

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
DEDICATION	i
ACKNOWLEDGEMENTS	ii
DECLARATION	iii
ABSTRACT	iv
<b>1. INTRODUCTION AND OVERVIEW</b>	
1.1 INTRODUCTION	1
1.2 DEFINITION OF TERMS	2
1.3 THE STATEMENT OF THE PROBLEM	4
1.4 THEORETICAL RATIONALE	5
1.5 SIGNIFICANCE OF THE STUDY	6
1.6 RESEARCH QUESTION	6
1.7 AIMS AND OBJECTIVES OF THE STUDY	7
1.7.1 Aim	7
1.7.2 Objectives	7
1.8 HYPOTHESES	8
1.9 RESEARCH DESIGN	8
1.9.1 The population and the sample	9
1.9.1.1 Population	9
1.9.1.2 Sample	9
1.9.2 Data Analysis Method	13
1.9.3 Validity, Reliability	14
1.9.3 Ethical Consideration	15
1.10 DEMARCATION AND LIMITATION OF THE STUDY	16
1.11 RESEARCH LAY-OUT	16
<b>2. REVIEW OF LITERATURE</b>	18
2.1 INTRODUCTION	18
2.2 HISTORICAL REVIEW OF DEVELOPMENTAL APPRAISAL FOR EDUCATORS	19

2.2.1	Appraisal of educators in the United States of America (USA)	25
2.2.2	Appraisal of educators in the United Kingdom (UK)	27
2.2.3	Appraisal of educators in Australia	36
2.3	DEVELOPMENTAL APPRAISAL OF EDUCATORS DURING THE PRE-DEMOCRATIC ERA	42
2.4	DEVELOPMENTAL APPRAISAL DURING THE POST-APARTHEID ERA	46
2.5	THE BENEFITS OF DEVELOPMENTAL APPRAISAL FOR EDUCATORS	49
2.6	CONCLUSION	55
<b>3.</b>	<b>REVIEW OF CURRENTLY APPLIED METHODS OF APPRAISING EDUCATORS</b>	<b>56</b>
3.1	INTRODUCTION	56
3.2	THE METHODS/CYCLE PROCESS OF DEVELOPMENTAL APPRAISAL OF EDUCATORS	56
3.2.1	Multiple-person comparison or comparative standards	56
3.2.1.1	<i>Paired Comparison</i>	56
3.2.1.2	<i>Ranking Order Determination</i>	57
3.2.1.3	<i>Forced Distribution</i>	57
3.2.2	Critical Incidents	58
3.2.3	Graphic Rating scale	64
3.2.4	Behaviourally anchored rating scales (BARS)	65
3.2.5	Management by Objectives (MBO)	67
3.2.6	360 Degree Feedback	70
3.2.7	Essay Appraisal Method	71
3.2.8	Other performance appraisal methods	72
3.2.8.1	<i>Performance reviews</i>	72
3.2.8.2	<i>Field review method</i>	73

3.2.8.3	<i>Self appraisal</i>	73
3.2.8.4	<i>Assessment centers</i>	73
3.3	<b>BRIEF RESUME OF PROBLEMS AND ISSUES REGARDING ACCURATE DEVELOPMENTAL APPRAISAL FOR EDUCATORS</b>	74
3.3.1	Resources	74
3.3.2	Who appraises whom?	75
3.3.3	Timing	85
3.3.4	Frequency and consistency	87
3.3.5	Records and Reports	88
3.3.6	Outcomes	89
3.3.7	Appeals	91
3.3.8	Appraiser Error	92
3.3.8.1	<i>The Halo Effect</i>	93
3.3.8.2	<i>Unsufficient Knowledge of the Appraisee</i>	93
3.3.8.3	<i>Personal Prejudice</i>	93
3.3.8.4	<i>The Problem of Contex</i>	94
3.3.8.5	<i>The Paperwork</i>	95
3.3.8.6	<i>The Inability to Give Criticism</i>	95
3.3.8.7	<i>Performance Appraisal Standards</i>	95
3.3.8.8	<i>The Central Tendency Problem</i>	96
3.3.8.9	<i>Strictness and Leniency</i>	96
3.3.8.10	<i>The Recency Error</i>	96
3.3.8.11	<i>Other Errors in the Process of Appraisal</i>	97
3.4	<b>THE PRACTICE OF DEVELOPMENTAL APPRAISAL FOR EDUCATORS AND LEGAL IMPLICATIONS</b>	98
3.5	<b>CRITICAL APPRAISAL OF DEVELOPMENTAL APPRAISAL FOR EDUCATORS' MANUAL</b>	105
3.6	<b>CONCLUSION</b>	116

<b>4.</b>	<b>METHODOLOGY</b>	118
4.1	INTRODUCTION	118
4.2	RESEARCH METHODOLOGY	118
	4.2.1 Research Approach	118
	4.2.2 Research Method	120
4.3	RESEARCH DESIGN	121
	4.3.1 Population	121
	4.3.2 Sample	121
4.4	INSTRUMENTATION	123
	4.4.1 The pilot study	123
4.5	DATA COLLECTION PROCEDURES	124
	4.5.1 The Questionnaire	125
	4.5.2 The Interviews and Observations	126
	4.5.2.1 <i>Procedure for Telephonic Interviews</i>	127
	4.5.2.2 <i>Procedure for Face-to-Face Interviews</i>	129
	4.5.2.3 <i>Procedure for Observations</i>	130
4.6	VALIDITY, RELIABILITY AND TRUSTWORTHINESS	130
4.7	CONCLUSION	131
<b>5.</b>	<b>RESULTS OF THE STUDY</b>	132
5.1	INTRODUCTION	132
5.2	BIOGRAPHICAL DETAILS OF RESPONDENTS	132
	5.2.1 Gender categories of Respondents	133
	5.2.2 Current post level held by educators	134
	5.2.3 Present Age and Teaching Experience of respondents	135
	5.2.4 Highest professional qualification of respondents	136
	5.2.5 Highest academic qualifications of respondents	137
5.3	PREPARATORY STAGE FOR THE IMPLEMENTATION AND MANAGEMENT OF DEVELOPMENTAL APPRAISAL OF EDU- CATORS IN THE FREE STATE PROVINCE SECONDARY	

SCHOOLS	138
5.4 ACTUAL IMPLEMENTATION AND MANAGEMENT OF DEVELOPMENTAL APPRAISAL OF EDUCATORS IN FREE STATE PROVINCE SECONDARY SCHOOLS	141
5.5 RESPONSES FROM INTERVIEWS AND OBSERVATIONS	143
5.5.1 Responses from telephonically conducted interviews	144
5.5.2 Responses from face-to-face interviews	149
5.5.3 The observation process results	152
5.6 DECISIONS ON HYPOTHESES	154
5.7 DECISIONS ON RESEARCH QUESTIONS	155
5.8 CONCLUSION	156
<b>6. SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>157</b>
6.1 INTRODUCTION	157
6.2 SUMMARY	157
6.3 DISCUSSIONS	160
6.4 STRATEGIES FOR THE IMPLEMENTATION AND MANAGEMENT OF DAS	161
6.5 RECOMMENDATIONS	162
6.5.1 Time for conducting appraisal	162
6.5.2 The effectiveness of DAS	162
6.5.3 The benefit of DAS	162
6.5.4 Identification of needs for development	162
6.5.5 The motivating factor in DAS	163
6.5.6 General improvement in education	163
6.5.7 The researcher's recommendations	163
6.6 SUGGESTIONS FOR FUTURE STUDY	164
6.7 CONCLUSION	165
<b>7. BIBLIOGRAPHY</b>	<b>167</b>