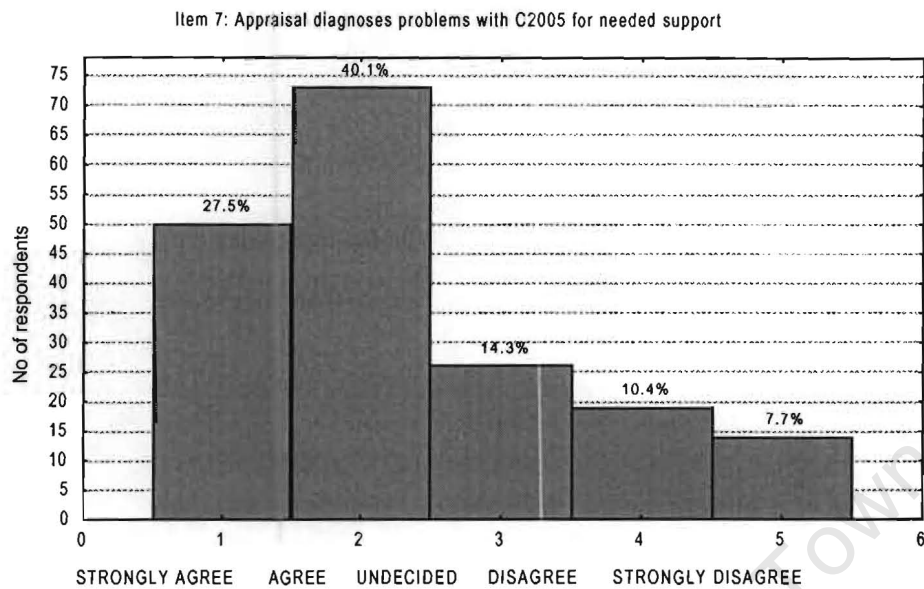


The respondents held divergent perceptions about whether appraisal forms part of the means for probation, promotion and payment of educators. More than twenty-seven percent of the respondents agreed with the statement while fifteen percent strongly agreed. *This cumulative forty-three percent perceived*

developmental appraisal as related to performance and merit pay type of appraisal, even though merit pay and promotion are not the purposes and goals of the developmental appraisal programme. Twenty-two percent of the respondents neither agreed nor disagreed. More than fifteen percent disagreed while more than eighteen percent strongly disagreed. This cumulative thirty-four percent of disagreeing respondents understood that developmental appraisal does not form part of the means for promotion and payment of teachers.

This finding also testifies to the fact that there was lack of clarity about this purpose or goal of appraisal. It can also be argued that suspicion remained on the part of principals and teachers that appraisal would be used for purposes other than development (Kigs, 1999).

In figure 7, the majority of the respondents in the sample seem to have grasped the link between appraisal and other school reform programmes such as Outcomes Based Education and Curriculum 2005. *The cumulative sixty-seven percent*

Figure 7

registered their agreement, with 27.5% (strongly agree) and 40.1% (agree), compared to the fourteen percent of unsure respondents. Only ten percent and seven percent disagreed and strongly disagreed respectively. This shows that the majority of respondents in the sample had positive perceptions of this goal of appraisal.

Secondly, I have generated descriptive tables that included means and standard deviations for each measure. The purpose of this exercise is to summarise, describe data so as to provide a general impression of how the developmental appraisal programme purposes and goals were perceived by principals and teachers in the sampled schools, and the extent to which scores dispersed around the central tendency or the general impression. The unit of analysis for the generation of statistics was each individual ($n = 182$).

Table 1 below, displays the means and standard deviations for perceptions. The item scale was 1 (*strongly agree*) to 5 (*strongly disagree*); the midpoint of the scale was 3.

Descriptor	<i>n</i>	<i>M</i>	<i>SD</i>
Item 1 - Monitoring and assessment of performance	182	2.14	1.25
Item 2 - Analysis of educator's and school's needs	182	2.30	1.12
Item 3 - Means for disciplinary and dismissal procedures	182	3.15	1.39
Item 4 - Informs subject advisory and inservice provision	182	2.34	1.12
Item 5 - Career and professional development of educators	182	2.29	1.26
Item 6 - Means for probation, promotion and payment of educators	182	2.95	1.34
Item 7 - Diagnoses problems with C2005 for support	182	2.30	1.20

Note. Scale range = 1 (*strongly agree*) to 5 (*strongly disagree*).

The mean score for each descriptor in items 1,2,4,5,and 7 were below the midpoint (3) and ranged from 2.1 to 2.3. This indicated *agreement* with each of the purposes and goals described in each of these items. The standard deviations for these perceptions items were *low* and ranged between 1.12 and 1.26. This shows a narrow dispersion of scores around the general tendency to agree with the appraisal purposes and goals mentioned below:

- *Monitoring and assessment of my own performance as an individual educator (item 1);*

- *Analysis of my needs as an individual educator and those of my school (item 2);*
- *Appraisal informs subject advisory and in-service training providers about the needs of educators (item 4).*
- *Appraisal facilitates my own career and professional development as an educator (item 5);*
- *Through appraisal problems with Curriculum 2005 can be diagnosed and needed support offered (item 7).*

However, the means for items 3 and 6 were 3, which indicated that respondents *neither agreed nor disagreed* with the appraisal goals in these statements. The standard deviations for these items were *low*, 1.39 and 1.36 respectively. Thus, the dispersion of scores around the general tendency to neither agree nor disagree with the appraisal purposes and goals below was narrow.

- *Appraisal forms part of the means for disciplinary and dismissal procedures (item 3);*
- *Appraisal forms the means through which probation, promotion and payment of educators can be facilitated (item 6).*

The responses for items 1, 3 and 6 deviated from the expectations, had the developmental appraisal scheme been interpreted and understood correctly. Agreement (item 1) and doubt (item 3 and 6) signify perception bias on the part

of principals. Tomlinson and Evans (1989) provide reasons for these findings. They maintain that any confounding of the developmental appraisal goals with the accountability appraisal goals can be traced to the conceptual error that these two parallel streams co-exist and are mutually dependent. The results for items 1, 3 and 6 in the questionnaire indicate the tendency by change agents (principals) to link accountability to the developmental goals of appraisal.

Edward and Musella quoted in Fullan and Hargreaves (1992), have argued that the accountability approach does not seem to fit too well with the ideas of professional development, as it tends to blunt any strong sense of cooperation needed to bring about professional growth.

The review of literature on perceptions has also shown that programme implementers tend to reconstitute or liken the new intervention to an old familiar routine or pattern thereby trivializing and reducing the new programme to the old (Gultig et al, 1999). Thus, it can be argued that, there was a tendency to liken or associate appraisal with the old inspectorate system it sought to replace. The inspection system was seen as a reward and a punishment mechanism. It followed-up and evaluated teacher performance. Hence, agreement by the majority of respondents that developmental appraisal is a programme for follow-up and assessment of teachers work, and ambivalence about whether appraisal is one of the means through which promotion, probation, payment, disciplinary and dismissal procedures can be facilitated. Furthermore, these findings are consistent with Leach's findings about disparity in factual information. She argues

that selective perception leads to a perception gap being a state in which a gulf separates two or more parties in the perception of a particular issue. The end results of this perception gap are misunderstandings, doubts and negative perceptions about the motives of the programme and its goals (Lewin and Stuart, 1991).

4.2.2 Concerns about the developmental appraisal programme for educators

The results summarizing the response frequencies of very true (1) and somewhat true (2) by principals and teachers are presented in table 2 below.

University of Cape Town

**Table 2 - Frequency scores of the 14 concerns recorded by principals and teachers
(N = 182)**

Item	Variable / Measure	1	2	Cumul.	
				Count	%
Item 8 - Not concerned about appraisal		45	40	85	46.70
Item 9 - Don't know what appraisal is		26	44	70	38.46
Item 10 - Limited knowledge about appraisal		49	66	115	63.19
Item 11 - Effect of appraisal on professional status		91	36	127	69.78
Item 12 - Not having enough time for appraisal		56	41	97	53.30
Item 13 - Inability to manage appraisal system requirements		44	43	87	47.80
Item 14 - Possibility of discussing about the use of appraisal		75	57	132	72.53
Item 15 - Availability of resources if appraisal system is adopted		98	42	140	76.92
Item 16 - Revising use of appraisal		57	55	112	61.54
Item 17 - How appraisal affect educators		90	40	130	71.43
Item 18 - Helping other educators in their use of appraisal		69	45	114	62.64
Item 19 - Relationships with the school and district office		72	53	125	68.68
Item 20 - How teaching or administration is supposed to change		80	56	136	74.73
Item 21 - Other approaches that might work better		52	40	92	50.55

Note. 1(*very true*) 2(*somewhat true*)

The concerns gaining the highest degree of consensus for principals and teachers were found to be:

- *Item 15* Availability of resources (140 votes)
- *Item 20* How teaching or administration is supposed to change (136 votes)
- *Item 14* Possibility of discussing about use of appraisal (132 votes)
- *Item 17* How appraisal affects educators (130 votes)
- *Item 11* Effect of appraisal on the professional status (127 votes)

The concerns gaining the lowest degree of consensus for principals and teachers were found to be:

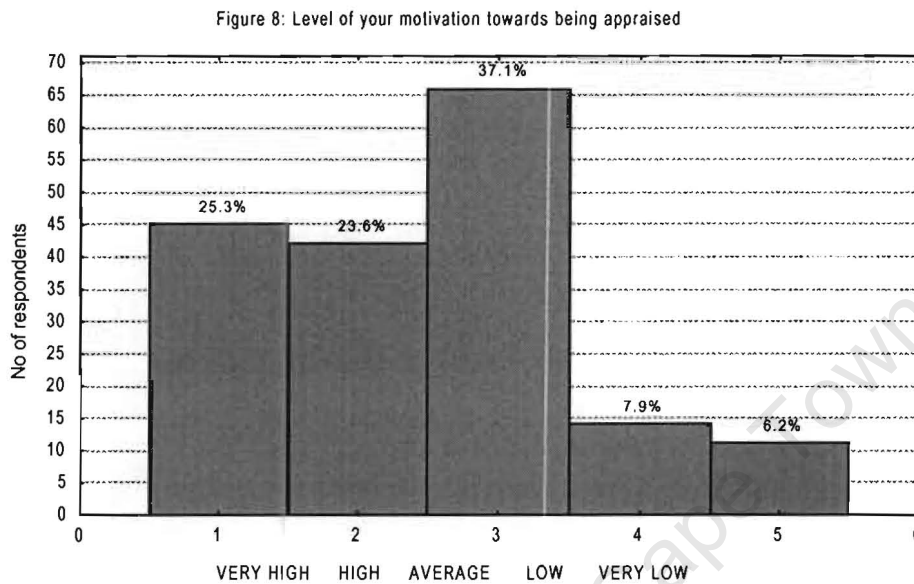
- Item 9 Don't know what appraisal is (70 votes)
- Item 8 Not concerned about appraisal (85 votes)
- Item 13 Inability to manage appraisal system requirements (87 votes)
- Item 21 Other approaches that might work better (92 votes)

Contrary to the view which holds that individuals are likely to have concerns being awareness, informational and personal about that which is new to them (Hall et al, 1977), the findings of this research show that management concerns (resources available for the developmental appraisal programme) gained the highest degree of consensus; followed by consequence concerns (how teaching or administration is supposed to change and effect of appraisal on the professional status); collaboration concerns (discussions about the possibility of using appraisal for professional development) and personal concerns (how appraisal affects educators). Awareness and informational concerns gained the lowest degree of consensus.

4.2.3 Dispositions towards the developmental appraisal programme

The description of the patterns of responses of principals and teachers in each of the three disposition items are presented below. Firstly, principals' and teachers' responses to each of the items are analysed and documented using histograms to present the frequency of occurrence of each response category.

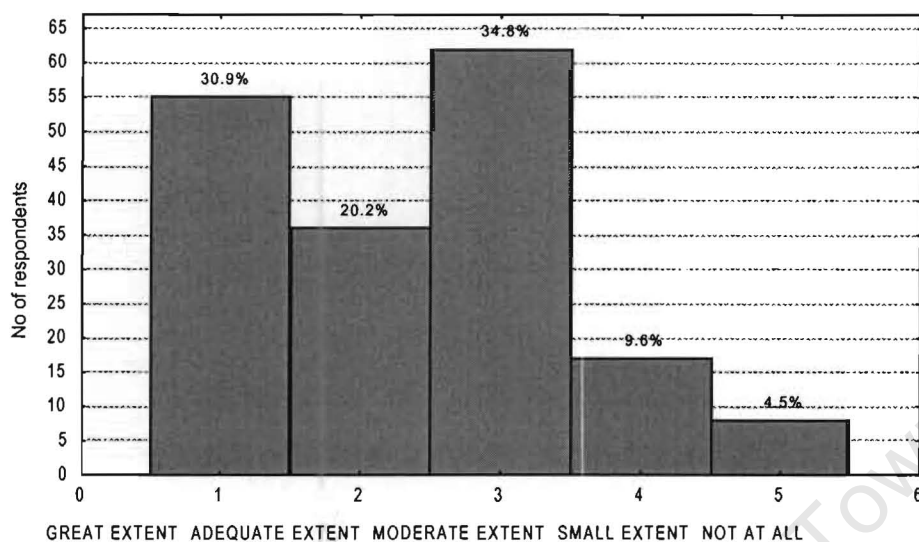
A histogram of the distribution of responses for item 22 is presented in Figure 8 below.



The level of motivation towards taking the initiative to be appraised varied. *More than a third of the sample, thirty-seven percent indicated that their level of motivation was average, followed by twenty-five percent with a very high level and twenty-three percent with a high level of motivation. Only a least number of respondents indicated that their level of motivation was low with eight percent low and six percent very low, respectively.*

Figure 9 shows the distribution of responses for item 23.

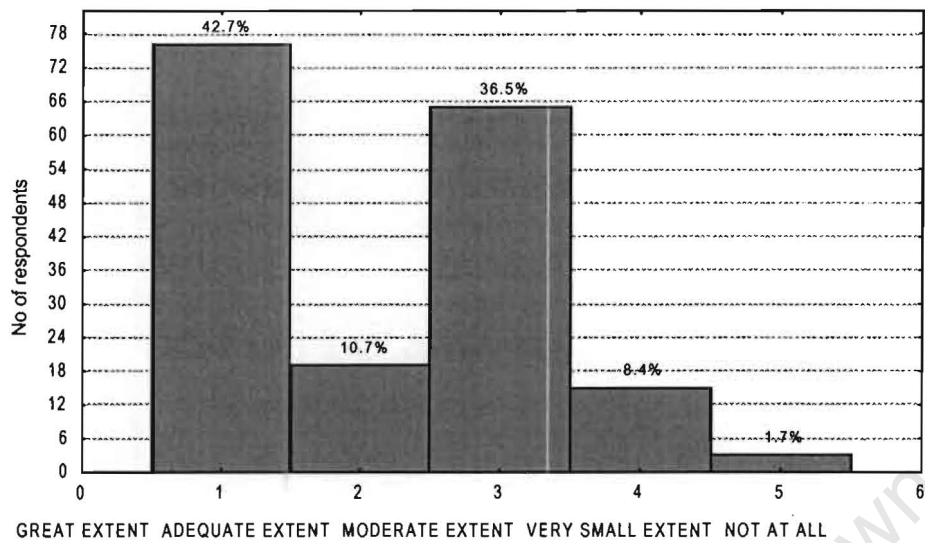
Figure 9: Extent of your comfortability with appraisal practices



The extent of feeling comfortable with the appraisal practices varied, with *more than a third (34.8%) of the respondents feeling comfortable to a moderate extent, while thirty-one percent felt comfortable to a great extent. Twenty percent of the respondents felt comfortable to an adequate extent. The least number of respondents, about ten percent felt comfortable to a small extent while more than five percent were not at all comfortable with the practices associated with the appraisal programme for educators.*

Figure 10 shows the distribution of responses for item 24. The following results were obtained.

Figure 10: Extent of your acceptance of appraisal practices



The extent of acceptance of practices related to appraisal was high *with forty-three percent reporting acceptance of the appraisal practices to a great extent.* However, *nearly thirty-seven percent of the respondents were luke-warm about the appraisal practices.* About eleven percent accepted appraisal to an adequate extent. The least number of respondents, eight percent, accepted appraisal to a small extent while about two percent did not accept appraisal practices at all.

Table 3 below displays the means and standard deviations for the disposition items. The item scales varied from 1 (very high and great extent) to 5 (very low and not at all).

Table 3.- Descriptive statistics for the sample of 182 principal and teacher dispositions towards the appraisal programme

Descriptor	<i>n</i>	<i>M</i>	<i>SD</i>
Item 22 - Level of motivation towards being appraised	182	2.40	1.17
Item 23 - Comfortability with appraisal practices	182	2.31	1.18
Item 24 - Acceptance of practices related to appraisal	182	2.10	1.15

Note. Scale range = 1 (very high/great extent) to 5 (low/not at all).

The mean scores for the disposition items ranged from 2.1 to 2.4. This indicated an adequate extent, high or a positive disposition towards appraisal with a standard deviation of 1.2 for all the three items. This low standard deviation shows that there was a narrow dispersion of scores around the general tendency.

This indicated that teachers' level of motivation towards being appraised was high. These results also show that respondents felt comfortable and accepted the practices related to appraisal to an adequate extent. These findings reflect the implementers' assessment of the value of a policy or programme and its appropriateness. Jantjies (1996) maintains that positive dispositions towards appraisal derive from the perception that it is soundly based and that teachers have control over task performance. However, care should be exercised in interpreting these results since self-reports tend to be marred by the "social desirability effect" (Mouton, 1999:64). This effect is characterized by the fact that some respondents provide responses that they believe are desirable or expected by the researcher.

4.3 RESULTS OF THE CORRELATION ANALYSIS

It is important to study the relationship between perceptions, concerns and dispositions so as to establish how these constructs are linked to a theory of behaviour on programme implementation success, so as to devise a model or strategy that would address the above-mentioned constructs. Literature review has shown that it is the person's perceptions that stimulate concerns, not necessarily the reality of the situation (Hall et al, 1977). Dalin and Rolff (1993) maintain that it is the perception of reality that is essential for the mobilization of energy necessary for behavioural changes. It is against this background that correlations were computed to establish the strength and direction of the relationships between perceptions, concerns and dispositions.

Three sets of correlation analysis were performed (see appendix 4). The first, examined the relationship between perceptions and dispositions of principals and teachers towards the appraisal programme. The second, considered the relationship between perceptions and concerns. The third, investigated the relationship between concerns and dispositions towards the developmental appraisal programme for educators. Each analysis was performed separately from the other research hypotheses. In studies investigating relationships only, correlations as low as 0.30 or 0.40 are considered to be useful in a theoretical sense (MacMillan and Schumacher, 1993:279). Thus, only correlations that fall between this range and above are reported. The alpha was set at the standard

0.05 level of significance for rejecting the null hypothesis, so that there is 95% confidence that the results were not due to chance.

4.3.1 *Perceptions and dispositions*

The seven perception items were correlated with the three disposition items to test the null hypothesis that there is no significant relationship between perceptions and dispositions of principals and teachers towards the developmental appraisal system for educators. Perceptions were found to be significantly associated with dispositions but most correlation coefficients were very low, below 0.30 and therefore had no practical significance in a theoretical sense. Thus, only higher correlations are reported.

The perception that the goal of appraisal is to monitor and assess performance correlated significantly with the level of motivation towards taking the initiative to be appraised ($r = 0.26$). Appraisal as facilitating career and professional development correlated significantly with the level of motivation towards appraisal ($r = 0.28$) and the extent of feeling comfortable with the appraisal practices ($r = 0.31$). Appraisal as means for diagnosis of problems with C2005 and offering of the needed support was found to be significantly associated with the level of motivation towards being appraised ($r = 0.27$).

Three perception items – monitoring and assessment of educators' performance, career and professional development, and diagnosis of problems with Curriculum

2005 for support - were found to be significantly related to two disposition items namely, the level of motivation to be appraised and feeling comfortable with appraisal purposes and goals. Therefore, perception items perceived positively by the respondents showed strong positive correlations with positive dispositions.

Perception items perceived negatively or doubtfully by the majority of the respondents such as appraisal for probation, merit pay of educators, promotion, disciplinary and dismissal purposes were not strongly associated with the disposition items. These correlation results seem to refute the hypothesis that negative perceptions about the purposes and goals of appraisal threaten to undermine the implementation, adoption and institutionalization of the developmental appraisal programme through negative dispositions. Negative perceptions and doubts about some of the appraisal programme purposes and goals did not lead to negative dispositions. Therefore, the conclusion can be drawn that negative perceptions do not necessarily lead to negative dispositions.

4.3.2 *Perceptions and concerns*

The perception that appraisal is *monitoring and assessment of performance* was found to be significantly associated with the following concern items: discussions on the possibility of using appraisal for professional development ($r = 0.31$), availability for the adoption of the appraisal scheme ($r = 0.33$), revising use of appraisal ($r = 0.39$) and how appraisal affects educators ($r = 0.27$).

The *needs analysis* goal of appraisal correlated significantly with the following concern items: revising use of appraisal ($r = 0.37$), and how appraisal affects educators ($r = 0.35$). Significant correlations between concerns and the view that appraisal forms part of the *means for disciplinary and dismissal procedures* were very low, below 0.30 and were considered of little theoretical significance.

The view that appraisal *informs subject advisory and in-service training provision* was significantly related to only, how appraisal affects educators ($r = 0.31$).

That appraisal facilitates *career and professional development* was found to be significantly associated with the effect of appraisal on the professional status of the educator ($r = 0.46$), available resources for the adoption of the appraisal scheme ($r = 0.31$), revising use of appraisal ($r = 0.39$), how appraisal affects educators ($r = 0.40$), help to other educators in the use of the appraisal system ($r = 0.34$) and working relationships with both the school and the district office in using the appraisal system ($r = 0.30$). The significant relationship between appraisal as *means for probation, promotion and payment of educators* with the concern items was very low, 0.20 and below with no practical significance in a theoretical sense.

Appraisal as *means for diagnosis of problems with Curriculum 2005 and offering of the needed support* was found to be significantly associated with the effect of appraisal on the professional status ($r = 0.38$), possibility of using appraisal for professional development ($r = 0.33$), revising use of appraisal ($r = 0.36$) and

working relationships with both the school and the district office in using the appraisal system ($r = 0.33$).

Precisely, these correlations mean that the responses of respondents in perception items tended to correspond in a similar way with responses in the concern items. For items where there is a significant correlation, a positive perception of an appraisal goal tended to be associated with a high concern.

Perception items perceived positively by respondents, namely; *monitoring and assessment of performance, needs analysis, career and professional development, subject advisory and in-service training provision, and diagnosis of problems with Curriculum 2005 for support* were significantly related to *consequence* (effect of appraisal on the professional status), *collaboration* (developing working relationships with the school and district office in using appraisal), *refocusing* (revising use of appraisal) and *management* (availability of resources for appraisal) concerns.

Therefore, Hall et al's (1977) argument that it is the person's perceptions that stimulate concerns, not necessarily the reality of the situation was found to be true, at least for the perception and concern items mentioned above.

4.3.3 Concerns and dispositions

The fourteen concerns items were associated with three disposition items. The concern for revising use of appraisal was found to be significantly associated with the level of motivation towards taking the initiative to be appraised ($r = 0.32$). Help to other educators in their use of appraisal was found to be significantly in association with the extent of feeling comfortable with the appraisal practices ($r = 0.32$), and extent of acceptance of the practices related to the appraisal programme ($r = 0.35$). Concerns about developing working relationships with both the school and the district office in using the appraisal programme were significantly associated with the level of motivation towards taking the initiative to be appraised ($r = 0.43$), extent of comfortability with the practices of appraisal ($r = 0.44$), and the extent of acceptance of the practices related to the appraisal programme ($r = 0.37$).

The following disposition items, namely: *high levels of motivation to be appraised*, *acceptance of appraisal practices* and *comfortable feelings with appraisal practices* showed positive relationships with *collaboration concerns* (working relations with the school and district office in using appraisal, and helping others in their use of appraisal) and *refocusing concerns* (revising use of appraisal).

Contrary to the hypothesis from which the investigation departed, that concerns would lead to negative dispositions, respondents were positively disposed towards the developmental appraisal programme for educators, as the respondents felt comfortable and accepted appraisal practices to an adequate extent and that their level of motivation towards taking the initiative to be appraised was high. Concerns such as collaboration and refocusing had high consensus among respondents and were significantly related to the above-mentioned disposition items. These concerns indicate inclinations to learn and participate on the part of the respondents. They also point to the value or worth that respondents attach to the developmental appraisal programme.

The findings of the relationship between concerns and dispositions find support from McLaughlin (1987) who argues against diagnosis of teachers as resistant to change when they ignored or subverted innovations. She maintains that teachers' responses to planned change efforts instead represent best efforts to do their job and provide the best they can. She argues that concerns, doubts and skepticism about an educational policy or programme do not necessarily mean resistance or rejection of a policy or programme. Gultig et al (1999) maintain that these are pointers to some ambivalence, uncertainties and a call for intervention to address those concerns and uncertainties about some aspects of the innovation. Therefore, concerns do not necessarily lead to negative dispositions.

4.4 RESULTS OF THE ANALYSIS OF SIGNIFICANT DIFFERENCES

Principals and teachers have different perspectives, roles and situations because of their positions. In addition, the principal is also expected to lead in the implementation of changes as a change agent in the school. Hall et al quoted in Fullan and Stiegelbauer (1991) have observed that the degree of implementation of the innovation is different in different schools because of the actions and concerns of the principal. This observation raises an issue of whether teachers' perceptions, concerns and dispositions are influenced by the principal. It is against this background that significant differences between principals' and teachers' perceptions, concerns and dispositions are analysed.

4.4.1 *Significant differences between the perceptions of principals and teachers*

A procedure that joins ANOVA with the Scheffe test for post-hoc follow-up was used to test significant differences between principals' and teachers' perceptions of the developmental appraisal programme for educators. ANOVA determines that differences exist among the means, and the post-hoc range tests and pair wise multiple comparisons determine which means differ. A matrix is yielded where asterisks indicate significantly different group means at an alpha level of 0.05. If the calculated p -value is less than 0.05 level of significance, the null hypothesis is rejected. Table 3 below shows the calculated p -values for the

perception items. Post level was identified as the primary sorting variable with 1 denoting teachers and 4 denoting principals.

Item	Variable / Measure	Significance <i>p</i> -value
Item 1 -	Monitoring and assessment of performance	0.47
Item 2 -	Analysis of educator's and school's needs	0.58
Item 3 -	Means for disciplinary and dismissal procedures	0.51
Item 4 -	Informs subject advisory and inservice provision	0.33
Item 5 -	Career and professional development of educators	0.59
Item 6 -	Means for probation, promotion and payment of educators	0.99
Item 7 -	Diagnoses problems with C2005 and OBE for support	0.44

Note. Marked differences are significant at $p < 0.05$

As can be seen in the in the table 4 and in appendix 5 there are no asterisks which indicates that *none of the seven item means at ($p < 0.05$) were significantly different between principals (post level 4) and teachers (post level 1)*. Thus, the null hypothesis that "There will be no significant differences between the perceptions of principals and teachers" can be accepted with 95% confidence. Thus, the conclusion can be drawn that principals' and teachers' perceptions of the appraisal programme were not different but similar.

These findings are explained by Spillane's (2002) assertion that interpretations and meanings of policy or programme proposals by teachers are in part a function of change agents (principals) who, by virtue of formal position or informal

role must interpret policy proposals and communicate their understandings of the policy message to teachers. Therefore, congruence between principals' and teachers' perception of the developmental appraisal programme occurred.

4.4.2 Significant differences between the concerns of principals and teachers

ANOVA and post-hoc comparisons with the Scheffe test were used to test the null hypothesis that "There will be no significant differences between the concerns of principals and teachers about the developmental appraisal programme".

Table 5 below shows the results (See also appendix 5).

Table 5.- Significant differences between the concerns of principals and teachers about the appraisal programme

Item	Variable / Measure	Significance <i>p</i> - value
Item 8	- Not concerned about appraisal	0.22
Item 9	- Don't know what appraisal is	0.84
Item 10	- Limited knowledge about appraisal	0.63
Item 11	- Effect of appraisal on professional status	0.57
Item 12	- Not having enough time for appraisal	0.19
Item 13	- Inability to manage appraisal system requirements	0.04*
Item 14	- Possibility of discussing about the use of appraisal	0.27
Item 15	- Availability of resources if appraisal system is adopted	0.46
Item 16	- Revising use of appraisal	0.14
Item 17	- How appraisal affect educators	0.13
Item 18	- Helping other educators in their use of appraisal	0.04*
Item 19	- Relationships with the school and district office	0.42
Item 20	- How teaching or administration iss supposed to change	0.04*
Item 21	- Other approaches that might work better	0.90

Note. Marked differences are significant at $p < 0.05$

For the *unmarked concern items*, there were no significant differences between the concerns of principals and those of teachers. It can be concluded that the means of these unmarked items are not different and that this conclusion will be right 95 times out of 100. Thus, the null hypothesis is true at least for the unmarked concern items.

For *marked concern items (13,18 and 20)* there were significant differences between the mean scores of principals and teachers. Thus, the null hypothesis can be rejected with 95% confidence for these marked items.

Item 13 was a management concern about the inability to manage all the appraisal system requirements. The mean for principals was ($M = 1.91$) while

that of teachers was ($M = 2.75$). Principals seem to be admitting to their inability to manage all the rubrics of the appraisal scheme while teachers tended to refute this concern as not at all true of them.

Item 18 was a collaboration concern about helping other educators in their use of the appraisal system. The mean for principals was ($M = 1.55$) while that of teachers was ($M = 2.40$). Principals seem to be very keen on helping other educators in their use of appraisal while this concern was somewhat true for teachers.

Item 20 was a consequence concern about the effect of appraisal on one's teaching or administration. The mean score for principals was ($M = 1.27$) while that of principals was ($M = 1.99$). Principals seem to be very much concerned about the consequence of appraisal on one's teaching or administration. Teachers were somewhat concerned with the consequences.

These significant differences between the concerns of principals and those of teachers are explained by Huberman in (Fullan, 1992). He argues that the phenomenological world of school reform implementers differs. As a result the principals' world may be different from the teachers' world. The differences in the way in which the universes are perceived, explains why policy and programme objectives believed important in one are viewed trivial in another, and also why concerns differ across actors.

4.4.3 Significant differences between the dispositions of principals and teachers

Table 6 below shows the results of the test for significant differences between the dispositions of principals and teachers towards the developmental appraisal programme for educators.

Item	Variable / Measure	Significance <i>p</i> - value
Item 22 - Level of motivation towards being appraised		0.69
Item 23 - Comfortability with appraisal practices		0.31
Item 24 - Acceptance of practices related to appraisal		0.51

Note. Marked differences are significant at $p < 0.05$

Results show that there were no significant differences between the dispositions of principals and those of teachers for the three items. Thus, the null hypothesis can be accepted that there are no significant differences between principals' and teachers' dispositions towards appraisal, as true 95 out of 100 times. These findings, which show congruence between principals' and teachers' dispositions, confirm Hall et al's argument in Fullan and Stiegelbauer (1991) that the behaviour or action of the principal influences the behaviour of teachers and therefore the degree of implementation of an innovation.

4.5 SUMMARY OF THE FINDINGS

There are severally significant findings from this data.

Firstly, the respondents registered their *agreement* with the following appraisal goals: monitoring and assessment of performance, needs analysis, in-service and subject advisory provision, diagnosis of problems with Curriculum 2005 for support and facilitation of career and professional development. On the other hand respondents *neither agreed nor disagreed* about whether appraisal forms part of the means for probation, promotion and payment of educators. Respondents also expressed ambivalence about whether appraisal is the means through which disciplinary and dismissal procedures can be effected.

It was found that management, consequence, collaboration and personal concerns gained the highest degree of consensus while awareness, informational and refocusing concerns gained the lowest degree of consensus. The respondents indicated that their level of motivation to be appraised was high, and that they felt comfortable and accepted appraisal practices to an adequate extent.

Secondly, there were significant correlations between perceptions and concerns; perceptions and dispositions; and concerns and dispositions of principals and teachers towards the developmental appraisal programme for educators.

Thirdly, there were significant differences in the management, consequence and collaborative concerns of principals and teachers. However, there were no

significant differences between principals' and teachers' perceptions and dispositions.

Chapter 5, is set aside for a more detailed discussion of the significance of the findings for policy, implementation and further research.

CHAPTER 5

IMPLICATIONS OF THE FINDINGS

5.1 INTRODUCTION

In this chapter, larger relevance and value of the study is shown with regard to possible implications of the findings for the developmental appraisal programme, policy and programme implementation and further research.

5.2 IMPLICATIONS

5.2.1 Implications for the developmental appraisal programme

Firstly, having information about perceptions, concerns and dispositions and the relationships between these variables informs programme administrators about where teachers are in the process of implementation of the developmental appraisal programme. Concerns, uncertainties about outcomes, and doubts expressed in some of the perception items show niches for an intervention, so that help and support can be tailored to the expressed needs of the programme participants.

Secondly, positive perceptions of appraisal such as career and professional development, diagnosis of problems with Curriculum 2005 for support, and positive dispositions such as high level of motivation to be appraised and feeling comfortable with appraisal practices, indicate areas of success in the implementation process, which need to be consolidated. They form the basis upon which adoption and institutionalization of the developmental appraisal programme can be promoted.

Thirdly, implementation of reforms requires time and close attention of programme administrators to the reform process and goals. Implementation cannot be left to principals alone as change agents. Leaving the implementation of the developmental appraisal programme to principals' and teachers' goodwill meant in large part that implementation in the school sites was done sporadically, unevenly, or not at all. It would be useful for programme administrators in the districts to expand their orientation and preparation programmes beyond two-day workshops to include providing on-going technical assistance to school sites over time.

Fourthly, the results of this research point to the need for the evaluation of the implementation process. This includes the evaluation of the orientation and preparation stages to ascertain adequacy or otherwise of the strategies employed to help principals and teachers come to terms with the programme

conceptually. This requires that programme evaluation be incorporated as part of the implementation process.

5.2.2 Implications for education programme implementation

The findings of this research have implications for the development of a communication model for implementation that addresses perceptions, concerns and dispositions. On-going communication between programme planners and administrators can ensure that decisions and interventions are made based on how these perceptions, concerns and dispositions play themselves out in the implementation process.

Such a communication model for implementation would require an implementation strategy that is built around the ordinary practicing teachers who are called upon to change. The hallmark of this communication model for implementation would be the evaluation of perceptions, concerns and dispositions of the implementers permeating all stages of the programme, namely: planning, development, implementation and evaluation.

5.2.3 Implications for further research

The results of this research represent only a small piece of potential research linking perceptions, concerns and dispositions to the implementation of the developmental appraisal programme for educators. Clearly, there is a need for

thick descriptive qualitative data that look closely at the principals' and teachers' subjective experiences of the implementation of the developmental appraisal programme for educators. Further research can be carried out to ascertain how appraisal is actually used and how appraisal can be adapted to the needs of particular individuals and schools.

It would be interesting to link teachers' career stages with their perceptions, concerns and dispositions towards the developmental appraisal programme for educators. Huberman (1993) maintains that teachers' years of experience are delineated by qualitatively different set of attitudes, beliefs, and behaviours. Career stage, as measured by years of experience can be a useful measure for understanding the influence of development on the interpretation and implementation of the developmental appraisal across large numbers of teachers.

5.3 CONCLUSION

The results of this investigation have shown that negative perceptions and concerns do not necessarily lead to negative dispositions. Nor are perceptions, concerns and dispositions linked to success or otherwise of the implementation in a linear causal way. Suffice to say that the actions or inactions of the implementers are related to these subjective experiences since literature has shown that positive perceptions and dispositions are essential for the mobilization of energy necessary to learn new behaviour and roles.

The study of perceptions, concerns and dispositions highlights the need to bargain for these subjective experiences in the actual strategy for the implementation of education programmes. There is a need to find ways of framing and focusing the impact of these subjective experiences on the implementation process.

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Appendices

Appendix 1	Questionnaire for Principals
Appendix 2	Questionnaire for Teachers
Appendix 3	Letter of introduction and admission to school sites
Appendix 4	Correlation Matrices
Appendix 5	Significant differences with the Scheffe Test

University of Cape Town

Principal Questionnaire on Developmental Appraisal for Educators

Section 1 General Information

Name of the schoolPost Level.....

Number of years at present school.....

Number of years of teaching experience.....

Highest academic qualification.....

Have you received orientation and preparation on appraisal (workshop, course)?

YES..... NO.....

If so what kind? Circle the number(s) appropriate to you.

1. workshop by district office facilitators
2. school-based workshop
3. cluster-based workshop

Section 2 Principals' Perceptions

On a scale of 1 to 5, circle one number for each description to show the extent of your agreement or disagreement with each of the following statements about teacher appraisal.

- | |
|---|
| <p>1 Strongly agree</p> <p>2 Agree</p> <p>3 Neither agree nor disagree</p> <p>4 Disagree</p> <p>5 Strongly disagree</p> |
|---|

The following statements relate to various ways in which the teacher developmental appraisal programme can be perceived, in terms of its purposes and goals.

Appraisal means:

- | | |
|---|-----------|
| 1. Monitoring and assessment of my own performance as an individual educator. | 1 2 3 4 5 |
| 2. Analysis of my needs as an individual educator and those of my school. | 1 2 3 4 5 |
| 3. Appraisal forms part of the means through which disciplinary and dismissal procedures can be effected. | 1 2 3 4 5 |

- | | |
|--|-----------|
| 4. Appraisal informs subject advisory and in-service training providers about the needs of educators. | 1 2 3 4 5 |
| 5. Appraisal facilitates my own career and professional development as an educator. | 1 2 3 4 5 |
| 6. Appraisal forms the means through which probation, promotion and payment of educators can be facilitated. | 1 2 3 4 5 |
| 7. Through appraisal problems with OBE and C2005 can be diagnosed and needed support can be offered. | 1 2 3 4 5 |

Section 3 Principals' Concerns

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with the developmental appraisal programme for educators. On a scale of 1 to 5, circle the appropriate number.

- | |
|--|
| <p>1 This statement seems very true of me at this time
 2 This statement is somewhat true of me at this time
 3 This statement seems not at all true of me at this time
 4 This statement seems irrelevant to me at this time
 5 This statement is neither true nor relevant to me</p> |
|--|

- | | |
|--|-----------|
| 8. I am not concerned about the appraisal system for educators. | 1 2 3 4 5 |
| 9. I don't even know what appraisal is. | 1 2 3 4 5 |
| 10. I have a very limited knowledge about appraisal. | 1 2 3 4 5 |
| 11. I would like to know the effect of appraisal on my professional status. | 1 2 3 4 5 |
| 12. I'm concerned about not having enough time for appraisal. | 1 2 3 4 5 |
| 13. I'm concerned about my inability to manage all the appraisal system requirements. | 1 2 3 4 5 |
| 14. I would like to discuss the possibility of using the appraisal system for my professional development. | 1 2 3 4 5 |
| 15. I would like to know what resources are available if we decide to adopt the appraisal system. | 1 2 3 4 5 |
| 16. I am concerned about revising my use of appraisal. | 1 2 3 4 5 |
| 17. I am concerned about how appraisal affects educators. | 1 2 3 4 5 |

18. I would like to help other educators in their use of the appraisal system. 1 2 3 4 5
19. I would like to develop working relationships with both the school and the district office in using the appraisal system. 1 2 3 4 5
20. I would like to know how my teaching or administration is supposed to change. 1 2 3 4 5
21. I know of some other approaches that might work better. 1 2 3 4 5

Section 4 Principals' Dispositions

22. How would you characterize the level of your **motivation** towards taking the initiative to be appraised?

- (1) very high (3) average (5) very low
(2) high (4) low

23. To what extent do you feel **comfortable** with the practices needed to implement the developmental appraisal programme for educators?

- (1) to a great extent
(2) to an adequate extent
(3) to a moderate extent
(4) to a very small extent
(5) not at all

24. To what extent do you **accept** the practices related to the developmental appraisal programme for educators?

- (1) to a great extent
(2) to an adequate extent
(3) to a moderate extent
(4) to a very small extent
(5) not at all

Teacher Questionnaire on Developmental Appraisal for Educators

Section 1 General Information

- Name of the school.Post Level.....
Number of years at present school.....
Number of years of teaching experience.....
Highest academic qualification.....
Have you received orientation and preparation on appraisal (workshop, course)?
YES..... NO.....
If so what kind? Circle the number(s) appropriate to you.
1. workshop by district office facilitators
2. school-based workshop
3. cluster-based workshop

Section 2 Teachers' Perceptions

On a scale of 1 to 5, circle one number for each description to show the extent of your agreement or disagreement with each of the following statements about developmental appraisal for educators.

- | |
|--|
| 1 Strongly agree
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Strongly disagree |
|--|

The following statements relate to various ways in which the teacher developmental appraisal programme can be perceived, in terms of its purposes and goals.

Appraisal means:

- | | |
|---|-----------|
| 1. Monitoring and assessment of my own performance as an individual educator. | 1 2 3 4 5 |
| 2. Analysis of my needs as an individual educator and those of my school. | 1 2 3 4 5 |
| 3. Appraisal forms part of the means through which disciplinary and dismissal procedures can be effected. | 1 2 3 4 5 |
| 4. Appraisal informs subject advisory and in-service | 1 2 3 4 5 |

training providers about the needs of educators.

- | | |
|--|-----------|
| 5. Appraisal facilitates my own career and professional development as an educator. | 1 2 3 4 5 |
| 6. Appraisal forms the means through which probation, promotion and payment of educators can be facilitated. | 1 2 3 4 5 |
| 7. Through appraisal problems with OBE and C2005 can be diagnosed and needed support can be offered. | 1 2 3 4 5 |

Section 3 Teachers' Concerns

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with the developmental appraisal programme for educators. On a scale of 1 to 5, circle the appropriate number.

- | |
|--|
| 1 This statement seems very true of me at this time |
| 2 This statement is somewhat true of me at this time |
| 3 This statement seems not at all true of me at this time |
| 4 This statement seems irrelevant to me at this time |
| 5 This statement is neither true nor relevant to me |

- | | |
|---|-----------|
| 8. I am not concerned about the appraisal system for educators. | 1 2 3 4 5 |
| 9. I don't even know what appraisal is. | 1 2 3 4 5 |
| 10. I have a very limited knowledge about appraisal. | 1 2 3 4 5 |
| 11. I would like to know the effect of appraisal on my professional status. | 1 2 3 4 5 |
| 12. I'm concerned about not having enough time for appraisal. | 1 2 3 4 5 |
| 13. I'm concerned about my inability to manage all the appraisal system requirements. | 1 2 3 4 5 |
| 14. I would like to discuss the possibility of using the appraisal system for my professional development. | 1 2 3 4 5 |
| 15. I would like to know what resources are available if we decide to adopt the appraisal system. | 1 2 3 4 5 |
| 16. I am concerned about revising my use of appraisal. | 1 2 3 4 5 |
| 17. I am concerned about how appraisal affects educators. | 1 2 3 4 5 |
| 18. I would like to help other educators in their use of the appraisal system. | 1 2 3 4 5 |
| 19. I would like to develop working relationships with both the school and the district office in using the appraisal system. | 1 2 3 4 5 |
| 20. I would like to know how my teaching or administration | 1 2 3 4 5 |

is supposed to change.

21. I know of some other approaches that might work better.

1 2 3 4 5

Section 4 Teachers' Dispositions

22. How would you characterize the level of your **motivation** towards taking the initiative to be appraised?

(1) very high

(3) average

(5) very low

(2) high

(4) low

23. To what extent do you feel **comfortable** with the practices needed to implement the developmental appraisal programme for educators?

(1) to a great extent

(2) to an adequate extent

(3) to a moderate extent

(4) to a very small extent

(5) not at all

24. To what extent do you **accept** the practices related to the developmental appraisal programme for educators?

(1) to a great extent

(2) to an adequate extent

(3) to a moderate extent

(4) to a very small extent

(5) not at all



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20 March, 2002.

TO WHOM IT MAY CONCERN

Mr Vuyisile Nkonki is carrying out research in partial fulfilment of the requirements for the M.Ed degree at this university. This research is an investigation into teachers' perceptions, concerns and dispositions towards the developmental appraisal programme for educators in the Mnquma district.

In terms of this research he needs to interview and canvass the opinions of teachers and principals in the Mnquma District. It would be appreciated if he could be given access to educators in the District to carry out this research. Any other further help to Mr Nkonki would also be appreciated. Mr Nkonki would be happy to share the outcomes of his research.

Thank you

A handwritten signature in black ink, appearing to read 'Crain Soudien'.

Crain Soudien (Professor)
HEAD

Variable	ITEM22	ITEM23	ITEM24
ITEM_1	.26 *	.21 *	.20 *
ITEM_2	.06	.20 *	.07
ITEM_3	-.02	-.05	.00
ITEM_4	.05	.15	-.03
ITEM_5	.28 *	.31 *	.14
ITEM_6	.10	.11	.05
ITEM_7	.27 *	.24 *	.13

University of Cape Town

data file: schools data.sta [182 cases with 33 variables]

Variable List 1:

VARIABLES:

10: ITEM_1 -9999
 11: ITEM_2 -9999
 12: ITEM_3 -9999
 13: ITEM_4 -9999
 14: ITEM_5 -9999
 15: ITEM_6 -9999
 16: ITEM_7 -9999

Variable List 2:

VARIABLES:

17: ITEM_8 -9999
 18: ITEM_9 -9999
 19: ITEM10 -9999
 20: ITEM11 -9999
 21: ITEM12 -9999
 22: ITEM13 -9999
 23: ITEM14 -9999
 24: ITEM15 -9999
 25: ITEM16 -9999
 26: ITEM17 -9999
 27: ITEM18 -9999
 28: ITEM19 -9999
 29: ITEM20 -9999
 30: ITEM21 -9999

STAT. Correlations between perceptions and concern items										
BASIC Marked correlations are significant at p < .05000										
STATS N=155 (Casewise deletion of missing data)										
Variable	ITEM_8	ITEM_9	ITEM10	ITEM11	ITEM12	ITEM13	ITEM14	ITEM15	ITEM16	ITEM17
ITEM_1	-.09	-.01	-.04	.24*	.13	.11	.31*	.33*	.39*	.27*
ITEM_2	-.02	-.03	-.11	.18*	.09	.11	.19*	.26*	.37*	.35*
ITEM_3	.04	.08	.02	-.10	.21*	.02	.22*	.03	.20*	.14
ITEM_4	-.21*	.09	-.17*	.26*	.03	-.01	.15	.05	.13	.31*
ITEM_5	-.12	-.21*	-.06	.46*	.26*	.20*	.18*	.31*	.39*	.40*
ITEM_6	-.15	-.11	-.03	.20*	.06	.06	.07	.01	.09	-.05
ITEM_7	-.21*	-.14	-.13	.38*	.18*	.21*	.33*	.29*	.36*	.13

STAT. Correlations between perceptions and concern items				
BASIC Marked correlations are significant at p < .05000				
STATS N=155 (Casewise deletion of missing data)				
Variable	ITEM18	ITEM19	ITEM20	ITEM21
ITEM_1	.25*	.20*	.07	.05
ITEM_2	.24*	.20*	.22*	-.11
ITEM_3	.21*	.08	-.02	.01
ITEM_4	.15	.21*	.14	-.09
ITEM_5	.34*	.30*	.15	.12
ITEM_6	.03	.07	-.02	.18*
ITEM_7	.23*	.33*	.23*	.09

data file: schools data.sta [182 cases with 33 variables]

Variable List 1:

VARIABLES:
 17: ITEM_8 -9999
 18: ITEM_9 -9999
 19: ITEM10 -9999
 20: ITEM11 -9999
 21: ITEM12 -9999
 22: ITEM13 -9999
 23: ITEM14 -9999
 24: ITEM15 -9999
 25: ITEM16 -9999
 26: ITEM17 -9999
 27: ITEM18 -9999
 28: ITEM19 -9999
 29: ITEM20 -9999
 30: ITEM21 -9999

Variable List 2:

VARIABLES:
 31: ITEM22 -9999
 32: ITEM23 -9999
 33: ITEM24 -9999

STAT.		Correlations between concerns and disposition items			
BASIC		Marked correlations are significant at p < .05000			
STATS		N=155 (Casewise deletion of missing data)			
Variable	ITEM22	ITEM23	ITEM24		
ITEM_8	-.02	-.08	.06		
ITEM_9	-.27 *	-.16 *	-.09		
ITEM10	-.11	-.02	-.08		
ITEM11	.23 *	.10	-.01		
ITEM12	.12	-.05	.02		
ITEM13	.20 *	.15	.05		
ITEM14	.14	.19 *	.21		*
ITEM15	.13	.06	.05		
ITEM16	.32 *	.24 *	.24		*
ITEM17	.11	.06	.15		
ITEM18	.28 *	.32 *	.35		*
ITEM19	.43 *	.44 *	.37		*
ITEM20	.12	.16 *	.23		*
ITEM21	.07	.07	.11		

STAT. BASIC STATS	Scheffe Test; Variable: ITEM_1 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.1935	{2} M=1.9091
G_1:1 {1} G_2:4 {2}	.467587	.467587

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM_2 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.2821	{2} M=2.0909
G_1:1 {1} G_2:4 {2}	.575246	.575246

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data file: schools data.sta [182 cases with 33 variables]

VARIABLES:

4: LEVEL -9999
 10: ITEM_1 -9999
 11: ITEM_2 -9999
 12: ITEM_3 -9999
 13: ITEM_4 -9999
 14: ITEM_5 -9999
 15: ITEM_6 -9999
 16: ITEM_7 -9999

STAT. BASIC STATS	Scheffe Test; Variable: ITEM_3 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers' perception (4) Principals' perception	
LEVEL	{1} M=3.1677	{2} M=3.4545
G_1:1 {1}		.506339
G_2:4 {2}	.506339	

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM_4 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.3032	{2} M=2.6364
G_1:1 {1}		.331782
G_2:4 {2}	.331782	

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM_5 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.3013	{2} M=2.0909
G_1:1 {1}		.593084
G_2:4 {2}	.593084	

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM_6 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers' perception (4) Principals' perception	
LEVEL	{1} M=2.9936	{2} M=3.0000
G_1:1 {1} G_2:4 {2}	.987799	.987799

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM_7 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.2821	{2} M=2.0000
G_1:1 {1} G_2:4 {2}	.440490	.440490

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM_8 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.5390	{2} M=3.0000
G_1:1 {1} G_2:4 {2}	.217673	.217673

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM_9 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.7484	{2} M=2.8182
G_1:1 {1}		.843113
G_2:4 {2}	.843113	

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM10 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.2600	{2} M=2.0909
G_1:1 {1} G_2:4 {2}	.628085	.628085

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM11 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.1776	{2} M=1.9091
G_1:1 {1}		.565501
G_2:4 {2}	.565501	

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM12 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.5455	{2} M=2.0000
G_1:1 {1} G_2:4 {2}	.187477	.187477

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM13 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.7516	{2} M=1.9091
G_1:1 {1}		
G_2:4 {2}	.040057 *	.040057 *

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM14 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.1538	{2} M=1.7273
G_1:1 {1}		.274356
G_2:4 {2}	.274356	

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM15 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=1.9351	{2} M=1.6364
G_1:1 {1} G_2:4 {2}	.456407	.456407

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM16 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.4156	{2} M=1.8182
G_1:1 {1} G_2:4 {2}	.135254	.135254

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM17 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.1250	{2} M=1.4545
G_1:1 {1}	.131684	.131684
G_2:4 {2}		

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM18 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.4013	{2} M=1.5455
G_1:1 {1}		
G_2:4 {2}	.046756 *	.046756 *

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM19 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.1364	{2} M=1.8182
G_1:1 {1} G_2:4 {2}	.420508	.420508

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data file: schools data.sta [182 cases with 33 variables]

VARIABLES:

```

4:  LEVEL          -9999
17: ITEM_8         -9999
18: ITEM_9         -9999
19: ITEM10         -9999
20: ITEM11         -9999
21: ITEM12         -9999
22: ITEM13         -9999
23: ITEM14         -9999
24: ITEM15         -9999
25: ITEM16         -9999
26: ITEM17         -9999
27: ITEM18         -9999
28: ITEM19         -9999
29: ITEM20         -9999
30: ITEM21         -9999

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM20 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=1.9870	{2} M=1.2727
G_1:1 {1}		.039486 *
G_2:4 {2}	.039486 *	

STAT. BASIC STATS	Scheffe Test; Variable: ITEM21 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.6903	{2} M=2.6364
G_1:1 {1} G_2:4 {2}	.904782	.904782

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM22 (schools data.sta) Marked differences are significant at p < .05000 (1) Teachers (4) Principals	
LEVEL	{1} M=2.4052	{2} M=2.5455
G_1:1 {1} G_2:4 {2}	.694801	.694801

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STAT. BASIC STATS	Scheffe Test; Variable: ITEM23 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.3725	{2} M=2.0000
G_1:1 {1} G_2:4 {2}	.307049	.307049

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data file: schools data.sta [182 cases with 33 variables]

VARIABLES:

4: LEVEL -9999
 31: ITEM22 -9999
 32: ITEM23 -9999
 33: ITEM24 -9999

STAT. BASIC STATS	Scheffe Test; Variable: ITEM24 (schools data.sta) Marked differences are significant at $p < .05000$ (1) Teachers (4) Principals	
LEVEL	{1} M=2.1438	{2} M=1.9091
G_1:1 {1}		.505624
G_2:4 {2}	.505624	

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