

THE INFLUENCE OF SOCIETAL CULTURE ON THE  
IMPLEMENTATION OF TEACHER APPRAISAL AT THE  
AB SCHOOL IN BARBADOS

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## Abstract

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The influence of Barbadian societal culture on the  
implementation of Teacher appraisal the AB School

This study sought to determine the ways in which the societal culture of Barbados has influenced the appraisal implementation process at the AB School; to test the model for describing societal culture proposed by Dimmock and Walker (2002) by applying it to Barbados; to develop a methodology for investigating societal culture and to recommend ways to improve the appraisal implementation process at the AB school.

The study concentrated on the power distributed / concentrated dimension but also involve the consideration / aggression dimension and the male/female influence dimension. To apply the Dimmock and Walker model, the Barbadian society was divided into three levels across which power has been distributed. These were represented by the Ministry of Education (MoE), the teachers' unions and the school (after Morris and Lo, 2002).

Results showed that the MoE felt the scheme was a good balance between accountability and professional development. The teachers' unions argued against changes in working conditions brought on by the appraisal. The staff of the AB school preferred an appraisal scheme that had developmental components only. The staff felt that the present scheme was too time-consuming in nature and that the busy exam preparation schedule the school undergo on a yearly basis was unsuitable to successfully implement it at the school. The appraisal came to a halt as a result of attitude of the staff at the AB school to it.

## Contents

Chapter 1	Introduction	
1.1	Introduction	13
1.2	Purpose	13
1.2.1	The problem	14
1.3	The issues	14
1.3.1	Research questions	17
1.4	Significance of the study	18
1.5	The positionality of the researcher	20
1.6	The School	22
1.7	Back ground to Appraisal	24
1.8	Conclusion	28
1.9	Overview of each chapter of the thesis	29
Chapter 2	Literature Review	
2.1	Introduction	30
2.2	Culture	31
2.2.1	Societal culture	33
2.2.1.1	The dimensions of societal culture	35
2.2.2	School Culture	43
2.2.2.1	Dimensions of school culture	43
2.2.3	Limitations of the Dimmock and Walker model	46
2.2.4	Model for this Study	47
2.2.5	Sources of power available to schools	49

2.2.6	Limitations of the model for this study	52
2.3	Applying the Dimmock and Walker model to Barbados	54
2.3.1	The culture of Barbados	54
2.3.2	The culture of the school	61
2.4	Appraisal	64
2.4.1	Definition of Appraisal.	65
2.4.2	The Process of Appraisal	66
2.4.3	The Purpose of appraisal	67
2.4.4	The Management of Appraisal	69
2.4.5	Judging the effectiveness of an appraisal scheme	70
2.5	The Influence of the Power Dimension of Societal Culture on Appraisal	70
2.5.1	Enduring beliefs, values and ideologies of the power dimension	71
2.5.2	Accountability	72
2.5.3	Equity	76
2.5.4	Empowerment	77
2.5.5	Professional development and autonomy	79
2.5.6	Dilemmas	80
2.6	Conclusion	84
Chapter 3	Appraisal in Barbados	85
3.1	Introduction.	85
3.1.1	Time Period of the study	85
3.1.2	Appraisal in Barbados in the 1990s	86

3.2	Previous Research into Appraisal in Barbados	86
3.2.1	The Need for Change	89
3.3	The New Appraisal Scheme Proposed in 2000	91
3.3.1	People to be appraised	94
3.3.2	Procedures for handling disagreements	95
3.3.3	Evaluating the Current Model of Barbadian Appraisal	96
3.3.3.1	The Purpose of the Appraisal	96
3.3.3.2	The Process of the Appraisal	97
3.3.3.3	The Management of the Appraisal	98
3.3.3.4	Measures to enhance the effectiveness of the appraisal scheme	101
3.4	Research Questions	103

## Chapter 4 Investigation

4.1	Introduction	104
4.1.1	Research purpose	104
4.1.2	Research Questions	105
4.2	Research paradigms	106
4.2.1	Characteristics of the Positivist Approach	106
4.2.2	Characteristics of the Interpretivist Approach	109

4.3	Methodology used in previous research into appraisal	111
4.4	Ethical Considerations	112
4.5	The design and methodology for the present research	115
4.5.1	Research Approach	115
4.5.1.1	Disadvantages to overcome in a case study	117
4.5.2	Deciding on Data collection tools	118
4.5.3	Research access	120
4.5.4	Questionnaire design and methodology	121
4.5.4.1	Analysis of questionnaire data	122
4.5.5	Interview Design	123
4.5.5.1	Interview Methodology	124
4.5.6	Method of data analysis of interview data	126
4.6	Reliability and Validity and Triangulation	127
4.7	Conclusion	129

## Chapter 5                      Principal and teachers description

5.1	Introduction	130
5.2	Power dimension of the school and society in Barbados	130
5.3	The decision-making close to the student	133
5.4	Every effort must be made to address inequity	134
5.5	Addressing inequity through education	135
5.6	Teachers first have to be empowered	135

5.7	Separating School from Society	136
5.8	Male / Female perspective	137
5.9	Management / Non-management perspective	138
5.10	Teachers' description of the appraisal process	140
5.10.1	The worth of the scheme	140
5.10.2	Low level of trust	141
5.10.3	Balance accountability and personal professional development	145
5.10.4	Balancing the needs of the organization and the individual	147
5.10.5	A lack of long-term benefits.	149
5.11	The appraisal implementation process at the school	152
5.12	Conclusion	162

## Chapter 6                      The influence of the power distribution of the society and the school on the implementation of the appraisal.

6.1	Introduction	163
6.1.1	The interest groups at each level of culture	163
6.1.2	Beliefs about the power distribution of the Barbadian society	164
6.1.3	The genesis of the new appraisal	165
6.2	Ownership	166
6.3	Accountability	171
6.4	Preferring to speak to teachers	178
6.5	Appraisal coordinator	180



6.6	Handling Dilemmas	183
6.7	Handling disagreement	185
6.8	Reporting on Colleagues is a last resort	187
6.9	Status	189
6.9.1	Status at the societal level	190
6.9.2	Status at the school level	190
6.9.2.1	Collegiality	191
6.9.2.2	Competence and age	193
6.9.2.3	Seniority and peer appraisal	195
6.9.2.4	Security of Tenure	198
6.10	Conclusion	200

## Chapter 7 Conclusion

7.1	Introduction	202
7.2	Addressing the original research objectives and questions	202
7.2.1	How did the principal and teachers describe the appraisal system?	203
7.2.2	How did teachers and the principal of the AB school describe the power dimensions of the school and the society?	203
7.2.3	In what ways did teachers and the principal of the AB school perceive the power dimension had influenced the implementation of the appraisal system?	205

7.3	Answers to the original research objectives	209
7.3.1	Testing the Dimmock and Walker's (2002) model on Barbados	209
7.3.2	Employing methods of data collection and analysis developed	209
7.4	Original knowledge that has emerged from the research	211
7.5	Evaluative questions and answers	213
7.5.1	How useful was the Dimmock and Walker model for a study of appraisal in Barbados?	213
7.5.2	Which values and beliefs of the power dimension appeared to exert the most influence?	214
7.5.3	What aspect of appraisal was most affected by the power dimension?	215
7.5.4	Limitations	216
7.6	Suggestions for further research	217
7.7	Recommendations	219

## **Appendices**

Appendix A	Questionnaire to gauge societal culture	218
Appendix B	Questionnaire results and analysis including:	223
	Response to item # 42	
Appendix C1	Interview schedule for Teacher, HoD, HoY and D.P	232
Appendix C2	Principal interview	234
Appendix D	Interview Data.	236

Summary of Teacher Interview responses	
Summary of HoD Interview responses	
Summary of HoY Interview responses	
Summary of Deputy Principal Interview responses	
Summary of Principal Interview responses	
Appendix E Previous 8 years results	246
Reference	247



## **Chapter 1**

### **Introduction**

#### **1.1 Introduction**

According to Bush and Haiyan (2002), the influence of societal culture is becoming increasingly important as countries adopt and implement policies that were developed and tried in other countries. This supports Dimmock's (2000) statement that any restructuring takes place within the context of people's values and beliefs so that these exert considerable influence, and provide for a fuller understanding of the whole process. In this vein, the societal culture takes on great significance as Barbados implements a new appraisal process. Seeking a fuller understanding of the process may reveal new ways in which societal culture influences the implementation of appraisal and thus add to present knowledge of the ways in which societal culture can influence appraisal processes.

#### **1.2 Purpose**

The purpose of this case study is:

1. To gather, interpret and understand the thoughts, feelings, opinions and expressions of the principal and staff of AB school to determine the ways in which the societal culture of Barbados has influenced the appraisal implementation process at the School.
2. To test the model for describing societal culture proposed by Dimmock and Walker (2002) by applying it to Barbados.
3. To develop a methodology for investigating societal culture.

4. To recommend ways to improve the appraisal implementation process at the AB school.

### **1.2.1 The Problem**

The introduction of a staff appraisal scheme at the AB School in the year 2002 was expected by the education authority in Barbados to lead to improved quality, accountability, staff relationships and help teachers and administrators to “reduce the level of fear, worry and threat traditionally associated with teacher evaluation” (MOEYAC, 2000, p. i). Management of the school initially tried to implement the scheme. However, after three years, the principal and teachers said that the appraisal had stopped. Many teachers thought that the present culture of Barbados did not support the appraisal. Hence, this study asked the question in what ways has the societal culture of Barbados influenced the appraisal implementation process at the School.

### **1.3 The Issues**

The research issue in this study is centred on the introduction of a staff appraisal process at the AB School and the influence of Barbadian societal culture on the process. As Dimmock (2000) has found for other countries, the policies and practices introduced into Barbados interact with local societal culture and are influenced by the local culture, presenting situations that are specific to the country.

Apart from research done by Brathwaite (1995) and Newton and Brathwaite (1998), the effects of the national culture of Barbados on the appraisal process at the school and the way it has been managed as a whole are not widely researched and documented. In attempting to research the influence of the national culture on the implementation of appraisal at the school, the work of Dimmock and Walker (2002; 2002a) and Walker and Dimmock (2002) has been used to develop a conceptual framework. The authors refer to appraisal as a key leadership responsibility and explain that culture exerts a considerable influence on how and why school leaders think and act as they do. They, having done cross-cultural educational leadership studies in countries such as Hong Kong, Singapore and Australia, issue a call to researchers to develop both quantitative and qualitative methodologies and instrumentation to advance empirical study in the field of cross-cultural research, which is a relatively new field. They provide seven cultural dimensions, which they say are a baseline for describing and gauging societal culture. According to these dimensions, societies are defined by the degree of (1) power distribution and/or concentration, (2) group and/or self-orientation, (3) consideration / aggression, (4) pro-activism and/or fatalism, (5) generative and/or replicative, (6) limited and/or holistic relationships and (7) male influence and /or female influence.

These dimensions compare the “Western/Eastern” values of a society on a continuum. Furthermore, Dimmock and Walker, (2002a, p.233) suggest that research is needed to provide answers to the question:

In what ways does societal culture influence the relationships between the school and its environment, and influence processes within the school, such as appraisal, teamwork and shared leadership?

Influence in this case is taken to mean how managers interact at an interpersonal level with colleagues and staff, and how they mobilize each other and staff towards sustained commitment (Dimmock, 2003) to the implementation process. For the purpose of this study, culture is defined the way it is defined by Walker and Dimmock (2002, p.43) as:

An enduring set of beliefs, values and ideologies underpinning structures, processes and practices that distinguish one group of people from another.

Defining culture in this way enables the researcher in the field to collect data about the beliefs, values and ideologies of the teachers, and to use these to explain and account for the structures, processes and practices as they relate to the implementation of appraisal at the school. Structures refer to the formal description of roles, authority, relationships and positions within organizations (Davies, 1994). Process is a series of actions designed to achieve a result or condition (Hanks et al, 1979), e.g. appraisal, teamwork (Dimmock and Walker, 2002). Practice is a usual or customary action (Hanks et al, 1979), e.g. a ritual.



### **1.3.1 Research questions**

Dimmock (2000) suggests that policies and practices such as appraisal schemes introduced into any country interact with the local societal culture and are influenced by it, presenting situations that are specific to the country. According to Middlewood (2002), the cultural context is crucial in developing appraisal systems if they are to be effectively implemented and thus it is necessary to examine the effects of the national culture on the implementation. The following research questions were asked to focus the study:

1. How did the principal and teachers describe the appraisal system?
  - a. How do the principal and teachers describe the appraisal implementation process at the school?
  - b. Do the principal and teachers perceive that the scheme is worthwhile?
2. How did teachers and the principal of the AB school describe the power dimensions of the school and the society?
  - a. Is there a difference in perception of male and female staff?
  - b. Is there a difference in perception of management and non management staff?
3. In what ways did teachers and the principal of the AB school perceive the power dimension has influenced the implementation of the appraisal system?
  - a. In what ways do the principal and teachers perceive that ownership of the scheme has influenced its implementation?
  - b. How has improved accountability influenced the appraisal implementation at the school?
  - c. What are some of the dilemmas encountered and how are they handled?
  - d. How do the principal and staff handle appraisal disagreements?

- e. In what ways has status influenced the appraisal?

#### **1.4 Significance of the study**

This study is significant in three ways. Firstly, the information produced from this investigation about appraisal should help the AB school's management and teachers improve the implementation of the system. It is also expected that the information produced, though specific to one school, may be useful to the Barbadian policy makers, planners and other administrators since the scheme is new and much data on its effectiveness may not be available.

Secondly, the newness of the situation in Barbados also adds significance in that it presents a useful opportunity to explore societal culture. To date there is no known research on culture in Barbados using the dimensions proposed by Dimmock and Walker (2002) so this study intends to narrow that gap. In addition, Dimmock and Walker claim that for their model to be complete it must be applied to, and tested, on as many countries as possible. Thus, this research explores the beliefs, values and ideologies of teachers in Barbados and thereby adds to the existing knowledge of the way the culture of a society influences the structures, processes and practices at the school.

Thirdly, it is hoped that the methodology developed will in some way help to satisfy Dimmock and Walker's (2002) call for other quantitative and qualitative ways of measuring and / or describing the effects of societal culture on school practices.

The significance of this study can also be seen against the background of the statements made by the Ministry in its Appraisal Document issued to teachers. The first statement is that

The content and approaches of the scheme represent the latest research in appraisal (MOEYAC, 2000, p. ii)

and the second is that:

Literature suggests that appraisal has been successfully implemented in many school systems with a measure of positive influence (MOEYAC, 2000, p. 40).

Since this form of appraisal is new to Barbados, these statements imply that content and approaches were influenced in some way by external appraisal systems, possibly meaning the importation of policies and practices into the local scheme. The claim that content and approaches represent the latest research in appraisal and the successful implementation of similar schemes in many other school systems does not necessarily equate to the same thing in the Barbados context, according to Dimmock's (2000) argument. Thus the present study will seek to explore other ways in which societal culture of Barbados has influenced the appraisal implementation process at the AB School.

## **1.5 The positionality of the researcher**

The researcher has been a teacher for twenty five years and a member of staff of the school for twenty years, which includes the time of the research. The researcher knew the participants and vice-versa. For the full twenty years the researcher had been a member of the Science Department (teaching Physics) and the Industrial Arts Department (teaching Electronics), and on many occasions had been a member of the Mathematics Department (also at the time of the research phase). This meant that with respect to the school, the researcher was an 'insider' and this was the main position of the researcher.

However, within the school, at the departmental level the researcher was an insider only in the Science, Industrial Arts and Mathematics attending meetings and assisting in the department. This was also important in the context of the appraisal since it was managed at the departmental level. According to the appraisal scheme, the researcher could have been appraised within these departments. To the other departments, the researcher may be considered as an outsider in that the researcher was not privy to the internal workings of those departments, did not attend meetings and could not be appraised in those departments. Thus, the researcher made all possible efforts to have the same attitude to all members of staff during data collection.

At the school level, Busher (2002) says that insider research raises many ethical issues. One of these is the researcher using information which becomes available to him/her as a member of the department for extra-departmental purposes such as research. He says the researcher has to be clear on the extent to which he has the informed voluntary consent

from the supplier of the information to use it for research purposes. Another is that the information gathered for the purpose of research must not be used within the micro-political process of the school meaning that the researcher did not use any of the information in any discussion with the staff at the school.

The researcher was aware that though he held no management position at the school there would still be perceived organizational status and power as a result of his long standing at the school and also being a doctoral student. Busher (2002) says that this can influence participants' decisions on what information to give for organizational and research purposes, how they present it, and their willingness to give the information. Thus it was made clear to all involved that the primary reason for the research was to obtain a doctoral degree but in so doing, the research area was chosen to be of benefit to the school.

Another issue involved in positionality concerns trustworthiness which may be taken to mean 'open to scrutiny, to vigorous examination, to challenge' (Bush, 2002) - procedures that any research, qualitative or quantitative should readily conform to in order to have any research value. In this investigation, the nature of qualitative research makes bias unavoidable as the researcher will be collecting the data and using his long years of experience at the school to assist in interpreting it. But, at the same time, there will not be a case of 'anything goes'. This research must possess 'qualitative objectivity'. This issue is addressed by the researcher declaring all possible biases up front and presenting clear evidence for all decisions made and conclusion reached (Bush, 2002).

## 1.6 The School

The AB School forms the context for the research. The school is a co-educational secondary school that was established around 1809 in a small town on the southern tip of the island (GNSS,2002) . It is a fully government-maintained school and is one of the eight South Zone schools. The school caters for pupils between the ages of 11 to 18 and has a roll of 1100 pupils. These pupils may come from anywhere on the island. However, as part of the partial zoning that exists in the school system in Barbados, seventy percent of the school's intake must come from within the south zone. Pupils gain a place in the school by choosing the school and then obtaining the required mark range in the Barbados Secondary School Entrance Examination (MoEYAC, 1995). Using students' choice as a measure, the school is ranked number five as a preferred school among the twenty-two secondary schools on the island. The academic staff of the school consists of 60 teachers in the categories of Permanent and Temporary. The male / female composition of the staff is shown in Table 1.1

Table 1.1		
Male/Female composition of staff		
Position	Male	Female
Principal	1	
Deputy Principal		1
Head of Department	4	7
Year Heads	2	3
Non Management	17	25
Total staff	24	36

The school is run by a Board of Management, which recruits staff and is generally responsible for administering the affairs of the school and disbursing the funds allocated by Government (GNSS, 2002). In the day-to-day running of the school, the principal is at the top of the management structure. The principal is supported by a teaching staff of one deputy principal, eleven heads of department, and five heads of year. These constitute the 'management team' of the school. In addition, there are forty-two 'non-management' teachers at the bottom of the hierarchical structure. Added to these there are 29 non-teaching staff members, which make up a full complement of 89 members with the aim of providing the necessary conditions for the effective teaching and learning of the pupils who attend the school.

The school claims to embrace, as much as possible, the principles of Total Quality Management with a view to becoming a more effective school which is a philosophy of management. This is reflected in its mission statement:

"Our aim is to build a school of excellence through the conscious application of the principles of TQM resulting in creative, moral, confident and self-disciplined individuals." (GNSS, 2002, p.1)

With respect to the educational practices in Barbados, schools like the AB are self-managing schools according to the Caldwell and Spinks' (1992) definition with the principal as the chief executive of this autonomous unit (Walker and Dimmock, 2002). National expectations are that the school should prepare students for the external examination at the end of their schooling.

The implications of this are that, for the schools which receive students above a certain cut off mark, accountability and quality are to some extent tied to the number of these students ‘passing’ the external examinations and the grades they receive at the end of their time at the school.

The public generally believes that the students who enter schools like AB are capable of high academic performance (Appendix E) and feels it is the duty of the schools’ management and teachers to ensure that the students achieve their best. The high value society places on student achievement acts as a motivator to good teacher performance as teachers eagerly watch their students at the annual graduation ceremonies where academic success is publicly acknowledged and rewarded. Besides the annual external examination and graduation, teachers’ performance was not otherwise formally documented until 2001 and teachers were not formally appraised except for an outdated annual report (MOEYAC, 1995).

## **1.7 Back ground to Appraisal.**

In September 2001, the central government acting through the Ministry of Education (MoE) mandated the implementation of a new appraisal scheme. The scheme was “concerned with the growth and development of teachers and administrators using a variety of approaches to collect and analyse information for providing feedback about performance” (MOEYAC, 2000, p.2). This was against the backdrop that prior to the year 2001, there was very little formal reporting on teachers by management at the AB



school in particular, and at secondary schools in Barbados in general. As Wallace and Huckman (1999) warn, reforms such as appraisal, if not properly implemented, may lead to a situation in secondary schools where teaching staff lower in the management hierarchy become more remote from, rather than closer to their senior colleagues. Then there was the long history of schools in Barbados without a formal appraisal scheme that was in the minds of teachers. Thus the introduction of the new scheme brought with it new structures, processes and practices.

The new appraisal system for teachers was designed to replace the existing Annual Reports used throughout the public sector. The new system was intended to provide timely, accurate information about schools and teaching and learning strategies, which should result in the improvement and dissemination of best practices. The overall aims of the scheme were focused on student improvement, teacher improvement, improving staff development and improving accountability (MOEYAC, 2000).

The development of the new scheme was influenced in many ways by the national culture, in this case the belief in decentralization. It is government's policy that some responsibilities be devolved to schools from central authority. Therefore, to develop the new scheme, a committee was formed in 1994. The committee comprised representatives of the various stakeholders who included the Barbados Union of Teachers (BUT), the Barbados Secondary Teachers Union (BSTU), the Barbados Association of Principals of Public Secondary Schools (BAPPSS), the Association of Public Primary School Principals (APPSP) and the Ministry of Education, Youth Affairs & Sports. The thinking behind this was the issue of power-sharing as teachers were able to participate and gain

ownership through their various representatives. Out of this committee, a booklet entitled "A Guide to Teacher Appraisal in Primary and Secondary Schools in Barbados" was compiled. This booklet was issued to all teachers in Barbados in preparation for the start of the teacher appraisal pilot in September 2000 (MOEYAC, 2000).

To sensitize respective staff to the guidelines and expected procedures, teams made up of Principals and representatives from the teacher unions visited all schools during the pilot. By empowering principals, it was hoped that teachers would collaborate among themselves as they implemented the system at their respective schools. The teams strived to reduce the level of fear, worry and threat traditionally associated with teacher evaluation. The main stakeholders met regularly and established links with the Ministry of Education all in an attempt to help teachers and administrators to develop ownership of the agreed appraisal system (MOEYAC, 2000).

There were twenty-two secondary and eighty-one primary schools in Barbados who were required to implement the appraisal scheme. The education authorities in Barbados were satisfied with the new appraisal scheme but teachers felt that the management of schools was unable to adequately implement the national scheme to obtain the full benefits due to a lack of preparation (Anon, 2001). Though they endorsed the scheme in principle, teachers in Barbados were not happy with the way it was to be implemented. The teachers, through the Barbados Union of Teachers (BUT), and the Barbados Secondary Teachers Union (BSTU) vented their disapproval with the scheme and it had to be put on hold. After negotiation between the unions and the MoE, the government was forced to

soften its position and move to clinical supervision as opposed to the performance appraisal it had initially intended.

For some time, we (BUT and Ministry) have been at odds over the issue of teacher appraisal. The most recent position is that the ministry has accepted that all teachers will be undergoing training in the process of clinical supervision (appraisal system) (Anon, 2001, p.1).

The above statement and the following one which appeared in one of the leading newspapers in Barbados shows quite clearly that teachers in Barbados were not afraid to challenge the central government on issues they considered uncomfortable. The successful negotiation was regarded by the same local media as a ‘moral victory’ for the teachers:

After months of wrangling about the proposed teacher appraisal, the Barbados Union of Teachers has finally thrashed out an agreement with the Ministry of Education. ... The accord represents a moral victory for the union (Anon, 2001, p.1).

The moral victory also demonstrated to some extent that Barbadians believe that conflict is best solved through negotiation and compromise rather than through the exercise of power. They also believe that unions provide a buffer against the ministry and so they join out of self-interest, as in this particular case. The agreement thrashed out by the

union with the Ministry of Education is also significant in that it reveals that teachers will not simply take what is handed down to them if they see it as detrimental.

At the AB school, the appraisal training provided for teachers was mainly in the form of a lecture/discussion on the process. The school was also supposed to do its own internal preliminaries such as self and peer appraisals as part of a dry run of the process (MOEYAC, 2000). This however, did very little to allay the fears of the teachers.

## **1.8 Conclusion**

The implementation of the new scheme into Barbadian schools represents a new journey for teachers across the cultural landscape, much of which is unknown in the Barbadian context both at societal and inter-school level. This has raised the question:

In what ways does the societal culture of Barbados influence the appraisal implementation process within the AB school?

Societal culture according to Dimmock and Walker (2002) consists of seven dimensions. As suggested by Dimmock and Walker (2002), exploring all of these may prove too cumbersome for a study of this nature, thus it was decided in this study to explore the dimension of Power-distributed / power-concentrated. Other dimensions such as aggression / consideration and male / female influence were also included. This research intends to narrow the gap in knowledge about the influence of societal culture by

applying the Dimmock and Walker elements of societal culture to a new setting namely Barbados.

## **1.9 Overview of each chapter of the thesis**

There are seven chapters in the study. Chapter 1 outlines the purpose of the study, significant issues, challenges and ideas that deserved more attention. Chapter 2 is a review of the literature. The first part the review defines culture to arrive at an operational definition. The discussion then focuses on values, beliefs and ideologies, and identifies a number of structures, processes and practices of management in a school, and how these can influence the implementation of the appraisal. Chapter 3 outlines the appraisal process in Barbados relative to what policy makers expect. Chapter 4 deals with the research methodology and explains the rationale for the study and the theoretical framework used to assist with the analysis of the findings. In Chapter 5 data are presented along with analysis of research questions one and two while Chapter 6 deals with research question three. In Chapter 7, the major findings are summarized; their implications discussed; recommendations for future action given, and suggestions for further research made. The appendices with the various tools data and method of analysis follow the conclusion. A Reference can be found at the end of the thesis.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

The implementation of teacher appraisal in many countries has generated much interest among teachers as it tends to be viewed with much scepticism (Dimmock, 2000). In fact, Middlewood (1997) asserts that, for appraisal is to be effectively implemented at a school it must be embedded into the school's culture. Also Busher (1998, p.25) points to the "importance of leaders managing organizational cultures in such a way as to create a positive climate for change" such as that brought on by the new appraisal scheme. Dimmock (2002) points out, globally used terms often assume different meanings across countries and Begley (2002) writes about cultural isomorphs, meaning conditions in schools across different cultures that appear to share the same shape or meaning but are structured differently. This has led Dimmock and Walker (2002) to call for culturally grounded research, which sets the context for this chapter.

This chapter therefore aims to explore the possible ways in which societal culture influences the effective implementation of the appraisal scheme in schools. The first section explores societal and organizational culture and ends with a look at the culture of Barbados; the second section explores appraisal and its related issues. The third section explores the influence of societal culture on appraisal. The chapter ends with a summary of the issues raised and points to chapter 3, Appraisal in Barbados.

## **2.2 Culture**

A single definition of culture has not been possible thus far because over the years, anthropologists have interpreted the word 'culture' in several senses depending on what they intended to find out about the phenomenon under investigation (Hargreaves, 1995).

Torrington and Weightman, (1989, p.18) define culture as:

Characteristic spirit and beliefs, demonstrated for example, in the norms and values that are generally held about how people should treat each other, the nature of the working relationships that should be developed and attitudes to change.

Hofstede (1991, p.4-50) defines culture in terms of perceptions which may be recognized as patterns of thinking, feeling and actions underpinning the collective programming of the mind which distinguishes the members of one group or category of people from another. Dorman (1996) offers a definition of culture that seems quite appropriate in these circumstances as it also explains culture in terms of the measurable quantity - the perceptions of those who make up the school:

The perceptions of the inhabitants are the raw material in the measurement of environment. If we accept that inhabitants act on perceptions, then these perceptions assume great importance. Defined in this way, school environment emphasizes the interaction of the various school personnel

and it means that the school environment or atmosphere is a set of factors which give each school a personality, a spirit, a culture (p.199).

Fung (1996) defines culture as:

The system of values, beliefs, myths, tools and practices through which we respond to our environment (p.73)

Schein (1997) comments that, when discussing culture, managers may ascribe completely different meanings to the term, or may even deny any involvement with it, but cannot say what the “it” is. In Schein’s opinion, culture is characterised by:

A pattern of shared basic assumptions that the group may use as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid, and, therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems (p.12).

The common thread in all these definitions is values and beliefs. Most writers in effect define organizational culture, which may not adequately define societal culture. Societal culture is an enveloping culture in that it encompasses all other sub-levels of culture. Taking the above definitions of organizational culture and going on the premise that societal culture exerts a considerable influence on how and why people think and act as



they do, this study defines societal culture in the same way as Walker and Dimmock (2002, p.16), namely:

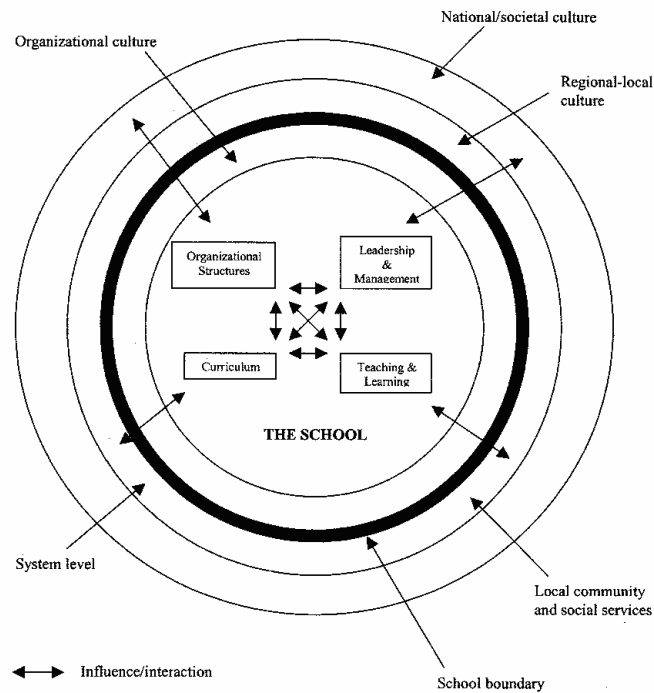
An enduring set of beliefs, values and ideologies underpinning structures, processes and practice that distinguish one group of people from another.

### **2.2.1 Societal Culture**

The concept of societal culture is one that is multi-layered into subcultures such as community and school culture. This definition best captures how and why people think and act the way they do when dealing with changes such as the implementation of appraisal (Dimmock and Walker, 2002). It also enables the researcher in this study to gather and compare the perceptions of staff to determine the beliefs, values and ideologies behind the various structures, processes and practices relating to appraisal and thus discover new ways in which societal culture can influence leadership (Dimmock, 2007).

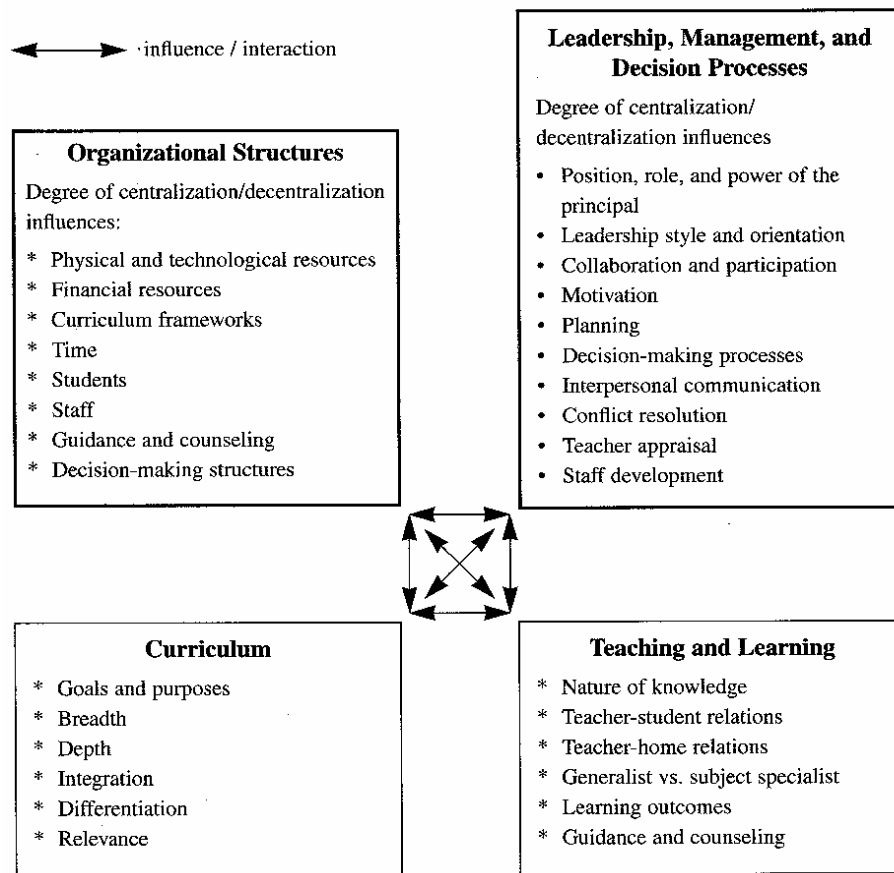
Walker and Dimmock's (2002) concept of societal culture is illustrated in the Model of Societal Culture (Fig 2.1) while the concept of structures, processes and practices generally relating to schools is shown in The Global view of structures and processes in schools (Fig 2.2). Walker and Dimmock (2002) say structures represent the framework or fabric of the organization and are associated with resources and their embodiment in organizational forms. Processes in schools reflect cultural characteristics and the relationships with other levels of the system, particularly the degree of centralization/decentralization. Consequently, the more decentralized the system, the

more of the processes schools perform (Walker and Dimmock, 2002). They describe curriculum as an organizational structure that represents the form in which knowledge, skills and attitudes are configured for delivery to the students. Teaching and learning activities, though separated in the diagram are specialized managerial processes (Walker and Dimmock, 2002).



**Figure 2.1** Model of societal culture showing the school

Adapted from Walker A., and Dimmock, C. (2002), 'Cross-Cultural and Comparative Insights into Educational Administration and Leadership: An Initial Framework'



**Figure 2.2** The global view of structures and processes at schools

Adapted from Walker A., and Dimmock, C. (2002), 'Cross-Cultural and Comparative Insights into Educational Administration and Leadership: An Initial Framework'

### 2.2.1.1 The dimensions of societal culture

The influence of societal culture on appraisal is a relatively new field of exploration. There are some emerging models that have been used to investigate the influence of societal culture on various aspects of the school of schooling. The Hofstede (1991) model is the first model used for analyzing the influence of societal culture. The model is based on four dimensions – power / distance, individualism / collectivist, uncertainty/ avoidance and masculinity / feminine. This model has been criticized on the grounds that the power /

distance dimension did not accurately capture the essence of power relationships in various cultures and that there is confusion surrounding the masculinity / feminine label and its discriminatory nature (Dimmock and Walker, 2000a)

Trompenaars and Hampden-Turner (1997) offer a revised version of the Hofstede's model. In this model, beliefs and values are thought to fall into certain categories. The categories in this model are individualism / communitarism, attitude to the environment, specific / diffuse, performance / connection. Bray and Thomas (1995) claim that such a model may suffer from over-generalization and therefore neglect the local differences and disparities.

Dimmock and Walker (2002) and Walker and Dimmock (2002) have put forward an interesting model of societal culture. A redrafting and combination of the Hofstede, and Trompenaars and Hampden-Turner models, this model has seven cultural dimensions which they defined as the core axis around which significant sets of beliefs, values and practices come together so that the model may be used to make sense of the myriad of beliefs that one may attempt to explore. The authors however offer some criticisms and cautions. The model may be criticized on the grounds that the dimensions take on a historical perspective implying that perhaps many aspects of the dimension have changed over time. Another criticism is that the dimensions are seen as polar when they ought to be based on a continuum and they are not culture- or context- free. These criticisms do not however negate their usefulness since this study does not intend to make comparisons across societal cultures but to gauge the culture of a single society (Dimmock and

Walker, 2002) and its impact on the implementation of appraisal. The cultural dimensions are discussed in the section which follows

#### *Power-distributed / Power-concentrated*

This first dimension as described by Dimmock and Walker, (2002) is based on Hofstede's (1991) Power- Distance construct. It regards power as either being distributed more equally among the various levels of a culture – low power distance value, or as being more concentrated among relatively few - high power distance value.

According to Dimmock and Walker (2002), people in high power concentrated societies tend to accept unequal distributions of power. In societies where power is commonly concentrated in the hands of a few, inequities are often accepted and legitimized in the family, in school and in the work place. At home, children are educated towards obedience to parents, whose authority is rarely questioned. In school, teachers are respected; learning is conceived as something passed on by the wisdom of the teacher, and teacher-centered methods tend to be used. In these societies, subordinates expect to be told what to do and the ideal boss is the benevolent autocrat (Dimmock and Walker, 2002).

In societies where power is widely distributed inequity is treated as undesirable and effort is made to reduce it. The distribution of power is generally achieved through decentralisation and institutionalized democracy (Walker and Dimmock, 2002). Decentralisation refers to the transfer of the power to make decisions related to resources

allocations from a higher level to a lower level. Powers are devolved if this is permanent but delegated if the central authority can readily reappropriate them (Levacic, 2002, p.188). Harber and Davies (2003) say institutionalized democracy involves three components. First, the sharing of power with staff rather than being the preserve of the leader at the institutional level; second, staff having the knowledge, skills and equal opportunity to participate in deciding the leadership of various aspects of the institution; and third, the making of decisions where appropriate, based on the vote of the majority of staff that choose to participate. Institutionalized democracy may be summed as teachers having equal rights and taking professional responsibility for their actions (Bush, 1995).

In schools in societies with high power distribution, hierarchy means that an inequality of roles is established for convenience; subordinates expect to be consulted and the ideal boss is the resourceful democrat (Dimmock and Walker, 2002).

Dimmock and Walker (2002) say power, status and respect are variously attributed according to cultural norms. Respect in some societies is attributed to position, age or family background while in others it may be attributed to personal or on-the-job competence. They also mention that leadership may be top-down and exercised in an autocratic manner in societies where power is linked to external factors while in others the leadership may be collaborative and collegial.

### *Group-oriented / Self-oriented*

Dimmock and Walker (2002) depict this dimension as embracing Trompenaars' and Hampden-Turner's (1997) Individualism / Communitarianism category and Hofstede's (1991) Individualism / Collectivism dimension. To them, these schemata describe whether people within a given culture tend to focus on themselves or on their place within a group. Self oriented cultures, they say, are characterized by relations that are fairly loose and relational ties that tend to be based on self-interest. People in such societies tend to regard themselves as individuals first, and members of a group second. Furthermore, they are judged and status ascribed according to individual performance or what has been accomplished individually. By contrast, in group-oriented cultures, Dimmock and Walker (2002), suggest that ties between people are tight, relationships are firmly structured and individual needs are subservient to collective needs. They add that important collectivist values include harmony, face-saving, filial piety and equality of reward distribution among peers. And again in contrast to self-oriented cultures, in group-oriented cultures, status is traditionally defined by factors such as age, sex, kinship, educational standing or formal organizational position.

### *Consideration / Aggression*

In aggressive cultures, Dimmock and Walker, (2002) note that achievement is stressed, competition dominates and conflict is resolved through the exercise of power and assertiveness. In such cultures, they claim that school norms are set by the best students, the system rewards academic achievement and failure at school is seen as serious; in an

organizational context, assertiveness is taken to be a virtue; selling oneself, decisiveness and emphasis on career are all valued. In consideration societies, the emphasis is on relationship, solidarity and resolution of conflict by compromise and negotiation. At school, norms tend to be set by the average students, system rewards tend to reflect students' social adaptation and failure at school is as unfortunate (Dimmock and Walker, 2002).

### *Proactivism / Fatalism*

This dimension according to Dimmock and Walker (2002) reflects the proactive or 'we can change things around here' attitude in some cultures and the willingness to accept things as they are - a fatalistic perspective - in others. The dimension addresses how different societies and cultures react to and manage uncertainty and change in social conditions. In proactive societies, people tend to believe that they have at least some control over situations and over change. They are tolerant of different opinions and are not excessively threatened by unpredictability. In fatalistic cultures on the other hand, people believe 'what is meant to be, will be.' Uncertainty is often viewed as psychologically uncomfortable and disruptive, and people seek to reduce uncertainty and limit risks by hanging on to tradition. This often involves the inflexible retention of rules and dogmas that breed orthodoxy (Dimmock and Walker, 2002).



### *Generative / Replicative*

This dimension describes the fact that some cultures are generative in that they appear more predisposed towards innovation or the generation of new ideas and methods, whereas the replicative culture appears more inclined to replicate or adopt ideas and approaches from elsewhere (Walker and Dimmock, 2002). In generative cultures, people tend to value the generation of knowledge, new ideas and ways of working and they seek to create solutions to problems, to develop policies and ways of operating which are original. In replicative cultures, people are more likely to adopt innovations, ideas and inventions developed elsewhere. Whereas these sometimes undergo partial adaptation, they are often replicated in toto, with little consideration of alignment to the indigenous cultural context (Dimmock and Walker, 2002). McBeath (2002) suggests that teachers may tend to be replicative as they welcome off-the-shelf packages to ease the demands on them to think or prepare, and will be grateful to leaders who make their life easier.

### *Limited Relationship / Holistic Relationship*

This dimension reflects the assumption that in some cultures, interpersonal relationships are limited to fixed rules applied to given situations, whereas in other cultures, relationships are more holistic or underpinned by association and personal considerations. In limited relationship cultures, interactions and relationships tend to be determined by rules that are applied equally to everyone. For example, in deciding a promotion, objective criteria are used regardless of who are the possible candidates. In holistic cultures on the other hand, greater attention is given to relationship obligations (for

example, kinship, patronage and friendship) than to impartially applied rules. In holistic cultures, dealings in formal and structured situations are driven more by complex personal considerations than by the specific situation or by formal rules and regulation (Dimmock and Walker, 2002).

#### *Male influence / female influence*

Dimmock and Walker (2002) say this dimension describes the degrees of influence exerted by men and women in a society. They say that in some societies there is the perpetuation of male domination of decision-making in political, economic and professional life, while in others women are playing a significant role. Coleman (2002) posits that, with the exception of those schools which cater for the very young, the teaching career tends to be dominated numerically by women, but they generally constitute a minority in management positions in education. She adds that often whilst women have progressed in schools, the more powerful administrators inside or outside the schools are predominantly male.

The experience of men and women differ. This is the view of Wallace and Huckman (1999) who cite studies which indicate that gender is a factor with a significant bearing on the beliefs and values associated with the use of power.

### **2.2.2 School culture**

Dimmock and Walker (2002) propose that most variations in practices at the school level may be accounted for in the dimensions at the societal level. It is thus logical to expect that the underpinning structures, processes and practices found in schools reflect both societal culture as well as the organizational culture. Within their societal cultural framework, outline six dimensions of school culture. These are multi- rather than uni-dimensional, meaning that the same school can be placed at different points on the dimension on different occasions. These cultural dimensions are explained in the section which follows.

#### **2.2.2.1 Dimensions of school culture**

##### *Process\_Oriented and / or Outcomes- Oriented*

Some schools are process-orientated, emphasizing the processes and the skills of decision-making, teaching, and learning, while others are results or outcome-oriented, stressing learning achievements such as exam results. Many schools systems are reforming their curricula to reflect specific student learning targets or outcomes expressed in terms of knowledge, skills and attitudes. This indicates a trend towards designing curricula based on, and measuring student and school performance by, a learning outcomes approach (Dimmock and Walker, 2002).

### *Task- Oriented and/or Person-Oriented*

Applied to schools, a task-oriented culture exacts maximum work effort and performance out of its teachers in a relatively uncaring work environment. A person-oriented culture, on the other hand, values, promotes, and shows consideration for the welfare of its teachers. It is conceivable that some schools might score high (or low) on both task and person orientations (Dimmock and Walker, 2002).

### *Professional and / or Parochial*

In the school context, some teachers, especially those with an external frame of reference, are primarily committed to the teaching profession as a whole, while others with a strong internal frame of reference are more committed to the particular school in which they work (Dimmock and Walker, 2002).

### *Open and / or Closed*

Schools vary between those that champion outside involvement in their affairs and maximum interchange with their environment, and those that eschew such interaction and communication, preferring a more closed, exclusive approach (Dimmock and Walker, 2002).

### *Control and / or Linkage*

This is concerned with the way in which authority and control are exerted and communicated between members. Within this dimension, there are three sub-categories: Formal/informal; Tight/loose; and Direct/indirect.

#### *Formal / Informal*

Highly formalized schools conform to the classic bureaucracies. They emphasize definition of rules and roles, tend toward inflexibility and are often characterized by austere interpersonal relationships. By contrast, informal schools have fewer rules dictating procedures, roles are often ill- defined, they display flexibility in their modes of work, and interpersonal relationships tend to be more relaxed (Dimmock and Walker, 2002).

#### *Tight / Loose*

A school that has strong homogeneity and commitment in respect of its members' values and practices is tightly controlled (whether control is externally imposed by superordinates or self imposed by employees). Conversely, a school with a loosely controlled culture is one with only weak commitment to, or acceptance of, shared beliefs, values, and practices and little or no control is exerted to achieve homogeneity either by superordinates or by members themselves (Dimmock and Walker, 2002).

#### *Direct / Indirect*

In some organizations, managers assume direct personal responsibility to perform certain

tasks and to communicate directly with their staff, often leapfrogging intermediate levels in the vertical hierarchy or chain of command. In other organizations, managers exert control indirectly by delegating to staff the tasks they would otherwise do themselves (Dimmock and Walker, 2002).

#### *Pragmatic and / or Normative*

Some schools consciously try to meet individual student needs by offering a more diversified curriculum with flexible timetables and alternative teaching strategies. They mould their educational services to meet student needs. Others, particularly the more traditional schools, may be less student focused, expecting them to fit into the agenda determined for them by the school. These schools offer more standardized, normative programmes (Dimmock and Walker, 2002).

### **2.2.3 Limitations of the Dimmock and Walker model**

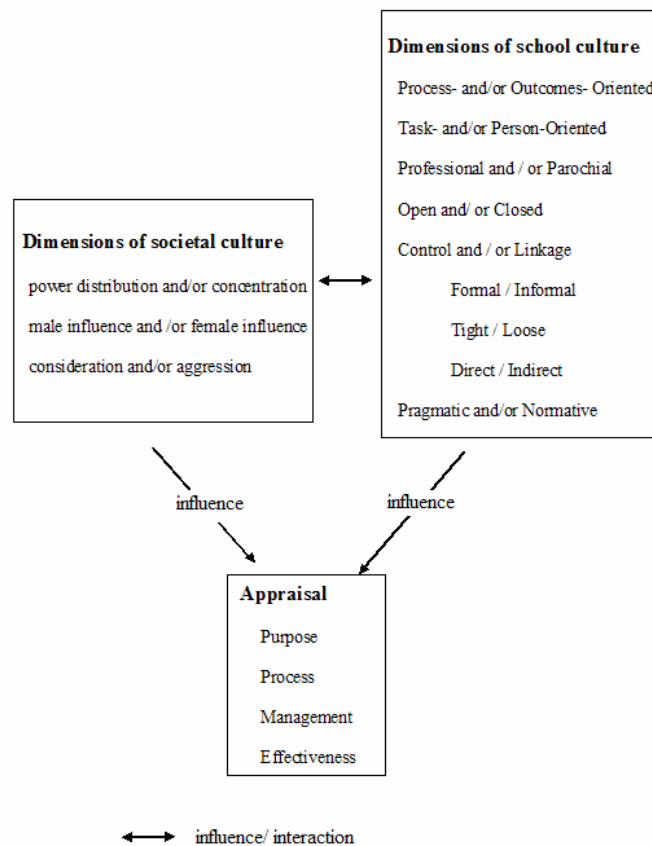
The Dimmock and Walker model suffers from over-generalization and possible neglect of local differences and disparities. However, these can be reduced by dividing the society into levels such as the policy-making level such as the Ministry of Education, the national political level involving teachers' unions and school management bodies and the school level with the principal, staff and pupil (Morris and Lo, 2002)

Walker and Dimmock (2002) admit that their model may prove too cumbersome if a single-handed researcher were to attempt to apply all the dimensions. In fact Dimmock

(2002) describe research that applied only the group-oriented / self-oriented dimension to investigate the effect of societal culture on appraisal in China as one way of applying their model.

#### **2.2.4 Model for this Study**

This present study will seek to apply a model based mainly on the power distributed / power concentrated dimension, although two other dimensions will also be mentioned, namely the consideration / aggression dimension and the male / female influence dimension (Figure 2.3). The power dimension was chosen for four reasons. First, power spans all level of the management structure of a school. The concept of power is thus a central feature of the politics of schools where the political structure is essentially feudal with the principal and the management team being like a monarch surrounded by barons (Bush, 1995, Hargreaves, 1995). Second, culture and power are integral components of interaction. Third, a combination of a cultural view and political view offer a wider view of the circumstances (Wallace and Huckman, 1999). Fourth, In Barbados, which until 1966 was a British colony, the assumption is that there is power distribution in the society.



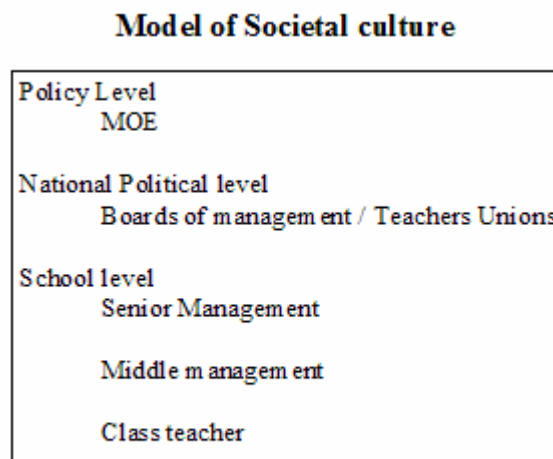
**Figure 2.3 Model for this study**

The male / female influence dimension is useful because of the gender composition of the education profession and it was relatively easy to determine inequity among male and females in term of positional power. The consideration / aggression dimension helps to account for the exam-oriented nature of the education system in Barbados.

Thus, in the model for this study, the influence of societal culture on appraisal may be found in exploring how the appraisal implementation process is affected by the extent to which power is distributed across the various levels in the society. To identify the various groups at each level, the cultural model used by Morris and Lo (2002) was employed because it is simple and easy to apply. It suits small states with few layers of school



management. The three levels are the policy-making level such as the Ministry of Education, the national political level involving teachers' unions and school management bodies, and the school level. The school level is further divided into the principal, the deputy, heads of department and teachers (Figure 2.4) but mostly discussed as unit.



**Figure 2.4**

### **2.2.5 Sources of power available to schools**

Bush (1995, p.79), claims that power is 'the ability to determine the behaviour of others or to determine the outcome of conflict and there are six significant forms available to schools. Firstly, positional power according to Bush (1995) is a major source of power in any organization that accrues to individuals who hold an official position in the institution. Formal positions confer authority on their holders, who have a recognized right to make decisions or to play a key role in the policy-making process. This is also called legitimate power where persons have the ability to administer to others the feeling

of obligation or responsibility. Beliefs and values linked to formal status form the basis for legitimate power (Wallace and Huckman, 1999). Bush (1995) posits that the hierarchical arrangement in school may contribute to the maintenance of the baronial powers of the post holders at the particular level of management (Bush, 1995).

Secondly, in Bush's (1995) power scheme, authority of expertise power in professional organizations results from the staff having specialist knowledge of aspects of the curriculum. Expert power relates to the use of knowledge and expertise as a means of legitimizing what one wishes to do. The holder of this power has the ability to offer or withhold information or knowledge.

Thirdly, personal power may be exercised by individuals who are charismatic or possess verbal skills or certain other characteristics. This power clearly depends on influence rather than authority (Bush, 1995).

Fourthly, control of rewards power is possessed to a significant degree by individuals who have control of rewards (Bush, 1995). Rewards may include promotion, good references and allocation to favoured classes or groups. Individuals who control or influence the allocation of these benefits may be able to determine the behaviour of teachers who seek one or more of the rewards. Control of rewards may be regarded as authority rather than influence where it emanates from the leader acting in an official capacity (Bush, 1995).

The fifth source is coercive power. This is the mirror image of the control of rewards. This implies the ability to enforce compliance with a request or requirement. Coercion is backed by the threat of sanctions (Bush, 1995).

Control of resources is the sixth source of power accounting for power distribution in educational institutions. Bush (1995) opines that decisions about the allocation of resources are likely to be among the most significant aspects of the policy process in schools and colleges. Resources include not only revenue and capital finance but also human and material resources such as staff and equipment. Control of these resources may give power over those people who wish to acquire them (Bush, 1995).

Bush (1995) says any individual is likely to have recourse to some form of influence but in everyday life no one individual has absolute power. Wallace and Huckman (1999) on the other hand see power as the ability to intervene in events so as to alter their course. Coleman (2002) says in terms of the equal distribution of power other factors such as race, class and religion and disability must be considered

Wallace (2001), Wallace and Huckman (1999) and Bush (1995) see power as having two overarching components, authority and influence. The first component authority is the use of resources legitimated by beliefs and values about status, including the right to apply sanctions. MacBeath (2002) agrees with Wallace (2001) that beliefs and values are associated with the way the societal culture legitimizes the authority of leaders to act and what the policy community can expect from school leaders.

The second overarching component of power is influence. This is the informal use of resources to achieve goals without recourse linked to sanctions. Wallace and Huckman (1999) influence may be overt, such as the asking of favours, or covert where it may involve manipulation. Any individual is likely to have recourse to some form of influence but in everyday life, no one individual has absolute power. It is distributed unequally among institutions at the system level, the system level being that indicated in Figure 2.1.

#### **2.2.6 Limitations of the models for this study**

While there are advantages in using the models (Fig 2.3 and Fig 2.4) there are also some limitations. In the first place, culture and power alone cannot account for all the ways in which, or the reasons for which influence is exerted (Walker and Dimmock, 2002). Thus, the view is made even narrower by looking through power, a single dimension. In spite of these, there is the possibility of conceptual overload.

Wallace (1999) favours the analytical purchase the combined perspective gives on the interrelationship between culture and power. He thinks that it offers the better of two conceptual worlds, enabling answers to be sought to questions linking culture with power, such as: who has power to shape the staff culture in educational organizations? How do cultural allegiances impact reciprocally on uses of power? How may actions contradictory to cultural allegiances induce or avoid conflict?

Wallace (1999) reminds readers that the multiple metaphor approach also has disadvantages. First, the analysis is complex, with potentially double the concepts of either single perspective. Second, some fine-grained analysis possible within each single perspective is lost, since the totality of concepts they offer is not employed. Third, the necessity of adopting compatible versions of each constituent perspective rules out combining perspectives resting on incompatible assumptions. As Bolman and Deal (1991) recognize, a political perspective based on a conflictual view of interaction would not integrate with a cultural perspective based on a consensual view. Broadening conceptual horizons by combining perspectives may compromise the depth of analytical insight that incompatible versions of different perspectives provide.

### **2.3. Applying the Dimmock and Walker model to Barbados**

In this section, the Dimmock and Walker model is applied to Barbados. The purpose is to identify some of those beliefs, values and ideologies that have endured the passage of time and some practices, procedures and structures that follow and how these influenced the appraisal. The policies contained in the Ministry's documents (MOEYAC, 1995; 2000) given to teachers are used where possible to substantiate the assertions made, Where this is not possible, the researcher has drawn on his 25 years' experience in the field. In the discussion, the three levels of the society are termed policy, national political and the school.

### **2.3.1 The Culture of Barbados**

Prior to 1983, the secondary school system was divided into three types of secondary schools. These were commonly referred to as the Older Grammar Schools (OGS), the Comprehensive Schools (CS) and the Private Schools (PS) (MOEYAC, 1995). The OGS were the most prestigious and preferred schools of the three. The academic professional and decision-makers of the society came mainly from these schools. Thus the old scholars associations of these schools were often influential in maintaining the status quo.

Politically, Barbados is a democracy so that inequity is undesirable and the government has put measures in place to reduce inequity. First the Ministry of Education (MOE) built more secondary schools so that a place was available for every pupil. It discontinued the terms OGS and CS and said all the secondary schools were equal. It said all must follow the national curriculum and the specified core of subjects. Partial zoning was also introduced as a measure to redirect high achievers from the OGS to what were now referred to as Newer Secondary Schools (NSS) (MOEYAC, 1995).

Despite the government's effort to 'equalise' the schools, the society has maintained the old way of thinking. The ten OGS are still the schools to which every pupil aspires to go. The MOE has often been labelled as the chief agent for maintaining the status quo by informally ranking primary schools according to the number of children that 'pass' for the original OGS. In addition parents, old scholars and PTA's are often seen as valuing the tradition.

The MoE has over the years, tried to take control of the OGS and the teacher appraisal was seen as an effort to do so. It always had control of the NSS so this was seen as a source of inequity. Taking control was not easy since these were the ‘performing’ schools and received the best students. The OGS used their traditional public image to keep the MOE at bay and were ably assisted by the public who generally felt that these schools should be allowed to perform. Thus the MOE received mixed support from the public for the introduction of teacher appraisal. It was not seen as a necessary requirement for the OGS as it may have been for the NSS. The section which follows will examine societal values in Barbados which relate to Dimmocks’s cultural dimensions and how they provide a context for appraisal.

#### *Power-distribution*

If Barbados is seen as more ‘Western’ than Eastern, then the assumption is that it is a society in which power is distributed across the various levels. At the policy level, the MoE sets the broad parameters for managing schools based on a number of beliefs and values. The first belief is that in order to empower children, teachers first have to be empowered.

Teacher empowerment will be a central plank in the strategy aimed at improving educational quality for all students (MOEYAC, 1995, p.6).

Thus, the MoE's practice is that highly qualified staff are placed in the classroom. The MoE has set the qualification for teachers entering the secondary system as a first degree. This also means that they possess subject expertise. Teacher training begins informally on-the-job. Teachers are given the opportunity to receive free formal teacher training after two to three years, the belief being that they are better able to appreciate and benefit from the training done at the teachers' training college. The MoE then permanently appoints the teachers to the teacher service when vacancies occur at the school.

The second belief is that every effort must be made to address inequity and that the best way to address inequity in society is through education (MOEYAC, 1995). Thus, universal free education, while it is still an elusive aspiration for most of the population in most countries (West-Burnham, 2002), is a highly valued provision that is available to, and compulsory for all Barbadians from nursery up to secondary (MOEYAC, 1995). To further the process of equality, all primary schools and twenty of the twenty-two secondary schools are co-educational institutions meaning that gender inequalities as well as inequalities related to race, class and religion and disability (Coleman, 2002) are minimized for all students. In addition, prior to 1983, the OGS which were run by school boards and the NGS were run by the MoE. In 1983, all secondary school were given Boards of Management to make them equal and in keeping with the theme of decentralization, which is the process of transferring decision-making authority for particular functions from a higher to a lower level (Hanson, 1998). A New Education Act (NEA) came into being to accommodate the change (MOEYAC, 1992).



To show commitment to equity, through its School Meals Service, the MoE provides all primary school children with a daily meal for a nominal fee of one Barbados dollar per day. For secondary schools, there is a Text Book Loan Scheme, to make books available to all students. For all schools, the MoE subsidises a School Bus Service to provide students with affordable transport.

The third belief is that appraisal is a process that can improve the quality of education and reduce inequity. The MoE says that by using the school's mission statement, goals and objectives within the framework of its development plan, each school should develop a philosophical statement about appraisal. Such a statement would assist in motivating staff by letting members see the purpose, value and benefit of appraisal for themselves, students and the school as a whole (MOEYAC, 2000). The MoE states that each teacher is responsible for enhancing his/her own growth through school-based activities which should be formative in focus. It says that since teachers have different developmental needs, a variety of approaches should be employed to satisfy their needs.

The fourth belief is that teachers must be held accountable for the quality of education they deliver. Teachers are told that a sense of corporate responsibility and accountability should thus prevail at all levels (MOEYAC, 2000). Policy-makers also recognize that appraisal should be used to help identify strengths and improve weaknesses. They add should reflect a collegial and collaborative approach to staff development. In addition, the MoE seeks to empower teachers to work together as professionals, believing that all

involved should demonstrate empathy, honesty, openness, fairness and sensitivity in their approach to appraisal (MOEYAC, 2000).

The fifth belief is that the decision-making process should be made as close as possible to the student. At the national political level, is evident. Teachers unions (TU) are recognized and valued as the bargaining agents for teachers in terms of pay and working conditions. The general practice is that all teachers should empower themselves by joining the union. To encourage this, teachers (and all other workers in Barbados) are able to claim dues paid to the union on their income tax returns. Also at this level, School Boards of Management (SBM) are responsible for the recruiting of staff and for administering the affairs of the school and disbursing all the funds allocated by Government (GNSS, 2002).

At the school level, the way power is devolved makes the principal the single most important person (MOEYAC, 2000). Further decentralization has meant the delegation of power to the deputy principal, HoDs and HoYs to assist the principal in the day-to-day running of the school in terms of resources acquisition and allocation and discipline.

### *Self-oriented*

Barbadians tend to be self-oriented in that relations are fairly loose and relational ties tend to be based on self-interest. This was acknowledged by the Ministry in their preliminary plans for the introduction of appraisal.

Appraisal must be people-centred, taking into consideration the uniqueness of each person's involvement in education for personal and national development (MOEYAC, 2000, p. 1).

People in Barbados tend to regard themselves as individuals first, and members of a group second. In addition, people tend to be judged and status ascribed according to individual performance or what has been accomplished individually. Many teachers in the system have done Masters Degrees with the belief that, along with added respect, such qualifications will offer them more opportunity to advance. In schools, very little group teaching is done and exam results are based mainly on individual student performance in examination.

### *Aggression*

In Barbados, academic achievement is stressed and competition dominates as students work to gain a place at the top secondary schools. Informally, schools try to maintain their ranking with respect to student choices. School norms tend to be set by the best students as students are allowed to choose their programme of study within the limitation of what is available. Recently, students have chosen the business subjects over the traditional science subjects. The school system rewards academic achievement as evidenced by the annual national scholarships, annual graduation ceremonies and prize giving ceremonies. There are rewards for academic achievement at the advanced/post-secondary level. Thus, the operational context of schools tends to revolve around the

intake at the Barbados Secondary School Entrance Examination and the output at the external examination, five years later.

### *Pro-activism*

In many ways Barbadians tend to believe that they have at least some control over situations and over change especially at the policy implementation stage. Teachers through their unions opposed the implementation of appraisal and demanded that certain changes be made. The MoE acceded to the teachers' demands.

### *Generative*

Barbadians value the generation of knowledge, new ideas and ways of working, and they seek to create solutions to problems, to develop policies and ways of operating which are original. In designing the new appraisal scheme, a committee was constituted to examine other appraisal schemes and to develop the present scheme to suit the culture of Barbados (MOEYAC, 2000).

### *Limited Relationship*

In Barbados, interactions and relationships tend to be determined by rules that are applied equally to everyone. For example, in deciding a promotion, objective criteria tend to be used regardless of whom are the possible candidates. This is supported by the MoE who suggested that the provision of objective criteria to decide promotions was one of the key aims of the appraisal (MOEYAC, 2000).

### *Male influence / female influence*

Like Coleman (2002) says, the teaching profession in Barbados is dominated numerically by women, but they generally constituted a minority in senior management positions in secondary schools indicating that there was the belief that males are preferred above females to lead secondary schools. Of the forty-four top positions (22 principals and 22 deputy principals) in the twenty-two secondary schools, there were 3 female principals and 12 female deputy principals. There is no empirical evidence to show the influence of this dimension on appraisal but this indicated that there was the perpetuation of male domination of decision making in the secondary education level.

### **2.3.2 The culture of the AB school**

#### *Political context*

When the New Education Act (NEA) made all teachers civil servants it also changed the terms of reference of the school boards of the OGS (MOEYAC, 1992). The NEA created a two-tier status among the staff at the OGS like the AB school. Those teachers appointed to the school prior to the NEA fought to retain certain conditions of service under a 'Memorandum of Understanding' (MOU), an agreement between the MoE and BSTU in 1985. This gives them certain rights and privileges which are not extended to those who joined after 1983 and are under the NEA (BSTU, 2008, Online). The NEA applies stricter controls than the MOU. The former principal AB school was under the MOU and had the power to do certain things without consulting the MOE. The deputy principal was appointed from within the school under the NEA but was under the MOU before the

promotion and so was able to retain the conditions of service. The former principal and staff jealously guarded the MOU conditions of service. In the day-to-day running of the school, management allows all teachers to enjoy the MOU benefits. In this way, the school's management has continued to uphold the traditions that have served the school well. In addition the former principal managed the school for twenty years. Internally the school was managed by elected committees which were empowered to make decisions. These permanent committees included ones for Prize Giving, Prefect, Professional Development, Social and Graduation.

The NEA has also contributed to the fact that some teachers at the school are members of the BSTU and some are members of the BUT. This affects the management of the school in that there are times when staff members are divided because of their respective unions.

The present principal came to the school in 2002 (ABOSA, 2008, Online) and is under the NEA. He tried to institute new measures but teachers did not comply, where possible, with those that did not uphold the traditions of the school. For example, he asked teachers to 'sign in' daily on arrival at school but the BSTU advised teachers not to, as all changes in working condition must first be negotiated between the union and the MoE. In fact, no appointed teacher signed the book. They saw it as a change in working conditions. The 'sign in' book, after a month contained the signature of a few temporary teachers who after a while also refused to sign. The book was subsequently ignored. The following sections examine the culture of the AB school base on the dimensions of school culture using the Walker and Dimmock model.

### *Results-oriented*

The culture of the AB school tends to be more results-oriented than process-oriented, stressing learning achievements such as results in the examinations set by the Caribbean Examination Council. The school programme is practically built around the external examinations offered by the Caribbean Examinations Council (CXC) (GNSS, 2002). All students at the school are expected to take and pass a minimum of eight subjects offered by the examining board. Those who are considered weak are not allowed to take the exam by most teachers. The names of those who achieve the best results are displayed in the school indefinitely, to inspire present and future students. Over the last twenty years, the School Base Assessment, a requirement in many subjects by CXC has added non-timetabled contact hours that teachers have to work with students.

### *Person-oriented*

The culture is more person-oriented than task-oriented, valuing, promoting, and showing consideration for the welfare of its teachers. For example, timetabling is done such that teachers are given a morning/afternoon off to take care of out-of-school business. The benefits derived from this are that the level of absence from class and school is minimal. This is reflected in the small number of times teachers are asked to fill in for each other.

### *Professional*

Teachers are appointed to the teaching service and assigned to the school so that most teachers argue that they are more professional than parochial. They are primarily committed to the teaching profession as a whole. Through the union, they will support

teachers at other schools in related matters where necessary. They may, however, consider themselves to be professionally parochial in inter-school competitions.

### *Informal*

Though teachers do not eschew interaction and communication with the external environment, they prefer a more closed, exclusive approach. In fact, the MoE insists that all important external communication to the school be directed through it. The school is informal in that there is flexibility in the way it operates and interpersonal relationships tend to be more relaxed. Teachers generally work without supervision.

### *Pragmatic*

The school is pragmatic as it consciously tries to meet individual student needs by offering a more diversified curriculum. Teachers are free to alter their teaching strategies and the school molds its educational services to meet students' needs. The school allows students to take part in all possible activities and competitions. The above model of school culture does not directly say where the influence of gender occurs but it is accepted that gender plays out on the school scene.

## **2.4 Appraisal**

Many noted authors (Poster and Poster, 1993; O'Neill, 1994; Fidler, 1995; Wragg et al, 1996; Middlewood, 2002) describe a global model of appraisal which consists of four sub models – a purpose model, with two key elements, namely, accountability and



professional development, a process model consisting of three to five stages, a management model consisting of seven elements and an effectiveness model with five elements. The discussion begins with a definition of appraisal, works through the various models and ends with the elements which affect the effectiveness of appraisal schemes (O'Neill, 1994; Fidler, 1995; Middlewood, 2002).

#### **2.4.1 The Definition of Appraisal.**

According to (Dimmock, 2000), appraisal is, a process of evaluation that calls for the making of judgments about the performance of the individual teacher or principal, evaluation in the making of judgments about the worth or value of a phenomenon in terms of agreed criteria such as goals. Dimmock (2000) sees appraisal as a process that is distributed across the various levels of a school where the responsibility for making the judgments is decentralized at school. Among the units which might be evaluated are whole schools, departments, programmes or lessons. Evaluation can thus focus on three levels: the individual, the group or the whole school. Poster and Poster (1993, p.1) refer to appraisal as:

a means of promoting, through the use of certain techniques and procedures, the school's ability to accomplish its mission of maintaining or improving what it provides while at the same time seeking to maintain or enhance staff satisfaction and development.

### **2.4.2 The Process of Appraisal**

There are many models for conducting the appraisal process. McMullen (1991) and Dimmock (2000) propose four-phases to the process, namely, preparation, observation, the interview, and evaluation. Braithwaite (1995, p.5) prefers a three-phase model. He also refers to this model as a clinical oriented supervision model with the following phases: a planning conference, classroom observation and a feedback conference.

Fidler (1995) acknowledges that the purpose and process of appraisal are always interrelated. He recommends that to satisfy its purposes meaningfully, any basic appraisal process for teachers should include an informal self-appraisal of both supervisor and teacher, an initial planning meeting, classroom observation and feedback, collection of evidence, interview, written statement, follow up action, review meeting (following year) and the start of the next cycle. The model put forth by Middlewood (2002) conflates these into self-evaluation, data collection about the appraisee, observation, appraiser/appraisee dialogue and targets being set.

Data collection requires a multi-method approach, which involves the use of both qualitative and quantitative data collection. Qualitative methods include interviews, case studies and naturalistic observations. Quantitative methods include rating scales, tests and observation schedules. Both appraisee and appraiser should be trained in the use of the data gathering methods (Dimmock, 2000).

### **2.4.3 The Purpose of Appraisal.**

Dimmock (2000) suggests that societies in general believe that appraisal should serve as a vehicle for : firstly, internal school improvement, the process whereby the school or any part thereof, acquires feedback on its performance in order to improve; secondly, as a basis for internal personnel decision-making, involving the hiring, firing and promotion of staff; and thirdly as a means for providing external accountability, the process by which the school renders an account for its performance to some external body or stakeholder. Wragg et al (1996) and Middlewood (2002) express the condensed view that the two key purposes of appraisal are to improve the accountability of teachers to the school and any higher authority, and to improve the professional development of teachers.

According to Wragg et al (1996) and Middlewood (2002), these two purposes are at opposite ends of a continuum. Thus, each purpose gives rise to a different model. Table 2.1 outlines the two purpose models of appraisal, an accountability model and a professional development model.

Table 2.1	
Purpose of evaluation	
<b>Accountability model</b>	<b>Professional Development model</b>
Focus on organizational needs	Focus on individual needs
Focus on transactional elements	Recognition of transformational elements
Focus on measurable outcomes	Focus on educational value added outcomes
Need for quantitative data	Need for qualitative data
(Middlewood, 2002)	

The tension therefore is to have a single scheme that satisfies both purposes. There is disagreement as to whether it is possible and desirable to keep the accountability and developmental purposes separate, or whether they are inextricably linked (Wragg et al, 1996; Dimmock, 2000). Arguments for separating them hinge on the where the same appraisers are responsible for both, teachers are less likely to be open and self-critical in their formative appraisal especially if they believe the same information can be used against them. From the decision-makers' view point however, the advantage of combining them lies in the collection of more data about staff (Dimmock, 2000). Poster and Poster (1993) believe that they should be combined. They say there are many variations depending on the society but it is difficult to conceive of any appraisal system that can wholly ignore both evaluation and development.

#### **2.4.4 The Management of Appraisal**

Authors such as Wragg et al (1996) and Middlewood and Lumby (1998) outline some management models available to schools. The model used depends on the societal culture in which the appraisal is implemented.

The hierarchical or superior/subordinate model is usually contained in the regulations. In a pyramid hierarchy, his /her immediate supervisor appraises the teacher with principals being appraised by an external person. The advantages of this model lie in the fact that the seniors already have the responsibility and are in position to ensure follow up. The disadvantage, Wragg et al (1996) say, is that it hardens the hierarchy and makes teachers unwilling recipients of management directives. Proponents argue that it forces superiors to live with the decision they make.

The 360-degree feedback model for appraisers (Middlewood, 2002) is seen as a model which supports the benefits of the hierarchical model. It keeps appraisers in touch with appraisees (Wragg et al, 1996).

Peer appraisal, according to Wragg et al (1996), involves two people of the same rank appraising each other. This is considered the soft approach with the potential to compromise the process. On the other hand, it can effect changes.

Self-appraisal is a model designed to make teachers take an inward look and make their own decisions to improve their practice. It is considered a very important model as the

motivation for improvement comes from within the teacher (Wragg et al, 1996). Self and peer appraisal avoid direct face-to-face contact between ordinate and subordinate.

Student appraisal model is one that tends to be more used at higher institutions rather than in schools.

The external appraiser model is seen as a tough and objective approach. Moreover, external appraisers may be unaware of the culture of the school and may be seen as a spy (Wragg et al, 1996).

#### **2.4.5 Judging the effectiveness of an appraisal scheme**

Middlewood (2002) proposes seven generic criteria for judging the effectiveness of an appraisal scheme (see Appendix F). Firstly, a high level of trust is required to produce effective, accurate and ethical performance ratings. Secondly, recruitment and induction of teachers should be perceived in a similar manner to the way they are appraised. Thirdly, there should be a balance between the accountability and personal professional development of the teachers. In the fourth case, the appraisal should balance the needs of the organization and the individual. Fifthly, there should that the ultimate purpose of teaching is to provide students with quality learning. In the sixth case, the process should be constantly reviewed and appropriately adjusted. Finally, there should be the recognition that some of the benefits of appraisal are long-term (Middlewood, 2002).

## **2.5 The Influence of the Power Dimension of Societal Culture on Appraisal**

This section shows some of the ways in which societal culture influences appraisal. In keeping with previous definitions, there are series of steps in the discussion. The first is to present an enduring set of beliefs, values and ideologies about the power dimension. The second is to identify a set of features representing structures, practices and processes that these belief and values underpin which depict the use of power within society. The third is to apply the cultural model to determine the influence of societal culture on appraisal. In the Morris and Lo (2002) model, each level of culture is characterised as having a different focus to its use of power. Similarly in this discussion the culture of policy level is characterised by values about use of power to set and demand standards and gaining acceptance. At the national political level the culture is characterised by values about the use of power to mediate or negotiate standards or demands between policy level and school level. At the school level, the culture is characterised by values about the use of power to satisfy, ease or 'subvert' policy demands.

### **2.5.1 Enduring beliefs, values and ideologies of the power dimension**

As we have seen, the Walker and Dimmock's (2002) power distribution dimension reveals that the main elements associated with the dimension are decentralisation and institutionalized democracy. An enduring set of beliefs, values and ideologies associated with power distribution have been identified by a number of authors (Begley, 2002; Coleman, 2002; Dimmock, 2000; Dimmock and Walker, 2002; West Burnham, 2002; Wragg et al, 1996). Some of these include:

1. All citizens should have equal access to economic welfare and the appropriate forms of power.
2. All efforts should be made to reduce inequity.
3. Decisions concerning allocation are better made closer to the point of use of the resources.
4. Power should be shared since people are more committed when they are meaningfully involved in the decision-making process.
5. Education is a way to empower people.
6. People should be accountable for the decisions they make.
7. Each child has the right to highest quality education.

These are listed one after the other but they are interrelated and unordered. They are chosen as the working beliefs or the 'societal culture' for the discussion on power dimension. For convenience, the features chosen are accountability, equity, empowerment, professional development and autonomy and dilemmas. These are felt to be features which are common to both power and appraisal.

### **2.5.2 Accountability**

The belief that people should be accountable for the decisions they make acts like a moral imperative to improve standards. Wragg et al, 1996, Fidler (2002), Middlewood (2002) among others imply that this is one of the beliefs that keeps societies constant in their demands for answerability. In addition, the policy of increased decentralization and



institutionalized democracy in many school systems, gives more justification to calls for improved accountability to show how such freedoms are being used. James (1999) says it is responsibility meaning, having to give an answer in the individual's own mind or to someone in the organization that is a part of the driving force. According to Middlewood (2002, p.120), governments tend to exert pressure on schools to be more accountable for their actions

Because of the pressure from governments to ensure effective performance in education, it is clear that one of the most obvious and overt reasons for appraising teacher and headteacher performance is for the purpose of accountability.

At the policy level, MOEs have the power to sustain government's demand to implement the appraisal (Middlewood, 2002). They are aware that holding schools accountable for such decisions presents a challenge for them since, as a result of decentralization, schools manage their own appraisal systems. Glatter (2002, p.323) identifies two forms of accountability that will impact on appraisal: contractual accountability that is concerned with the standards, outcomes and results of teaching, and responsive accountability that is concerned with the process of teaching; and with 'securing involvement and interaction to obtain decisions which meet a range of needs and preferences'. Many authors (Wragg et al, 1996, Middlewood, 2002; Fidler, 2002) say the challenge is to cater for the situation where the same managers are responsible for both accountability and professional development. The claim is that teachers tend to look after their own interest so that it is

often difficult for managers to receive or give an honest assessment of performance, particularly where they feel there may be deleterious consequences of having an unfavourable report. Or, where the assessment is carried out in an adversarial spirit (Middlewood, 2002; Fidler, 2002). Some MOEs have countered this, arguing that school managers are the best persons to manage their appraisal systems. They are forced to make the best decisions since they have to live with the decisions they make (Middlewood, 2002).

MOEs have used varying management models to gain the acceptance of school to implement appraisal. Some use the external assessor model (Wragg et al, 1996; Fidler, 2002). However, schools are wary of the external assessor model. They see the external assessor as a spy and therefore offer minimum compliance (Wragg et.al, 1996). Many MOEs for their part, advocate the hierarchical management model to support the accountability model of appraisal.

At the school level, leaders often accept that they are accountable for the decisions they make as a commitment to quality assurance (West-Burnham, 2002). Cheng (2002) say leaders then focus their power mobilizing others by building institutional accountability which is ensuring that the school fulfills its obligations to stakeholders. Thus, school leaders may side with rank-and-file teachers who prefer the self and peer management model to support the professional development model along with collegiality, autonomy, open communication, and teacher individuality (Wragg et al, 1996). In this way, many school managers, are able take some charge of their quality assurance process (MacBeath,

2002). The more resourceful they are, the more power they have to develop systems that meet school's requirements and still meet the state's requirements for accountability (Timpersley, 1998; MOEYAC, 2000).

Some principals, may with the support of the community, have single handedly decided to implement the appraisal while at the same time, giving teachers the impression that they had no choice but to comply (Morris and Lo, 2002). Walker (2002) also notices that principals were able to use the belief that the policy impositions were non-negotiable to influence their implementation. He found that some principals used the cultural norms of the country to legitimately use an autocratic top-down style to marshal teachers to implement an appraisal scheme. Hallinger and Kantamara's (2002) research also shows that principals made extensive use of social networks in and around the school. Principals were able to target informal leaders for their support, and, through the use of planning meetings, fairs and study visits, and the involvement of parents and the wider community when needed, bring pressure to bear on teachers to fall in line. But external pressure can limit their innovation (Fitz and Lee, 2000). In fact, when used alone, mandated standards provide a dangerously narrow approach to accountability (Sergiovanni, 2000). The real headache for managers is that of guaranteeing a robust accountability process (Hernes, 2000). In some cases, many use baronial powers provided by hierarchical structures (Bush, 1995) to legitimize their control (Wallace and Huckman, 1999) of the appraisal which often conflicts with their values pertaining to collegiality and equal status. Thus Stone (1986) concludes that appraisal should not be managerially imposed from outside if it is to be effectively implemented in societies where teachers are able to use their

power, whether it be personal, expert, positional or otherwise to keep the implementation gap open.

### **2.5.3 Equity**

Equity is a concept that is associated with institutionalized democracy in societal cultures. All efforts should be made to reduce inequity is a belief pushed by leaders both at policy and at school level to mobilize each other. To be fair, the call for improved accountability by society is accompanied by the drive to improve professional development (Middlewood 2002). Bolam (2002, p.113) defines professional development as the ‘process by which teachers and headteachers learn, enhance and use appropriate skills knowledge and values.’

At the policy level, the concern of the MoE is to develop means to achieve equitable partnerships between teachers and the school and the MoE. They are committed to reducing inequity to cultivate a person-oriented culture. MoE’s can covertly use open reporting as an instrument of power. Openly they say it is used to take away the guessing on the teacher’s part but it helps to keep the managers in check. They added that the teacher seeing the report has the potential to spur appraiser-appraisee disagreement. Wragg et al (1996) caution that to operate an open system where teachers see the report, managers may have to be mealy-mouthed to appear to be fair. However, it could equally be argued that allowing teachers to read their own reports ensures that appraisers are objective rather than vindictive.

Institutionalised democracy is also a policy initiative MOEs use to encourage school leaders to uphold the ideals of society. They tout collegiality as the normative preferred model of management (Bush, 2002) and encourage school leaders to operate in collegial environments where the structures within the school should be horizontal with participants having equal rights and taking professional responsibility for their actions (Bush, 1995). They encourage schools to value their involvement in designing evaluation plans, setting climate, and raising awareness within the school. However, they are also aware that the formal accountability assumptions needed for appraisal do not fit comfortably with collegiality (Bush and Haiyan, 2002). They recognize that Western appraisal models are predicated on the belief that employees' performance will improve when they receive direct feedback, usually from a superordinate.

At the school level, principals have extensive appraisal powers. They have become the primary leaders in the appraisal process (McMullen, 1991) thereby making them the 'important gatekeeper to the success of the implementation of appraisal' (Gunter, 1999, p.378). Principals who value professional development respond by ensuring that staff are always competent, challenged and supported in seeking higher standards (Day, 2000). As Mo (1998) argues, teachers accept appraisal if they perceive that it is helping them grow professionally, that the appraisal procedures are formative, and that the feedback provided is useful.

#### **2.5.4 Empowerment**

Power should be shared since people are more committed when they are meaningfully involved in the decision-making process. At the policy level, Glatter (2002) comments that policy-makers often claim that they are seeking to empower principals and teachers at the school level but questions whether this is true decentralization or just a shift in control from one form to another. In terms of decentralization, Green (1999) claims that countries tend to fall into four groups: those which have devolved substantial power to the institutional providers and the markets, countries where local control predominates, countries where regional control predominates and countries where the majority of power lies at the central level.

At the school level, the devolved power is with the principal (Glatter, 2002) who delegates it downwards to ease the demand on them. Thus, principals are not the only leaders and managers in the implementation of appraisal (Fidler, 1995; Fung, 1996; Bush and Coleman, 2000). To gain commitment, they attempt to build effective management teams. MacBeath (2002) says that principals pass implementation of policy to HoDs. While senior management is involved in the policy formulation, it is at the department level that the policy is implemented (Earley and Fletcher-Campbell, 1989a) and also where it often fails (MacBeath, 2002). Hence leaders are forced to see the need for all departments to be 'fully-on' (Dimmock, 2003, p.7), that is, working as a team. Most appraisal management models are hierarchical thus, heads of department, by virtue of their position, can influence how their charges perceive the effectiveness of the appraisal by encouraging desired changes (Earley and Fletcher-Campbell, 1989a). HoDs must

possess appraisal skills and the knowledge required to handle the appraisal effectively (Earley and Fletcher-Campbell, 1989a). As a moral commitment to uphold the established norm, HoDs work to avoid being seen by both senior and junior staff as poor advocates who neither promote the agreed values and views of the staff, nor convey to their colleagues the demands of senior staff (Busher, 2001a).

### **2.5.5 Professional development and autonomy**

The desire to uphold the concept of equity brings leaders together to seek a balance between accountability and professionalism. As MOEs feel obligated to demand accountability, teachers and unions feel obligated to ask for opportunities to develop professionally. In essence, each side is mobilizing each other to remain committed to the values of equity.

Cardno and Piggot-Irvine (1997, p.53) point out that school leaders attempt to resolve the conflict between individual needs and the demands of the school. They unite to defend their beliefs about the autonomy and privacy of their classroom practice (Middlewood, 2002; FitzGerald et al, 2003). Autonomy at its simplest refers to the ability of schools to choose their own course without reference to the state (Levacic, 2002). In so doing, the appraisal is affected in many ways. Leaders at each level attempt to resolve the 'tension that exists between accountability and developmental goals' (Cardno and Piggot-Irvine, 1997, p.55). Middlewood (2002) suggests that managers often decide among themselves whether the emphasis is placed on appraisal for accountability or appraisal for

development. At the policy level, too much emphasis on accountability may cause the appraisal to fall into disrepute (Middlewood, 2002). At the school level, it may lead to a situation where the leader finds it difficult to prevent the alienation of staff, or weak and even hostile relationships between appraisee and appraiser. Then there are the difficulties of encouraging openness among the staff, and the prevention of staff viewing the appraisal from a narrow perspective of what is measurable (Middlewood 2002). Again, the difficulty is to strike a balance as too much emphasis on development on the other hand creates other problems. Middlewood (2002) argues that principals who adopt the developmental approach may weaken their power base as they may find it difficult to challenge the weaker teachers sufficiently. On the other hand, they may not be able to guarantee the training and development needs of the teacher who may not even improve on their performance under a developmental approach. Moreover, the development needs that teachers list for themselves may not match with the organization's goals.

#### **2.5.6 Dilemmas**

Glatter (2002) mentions that governments tend to define educational priorities leaving schools with the power of deciding how best to implement them. This is seen in part as a way of encouraging school leaders to come together to defend the ideals of the school and the society. To do so, often requires consensus.

Perhaps a major dilemma for leaders both at the societal and school level is Ingersol's (1996) claim that the effect of power distribution is not always clear-cut for managers. He



suggests some reformers claim that too much decentralization in school systems is the main cause of disorder and inefficiency in the operations of school and in the end poor performance by staff and students. He also suggests that others counterclaim that too much centralization is the main cause. He agrees that school leaders make many decisions at school but the most important ones are usually made outside. He feels that for managers, the exercise of real power lies not in the responsibility for and control over less important issues and decisions. He claims that the delegation of control over non essential issues is often used as a form of co-optation and a subtle means of centralizing power.

At the school level, value consensus is often difficult to achieve (Begley, 2002). This, Walker (2002) says, results in dilemmas. Walker (2002) points out that leaders, to protect their more important values and beliefs, develop strategies which are aimed at maintaining good relationships. These include acquiescing with superiors' wishes, creative insubordination, resorting to logic, emotive argument, delaying decisions, transferring the problem to another site, attempting compromise, withdrawing from direct involvement, inaction, appealing to school mission and tradition. In some cases, principals may feel that they face no dilemma at all if they perceive teachers have a tendency to conform (Walker, 2002) and may even overlook poor performance (Earnshaw et al, 2004). Thrupp (1999) also alludes to the fact in some societies where teachers are insufficient in number or where the majority of teachers are unqualified, principals are forced to surrender power by ignoring dilemmas on the ground that a poor teacher is better than no teacher.

Leaders view involvement in any process as a way of exercising power. They believe that they should be involved in developing school-level strategies that are fundamental to the long-term success of appraisal (FitzGerald et al, 2003). In contrast, Pearson (2000) contends that in some societies, schools leaders doing appraisal may represent a demonstration of compliance to external pressure rather than the development of good managerial practice.

In some countries on the other hand, leaders who try to blend collegiality and bureaucracy (Bush and Haiyan, 2002) may appear powerless to act in the sense that they may respond to appraisal dilemmas by ‘doing nothing’ to avoid any possible threats of disharmony (Cardno and Piggott-Irvine, 1997). On the other hand, such actions may represent the use of power to withhold action.

Within the school, heads of department (HoDs) may contribute in many forms and fashions to the dilemmas faced by a principal in the appraisal implementation according to the approach they adopted. They wield influence formally and informally according to their beliefs and values held about the appropriateness of the appraisal process and outcome (Busher, 2001). Heads of department could ‘down play’ the appraisal by allotting very little time beyond that legally stipulated (Wallace, 1999).

At the level of the teacher, power is exercised in many ways. Empirical evidence from Dimmock and Walker’s (2002) research suggests that the appraisal process is influenced by the way teachers value effort and achievement. Yu (1996, p.29) agrees and posits that

achievement motivation reflects particular societal values and has different meanings across cultures. Also, the Down et al (2000) findings out of Australia show that during the implementation of appraisal, in many cases teachers responded to the new programme with significant levels of scepticism, mistrust and anxiety. Possible reasons for this as suggested by Dimmock (2000) are that in reality, many teachers may feel threatened by appraisal on the grounds that they distrust the intentions underlying it, while at the same time they are powerless to effect any changes to it. For example, they believe it could be used by those who have the power to sanction or even dismiss them. In agreement with Dimmock, Fidler (1995) felt that many staff can be expected to be diffident, if not anxious, when the appraisal is first introduced and as Morris (1991) declares, teachers may question who the real beneficiaries of state-mandated schemes are and reject them.

This paragraph looks at the national political level. In large countries, this may cover many groups and levels that fund schools or have interest in them. On the whole as mentioned before their major role may be negotiation. Teachers unions are considered powerful organizations as they are made up of teachers who have six significant sources of power available to them (Bush, 1995). They are often regarded as using their powers to block reform or protect poor teachers' performance and bargain away quality (TUF, 2008, Online)

In summarizing this section, acknowledgement is again made that the model though useful is simplistic. Also to be acknowledged is the treatment of the school as a single

cultural unit without delving into its organizational dimension as such would make the analysis unwieldy.

## **2.6 Conclusion**

This chapter has presented a number of conceptual frameworks to be used to explore the influence of societal culture on appraisal based mainly on the work of Dimmock and Walker (2002). According to Walker and Dimmock (2002, p. 24) 'culture is a difficult phenomenon to measure, gauge or even describe' and evidence by the number of concepts to be applied. Societal culture is divided into three levels with a set of dimensions for societal culture and a set for school culture. These dimensions outlined the core axes of the values, beliefs and ideologies behind the structures and processes identified. Schools have a number of sources of power available to them.

## **Chapter 3**

### **Appraisal in Barbados**

#### **3.1 Introduction.**

This chapter looks at the proposed model of appraisal in Barbados and the influence of the power dimension of societal culture on its design. To do so the discussion begins with an outline of the time period of the study. This is followed by a chronology of events that occurred related to appraisal and reasons are given for the change in appraisal schemes. After these, there is an evaluation of the current appraisal. The chapter ends with the research questions for the investigation.

##### **3.1.1 Time Period of the Study**

This study was conceptualized and started in the year 2002 as an area of research for a dissertation for the doctoral degree. At the time, negotiations between the Ministry of Education and the teachers' unions had reached a settlement so that schools were preparing to implement the new appraisal scheme. A draft of the literature review was completed in December 2003. Following this, the research methodology was designed. Data for the research was collected over a four-month period from March to June 2005. Due to various setbacks, the thesis was submitted in December, 2007.

##### **3.1.2 Appraisal in Barbados in the 1990s.**

In January 1994, a new government came to power in Barbados. In July 1994, a Teacher Appraisal Committee (TAC) was reconstituted to review and advance the work of an

earlier Committee, which had reported in July 1989. The TAC reported to government in April, 1995. The government presented a white paper on educational reform to teachers outlining its plans for appraisal in July 1995. These plans, government said, were under review, but it expressed the hope that the new appraisal scheme would be ready for implementation in September, 1995 (MOEYAC, 1995). The review period took many years as government and teachers' unions worked to achieve an agreement. The final document containing the scheme for implementation was issued in September 2000. Even then, there was still disagreement between the two teachers' unions and the MoE (Anon, 2001). An agreement was however reached to start the implementation process within the schools from September 2002.

### **3.2 Previous Research into Appraisal in Barbados**

Brathwaite (1995, p.288), provided concrete empirical evidence of the benefits of appraisal on an experimental group of participants in the Barbadian school setting. That study concentrated on the comparison between clinical supervision and the traditional supervision as arms of appraisal. At that time, Barbados was moving away from appraisal based on traditionally-oriented supervision (TOS) to an appraisal scheme that contains a clinically-oriented supervision (COS) component.

There are differences between traditional appraisal and clinical supervision. Supervision tends to be formative., focuses on improvement and is continuous and was perceived to be teacher oriented. Traditional appraisal as practiced in Barbados tended to be

summative, focused on a judgment, tended to be conclusive and was perceived as being administration oriented (Scott, 1998; Brathwaite, 1995, Newton and Brathwaite, 1998; MOEYAC, 1995, 2000).

That it highlights the attitudes, beliefs and values of the participant to the particular appraisal processes makes the Brathwaite (1995) study an invaluable source for cultural analysis. The major findings of that study were:

1. Irrespective of the orientation, the majority of respondents conceptualized supervision and evaluation as a process for improving teacher performance.
2. Teachers were dissatisfied with the existing state of affairs and wished to see an upgrading of the supervisory and evaluation system.
3. Teachers and supervisors who practiced clinically-oriented supervision (COS) were firmly of the belief that the model contributed to their positive approach to the supervision of teaching and their interaction with each other. In contrast, those who used (TOS) experienced little or no change in their own perceptions and attitude towards appraisal and desired to see an alternative approach put in place.
4. Paired COS Participants found it became increasingly easier for them to communicate, debate, collaborate and consult prior to and following the observation of teaching.
5. Paired TOS found it difficult to communicate, debate, collaborate and consult prior to and following the observation of teaching.

6. COS feelings of uneasiness about supervision and evaluation so that teachers were more willing to open their classroom doors to their supervisors. This was not the case with those teachers and supervisors who used TOS approach.
7. Supervisors who were trained in the use of COS tend to do a better job at supervision than those who continued with TOS approach irrespective of level of experience.
8. When an alternative approach included participants in its development, they tend to change their attitude and to appreciate its benefits more than if the innovation was forced on them. In this regard those who implemented COS felt that they were stakeholders in the innovation and were reasonably satisfied with their own effort
9. COS is not just for improving weak teachers though it may assist. Instead, efforts at its implementation are more effective when competent and reliable teachers engage in the experiment.,.

In the year 2000, the Government of Barbados started the process by mandating that all schools in the country implement a new appraisal scheme for teachers. The expressed intention of the Government was to develop effective schools by providing proper and efficient monitoring and feedback to the teachers on their performance since teachers and their teaching are at the centre of students' learning. Its position is well articulated in its White Paper on Educational Reform (MOEYAC, 1995):

Teacher appraisal is to be considered of crucial importance in promoting the professional development of the teacher and most important of all,



once undertaken in a professional and systematic manner, it can have positive effects on student learning and behaviour (MOEYAC, 1995, p. ii).

The Ministry of Education issued each primary and secondary school teacher with a copy of a document entitled 'A Guide to Teacher Appraisal in Primary and Secondary Schools in Barbados'. This document will be hereafter referred to as the 'Appraisal Guide'. Teachers were asked to familiarize themselves with the contents of the document in preparation for the implementation of the new appraisal scheme. To ensure that the implementation process got underway, the government mandated that as part of its policy on education and teacher appraisal, all primary and secondary schools must pilot the scheme from July 2000 to September 2001.

### **3.2.1 The Need for Change**

Previous research (Brathwaite, 1995; MOEYAC, 1995; Newton and Brathwaite, 1998) indicated that for a long time teachers in Barbados had demonstrated strong support for teacher evaluation in principle, and for general recommendations in the literature on the conduct of teacher evaluation. However, there was equally strong dissatisfaction with the existing system of teacher evaluation.

The new Teacher Appraisal system will replace the Annual Report Forms, which were in use for many years and which, over the past decade or two,

had become outmoded and have been the subject of widespread criticism (MOEYAC, 1995, p.41).

The old appraisal system was changed because it was aimed primarily at fulfilling administrative requirements, with insufficient emphasis on promoting improved teacher performance. Strategies in use did not appear to be designed to facilitate communication between evaluator and evaluated. It located power in the hands of the managers. Teachers found it difficult to communicate, discuss, collaborate and consult prior to and following the observation of teaching (Brathwaite, 1995) making it difficult to lead to the professional development of teachers. The result of the old appraisal scheme was an Annual Report Form, which was summative (MOEYAC, 1995). The new scheme sought to make up for the deficiencies of the old scheme. It distributes power across the levels of the school hierarchy and was concerned with teacher empowerment.

A fundamental principle of the new Teacher Appraisal System is that there is collaboration between the appraiser and appraisee and full account will be taken of the teacher's own contribution and self-assessment. Further, that the assessment will be both summative and formative (MOEYAC, 1995, p.42).

### **3.3 The New Appraisal Scheme Proposed in 2000**

In the Barbadian context, MOEYAC (2000) states that a good appraisal system or scheme gives teachers some autonomy and empowerment, and contributes to improving classroom practice. Adequate training must be provided for those involved in appraisal, thus contributing to staff development and a sense of corporate responsibility and accountability should prevail at all levels (MOEYAC, 2000). The appraisal is expected to improve accountability by providing information for administrative decision-making. The scheme enables the school to keep formal records of professional behaviours and services and to evaluate the overall school programme for determining how well it is progressing (MOEYAC, 2000). Appraisal is to be seen as:

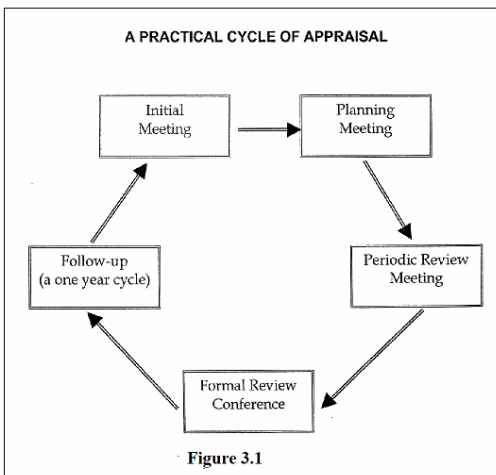
a process/model which places emphasis on improving teaching and learning behaviours in schools through the interaction between teachers, their superiors and colleagues. It is concerned with the growth and development of teachers and administrators using a variety of approaches to collect and information for providing feedback about performance (MOEYAC, 2000, p.2).

There is thus not much difference in the way appraisal is defined for the Barbadian schools when compared with other definitions given above. Policy makers in Barbados (MOEYAC, 2000) in recognizing that power has been devolved to the school with respect to appraisal, state who has the responsibility for appraisal and therefore propose a number

of practices in line with the national beliefs. The principal is the gate keeper as McMullen (1991) suggests

The principal is the single most important person in the appraisal process in the school. He/she however, has a responsibility to allocate appraisers in confidential consultation with the staff and, where necessary, can appoint a new appraiser at any time in the process. Principals should not refuse requests from staff for an alternative appraiser, if particular circumstances exist (MOEYAC, 2000, p.15).

Each school should nominate a coordinator to manage the appraisal process internally and to liaise with the Ministry of Education, Youth Affairs and Culture (Appraisal Section) when necessary. Coordinators need not be limited to line managers e.g. heads of departments / units, principals and senior teachers. At the department level, each department / unit should retain a Coordinator to facilitate planning for appraisal during the pilot (MOEYAC, 2000).



The five-phase model suggested by MOEYAC (2000) (Fig 3.1) contains the essential steps as outlined by Fidler (1995), Wragg et al (1996), Dimmock (2000) among others. The process begins with an initial meeting. The importance of this session is revealed by the fact that regardless of the experience of the appraisee, there are still likely to be fears, suspicions and apprehensions about the process. At the meeting, all parties confirm and clarify the reason for appraisal. It is the responsibility of management to provide reassurance about the purpose and spirit of the appraisal (Fidler, 1995).

The planning meeting as outlined by MOEYAC (2000) is for appraiser and appraisee to: agree on issues such as the scope of the appraisal and what it should focus upon; arrangements for classroom observations that are in keeping with the appraisal system in place; the collection of data and from whom; a timetable for conducting appraisal, by whom and from whom information will be collected; the number of observations/interview and the purpose and use of feedback.

MOEYAC (2000) affirms that the purpose of the periodic review meeting is to provide opportunities for interviewing / discussing, monitoring individual, department/unit unit goals and objectives and where necessary making changes. It is to be held each term and should form part of the school development plan

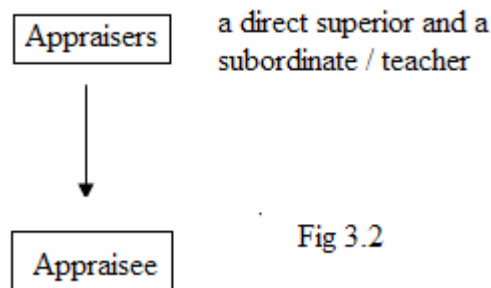
According to MOEYAC (2000), the formal review conference is used to identify any training or development need. Appraiser and appraisee use this conference to agree on areas for action or follow up and to structure a written report for assessing the performance of individuals, department/units or the school.

The follow-up is the final stage in the cycle outlined by MOEYAC (2000). It provides the forum for appraisee and appraiser to discuss the appraisee's work by identifying strengths and areas in need of improvements. The stage is completed with a review of resources available and support needed to help the teacher improve (MOEYAC, 2000).

### **3.3.1 People to be appraised**

MOEYAC indicates that every staff member is to be appraised. Having the appraisal process totally managed by the school, with the exception of the appraisal of the principal, is clearly a result of the process. Middlewood (2002) declares that while some have questioned the effectiveness and objectivity of a school managing its own appraisal. Others say this is the best method since those who make the decisions are the ones who have to live them. The process proposed by the Ministry has a 360-degree feedback

component whereby a subordinate is a part of the team that appraises a superior. This Middlewood (2002) says helps to keep superiors accountable to and in touch with subordinates. But he also articulates that trust is of the utmost importance. Without trust, even the most procedurally sound scheme would be ineffective. MOEYAC (2000) outlined who would appraise whom as shown in Fig 3.2. Superiors for principals and deputy principals are to come from the MoE (MOEYAC, 2000).



### 3.3.2 Procedures for handling disagreements

As MOEYAC (2000) outlines, those who framed the process recognized that although appraisal should be conducted in an open climate for the primary purpose of improving instruction, there may be times when disagreement would occur in procedure and related matters. Any appraisee has the right to complain if he/she considers the appraisal to be unfair or the conclusions unreasonable (MOEYAC, 2000)

According to MOEYAC (2000), appraisees who are dissatisfied with the written statement/account or any points therein have the right to raise the concern orally or in

writing at the committee hearing and be accompanied or represented by a friend or union representative. The committee / review officer(s) shall document any representation made by the appraisee and may order one of the following where appropriate: the appraisal statement will stand, the appraisal statement will be amended, the appraisal statement will be expunged and a second appraisal set for an agreed time (MOEYAC, 2000).

If a second appraisal is to be conducted, MOEYAC (2000) says it must be done only where the review committee / officer(s) have good reason to believe that it will make a difference in the outcome of the appraisal statement / written report. Once the second appraisal has been agreed and conducted, the original statement must be removed from the record of the appraisee. Schools must ensure that rules governing complaints and procedures are available to all teachers (MOEYAC, 2000).

### **3.3.3 Evaluating the Current Model of Barbadian Appraisal**

#### **3.3.3.1 The Purpose of the Appraisal.**

In keeping with the belief in empowerment of both teacher and pupil , similar to the views outlined by Middlewood (2002), the two key purposes of the new Barbados appraisal were to improve the accountability of teachers to the school and any higher authority and to improve the professional development of teachers (MOEYAC, 2000). In this sense, the model is a combinational model or dual model, in line with Poster and Poster (1993) suggestion that both purposes should be included. The accountability element focuses on organizational needs, transactional elements, measurable outcomes



and on the need for quantitative data. On the other hand, the professional development element focuses on individual needs, includes the recognition of transformational elements, focuses on educational value added outcomes and sees the need for qualitative data. Both elements compare favourably with Middlewood's (2002) elements for accountability and development

There was tension in having a single scheme to satisfy both purposes, but the government, at the time, thought it was possible and desirable to keep the models linked because it believed that teachers must be held accountable for the quality of education they deliver.

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The link between formative and summative evaluation is still not clearly defined, but once put in place, knowing their different objectives, both can coexist (MOEYAC, 2000, p.40).

The same appraisers are responsible for both development and accountability. Dimmock (2000) warns that in such cases, teachers are less likely to be open and self critical in their formative appraisal; especially since they know the same information can be used against them. On the other hand, as he suggests, the MoE saw the advantage of combining both accountability and development as this allows for collecting more data about staff.

### **3.3.3.2 The Process of the Appraisal**

According to MOEYAC (2000), the practical appraisal scheme outlines the type of interactions that are expected to occur among staff during the process (Fig 3.1). As Dimmock (2000) recommends, a multi-method approach involving both qualitative and quantitative methods. Qualitative methods include interviews, case studies and naturalistic observations. Quantitative methods include rating scales, tests and observation schedules (MOEYAC, 2000).

### **3.3.3.3 The Management of the Appraisal**

MOEYAC (2000) outlines a global management model that includes a number of management models. Evidently, the government feels that teachers' performance will improve when they receive direct feedback, usually from a superordinate (Hofstede, 1995).

Appraisal is a process/model which places emphasis on improving teaching and learning behaviours in schools through interaction between teachers, their superiors and colleagues (MOEYAC, 2000, p. 2).

The model is the pyramid hierarchical or superior/subordinate model with a 360 degree feedback component such as that outlined by Wragg et al (1996). Immediate supervisors appraise the teachers with principals being appraised by an external person. The model takes advantage of the fact that the seniors already have the responsibility and are in

position to ensure follow up (Wragg et al, 1996). The disadvantage that it may harden the hierarchy and make teachers unwilling recipients of management directives is acknowledged and addressed in some measure by the 360-degree feedback component. This is introduced to keep appraisers in touch with appraisees (Wragg et al., 1996) and also distributes power across the levels of the school.

In keeping with teacher empowerment, and collegiality that exists in schools, two other models are included. Peer appraisal which involves two people of the same rank appraising each other and self-appraisal were recommended to prepare staff for the actual appraisal as Fiddler (1995) suggested for another country. These approaches are considered soft approaches in that they avoid direct face-to-face contact between ordinate and subordinate although they are considered to be important to blunt the edge of the appraisal (Wragg et al., 1996; MOEYAC, 2000).

The management of an appraisal scheme is expected to take into account organisational and national issues such as the autonomy of the teacher in the classroom to determine what is best at the time (Middlewood, 2002).

A good appraisal system or scheme gives teachers some autonomy and empowerment, and contributes to improving classroom practice (MOEYAC, 2000, p.10).

Also to be taken into account is the variety of models of effective teaching available to teachers even at the same school (Middlewood and Cardno, 2001).

A competent teacher uses a variety of strategies, approaches and methodologies to motivate students and stimulate learning (MOEYAC, 2000, p. 9).

Contextual differences between the twenty-two schools such as high/low achieving schools (Thrupp, 1999) and competitive environments related to external exams (Leithwood, 2001) may also mean that attitudes to appraisal will vary. The schools at the bottom of the ranking for years have complained that they cannot be judged in the same manner as those at top who have more academic and more disciplined students.

The old appraisal was mainly a closed system, but the new one is intended to be an open system to promote the concept of equity. All forms are confidential between appraiser and appraisee and must be signed by the persons appraised.

The appraisee should be forwarded with a copy of the final report (MOEYAC, 2000, p.13).

Wragg et al (1996) say open reports are intended to take away the guessing on the teacher's part and keep appraisers in check. They are essential for discussion on improvement and engender mutual trust and openness. Appraisers are still expected to be

frank, honest, and not mealy-mouthed. The models also assume direct face-to-face feedback, open communication, relationships that are more equal and teacher individuality (Dimmock, 2000). Teachers seeing their report has the potential to spur disagreement therefore, a number of criteria are listed to deal with potential disagreement.

#### **3.3.3.4 Measures to enhance the effectiveness of the appraisal scheme**

Measures to enhance the effectiveness of the appraisal scheme have been included in the design. These compare favourably with the suggestions of Middlewood (2002). There is the recognition that a high level of trust is required to produce effective accurate and ethical performance ratings.

All involved must demonstrate practices of professionalism, fairness, empathy, honesty, openness and mutual trust (MOEYAC, 2000, p.iii).

In addition, there is an attempt to balance accountability with personal professional development of the teachers, and to balance the needs of the organization and the individual.

Appraisal must be collaborative and collegial, involving the objective collecting, sharing and of information for the purpose of evaluating performance both formatively and summatively (MOEYAC, 2000, p. I)

In addition, there is the recognition that the ultimate purpose of teaching is to provide students with quality learning.

The appraisal process will help to encourage improvement in the quality and delivery of education (MOEYAC, 2000, p. iii).

The process is to be constantly reviewed and appropriately adjusted.

A formal appraisal should be held at the end of an agreed period/cycle so that the appraisal process can be reviewed to determine or assess the achievement of goals, strengths, weaknesses etc. in relation to individual performance or needs, departmental/unit operations, and to make recommendations for change where necessary (MOEYAC, 2000, p.13).

By presenting the intentions of the MoE with respect to what it considered to be an appropriate appraisal scheme for Barbados this chapter, in conjunction with section 2.3.2, has shown how the introduction of the new arrangements for appraisal were influenced by Barbadian societal values. Though what has been proposed for Barbados appears to be closely related to what leading authors (Poster and Poster, 1993; Fidler, 1995; Wragg et al, 1996; Dimmock, 2000; Middlewood, 2002) have written about appraisal there are indeed differences most of which manifest themselves at the implementation stage. The next step is thus to explore how suitable in practice such proposals are for Barbados. Therefore, the following research questions have been formulated:

### **3.4 Research Questions**

1. How did the principal and teachers describe the appraisal system?
  - a. How do the principal and teachers describe the appraisal implementation process at the school?
  - b. Do the principal and teachers perceive that the scheme is worthwhile?
2. How did teachers and the principal of the AB school describe the power dimensions of the school and the society?
  - a. Is there a difference in perception of male and female staff?
  - b. Is there a difference in perception of management and non management staff?
3. In what ways do teachers and the principal of the AB school perceive the power dimension has influenced the implementation of the appraisal system?
  - a. In what ways do the principal and teachers perceive that ownership of the scheme has influenced its implementation?
  - b. How has improved accountability influenced the appraisal implementation at the school?
  - c. What are some of the dilemmas encountered and how are they handled?
  - d. How do the principal and staff handle appraisal disagreements?
  - e. In what ways has status influenced the appraisal?

## **Chapter 4**

### **Investigation**

#### **4.1 Introduction**

The purpose of this chapter is to describe the various methods used by previous researchers investigating the influence of societal culture on school leadership processes to provide a basis for the present research and to describe the design and use of methodology for the present research. The chapter begins by restating the research purpose and questions. These are followed by discussions on research paradigms and previous research into appraisal. The next section on ethical considerations outlines the basis for the design and methodology of the present study in order to do no harm to the respondents or the school. The following section describes the procedures employed to achieve reliability and validity and triangulation. The chapter ends with the conclusion.

##### **4.1.1 Research purpose**

The purpose of this case study is to

1. gather, interpret and understand the thoughts, feelings, opinions and expressions of the principal and staff of AB school to determine the ways in which the societal culture of Barbados has influenced the appraisal implementation process at the School.
2. test the model for describing societal culture proposed by Dimmock and Walker (2002) by applying it to Barbados.
3. a methodology for investigating societal culture.



4. recommend any meaningful changes to improve the appraisal implementation process at the AB school.

#### **4.1.2 Research Questions**

1. How do the principal and teachers' describe the appraisal system?
  - a. How do the principal and teachers describe the appraisal implementation process at the school?
  - b. Do the principal and teachers perceive that the scheme is worthwhile?
2. How do teachers and the principal of the AB school describe the power dimensions of the school and the society?
  - a. Is there a difference in the perceptions of male and female staff?
  - b. Is there a difference in the perceptions of management and non-management staff?
3. In what ways do teachers and the principal of the AB school perceive the power dimension has influenced the implementation of the appraisal system?
  - a. In what ways do the principal and teachers perceive ownership of the scheme has influenced its implementation?
  - b. How has improved accountability influenced the appraisal implementation at the school?
  - c. What were some of the dilemmas encountered and how were they handled?

- d. How did the principal and staff handle appraisal disagreements?
- e. In what ways has status influenced the appraisal?

## **4.2 Research paradigms**

All research is carried out within a research paradigm. A paradigm may be thought of as a model comprising assumptions, concepts and propositions (Wiersma, 1995). A paradigm may also be defined as a set of overarching and interconnected assumptions made about the nature of reality and what constitutes knowledge. These assumptions provide answers to related questions faced by the particular researcher (Morrison, 2002) about the nature of reality. Thus, a paradigm outlines the set of criteria to be employed for selecting and defining problems for inquiry and how these problems are to be approached theoretically and methodologically (Robson, 1993). Researchers generally choose a paradigm in which to locate their research. These paradigms fit into two broad categories - positivist and interpretivist. A convenient summary of both may be that the purpose of the positivist is to predict, while the purpose of the interpretivist is to interpret and understand (Collins 1992).

### **4.2.1 Characteristics of Positivist Research**

Drew et al., (1996) say positivism's fundamental goal is to predict. Moreover, it is a philosophy of science premised on the belief that the only reliable truth is positive data derived from observations of objective facts and their relationships to natural laws.

Positivism, they say, focuses on the search for hard facts in an attempt to determine the causality of events. In so doing, positivist educational researchers take numbers as data from the observation of human behaviour and check for mathematical significance (Drew et al., 1996).

An ontological feature of positivism is the belief in the external and objective reality of the social world, which can be investigated and measured using scientific methods (Morrison, 2002, 2007). From a positivist standpoint, the social world is comprised of separate and distinct stand-alone units represented by the individual who is linked by static relationships to the external world. The external environment is thus believed to condition the individual's behaviour (Cohen and Manion, 1994). The ultimate goal therefore is to uncover the general laws, which may be used to express these relationships and to predict future human behaviour based on the observation of present behaviour (Husen, 1988). In addition, positivist research seeks to test hypotheses (Morrison, 2002; 2007). Collecting quantitative data in controlled settings from relatively large samples to verify these laws allows the researcher to generalise to larger populations from which the samples are drawn. This approach enables researchers to predetermine the variables to be manipulated without reference to participants (Gay and Airasian, 2000).

In positivist epistemology, knowledge is value-free. The researcher has to act independently of what is being researched so that what is researched is free of any values and every attempt is made to diminish or eliminate bias of any kind (Eisner, 1993). To keep their distance, in order that the data is value free, positivists use the data collection

tools that include questionnaire surveys, tests, and experiments. A key feature of these tools and the associated methodology is the element of researcher-imposed controls. Since the data collected with these tools is generally in the form of numbers that are quantifiers of the properties to be measured, quantitative reports generally include numbers and the statistics performed on the numbers (Eisner, 1993).

There are major shortcomings of the positivist approach (Gephart, 1999). These include the fact that the phenomenon under investigation is reduced to its simplest elements whereas, in nature, a number of factors act simultaneously. Also collecting data in unnatural settings to make generalizations to human behaviour in real life natural environments ignores the social and cultural influence on the data. This threatens the internal validity of the research findings (Scott, 1996) as the same data can have two different meanings in two different cultural settings (Wiersma, 1995).

Critics argue that positivistic methods strip contexts from meanings in the process of developing quantified measures of phenomena (Guba and Lincoln, 1994). In particular, quantitative measures often exclude members' meanings and interpretations from collected data. These methods impose outsiders' meanings and interpretations on data. Moreover, they require statistical samples which often do not represent specific social groups and which do not allow generalisation or understanding of individual cases. Finally, Maykut and Morehouse, 1994 say quantitative and positivistic methods tend to exclude discovery from the domain of scientific inquiry

#### **4.2.2 Characteristics of Interpretivist Research**

The fundamental goal of interpretivism is to interpret and understand participants in their real life contexts (Gephart, 1999). Interpretivism has developed and flourished as an alternative to the dominant positivist paradigm. Its focus is, as it were, diametrically opposed to positivism. Interpretivism is hypothesis generating only in the sense that it looks for patterns and meaning in the data, which is participants' words (Maykut and Morehouse, 1994). Ontologically, the social world is deemed to be personal, internal and subjective. Individuals are linked to each other by complex inter-relationships that make them form societies from which they are inseparable and cannot be studied in parts, but as a whole. The epistemological position is that knowledge is personal and not free of values (Morrison, 2002, 2007). Therefore, phenomena involving people must be interpreted and described by the researcher looking through the eyes of the participants. They are therefore, the subjective views of the participant, but collected and culled by the researcher also acting as the instrument. Data collection thus takes place in the natural (or uncontrolled) setting – to discover all about the phenomenon as it really is (Maykut and Morehouse, 1994).

To capture a natural phenomenon, the researcher tends to become part of the phenomenon (Maykut and Morehouse, 1994). The qualitative researcher's goal is to get an inside-out view as opposed to an outside-in view to understand what is happening and why people behave the way they do. The researcher first observes or interviews to identify what important issues are to be studied from the participant's perspective (Gay and Airasian, 2000). Since there is no initial attempt to derive general laws to describe the complex

relationships between people and their environment, interpretive studies tend to be case studies that provide detailed information on the specific cases in words rather than numbers (Maykut and Morehouse, 1994). Data collection tools include participant observation, unstructured interviews, grounded theory development, conversational and textual analysis using such equipment as field notes, audio and videotapes, and photographs. These tools allow for the collection of detailed information from the participants' perspective (Gay and Airasian, 2000). The presentation of the report is usually in the form of a detailed narrative that provides the reader with enough information to assess the study adequately (Maykut and Morehouse, 1994).

The fact that people tend to describe their world in words rather than in numbers makes qualitative research more suitable for investigating people (Maykut and Morehouse, 1994). However, a disadvantage is that the research tends to be difficult if not impossible to repeat with any satisfactory degree of accuracy, especially if it is a case study. In addition, qualitative studies tend to be case specific. The unstructured interviews and participant observation are more time-consuming than questionnaire surveys and tests (Drew et. al, 1996). In the case of participant observation, the researcher as 'intruder' has to come to grips with behaviour modification when participants know that they are being observed thus colouring the data (Drew et. al., 1996). This leads to the general criticism levelled at interpretivist research methodology. That is, the disturbance and subjectivity introduced by the researcher as instrument collecting and interpreting the data from small samples reduces external validity which in its broadest sense, is the extent to which research results may be generalised to other populations and settings (Wiersma, 1995).

This limits the application of the research findings to the population of the study (Scott, 1996). In any case, qualitative researchers argue that the purpose of their research is to detail or comment upon social forms of interaction in the field, the context of which, cannot be reduplicated in identity, in logic, in structure, in order, or in meaning (Trifonas, 1995). The following section mentions some of the previous research into appraisal.

### **4.3 Previous research into appraisal**

Previous research into societal influence on school leadership processes is relatively limited (Southworth, 2002) when compared with the influence of organizational culture so that the review is limited to a few cases to show the usefulness to the present research. Walker and Dimmock (2002) note that to facilitate the data collection process, a number of instruments- both quantitative ( questionnaires) and / or qualitative (interviews and case studies) are needed.

Various studies have been conducted into the influence of societal culture on school leadership processes, including the works of Hallinger and Kantamara (2000; 2002), Morris and Lo (2000, 2002), Sharp and Gopinathan (2002) and Walker, (2002). These studies are of interest for their respective methodologies.

#### **4.4 Ethical Considerations**

Ethics embody individual and communal codes of conduct based upon adherence to a set of principles which may be explicit and codified or explicit, and which may be abstract and impersonal or concrete and personal (Cohen et al, 2000).

This section begins by stating the underlying principles of this research are the strong commitment to honesty and the avoidance of plagiarism by this researcher. It also explains how to defend and uphold these principles, why the researcher sought in every way not to generate risk or harm to the participants by observing their rights by adhering to the accepted codes and standards of proper research (Busher, 2002).

Being at the school for the last twenty of his teaching career meant that the researcher could be considered an experienced member of staff, well known to all others. Thus, the changes brought on by his new role as researcher did not cause undue alarm or negatively affected any existing relationships between the researcher and other members of staff Busher (2002).

The researcher was aware of and sought to take care of many other potential ethical pitfalls. He recognized that though he held no management position at the school there would still be perceived organizational status and power as a result of his long standing at the school and being a doctoral student. Busher (2002) says that this can influence participants' decisions on what information to give for organizational and research



purposes, how they present it, and their level of willingness to give the information. Some participants may even try to use the researcher as a channel to pursue other interest. It had been made clear to all involved that the primary reason for the research was to obtain a doctoral degree but in so doing, the research area was chosen to be of benefit to the school. They were informed that a copy of the final thesis would be made available to the school to realize those benefits.

To uphold his ethical principles, the researcher designed this research project to create trustworthy outcomes (Busher, 2002). In keeping with the purpose of the research, a combination of qualitative and quantitative data was collected. This was also in keeping with the researcher's belief that projects of this nature should be grounded in the experience of both the respondents and the researcher and that reality is a construct in which people understand reality in different ways (Morrison, 2007). As a long standing member of staff, the researcher recognized himself as part of the research phenomenon, interacting with the research participants who were seen as research subjects. The researcher's long association with the school assisted in interpreting the influence of societal culture on appraisal from the subjects' perspectives.

After careful analysis of the literature, the most appropriate research methods and methodologies were carefully chosen to provide the necessary information but to leave participants no worse off at the end of the research than before (Busher, 2002). Before any research was done, the principal and staff of the school were informed and permission was sought from them to do the research. Every effort was made to ensure that all

teachers were fully aware that participation in the research was totally voluntary. To provide answers to the research question, a case study involving questionnaires and semi-structured interviews focusing on the appraisal practices at the school were employed. The depth of the data required necessitated the use of the semi-structured interviews which could not be done anonymously.

The approach and methodology (Section 4.5) were designed to be as least intrusive as possible, but as valid as possible, (Busher, 2002). The questionnaire and interview schedule were piloted to avoid any avenue for stress and to improve reliability and validity. The researcher made a moral commitment to protect the privacy of all the participants, and gave each staff member verbal assurance of such commitment. All data gathering devices were stored in a place accessible only by the researcher. All attempts were made to be as considerate as possible by giving respondents adequate notice, and sufficient response time. To protect their anonymity the questionnaire respondents asked to return the completed questionnaire in the sealed unmarked envelope provided by the research. All envelopes were similar and were opened by the researcher on the same occasion in the privacy of his home. When notes were to be taken, only the interview schedule and blank writing paper were taken to the interview to avoid accidental information leakage. When the data was presented, careful consideration was given to protecting the participants from being identified by using the general term 'staff' to represent every respondent. Only in very few harmless cases were comments attributed to the category of teacher.

There was the limited use of documents in this research. Each of the documents used are personal copies of the researcher but provided by the school. Each staff member is provided with such copies, there was therefore no need to ask permission to use the information. However, the researcher was careful to acknowledge the documents when from wherever they were cited.

#### **4.5 The design and methodology of the present research.**

The design and methodology for this study were based on two reasons. The first was the belief that ‘the dimensions of culture are generic in the sense that they are present in every culture, but to different degrees’ (Dimmock and Walker, 2002, p.76). The present research took this belief as a given, meaning that the dimensions are present in the Barbadian culture to some degree so there is no need to develop them but to interpret how they influence structures, processes and practices.

The second was that Barbados may be considered more of a ‘Western’ society than an ‘Eastern’ one. This therefore gave a starting point where the researcher, while acknowledging that ‘Eastern’ values and beliefs may be present, start with values and beliefs on that tend to be on the ‘Western side’ of the dimensions.

#### **4.5.1 Research Approach**

Much of the discussion has focussed on the case study but it must also be noted that along with the case study, Johnson (1994) identifies five other possible approaches to research in educational management. These approaches are the survey, the documentary research, the experimental, the non-reactive research and the action research. Johnson (1994) states that, since each approach has its own strengths and weaknesses, in any study, the researcher may find it convenient to use one or a combination of two or more of the approaches to obtain the necessary information.

Johnson (1994, p.20) gives a four-element definition of the case study as:

an enquiry which uses multiple sources of evidence. It investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident.

Bassey's (2002, 2007) definition expands on Johnson's definition. He gives a more comprehensive thirteen-term definition which he says gives a useful prescriptive account of what constitutes an educational case-study.

The case study was considered to be a most appropriate approach for a number of reasons. Firstly, this research is located within the interpretive paradigm where it is used to learn about social phenomena where people are the participants, and it has an exploratory and descriptive focus as its main thrust (Drew et. al, 1996). The fundamental

goal of this research was to gather, interpret and understand the thoughts, feelings, opinions and expressions of participants in their real life contexts (Haves, 1990; Stine, 2000; Sharp and Gopinathan, 2002; Walker, 2002). This study concentrated on a small and easily accessible school staff among whom the researcher worked and wanted to explore (Johnson, 1994).

Secondly, this study involved a substantial amount of exploratory work requiring the use of multiple data collection tools which the case study readily facilitated (Robson, 1993). Thirdly, this study was an empirical enquiry being conducted within a localised boundary of space and time and done mainly in a natural context and within an ethic of respect for persons (Bassey, 2002; 2007). Moreover, it was not the intention of the research to generalize to the wider society thus appropriating the case study.

#### **4.5.1.1 Disadvantages to overcome in a case study.**

Johnson (1994) mentions several possible disadvantages of the case study that are to be taken into account during design. In the first instance, it may lack scientific rigour in that the design of the case study is situation-dependent and follows no set rules. It is therefore heavily dependent on the skills of the researcher. Secondly, the material may be unique, that is not generalisable so that the findings about a specific case may not be meaningfully transferred to another situation at another time. Thirdly, there may be possible uneven access to all aspects of the phenomenon studied - the researcher may follow a path, which may prevent the presentation of a well-rounded picture of the case.

In the fourth instance, the case study relies on time, ready access to settings and familiarity with a range of research skills. How these disadvantages were overcome is described in the careful design of the methodology outlined in this chapter.

#### **4.5.2 Deciding on Data collection tools**

How data is collected depends on the approach adopted and the answers found depend on the questions asked (Wallace and Huckman, 1999). For this study, mixed methods were used in combination to provide the best opportunity to address the subsets of the questions of the research. As Morrison (2007) suggests qualitative and quantitative data simultaneously, qualitative followed by quantitative or quantitative followed by qualitative are possible combinations.

The research also took into account the cultural setting of the school and its effect on the researched and the researcher. An important feature was not to disturb the natural setting of the school to conduct the research. The researcher as teacher in the situation had the advantage of being intrinsically part of the phenomenon being researched and was able to understand and explain from the viewpoint of the other teachers and yet not unduly disturbing the conditions at the school. And, the researcher's viewpoint may also be considered a participant's viewpoint. The researcher was thus able to operate on an interpretive basis and explore the situation (Maykut and Morehouse, 1994).

In addition, the researcher, being familiar with each teacher at the school, was better placed in many ways to collect sensitive objective data that may be difficult for a non-staff researcher. This was the data required to examine the relationships, if any between the variables. Though the data collected in these situations cannot be value-free, great care was taken not to bias the data to have a negative impact on the validity of the findings.

The required information was best taken from the perspective of the teachers at the school. This is the view of Dorman (1996) who states that the inhabitants act on perceptions, so that these perceptions assume great importance. He advocates the use of teachers' perceptions since they are a raw material in the measurement of environment. Wilmot and McLean (1994, p.100) also mention that comparing the perceptions of different groups involved in a situation (participants) gives the opportunity to test and, if necessary, revise the conditions of the situation to allow change to proceed smoothly.

Adopting a purely qualitative approach may require the use of long periods of participant observation and the in-dwelling posture (Maykut and Morehouse, 1994) of the researcher to do so. In-dwelling allowed the researcher to become part of the phenomenon and thus be able to describe it from the participant's viewpoint without disturbing any of the intricate links within the phenomenon by imposing controls. Though the researcher was a full-time teacher in the school formal observation of participants would not enhance the date. This tool was therefore not used as a source of information in this study.

The unstructured interview was another tool that is used in a purely qualitative approach in which data is collected without any external controls imposed by the researcher (Cohen. and Manion, 1994). Data yielded from this tool as Cohen and Manion (1994) advise, is more difficult to code and quantify than the semi-structured tool and is hence not considered. Thus, for the present case study, the most appropriate tool data collection tools then were the questionnaire, the semi-structured interview and to a small extent, documentary review.

#### **4.5.3 Research access**

This study was ‘insider research’ - so research access would not normally be a problem. However, as Johnson (1994, p.75) points out, ‘no-one has the automatic right to embark on formal research whether in their own place of work or elsewhere’. Therefore, before any research was done, the principal and staff of the school were informed and permission was sought from them to do the research. In any case, staff members were already aware of the research project which had been spoken of for the past three years, and all were quite willing to be interviewed or to complete the questionnaire. Also, the researcher held no managerial position at the school and that worked in his favour in that he had no position to use as influence. Staff were also made aware that the data would only be used for writing the EdD thesis and that a copy of the final thesis would be made available.



#### **4.5.4 Questionnaire design and methodology**

The aim of research question two was to determine how the teachers and the principal of the AB school describe the power dimension of the school and the society. A decision was made to use a questionnaire survey and use any supporting evidence that emanated from the interviews that were to follow. Statements were used rather than questions. To generate the statements on the questionnaire (appendix 1), the features that characterised each dimension described by Dimmock and Walker (2002) were isolated and a statement framed on each feature. The ‘distributed’ end of the dimension was chosen to obtain answers to the statement. The dimensions were addressed as follows: Power Distribution: statements 1-15; Self Orientation: statements 16-21; Aggression: statements 22-31; Pro-active: statements 35-38; Limited Relationships: statements 39-41. Statement 42 was included to give respondents the freedom of choice to supply any relevant data or suggestions.

In designing the questionnaire, as Bell (2002, 2007) suggests, the researcher tried to ensure that the statements were short and unambiguous as possible, had a clear and simple focus and used wherever possible, common language. Respondents were asked to circle the option which best represented their opinion of the extent. The data collected was a combination of both qualitative and quantitative to help make sense of it (Morrison, 2007). A five point Likert-type scale was used. The options provided were: Not at all, To a small extent, To some extent, To a large extent, To a very large extent (see Appendix 1). Following on from Bell’s (2002, 2007) suggestion, the questionnaire was piloted with two different teachers who were not a part of the sample. The pilot responses suggested

very few changes, so there was no need for a second pilot. The final instrument contained all the suggested variations of the pilots so as to improve its reliability and validity as outlined by Busher (2002).

The questionnaire (Appendix 1) was anonymous and participants, apart from the principal and deputy principal, were chosen by stratified random sampling to ensure that the male population was represented among a staff that is two-thirds female (Fogelman and Comber, 2007). Respondents were divided into male and female. Names were written on separate pieces of paper and then placed in two bags. From the male and female bags, twelve and twenty names were drawn respectively. It was felt that thirty two teachers which made up more than half the teaching staff would be an adequate general representative of the views of the full staff. The questionnaire gathered data that was not sensitive and therefore did not raise any ethical issue with content. At the beginning of April 2005, the researcher personally gave the questionnaire to the thirty two teachers along with the principal and the deputy principal and collected them after three days.

#### **4.5.4.1 Analysis of questionnaire data**

The following procedures were used to process the data (Appendix B). The responses to each statement were assigned one point for 'to no extent', two points for 'to a little extent', three points for 'to some extent', four points for 'to a large extent' and five points 'to a very large extent'. "No responses" were not counted. Though the intervals were treated as equal, this was only for convenience since as Bell (2002, 2007) explains the

variables on a Likert-type scale can only indicate a difference but not the size of the difference.

The abbreviations used are as follows

P = Principal; DP = Deputy Principal; HoD = Head of Department; YH = Year Head (or Head of Year (HoY)); T =Teacher.

Scores were calculated and used to produce average values from 1 to 5.

#### **4.5.5 Interview Design**

Face-to-face semi-structured interviews (Appendix 2, 3, 4) were arranged and conducted one month after the collection of the questionnaire. This was to ensure that respondents did not feel unduly burdened since questionnaires and interviews are intrusive and their questioning can be distressing for participants (Busher and James, 2007).

The aim of the interviews was to find out from appraisal managers and teachers how they went about their business when conducting the appraisal. The evidence gathered would be interpreted as being influenced by the societal culture. The interviews collected data for research question one and question three which are discussed in chapters five and six respectively.

The researcher felt that question one could be answered by exploring it in two parts. Part one asked how the appraisal was introduced into the particular departments, the type of

appraisal, whether it was peer appraisal or end of year appraisal, whether any documentation provided, and the extent to which the process followed the stages laid out in the appraisal document. Part 2 of question one sought to find out how teachers felt about the scheme in terms of its purpose, worth and suitability. Teachers were also asked what they liked or disliked about the scheme and whether they were being encouraged to implement the scheme.

For question 3, the researcher associated the use of power with the origin of the scheme, how the scheme could improve accountability, the level of trust among staff at the school, the way appraisal dilemmas and disagreements were handled and the status of the teachers.

#### **4.5.5.1 Interview Methodology**

The interviews fortunately took place during internal examinations in May/June 2005 when teachers only had one session a day and had as many as three non-supervisory days in a week. This allowed the time to approach and plan the interviews with teachers. The intention was to interview all sixty teachers but that was not possible as the end of the term approached and teachers became busy with marking exams and preparing reports. In the end, forty two of the sixty teachers were interviewed representing an opportunistic sample.

Before each interview, the researcher was careful to explain to the interviewee the

purpose of the interview and to inform him/her that a copy of the transcription would be provided to check on accuracy and trustworthiness of the data (Busher, 2002). The evidence gathered consists of the thoughts feelings, opinions and expressions of participants in their real life contexts. Teachers were asked if they did not mind being recorded on tape during the interview. Some teachers actually preferred being recorded, suggesting that it was the best method, but twelve teachers preferred that the researcher wrote what they said. A tape recorder was used with those who were comfortable with recording and the researcher took notes where note taking was preferred. The process took about four weeks. Interviews took place on a daily basis. On some days, up to four interviews were done, and on other days, just one. For the twelve written interviews, the notes were immediately gone over after the interview to ensure that most of what was said was recorded while as much as possible of the process would still be in the researcher's mind. With the recorded interviews, the transcriptions of the tapes was done as soon as humanly possible after the collection. All data collected were kept together in a data bank to which no one else had access; neither was it discussed with any one else to maintain confidentiality (Busher, 2002). Each interviewee was given a copy of the transcription to check that it was a true copy of what he/she really wanted to say and was told to amend, add or delete as he/she saw fit to do (Busher and James, 2007). Only one teacher made minor amendments to her transcription. The interview schedules with the list of questions, probes, prompts and follow-up questions, used are given in Appendix C.

#### **4.5.6 Method of data analysis of interview data**

Analysis is the researcher's equivalent of alchemy - the elusive process by which you hope you can turn your raw data into nuggets of pure gold (Watling and James, 2007, p.350).

To do the data analysis, the framework outlined by Watling and James (2007) which is based on the work of Miles and Huberman (1994) was employed. This framework describes the major phases of data analysis as data reduction, data display, and conclusion drawing and verification. The data reduction phase involved selecting, focusing, simplifying, abstracting, and transforming the raw data (Watling and James, 2007).

At the end of the data collection stage, each interview was printed on A4 size paper to get a standardised look at all the responses. First, all responses were sorted according to the questions asked. These were then examined for similarities and differences, which were noted. Next, the responses were grouped into the four levels of staff- principal, deputy principal, head of department/year head and form teacher. Comparisons and contrasts were made between staff across the four levels of management and within the same level, each time with special reference to the research questions. Wherever possible, similar responses were counted. The 'Find' function of Microsoft Word was used to search for key words from among the responses to make comparisons.

The overall approach to the analysis was to present the views of the respondents, and use these to interpret and explain how culture influenced the appraisal process. As a native of

the country, one could reasonably expect that the researcher possessed a full appreciation of his culture (Dimmock, 2007) and was therefore able to offer such interpretation and explanation. However, careful thought was given to the exercise so that any researcher's bias would be eliminated. All attempts were made to ensure that all assertions were substantiated with reference to direct quotations from respondents. The direct quotation presented in the discussion was the one that most substantiated the particular assertion.

#### **4.6 Reliability and Validity and Triangulation**

Reliability relates to the concept that reproducing a process will give similar results (Scott and Morrison, 2006). The questionnaire was highly structured and piloted to ensure that it was a reliable instrument (Bush, 2007). However, Bush (2007) thinks that reliability may be difficult to ensure when doing semi-structured interviews because of the deliberate strategy of treating each respondent as unique. He adds that in some cases, reliability may be achieved only by reducing validity, when in essence the main aim should be to achieve validity. Every step taken is outlined in the methodology following on Yin's (1994) suggestion that reliability in a case study may be improved by documenting everything.

Validity is used to judge whether the research accurately describes or measures what it is supposed to describe or measure (Bush, 2007). While this is relatively easy with the standardised questionnaire, it is difficult to apply to semi-structured interviews that collect unique qualitative data. Validity is more appropriately replaced by trustworthiness (Kincheloe and McLaren, 1998). Bassey (2007) outlines a number of steps that have been

followed to ensure trustworthiness. To enhance trustworthiness of this research, place and timing were given great consideration. The principal and the deputy principal were interviewed in the privacy of their offices. HoDs, HoYs and teachers had no separate offices so their interviews were conducted in the comfort of empty rooms, the labs or the conference room which ever was available and preferred.

Triangulation is essentially a means of cross checking data to establish its validity (Bush, 2007). Methodological triangulation was achieved because two different methods were employed, questionnaires and interviews and the data from one used to check on the other. This takes as its starting point that the reality of a situation may be derived from more than one viewpoint. Participant triangulation was also achieved because data was collected from respondents across the various levels of the management structure and from a number of persons at each level as a means of cross checking on each respondent (Aspinwall et al., 1994).

In the case of the questionnaire, twenty-one teachers (T) of the forty-two non-management teachers, six of the eleven heads of department (HoD), three of the five heads of year (HoY), the deputy principal (DP) and the principal (P) responded representing four levels of management.

For the interviews, twenty seven teachers (T) of the forty-two non-management teachers, ten of the eleven heads of department (HoD), three of the five heads of year (HoY), the deputy principal (DP) and the principal (P) were interviewed representing four levels of



management (see Table X, Appendix C2). The participant triangulation therefore allowed for the following comparisons: teacher/teacher, teacher/head of department; teacher/year head; teacher/deputy principal and teacher/principal. This process was repeated for each of the different levels.

Appendix B contains all the raw scores from the questionnaires, together with calculations aimed at averaging the responses. Appendix D contains a summary of all the interview data presented in tables for ease of comparison.

#### **4.7 Conclusion**

This chapter describes the various methods used by previous researchers to investigate the influence of societal culture on school leadership processes to provide a basis for the present research. It also describes the design and use of methodology for the present research. In concluding, the researcher reaffirms that the methodology described above represent his strong sustained commitment to honest in the search for knowledge.

## **Chapter 5**

### **The power dimension of the Barbadian society and the appraisal process**

#### **5.1 Introduction**

The purpose of this chapter is to analyze how the staff at the AB school described the power dimension of the Barbadian society based on the model presented in Chapter 2 and how they described the appraisal process base on the model in Chapter 3.

In the discussion a number of terms and abbreviations are used. The term staff is taken to mean all members of the teaching staff at the school while the term teacher is taken to mean non-management teacher. Management is the team of principal, deputy principal, heads of department and year heads. Appointed teachers are those permanently appointed to (the) teaching thus having security of tenure. The more experienced ones may also be called senior teachers. This is not to be confused with the term Senior Teacher who (which) is either a head of department or head of year. A Temporary Teacher (also called unappointed teachers) – is a teacher working in place of a permanent teacher who is on leave or has retired. A Temporary Teacher has no security of tenure.

#### **5.2 Power dimension of the school and society in Barbados**

This section seeks to give the analysis of the power dimension of Barbadian societal culture as perceived by the teachers by comparing teachers' perceptions obtained from the questionnaire data to the power dimension outlined in sub-section 2.3.2.1 where the following five Barbadian beliefs are identified. The first of these five beliefs is that, in

order to empower children, teachers first have to be empowered. The second belief is that every effort must be made to address inequity and that the best way to address inequity in society is through education. The third belief is that appraisal is a process that can improve the quality of education and reduce inequity. The fourth belief is that teachers must be held accountable for the quality of education they deliver. The fifth belief is that the decision-making process should be made as close as possible to the student.

Based on Dimmock and Walker's (2002) model which forms the framework for this study, at the level of the society, power distribution is characterised by decentralisation and institutional democracy. From these two themes, 15 statements were generated and used to gather data about the Barbadian societal culture. Appendix B contains a complete description of all the responses of all the respondents, various tables (B.1 to B.11) and the various mathematical calculations used to arrive at "average" responses. Table 5.1 (taken from Table B3, Appendix B) shows the responses of the staff about the power dimension.

Table 5.1 Power Distribution of society and school								
Statement	1	2	3	4	5	NR	Score	Average Extent
1	22	6	4	0	0		46	1.4
2	6	6	11	6	2	1	85	2.7
3	5	12	12	2	0	1	73	2.4
4	13	5	11	1	1	1	65	2.1
5	0	5	20	4	3		101	3.2
6	0	6	20	5	1		97	3.0
7	2	2	14	14	0		104	3.3
8	0	0	7	6	18	1	135	4.4
9	2	1	9	13	7		118	3.7
10	5	8	8	7	4		93	2.9
11	1	2	10	14	3	2	106	3.5
12	4	6	12	7	0	3	80	2.8
13	5	4	8	6	4	5	81	3.0
14	1	5	10	10	6		111	3.5
15	2	1	5	12	8	4	107	3.8
					Total		1402	
					Overall Ext		1402 / 462 = 3.0	

(Column headers: 1 = Not at all      2 = To a small extent      3 To some extent    4= To a large extent      5 = To a very large extent). Score above 2.5 are regarded as satisfactory conditions.      S.1= questionnaire statement 1 etc.

From the responses of the teachers, as displayed in Table B.3 the culture of Barbados is characterised by some power distribution (3.0) at the societal level. This means that teachers did in fact perceive that there is a measure of decentralisation and institutionalised democracy. The following paragraphs attempt to analyse the questionnaire data to see how the Barbadian culture is manifested in the teacher perceptions.

### **5.3 The decision-making close to the student.**

In response to the direct statement (S.1 = statement 1, Table 5.1) of whether power is distributed equally among the various levels of Barbadian society, the respondents felt that an equal distribution of power does not exist at all (1.4). It shows that at face value, teachers disagree with Dimmock and Walker's (2002a) claim that power is distributed more equally among the various levels of society. On the other hand, their responses to the other statements (S2 to S15) show a different picture from that of statement 1. The management of the appraisal by the school is a process that suggests a degree of decentralisation resulting from such beliefs from the level of policy. In essence therefore an uneven distribution of power at the societal level does not suggest a lack of decentralisation from the MoE to the school level. It can however suggest that the power devolved from the higher level to the school level was concentrated in the hands of a few as suggested by Black (2003). At the national political level, there is the Board of management. At the school level, the way power is devolved makes the principal the single most important person at the school (MOEYAC, 2000). There is a further delegation of power to the deputy principal, HoDs and HoYs to assist the principal in the day-to-day running of the school in terms of resources acquisition and allocation and discipline. This is so since the culture of the school tends to be more results-oriented than process-oriented, stressing learning achievements such as exam results and the school is informal in that there is flexibility in the way it operates and interpersonal relationships tend to be more relaxed. Thus teachers who are closest to the students generally work without supervision meaning that they have to make their own decision.

#### **5.4 Every effort must be made to address inequity,**

Teachers felt that to some extent inequity of power distribution is treated as undesirable in Barbados (S.2 = 2.7) but to a small extent (S.3 = 2.4) effort was made by those in charge to reduce inequity in power where possible, though they were aware of such practices as universal free education, co-educational schools at the societal level and the opportunity teachers have to receive free formal teacher training. In addition, they felt that at home, children are encouraged to treat parents as equals only to a small extent (S.4 = 2.1).

In the school as Bush (1995) argues, hierarchy, which promotes inequity, tends not to fit comfortably with the institutional democracy that is practised. Dimmock and Walker (2002) say it means an inequality of roles is established for convenience, a statement with which most teachers agreed (S.13 = 3.0). They were aware that at the school members of the management team have positional power but also that the school is informal in that there is flexibility in the way it operates and interpersonal relationships tend to be more relaxed. Teachers generally work without supervision. Thus teachers said they strongly opposed any decision made without their consent, while at the same time might be willing to concede to decisions reached by democratic processes. This supports their perception that to a large extent, subordinates expected to be consulted when planning school activities (S.14 = 3.5). Thus the ideal school principal for most teachers was the resourceful democrat (S.15 = 3.8).

### **5.5 Addressing inequity through education**

Institutionalised democracy seeks to give students equal opportunities (Harber and Davies, 2003). The teachers' perceptions confirm the Barbadians belief that education is one of the ways to address inequity. They believe that learning is viewed as truth that is without reference to any person (S.12 = 2.8) and that children are encouraged to have a mind of their own (S.5 = 3.2). In addition to the societal ideal of each child having equal access to free compulsory education at the school (MOEYAC, 1995), teachers admitted that they used student- centred teaching methods (S.6 = 3.0) and tried to cater for the needs of all students (S.7 = 3.3). Thus the AB school is pragmatic as it consciously tries to meet individual student needs by offering a more diversified curriculum. Teachers are free to alter their teaching strategies and the school molds its educational services to meet students' needs. The school allows students to take part in all possible activities and competitions. Teachers expected to receive total respect from students (S.8 = 4.4) but felt that, to a high degree (S.9 = 3.7) they did not receive that respect which is what Dimmock and Walker (2002) say tends to occur in power distributed societies.

### **5.6 Teachers first have to be empowered.**

Collegiality which is a common empowerment practice in Western societies (Bush, 1995) is practised in the school among teachers (MOEYAC, 2000). In support of this statement, teachers confirmed that to a large extent, they treated each other as colleagues (S.11 = 3.5) showing that the culture of the school is more person-oriented than task-oriented

valuing, promoting, and showing consideration for the welfare of its teachers. Further confirmation of this came from the responses of twenty-two of the thirty-two respondents who affirmed that in their opinion such was true. Thus teachers' perceptions confirm the second belief that at the school level efforts are made to reduce inequity. Although five of the 32 teachers felt all teachers in schools did not have opportunities to act in leadership roles, the other 27 indicated that, to varying degrees, they felt that leadership opportunities were there for the teachers ( $S.10 = 2.9$ ). Thus, they indicated that there were real attempts by authorities to reduce inequity by providing such opportunities.

In summarizing, the questionnaire provided evidence to support the four above mentioned beliefs. In keeping with the research question, the analysis concentrated on the power dimension characteristics. However, it must be noted that this dimension alone cannot account for the culture of Barbados and the school. As Table B2 (Appendix B) shows teachers identify more with self-orientation (3.8) and aggression (3.7) in Barbadian culture than with power distribution (3.0)

## **5.7 Separating School from Society**

The first five statements (S.1 to S.5) are concerned with the power distribution of society (Table 5.1) and the next ten statements are concerned with the power distribution in the school (Table 5.2). These results indicate that, according to the Dimmock and Walker's (2002) model, the staff perceived there was more power distribution at the school level (3.4) than in the wider society (2.4) in Barbados. This may in part be due to the number of



significant sources of power available to schools which include those outlined by (Bush, 1995) in Chapter 2.

## 5.8 Male / Female perspective

Table 5.2 Table of Comparisons					
Over all Male PD	Over all female PD	Principal PD	Deputy Principal PD	Management PD	Non Management PD
3.1	2.9	3.0	2.4	3.6	3.0

Examination of the comparative average scores in the Table of Comparisons (Table 5.2) reproduced from Table B.6 Appendix B) shows that male teachers (3.1) perceived that there was a more equal distribution of power in Barbados than the female teachers (2.9) though the difference was very small. It is also interesting to note that, in this dimension, the male principal scored higher (3.0) than the female deputy principal (2.4), indicating that he believed there was more power distribution. This difference may be the result of gender, but it could also be influenced by their respective positions as head and deputy head. Though it was just a single case, the male principal - female deputy situation at the school supports Coleman's (2002) claim that often when women have progressed in schools, the more powerful administrators inside or outside the schools are predominantly male. Evidence of female influence in the management of the school came when committees were formed to manage various affairs of the school; for example, the prefects committee consists of two males and three females.

## 5.9 Management / Non-management perspective

The scores in Table 5.3 also show that non-management teachers (3.0) perceived that there was less power distribution in society than management (3.6). Also, at the school 30% (18 / 60) of the staff was management (Table 5.3). This form of power is positional, of which a major source tends to be available to schools (Bush, 1995).

Table 5.3			
Male/Female composition of staff			
Position	No. of positions	No./% of male	No./% of female
Principal	1	1	
Deputy Principal	1		1
Head of Department	11	4 (36%)	7 (64%)
Year Heads	5	2 (40%)	3 (60%)
Non Management	42	17 (40%)	25 (60%)
Total staff	60	24 (40%)	36 (60%)

Table 1.1 is reproduced here as Table 5.3 with added percentages. The table shows the following statistics. There were 24 males and 36 females at the school meaning the school had 40% men and 60% women on the teaching staff which was in keeping with Coleman's (2002) observation that the teaching profession tends to be dominated by females. The school system is one level of society where power may to be unevenly distributed because of its female domination.

There were 18 management positions at the school (1 principal, 1 deputy principal, 11 heads of department and 5 heads of year). Of the 18 management positions 11 (61%) were held by females and 7 (39%) by males. However, the 11 female managers were

31% (11 / 36) of the total female staff at the school and the 7 male managers were 29% (7/24) of the total male staff. Based on the idea that one form of power is positional, these figures indicate that among the male and female staff, there was an equitable distribution of power at this level of management confirming in some way the Walker and Dimmock's (2002) criterion for power distribution. The figures did not explain why the female population of the school was more likely to say that there was not an even distribution of power in Barbados. However, it was evident that women were playing a significant role in the making of decisions in the school (Dimmock and Walker, 2002). This is in contrast with Coleman's (2002) observation that, with the exception of those schools which cater for the very young, teaching tends to be dominated numerically by women, but they generally constitute a minority in management positions in education.

The male / female perspective and the management / non-management perspective must be interpreted from the Barbadian cultural perspective. Results reveal that there is not much difference between the males and females or management and non-management. This may be due to, and may also confirm, the efforts of Barbadians to reduce inequity within the society. It may also confirm that the school's culture is more person-oriented than task-oriented valuing, promoting, and showing consideration for the welfare of its teachers.

## **5.10 Teachers' description of the appraisal process**

This section makes use of the Middlewood (2002) effectiveness model as a basis to discuss teachers' description of the appraisal scheme. To gather data, two questions were asked of teachers: whether the scheme was considered worthwhile, and what procedures were followed in implementing the scheme. It was felt that from these two questions, along with the questionnaire data, it would be possible to determine the effectiveness of the scheme from the staff's perspective.

### **5.10.1 The worth of the scheme**

To determine the worth of the scheme, teachers' perceptions were compared and contrasted with some of the generic criteria for judging the effectiveness of an appraisal scheme proposed by (Middlewood, 2002). These include a high level of trust; a balance between accountability and the personal professional development of the teachers; a balance between the needs of the organization and the individual; and recognition that the ultimate purpose of teaching is to provide students with quality learning. In addition, the process should be constantly reviewed and appropriately adjusted and there should be the recognition that some of the benefits are long-term.

### 5.10.2 Low level of trust

The level of trust was not high initially. Most with the exception of the new teachers, would have had a copy of the appraisal document outlining its purpose and the process but teachers were sceptical of the scheme's intentions

*We don't know if the reasons they are giving are the real intentions. The Ministry has told us that it is not meant to be punitive but we know otherwise.*

There were some reasons for the distrust. Staff felt the old Barbadian way of appraising led to staff's present perceptions

*There is too much negative connotation because of the history of appraisal that influences how we should conduct it.*

Added to this, the school is informal in that there is flexibility in the way it operates and interpersonal relationships tend to be more relaxed. Staff generally worked without supervision. As they reflected on this, they felt threatened by the unpredictability resulting from the appraisal. (S.34)

*Generally speaking, there was a fair amount of negativity initially. Even on a personal basis, partly because we were not accustomed to have people come in and view our every move.*

If the appraisal was to be effectively implemented at the school it had to be embedded into the school's culture (Middlewood, 1997) but from the teachers' description, this appeared not to be the case. As S.41 shows teachers were not confident enough that in deciding a promotion, objective criteria from the appraisal would be used regardless of who were the possible candidates.

The success of any appraisal scheme depends on the openness of staff. When management and teachers looked at the seriousness of the real process, they cautioned that the appraisal would be worthwhile only for those who wanted to get something from it. They felt that if teachers have faults they can be open and receive help. On the other hand, they can play the game and go through the process.

*The success of the process depends on the honesty and integrity of both appraiser and appraisee so that a teacher would not just do what was needed to get a good report and then revert back to the old ways.*

The culture of the AB school is more person-oriented than task-oriented valuing, promoting, and showing consideration for the welfare of its teachers, yet the level of trust was insufficient to support the appraisal. Teachers may have claimed on the questionnaire that collegiality was high at the school but some also argued that the culture of the school did not support the appraisal. Accordingly, some staff thought it should be done by outsiders:

*I think I prefer to be appraised by someone that I really don't know because you can go in objectively.*

These types of conflict expose certain values of the school's culture that conflicted with some teachers' personal values but which were dormant for years but they never stopped the school from functioning at a high level. Traditionally Barbadians trust each other to act professionally but, they are generally private in their affairs, what could be referred to as a working level of trust. Management explained that for the most part, they tried to keep an open door and open policy so that people felt free to vocalize their concerns and hence build up trust. But as one manager also elucidated

*There tends to be a level of distrust for anybody in authority over you. Whether you are not quite sure what they are saying about you behind your back, what they think about you, what information they are passing on up the line.*

Among the rank and file, teachers perceived that the appraisal could be used as a weapon and they did not trust their appraisers because of the way some things were being done at the school. As some teachers revealed:

*Some people carry news to administration before speaking to teachers about some matters. People are prepared to talk behind your back rather than to your face.*

These direct links etched at the fabric of the school's culture, were frowned upon and incurred the wrath of many teachers who were concerned that disagreements were not properly handled. This view was confirmed by a senior teacher

*A lot of problems are not handled satisfactorily. The administration is too heavily involved in other matters and cases drag on so that sometimes it seemed as though nothing is done.*

Some staff also said that at the school, people appeared to be too reluctant to speak out to address disagreement.

*People are not very forth coming. They will not tell you what you are lacking in and what you need to improve. People tend to shy away from saying things even though it may be constructive criticism.*

Staff explained that the reluctance occurred because some teachers do not take correction in the right manner and this was responsible for the way disagreements were handled. In the best interest of the children, they withheld on their involvement in issues not directly related to detriment of the children.

*If you say something about someone, the person can easily assume and allege that you have a problem with them and not the thing they did. So*



*people just decide they are not getting involved in that foolishness, so what ever happened, happened.*

*If the top was weak in support then the managers very often said they were not bothering.*

This level of trust however could not support the appraisal since as Middlewood (2002) says trust is the basis for good manager/subordinate relationships. Thus on this count the appraisal may be considered to be ineffective.

### **5.10.3 Balance accountability and personal professional development**

Barbadians value equity and believe every effort must be made to address inequity. The old scheme promoted inequity and was thus untenable. It was used more for accountability than development. After the initial scepticism the appraisal was described as having the potential to be worthwhile or useful by the majority of the staff. Staff noted that the scheme was concerned with the growth and development of teachers and administrators, using a variety of approaches to collect and analyse information in order to provide feedback about performance. This is important in the Barbadian society where competition is a dominant feature and achievement, academic or otherwise is stressed (S.22, S.23). If the teachers perceived that the appraisal would aid them academically then it is a worthwhile process and a tool for development. They felt that:

*Someone who wants to cater to the needs of the children would use the appraisal for that.*

The principal and staff supported the scheme to help teachers' professional development and also pointed to the added importance of accountability.

*Of course, it is worthwhile. Because we recognize that in order to keep abreast of things we need to do the appraisal because it tells us where each person is and if we need to suggest to people you need to retool, you need to pick up, to improve. It is a good thing.*

Staff tendered other reasons for describing the appraisal as worthwhile. Some welcomed the opportunity appraisal provided for someone else to observe them and pointed out ways that they could improve (MOEYAC, 2000) showing some tolerance for the opinions of others (S.33). Teachers put a lot of emphasis on their career development (S.31) so that if used for personal and professional development, the appraisal would help to identify faults and offer new ideas.

*When I appraise others, I also use what I see in them to check on myself by making comparisons.*

*The purpose of appraisal is to make the teacher more competent and being able to meet challenges and come out successful.*

Contrary to what Gratton (2004) found, these staff members did not, initially, see appraisal as a waste of time, but thought it helped to enhance staff satisfaction (similar to the findings of Poster and Poster, 1993). Some senior staff saw that they could learn from their subordinates and also promote collegiality in the department

*I like the fact that the appraiser can also learn because I do not think of it as 'I come to see you.' I can learn because people sometimes do things the way I never thought of. It can also bring the department together.*

But was there a suitable balance between accountability and professional development? Staff had mixed views on this aspect.

*What we think accountability is going to be is the main thing. What you hear up front, accountability is part of it. That is the official line given*

The general feeling was that potential balance was there but the actual balance depended on the school.

#### **5.10.4 Balancing the needs of the organization and the individual.**

Staff felt that if properly done, appraisal had the potential to balance the needs of the organization and the individual. Teachers wanted through the appraisal to confirm a

positive self image and obtain recognition from the school. At the time, the school wanted teachers to be open to negative criticism in order to improve.

*If used properly, it can help the institution.*

*We used the model of appraisal which involves clinical supervision that works. You get to know each other better. More camaraderie and congeniality take place.*

The responses also confirm MOEYAC's (2000) claim that the developmental side of the appraisal would lead to improved staff relationships as it would help teachers and administrators to reduce the level of fear, worry and threat traditionally associated with teacher evaluation as well as identify the professional development needs of staff. Management generally felt that

*If we know the weaknesses, we can fine tune training situations towards attempting to have people strengthen those areas of weaknesses so that both teacher and student can benefit.*

On the other hand, they also knew that the evaluative side of the appraisal noted as by Poster and Poster (1993) was to be considered to satisfy the needs of the school.

*At the back of it, you also have to recognize that if there are people who in spite of several sessions where you are attempting to address the areas of inefficiencies still are resistant, perhaps at some point in time you may have to suggest an alternative profession.*

This shows that management was caught in the tension that surrounds the extent to which the appraisal should be for professional development or accountability (Middlewood, 2002). Their reason for supporting the appraisal compared favourably with the reason for appraisal given by Dimmock (2000) who felt that the appraisal should serve as a vehicle for internal school improvement, as a basis for internal personnel decision-making, involving promotion of staff, and as a means for providing external accountability.

#### **5.10.5 A lack of long-term benefits.**

Teachers saw the appraisal as beneficial, in theory, but difficult to implement in practice. They recognized that some of the benefits of appraisal are long-term (Middlewood, 2002) but certain conditions needed to be met for such benefits to be realized. During the peer appraisals which were to be dry runs, however, the real difficulties started to surface. Staff recognized that the worth of the appraisal depended on the value teachers placed on it.

*It can be worthwhile but it has to be seen as important to this school*

Thus, the interest and attitude of the staff to the process changed during the implementation stage. The majority of teachers complained that they did not see their appraisal reports or receive any feedback at all to make the process meaningful. The teachers knew the worth of the appraisal scheme if it was properly done, but some of them lamented that the scheme was being implemented at the school without a clear purpose. In addition, like Gunter (1999) found, teachers objected to the way the teacher was presented as the problem and as an objectified entity capable of being described, analyzed and reconstructed in a particular way during appraisal. They felt that interpersonal relationships between people were limited to fixed rules applied to given situations (S.39) and since they put great emphasis on their career development, they were not accepting the type of appraisal being done. Comments included:

*You are assessing an individual during one session which as far as I am concerned is absolutely meaningless, pointless and a waste of time.*

*At the moment we do appraisal, but we do it for no reason.*

Whereas Poster and Poster (1993) believe that the purpose of appraisal should be for both evaluation and development, all staff described the purpose of this scheme as more evaluative than developmental. While they were dissatisfied with the old type of evaluation and wished to see an upgrading of the supervisory and evaluation system (as previously noted by Brathwaite, 1995), they became dissatisfied with the way the present one is being implemented and the purpose for which they perceived it would be used.

Some staff saw the scheme as having little value, and a waste of valuable time (similar to Gratton's, 2004 findings) since nothing was done with the results.

*If we can get a great value out of it, we don't mind spending the time. Not the way it is set up at the moment. I think that people just see it as another piece of paper to file. I don't think teachers see it as meaningful, as something to better themselves.*

*Teachers at the school say it is a waste of time. Any time you are going to do something, the purpose is important to anybody and we have to look at it in time value.*

The teachers believed that appraisal should recognize the needs of both the school and the teachers (in agreement with Fidler, 1995) but only as a means of encouraging people to perform at their best (as O'Neill, 1994 earlier indicated). They preferred an appraisal scheme not based on accountability but on professional development, career planning and matching individual needs. There was a measure of uncertainty among the staff about the purpose of appraisal:

*I really don't know for sure but I thought that it was a way of trying to establish how best we can deliver the goods and in so doing show up your strengths and weaknesses. I didn't get the impression that it was like a*

*sword waiting to snap off your head. I thought it was there to give you guidelines on how to improve.*

In summary, the appraisal scheme was described as potentially useful but its purpose became unclear when teachers realized that nothing was being done with the results. Some aspects were worthwhile for professional development but it was considered to be unsuitable as an evaluation tool.

*Appraisal is important once it is developmental. The problem with appraisal in Barbados is how it has been done in the past. The question people are asking is what will be done with these appraisals bearing in mind how appraisals have been done in the past in Barbados.*

Unlike Poster and Poster (1993), staff found it difficult to work with a scheme that was not totally developmental.

### **5.11 The appraisal implementation process at the school**

This section explores the views of staff about the appraisal implementation process at the school. The appraisal was targeted at the temporary teachers. Many writers on appraisal (McMullen, 1991; Brathwaite, 1995; Wragg et al, 1996; Fidler 1995; MOEYAC, 2000) argue that any basic appraisal process for teachers should include an informal self-appraisal of the teacher. There should be an initial planning meeting, classroom



observation and feedback, collection of evidence, interview, written statement, follow-up action, review meeting (the following year) and the start of the next cycle. The framework for the discussion however is based on the process model (Figure 3.1) discussed in chapter three. This model contains five phases: an initial meeting, a planning meeting, a periodic review meeting, a formal review conference and follow up.

### *Initial Meeting*

The principal and teachers' description of how the appraisal was carried out varied. From the summary of the interview results, management had agreed on how to introduce the appraisal within the departments. One HoD described the process in some detail:

*First of all we discussed the appraisal. We had a film to sensitise the teachers in the department about what the whole appraisal process was hoping to accomplish and we had a discussion about the kind of appraisal we wanted to do. We wanted to observe each other and see how, as a team we could draw on the strengths of each other. We paired ourselves up and that was how we sought to have teachers get a feel of being both appraiser and appraisee.*

However, not all were able to follow the format. In some departments, the HoD held private meetings with those teachers chosen to start the appraisal. Only a few of the teachers described the process as going through these stages even though they did not recognize all the stages at the time.

*We had two Pre-conferences so that we would be more aware of what is expected and that we would be confident and comfortable about the topic to be taught to the students. The lesson was done and afterwards we sat and we had what I know now is called the Follow Up and that is basically it.*

The purpose of the initial meeting was to confirm and clarify the reason for appraisal and to promote the kind of open dialogue needed for effective appraisal (MOEYAC, 2000). It is at this stage of the appraisal process that relationships are established and understanding and acceptance of the process are developed (Scott, 1998). However, teachers suggested that this description did not match their own experience. There was clearly still a lack of trust between appraiser and appraisee:

*Some are still suspicious of what is going to be said about them, what ends up on their file when it is sent up and how fair it is going to be and what will happen to the results. Even the appointed teachers that you cannot do anything with are concerned.*

### *Planning meeting*

The planning meeting was seen as the most important phase so that it was done on most occasions. All departments used the planning meeting to arrange for classroom observations that were in keeping with the appraisal system in place as set out by MOEYAC (2000).

### *Periodic Review Meeting*

MOEYAC (2000) affirmed that the purpose of the periodic review meeting was to provide opportunities for interviewing/discussing, monitoring individual, department/unit goals and objectives, since the appraisal should form part of the school's development plan. However, while the principal indicated that the appraisal was a part of the school's development plan, for some staff, it was not a part of the development plan at the department level. Thus the periodic review meetings were not often done.

*It is part of the plan of the school in that it is going to be expected to be carried out in the near future.*

*Appraisal is not a part of the development plan of my department*

This meant that where it was not a part of the development plan, it may not have allowed for opportunities for the appraiser and appraisee to identify personal and professional needs/problems, share information, review targets, examine resources, arrange for support and assess the impact of the planning (MOEYAC, 2000).

### *Formal Review Conference*

According to MOEYAC (2000), the formal review conference should be used to identify any training or development need but some staff complained about the lack of formal training which may have prevented them from doing so as one staff member explained.

*I don't know if I am trained in appraisal. Anything I got in appraisal I got from my own reading. I would think yes and no. I did a lot of reading and have video tapes on how to appraise. Perhaps I am trained in that sense.*

MOEYAC (2000) notes that there was still fear, suspicion and apprehension about the process as teachers did not have a clear reason for the appraisal. This was indeed evident from interview responses, the following being typical:

*In its present form I don't think it is workable. From what I remember when I read the appraisal guide, I didn't think it is practical.*

Staff also said formal conferences were used to agree on areas for action. This is the phase that no-one left out even if it was rushed. The meetings were used to confirm the exchange of ideas between the appraisee and the appraiser.

*You can learn because people sometime do things the way you never thought of. It can also bring the department together. I saw that happened when we had everybody appraising each other.*

### *Follow Up*

The follow-up is the final stage in the appraisal cycle. Staff were aware that it should provide the forum for appraisee and appraiser to discuss the appraisee's work by identifying strengths and areas in need of improvement. Staff also knew that it provided

an opportunity for a genuine exchange between the parties involved (MOEYAC, 2000). They complained that there was practically no follow-up on the written report for temporary teachers who were to return to the school the following year.

*Nobody asked for the reports. We wasted all the time planning and observing. Who benefited? If the person was permanent, where I can follow-up then it might be useful. No recommendation is needed for temporary teachers who are leaving.*

There were even cases where some did not remember doing a formal report. Some teachers also claimed that the full appraisal process was not gone through as the time for reporting approached. Some felt that the initiation phase of the scheme was not handled in the best way, hence there was no enthusiasm for the appraisal. No one wanted to be seen as the one pushing the Ministry's interest but at the same time, management knew they could derive more authority from a proper scheme. As a covert nudge, HoDs tried to give teachers the impression that there was no room for negotiation (Walker, 2002) by indicating that the appraisal was a Ministry demand that made the appraisal a departmental requirement.

*My HoD called a meeting and informed us that we had to get appraised.*

*We were told it had to be done, that everybody had to be appraised.*

In addition, some felt that the appraisal was moving only where authority could be called into account. In other words, staff only did what they had to with the least possible interruption to the status quo (Earley and Fletcher-Campbell, 1989a).

*We did not have anything. No meeting etc., no observation. The appraiser just wrote a report because I was temporary. I don't think the word appraisal was used. I saw the report afterwards but I don't know what happened to the results. I assumed that it was sent to the relevant authority. I don't know what it was for. It was a good report though.*

According to Middlewood (2002), teachers tend to look after their own interest and it may be difficult for managers to receive or give an honest assessment of performance particularly where there may be deleterious consequences of having an unfavourable report. Such comments also confirm that the practice of collegiality does not fit comfortably with formal accountability assumptions associated with appraisal (Bush, 1995). Teachers' actions were in contrast to Morris and Lo's (2002) and Southworth (2002) findings that some governments are able to exert a high level of external pressure on management to change their organizational features and practices through appraisal. In the final analysis, the various departments reached different stages in the implementation of the appraisal before it was no longer a priority issue at the school.

*I go with the flow of this school. The appraisal right now is not considered important by others so I don't consider it as important either.*

As Earley and Fletcher-Campbell (1989a) in a previous study, many of the HoDs lacked appraisal skills and the knowledge required to effectively handle the appraisal. However, they did not want to be seen by both senior and junior staff as poor advocates of appraisal who neither promoted the agreed values nor views of their staff. In agreement, staff attributed the non-commitment to the implementation process to a lack of appraisal training. Many did not feel comfortable conducting a process for which they felt they needed training but received little or none. There was thus the general feeling that:

*The reason is that people are not properly trained to appraise.*

Management said they were forced to draw on whatever resources were available. Some of the older ones felt that they had some degree of training that allowed them to perform but still admitted that the management team as a whole was not properly trained.

*I am trained. I did a course in clinical supervision at the teachers' college.*

*But we as a management team are not properly trained.*

There was the feeling among management that after the numbers of workshops they had attended, they should know what the appraisal involved. However, there were some areas where they did not feel confident enough as appraiser to adequately assess.

*I personally feel that I was not competent to give the kind of feedback that teachers would need. I could certainly give of my experience but there are certain things that I myself was grappling with as problems in terms of the teaching process and which I may have felt that I was not the best person to give the feedback to my teachers.*

Some new HoDs turned to other colleagues and some tried their own research. Some admitted that they were not competent to do a proper appraisal, since they had not received any formal training in how the process was to be implemented. Those HoDs who came into the position after the initial training workshops would not have benefited from these.

*I don't feel as comfortable as I should because I have not been trained properly. I have done a bit in areas that I like. What values would a teacher have in my appraisal of them when I am not trained. The teachers that I appraise are not properly trained either. It is a learning process that they are all butting about with.*

There was also the issue of Acting HoDs who would not have had the same training and experience as the HoD having to do appraisals when the incumbent went on a term's leave. There was no ongoing appraisal training at the school to cater for such a situation.



*I won't say that I went through the full appraisal cycle comfortably but I believe that hindered the flow because the person who appraised me, was also trying to become familiar with the process and therefore might not have been as confident as she should be.*

In the end, the majority of staff said the appraisal was badly implemented. It was rushed, stages were missing and nothing was done with the data collected except for the yearly report on the temporary teachers.

*I appraised people who were temporary to see how they were doing. Nothing happened to the results in the strict sense of the word but they were used to guide a report that I would have written on the temporary teachers' performance. But a formal report on the particular appraisal was not done so no body got a report on the appraisal.*

This again confirmed Earley and Fletcher-Campbell (1989) claim that heads of department (HoDs) who feel that time to do tasks associated with the new innovation is inadequate may 'down play' the appraisal. They allot very little time beyond that legally stipulated for planning, evaluating, reflecting or observing, as other matters perceived as more pressing and day-to-day activities take precedence.

*The major challenge is time. To do proper appraisal you need a lot of time. Personally, I don't like it because I don't feel there is any point to it*

*at this school. I do it because I am expected to because at the end of the year I have to write a report on some one and I don't think that I should write the report without having been to see the person.*

## **5.12 Conclusion**

The MoE, principal, HoDs and teachers were all influenced by the societal culture of Barbados. Each stakeholder saw and valued a proper appraisal. In support of this aim, the MoE has proposed what it terms the best scheme for Barbados. At the school, teachers indicated their commitment to their belief in equity by trying to implement the scheme. However, when they realized that it did not fit their ideal of achieving equity within the present school culture, their attitudes changed. Being in charge of the process, they were in a position to demonstrate that given the culture of Barbados, their non-support for the current scheme was due to their sustained commitment to the principles of equity.

## **Chapter 6**

### **The influence of the power distribution in Barbadian society and the school on the implementation of the appraisal scheme.**

#### **6.1 Introduction**

This chapter examines Barbadian society to determine how the power distribution dimension has influenced the implementation of appraisal at the AB school. This chapter discusses the issues of ownership, accountability, speaking to teachers handling appraisal dilemmas and disagreements, reporting on each other and status as the common criteria to explore the influence of the power distribution of the society and the school on the implementation of the appraisal scheme. The aim is to show how in satisfying each criterion, the different levels used power in different ways. To do the analysis, a look is first taken at the structural model of Barbados presented in Figure 2.4 in Chapter 2 to determine the main interest groups who exercise power in Barbados society. This model divides Barbadian society into three levels which Morris and Lo (2002) claim tend to be associated with schooling; these are the policy level, the national political level and the school level. Following this is a presentation of the main Barbadian beliefs about power distribution, a brief discussion of the genesis of the appraisal scheme and then the main issues

##### **6.1.1 The interest groups at each level of culture**

Barbados is a small island of 166 square miles with a population of about 270 000 people giving an approximate population density of 1626.5 per square mile. Barbados practices

the Westminster system of government so that democracy is practised across all levels of the society where appropriate. The relatively small size of the island allows for only one layer of management between schools and the MoE, that is, the School Board of Management.

The government fully supports all schools, therefore as far as the teacher appraisal scheme was concerned, the main interest group at the policy level was the MoE. Whenever there was any bargaining or wrangling over the appraisal, it was usually between the Teachers' unions and the MoE. Thus the main interest groups at the national political level were the BSTU and the BUT. Also included at this level were primary and secondary principals' unions, APPSP and BAPPSS which represented the eighty-five primary and twenty two secondary schools respectively. The final level was the school where the teacher would implement the appraisal.

### **6.1.2 Beliefs about the power distribution of the Barbadian society**

In section 2.3.2, certain beliefs about the power distribution of the Barbadian society were identified. These were considered to be the overarching beliefs values and ideologies behind what leaders do and say.

1. To empower children, teachers first have to be empowered.
2. Every effort must be made to address inequity and that the best way to address inequity in society is through education.

3. Appraisal is a process that can improve the quality of education and reduce inequity.
4. Teachers must be held accountable for the quality of education they deliver.
5. The decision-making process should be made as close as possible to the student.

These beliefs underpin the three dimensions of the school's culture as discussed in subsection 2.3.2.2: it is output-oriented, person-oriented and the structure tends to be more informal.

### **6.1.3 The genesis of the new appraisal**

The genesis of the new appraisal scheme is outlined in chapter three. Here a brief outline is provided. The old appraisal system was aimed primarily at fulfilling administrative requirements, with insufficient emphasis placed on promoting improved teacher performance. Strategies in use did not appear to be designed to facilitate communication between evaluator and evaluated. The appraisal located power in the hands of the managers. Teachers found it difficult to communicate, discuss, collaborate and consult prior to and following the observation of teaching, making it difficult to support the professional development of teachers. The result of the old appraisal scheme was an Annual Report Form, which was summative (MOEYAC, 1995). In contrast, the new scheme sought to make up for the deficiencies of the old scheme. It distributes power across the levels of the school hierarchy and was concerned with teacher empowerment.

At the national political level, school boards played an informal role in the appraisal

process. Boards have the power to recruit new teachers, recommend teachers for appointment and grant leave to teachers. Temporary teachers had to be appraised before they were appointed by the MoE, based on the recommendation of the school board. PTA had a representative on the school board. Having laid the basis for the discussion, the next section looks at the issue of ownership.

## **6.2 Ownership of the Appraisal scheme**

Ownership is a concept that has a high value in Barbadian society. Barbadians are encouraged to develop ownership. They are encouraged to own their own land, home, car and business among other things. They see ownership as empowering themselves. One of the espoused beliefs is that teachers must be empowered to work together as professionals. At the level of policy, decentralization meant that the appraisal would be managed at the school. This value belief caused Barbadian policy makers to place an emphasis on ownership of the appraisal process as a key way to empower teachers. The MoE's aim was to ensure that the policies are effective and socially acceptable, especially to teachers as one respondent indicated.

*It was always being proposed from a decade or two back. There are one or two people at the university who have been speaking about appraisal for some time. It has been bandied about. One of the major stumbling blocks was finding an instrument that would be effective.*

To this end, the MoE provided opportunities for all stakeholders to be involved at all stages in developing the new appraisal scheme (MOEYAC, 2000). Schools were represented by the Barbados Union of Teachers (BUT), the Barbados Secondary Teachers Union (BSTU) and the Barbados Association of Principals of Public Secondary Schools (BAPPSS). The MoE knew that the policy had to reflect the thinking of the Barbadians

*t came out of a number of things but they got their ideas from documents from overseas, USA and UK and they put things together and they came up with this document for us here in Barbados.*

The MoE was aware of the sensitive nature of the appraisal. The OGS had already seen it as a means used by the MoE to gain control. Its strategy was simply to appeal to Barbadians' value of ownership. They had to involve school managers and encourage them to own the scheme and sell the appraisal to the staff. It felt justified to use its power to invited the school managers to meetings

*We have had many meeting at the MoE. The idea is that the Ministry can get us to sell it to the teachers who are here.*

The MoE also felt that the best way to develop ownership of the scheme was for each school to use the school's mission statement, goals and objectives within the framework of its development plan. This they said would help to develop a philosophical statement about appraisal in order to motivate staff by letting members see the purpose, value and

benefit of appraisal for themselves, students and the school. Staff indicated that

*There have been many meetings where they were attempting to clarify areas that were grey, and answer some questions and address some concerns. It is obvious that the way forward is not totally clear.*

The main interest groups at this level, the unions' focus was to ensure that teachers were not forced into the ownership plan of the MoE about which they were unclear. Disagreements arose due to different expectations. The MoE's policy of putting untrained teachers at school allow them some measure of control but it presented them with the ethical issue of appraising untrained and trained teachers with the same instrument. The unions could not sidestep such inequities as they were value conflicts. Because of this, the negotiation process took place over a number of years (Anon, 2001). As a result of the unions use of power the delayed implementation of the appraisal

At the school level, teachers were not concerned with ownership of the appraisal despite the opportunities the MoE gave them. The principal had taken over the leadership of the school just in time to start the implementation process. He had to quickly get to know the staff's values and school traditions, and what would cause conflict so he sat on many of the committees that managed the schools' internal business. He knew that the unions had a shop steward at the school monitoring the progress. His aim was to avoid confrontation more so than to sell the appraisal. McBeath, (2002) said leaders may welcome off-the-shelf packages to ease the demand on them to think or prepare. But in this case, it was



evident that this package had the opposite effect. He had to think fast. He had a simple strategy. He used his authority to convene and chair management team meetings to discuss and develop a school policy which he articulated at whole-staff meetings. The decisions were to be disseminated via the notice board, through the year heads or heads of department or via the general staff meetings. The departmental meetings were chaired by the HoDs. Teacher input occurred at the bottom of this structure. After this, as staff indicated, implementation process was started.

*Over the years the school would have attempted to have the appraisal implemented at the level of the teacher and at the level of management*

The teachers complied once the unions had given the ‘go ahead’. Middle management felt it was best to start with the temporary teachers as suggested by the MoE. These were the ones they knew they had more control over. Permanent staff were not asking for the appraisal and they were not accustomed to it anyway. The sources of power available to them provided a good cover from being drawn in beyond their comfort level.

Staff knew the culture of the school well. They utilised the ownership concept ready to negotiate and compromise rather than through the exercise of power. They knew the value of negotiation at the school and how quick teachers were to consult the Unions about misunderstanding or what they consider as too much pressure from a superior. In some cases, the staff union representative was the appraiser.

*At a staff meeting we were informed that all temporary teachers had to be appraised, otherwise they would not be appointed. The information was*

*brought up again by the HoD at a department meeting. From there, we set up and carried out the appraisal.*

Staff valued the old way of doing things at the school since these were practices already sanctioned by the teacher unions. Teachers valued and expected to be asked first and be given a choice. Managers at the school felt obliged to extend such privileges to gain staff commitment as one respondent explained

*Teachers expected they would be given leeway in terms of who would come and work with them, a reciprocal process. For the most part, persons chose each other mutually, so that in itself began the process. They felt that they had some control over who was coming to see them and whom they would also go to see.*

But, in reality teachers exercised their power to not accept of ownership of the scheme and hence did not encourage each other in its implementation. In fact it did not fit in with the long tradition of classroom privacy at the school. One manager described how subtle the use of power was in some circumstances.

*I have never gotten too involved in it, though I recognized that perhaps I was supposed to appraise some people at some point. But nobody ever insisted and I never did it. I was supposed to be appraised too, but nobody ever came to me, again, I never insisted.*

This was in keeping with the culture of school being informal in that there is flexibility in the way it operates and interpersonal relationships tend to be more relaxed and where teachers generally work without supervision.

### **6.3 Accountability**

Accountability is an entrenched concept in Barbadian society. In fact, there was the general complaint that the old appraisal system focused too much on the wrong type of accountability. This affected some schools more than others. At the societal level, accountability was seen as an important requirement given the extent of decentralization. Using Green's (1999) grouping, Barbados tends to fall into the groups of countries which have devolved substantial power to the institutional providers. The MoE espoused the accepted belief that a sense of corporate responsibility and accountability should prevail at all levels. At the expense of the government, the school system contained mainly highly-qualified professionals. To the MoE, the appraisal was the route to improved accountability by providing information for administrative decision-making, to enable the school to keep formal records of professional behaviours and services, and to evaluate the overall school programme for determining how well it is progressing (MOEYAC, 2002). It said the old appraisal created problems.

The New Education Act (NEA) in theory gave the MoE more power to demand that schools be more accountable but it could not remove the Pre-NEA benefits of the OGS

teachers. At the national political level, all pre-NEA and some NEA teachers of the school are represented by the BSTU. The BUT represents only NEA teachers. Teachers valued their membership and joined willingly. The unions are very much a part of the negotiation process. They were very instrumental in delaying the appraisal. The BSTU had to negotiate the level of accountability while protecting the MOU it had with the MoE. The two unions sometimes have divergent view on some matters that some times affect the school. Sometimes the BSTU have to issue two sets of advice, one for Pre-NEA and another for post-NEA. Even so, were aware of the role of the unions in the implementation of the appraisal:

*The process could have been done differently, but the Unions and the Ministry have not settled down to the things to be appraised.*

All teachers knew what ever was done in the name of appraisal had to be sanctioned by the unions and indicated so

*If the employer and Unions agree on a appraisal, all teachers whether or not they agree would have to go along with the appraisal.*

The school's culture conflicted with the accountability requirements of the MoE. Given the traditions of the school, accountability is an informal process, in the sense that teachers were in control of what they did but they valued the concept of accountability. They saw themselves as being accountable for good performance and producing a well

rounded student. There was no need for the internal or external supervision or monitoring of teachers teaching, a highly valued tradition because the old appraisal scheme was never in use at the school. This informal structure broke down only if a teacher is late in providing marks for students and that was seldom. Thus the policy of the school was to give adequate notice of dead lines and teachers met the deadline and avoided. This is the type of structure the MoE had over the years sought unsuccessfully to dismantle with the NEA and now with the new appraisal scheme. Thus at the school level, most managers based their view of accountability on how they view the school's continued success. Staff were aware that the appraisal could only ensure what Glatter (2002) calls contractual accountability, which is concerned with the standards, outcomes and results of teaching.

*It could improve accountability depending on how often it is done and how it is done because whereas before, you may have the suspicion that some thing is amiss, you will now have concrete evidence.*

Some managers acknowledged the legitimate authority the new appraisal gave them to break the old tradition of the school like not going into other teachers' classes. However, they knew the value the teachers placed on minimum intrusion in subordinates' classes but recognized that sometimes intrusion may be needed, especially for beginning teachers and welcomed the appraisal as a means to help resolve this school conflict.

*It offers a door to management to go into a class and comfortably ask new teachers to share with them planning notes, to let them see how things are going and be able to offer help.*

However, this was not one of the reasons for doing the appraisal at the school. The appraisal was done to satisfy a MoE mandate, rather than for internal accountability purposes

*At this school, we would have carried out most of what has been indicated should have been carried*

However, accompanying all of the effort described, they found that there were problems to overcome. The principal was new to the school but as Timpersley (1998); MOEYAC, (2000) suggest management was expected to be resourceful enough to develop systems that met the school's requirements and still met the state's requirements for accountability.

*We have to make sure that the instrument we are using really collects the information we are looking for.*

Teachers were not on same page as the MoE. Some appraisals were being done but many felt that the present informal structure should be protected from the MoE rather than doing the appraisal to satisfy the MoE.

*The drawback here is that we have not sat down and worked out the best way to appraise and why we are appraising. It can't be simply what the Ministry says. It also has to be why we are doing it.*

There were additional issues that went back to the traditions of the school. The authority and ability to handle the class in the way the teachers deemed most suitable was highly prized as part of their professionalism. In addition all teachers act as subject coordinators determining who is allowed to do the external exam. Some staff complained that the expected changes in accountability conflicted with what they were accustomed to doing.

*Before this appraisal thing came up, you could more or less do what you wanted if you felt that it was best for your students.*

They did not believe that with such freedom there was an increased need for accountability to show how such freedom was being used. As a commitment to quality assurance, staff felt they were accountable for and through their student's examination performance. This procedure was viewed by the teachers as self-regulating. Tighter controls seemed to clash with teachers' professional beliefs about their autonomy in the classroom and that unsettled many staff members. In addition, the hierarchical management model to support the accountability model of appraisal would now come more into practice.

*All of a sudden, not only appraisal, but control of education seems to be more in the hands of the Ministry and you have to do certain things to appease them or else you might have the Principal or somebody coming down on you.*

As Pearson (2000) found, staff spoke of the appraisal as an unwelcome appendage and felt that it was done because of the pressure from government rather than as good managerial practice at the school. Adjustment in practices were grudgingly made but not for any individual or institutional benefits.

*This type of appraisal is not suitable for this school. It was done as it was because of the Ministry's position.*

The principal and staff also pointed out many features about the school that may have worked against the benefits from the appraisal. Though the appraisal system may work for temporary teachers, it could prove difficult to develop effective systems of accountability for appointed teachers who were deliberately resistant to changes resultant from appraisal (like Middlewood, 2002 found). In addition, the laws of Barbados and the unions protected teachers if their performance was bad so why was the appraisal needed?

*With the regulations and the laws of Barbados, it is difficult really to discipline someone who is persistent and resistant to all attempts to conversion through appraisal. The person may get transferred to a*



*different environment, but even then, the evidence would have to be very weighty*

Teachers were also of the view that accountability is made more difficult as they had the power to manipulate the process. According to Middlewood (2002), teachers tend to look after their own interest and it may be difficult for managers to receive or give an honest an assessment of performance. They were quite aware that the appraisal cannot guarantee quality assurance (as suggested by West-Burnham, 2002):

*You know that a teacher has not been good but he/she puts on a good show for the appraisal lesson. This is what makes this appraisal pointless. You can get a good report for a mediocre performance.*

Such summative assessment processes were never a part of AB school's tradition. They were in fact looked on with a measure of disdain. In addition, some practices such as not signing in would be affected, as the appraisal requires data on aspects like punctuality and attendance. The school is a hive of extra activity after regular class time. It encourages students to participate in every discipline possible. The school does not pay any of the teachers who voluntarily look after the various disciplines, other than the four Physical Education teachers, who receive their regular salary. All of this had a bearing on the appraisal. This delicate arrangement did not mitigate against power by school authorities to demand the type of accountability required. To be effective, teachers at the school needed to perceive that the appraisal scheme would balance its professional development

aims with its accountability aims and its individual aims with its organizational aims. Since this was not the case, the teachers did not encourage each other to implement the appraisal.

*People do not want to do it. People are afraid. Every time I go to meetings this question comes up. "Is it being used for promotion?"*

#### **6.4 Preferring to speak to teachers**

Good results in Barbados mean a lot to teachers and the school. The culture of the school conflicted with many aspects of the appraisal. The teachers were well-aware that they had over the years accepted and guarded the school's informal result oriented-accountability. The school never closed at Easter recess; many teachers conducted daily classes free of charge to get children up to standard and to finish School Base Assessment (SBA) for the May/June external examination. The principal and management knew it was not always easy to resolve what occurred at the school with what was required for the appraisal. In addition, the culture of the school is more person-oriented than task oriented, valuing, promoting, and showing consideration for the welfare of its teachers. Colleagues did not report on each other. They preferred to speak to teachers, rather than write anything about them but now management would force them to write because the school had to keep formal records of professional behaviours and services in order to evaluate the overall school programme for determining how well it was progressing (MOEYAC, 2000).

*We will speak to the person repeatedly but will not commit anything to paper. Here, it more or less forces you to put things down on paper concerning how the individuals are operating.*

Everyone knew that it was against the traditions of the school to report on teachers' performance. The unwillingness to write about colleagues was not only the sign of not wanting to offend or to be held responsible for future actions or strained relationships with other colleagues, but upholding the school's concept of teachers operating professionally. This supports the argument that it may be difficult for the school to effectively manage its appraisal scheme (Middlewood, 2002). The appraisal, as teachers noted, now forced management to keep documentary evidence, which they felt could have both positive and negative effects and which could be legally challenged.

*Once you write it down on paper and sign it then there is no deniability and you can be challenged on it.*

Such comments in this instance confirmed Morris and Lo's (2002) and Southworth (2002) findings that some governments are able to exert a high level of external pressure on management to change their organizational features and practices through appraisal.

## **6.5 Appraisal coordinator**

Institutionalised democracy is highly valued and commonly practised in Barbados. At the level of policy, the MoE suggested that the school elect an appraisal coordinator to manage the process. At the national political level, the unions always advise not to do anything that may constitute a change of condition of service before such is negotiated.

At the school level, innovations that go against the traditions of the school often fail, simply because teachers did not support them. A long standing tradition of the school was the election of committees to manage various aspects of the school. This was the school's way of giving teachers opportunities to act in leadership positions. Under the previous principal who managed the school for twenty years, two teachers were chosen to co-ordinate the appraisal effort in the school. One of these was a union shop steward. That was a strategic measure by the school. Staff were happy that they did satisfactorily in the circumstances. However, the new principal chose not to appoint an appraisal coordinator at the school as suggested by the MoE (MOEYAC, 2000), to drive the process. Since he was new, he used his power to act as the self-appointed co-ordinator which put him in control of the process (Walker, 2002). Staff admitted that the principal had failed to keep the process going and said it was due to insufficient time. As the staff explained

*Other matters have come up to draw the principal's attention away from the appraisal process and so the whole process has just about come to a halt.*

The principal clearly did not receive much encouragement from the management team. Every thing depended on him which was not the case before he came. This attitude to the appraisal seeped down the management hierarchy at the school verifying that the principal was the primary leader in the appraisal process (McMullen, 1991) and important to the success of the implementation of appraisal (Gunter, 1999).

*I am not pushing the appraisal. I have so many little things over here to do besides that. I have not encouraged anyone, not even myself to do the appraisal.*

There was the general view by staff that nothing was being done by the principal to mobilize them. Some tried to understand the principal's and the school's position and pointed that there was in fact no external pressure to do any appraisal at the time.

*The Principal is responsible for appraisal at this school but he is not pushing it at this time. Initially the principal was, but there are things happening to draw his attention away. Right now, even the wider society is not really talking about the appraisal anyway as there are a number of other issues that have their attention.*

Others were not as sympathetic and suggested that the principal should be more resourceful, something Dimmock and Walker (2002) also recommend. They attempted to describe the conflict of values, introduced by the new principal.

*The appraisal is to be driven by the principal. I think that if the principal as the critical person on the management team is not making the kinds of appraisal decisions that you want or that you feel should be made, other persons in the team would be less happy voicing their opinions on matters to do with appraisal. Right now I don't see the appraisal being pushed by any one.*

At the lowest rung, many teachers also observed that their superiors were doing little to encourage others to do appraisal. The suggestion was that there was not talk about the appraisal at the school because superiors did not want to carry out appraisals. Most HoDs that they were not as comfortable as they should have been, because of their lack of proper training. They referred to the present situation as a learning process with which they were all 'butting about'. But the impression was that management did not see the appraisal as important. It was not discussed. They did it since they had to but they did not attach any great significance to it.

*When I first came to the school about four years ago, it was apparently a big thing but at present it is not talked about. The problem seems to be that it is not properly organized to work the way people want it to work.*

It was clear that principal and staff's perception of the increased accountability had negatively influenced the appraisal implementation at the school. Staff preferred developmental appraisal and may have support negotiated changes in teacher autonomy,

rather than legislated change.

## **6.6 Handling Dilemmas**

As mentioned in chapter five, the results of teachers on the questionnaires indicates that Barbadian are more self-oriented and aggressive than they are for other cultural dimensions. Conflict is resolved through the exercise of power and assertiveness and people respect each other for being decisive. Barbadians closely monitor activities at the both the policy level and the national political level as they apply to education. Such a high value is placed on education that it is compulsory up to age sixteen and is free up to first degree level for those who are able to matriculate.

*The public would go for anything they feel will improve what is happening in educational institutions and if it can be seen to happen without undue victimization they would not have a problem with it.*

There are standard national procedure which when followed the public will accept. The public is ready to criticize either the MoE, the unions or the teachers for breaches of codes of practice, so that all parties are careful about the use of their power to resolve conflict. The aggressive nature of Barbadian society with such high value placed on education keeps it under constant scrutiny. Thus the MoE advocated that all involved demonstrate empathy, honesty, openness, fairness and sensitivity in their approach to appraisal.

Over the years, the school had developed strong culture that highly valued the working combination of organizational needs and individual needs that influenced the way managers approach the handling of appraisal dilemmas at the school. Teachers put a high value on interpersonal relationships. They see this as the key to good results. They knew that teachers work better when interpersonal relationships are not strained. If the managers were expected to know the traditional procedure that sometimes even made them agonise over their personal views or better judgment.

*My nature is such that I don't really want to offend people. But I also recognize that I have my job to do so I would 'sort of' speak my truth but gently if that was possible.*

While there was a soft touch to the school's culture, there was also a hard edge as well if the problem persisted. Alongside the school's image as a performer, over the years staff had developed a sense of pragmatism to point out that a sense of corporate responsibility and accountability should prevail at all levels, so that a professional should be able to separate the personal from the professional. The feeling at the school was:

*If you are a professional, then a personal problem should not get in your way.*

Staff also expressed their feeling on the way they would expect an interpersonal dilemma to be handled.



*Consideration should be given. It is known that people perform badly when under stress, so if the HoD is human that HoD should put off the appraisal. HoD can have a meeting with the teacher about the situation to ask what support can be offered, so that both sides could be satisfied.*

Thus, of the three general ways outlined by Cardno and Piggot-Irvine (1997), being nice or doing nothing at all were the preferred ways of the leaders to handle a dilemma at the school. In a similar vein, of the strategies for resolving dilemmas listed by Walker (2002), there was evidence in this study of the appraisers at the school delaying decisions, attempting compromise or withdrawing from direct involvement.

## **6.7 Handling disagreement**

MOEYAC (2000) says that it is very likely that appraisal will lead to disagreement, thus it outlined a policy on how to conduct the appraisal to avoid any disagreement and the procedures to follow to reach a solution. The culture of the school however influences the implementation of such policy.

In the school, which is informal in that there is flexibility in the way it operates and interpersonal relationships tend to be more relaxed, the main concern of management was therefore to maintain the good relationship that exists between staff, as one manager explained.

*My appraisals were done in an amicable manner. The staff member would have brought a member from his/her department of his/her choosing, I would have sat down and we would have gone through the appropriate section of the document. I think that at end of it we did not really have disagreement on very many issues.*

However, this was not always the case. In such an informal environment with everyone acting on his/own some disagreements surfaced. Appraisees can respond by contesting grades received and refusing to sign the reports thus making them 'invalid'.

*My appraiser did not actually come to my class but did an appraisal and gave me a grade, which I rejected. I did not sign the report. I had no recourse. I didn't sign it, it was not sent down. The appraiser said another one would be done. I don't know if it was done, but I know I never signed any. I don't know what was done with it.*

Guided by the belief that appraisal should reflect a collegial and collaborative approach to staff development, policy makers have put the system of open reporting in place. The report must be seen and signed by the teachers on whom the report is made. This was perhaps the first of many problems of it kind that would evolve in an environment where open disagreement was expected. The appraiser, attempted to compromise (similar to the findings of Walker, 2002) by promising to do another report. He/she had the positional power (Bush, 1995) to make certain decisions but somehow appeared to be reluctant to

risk doing anything that may have led to confrontation as Dimmock and Walker (2002) found in other countries. In the end, the appraiser delayed the decision and eventually, to avoid further conflict, did nothing.

*I'm sure that there are one or two persons who had unfavourable reports and may be no help was offered or nothing was done. You have the report and it stays here. It becomes a piece of paper.*

The informal culture of the school with flexibility in the way it operates and the relaxed interpersonal relationships should lend itself to fewer disagreements because people are able to debate issues. Like McMullen (1991), appraisers saw the need to avoid disagreement with teachers over anything connected to the appraisal process. To avoid any confrontation, one way was not to show the report rather than debate the issue.

*I was appraised and was never told what the results were.*

## **6.8 Reporting on Colleagues is a last resort**

Reporting on colleagues was rated as potentially highly dangerous and represented an unwelcome break with the school tradition. At the level of Policy, the MOE had complained that it had no documentary evidence about the performance of teacher at the school. The unions never complained since for them no documentary evidence often fits their case. Writing was seen as a form of power that was hardly ever used at the school

for a number of reasons because of its potential to disrupt the working of the school. The typical feeling among the staff was:

*You don't want to appear to be the big bad John. You would prefer to work in a situation that is amicable and pleasant, not necessarily wanting people to like you. There is the feeling that once you start writing negative notes to people, it would discourage them more so than encourage them and may cause disruption and strife on the compound.*

Though report writing was not yet introduced into the school, the mere thought of it left staff with a feeling of anxiety. Managers clearly indicated how uncomfortable they were about writing an unfavourable report on a teacher as one indicated in the following quote.

*I would not put on paper ... I do not think that at this point, I am prepared to put on paper, to write down, to have a hard copy of my thoughts or my opinions on persons whose children do not perform at the expected level.*

Some felt they would never do it, while others said if they had to, they would. In fact all clearly admitted they had never exercised that authority in all their years at school, as testimony to the value they placed on not reporting negatively. One manager described how the value conflict can cause matters to drag on:

*I was asked to write about the case. I don't feel good about writing a bad report, so I haven't done it as yet but I am going to write it. It has serious implications for the Principal and the teacher. I haven't done it as yet because I feel that this is really where human nature takes over.*

Everything came right back to the value place on the maintenance of harmony within the school. This was confirmed by another manager

*If I feel that the report is going to create a poisonous atmosphere within the department and nothing really is going to happen, then I would see that there is no point in following that course.*

Nevertheless, many teachers were still pragmatic enough to understand and accept constructive criticism in order to improve

*I would still want the HOD to be honest, but within his honesty that he is not brutally honest. If the HoD writes an unfavourable appraisal report, I would feel betrayed. But, he has his job to do.*

## **6.9 Status**

Dimmock and Walker (2002) say status in some countries is linked to factors such as age, sex, kinship, educational standing or formal organizational position. Except for kinship,

these factors influenced the appraisal in significant ways. Barbadians have a very high regard for equity and espouse collegiality as the preferred way to manage schools. Leaders both at the societal and school level therefore had to respond effectively to this challenge.

#### **6.9.1                      Status at the societal level**

At the societal level, the MoE, whether deliberately or otherwise, used its power in an attempt to address status. In the name of equity, they have built 360-degree feedback into the appraisal, suggested that principals run schools collegially, that an appraisal coordinator can be chosen from any one at the school, that appraisees can choose their appraiser, that schools carry out self and peer appraisal, and that the appraisal starts with the principal. On the other hand, to ensure that the appraisal was implemented, they demanded that schools submit appraisals on temporary teachers. In so doing, they were forced to discriminate against temporary teachers, thus perpetuating some form of inequity.

#### **6.9.2                      Status at the school level**

Given the prevailing culture of the school, status in some cases had the potential to support inequity more so than to reduce it. The status of a teacher took its shape from the six significant sources of power available to schools and manifested itself at the school through practices like collegiality, peer appraisal and security of tenure and through

personal characteristics like competence, age and seniority. The next sections examine how these effectively combined to influence the appraisal at the school.

#### **6.9.2.1 Collegiality**

In the school, the structure of management, for example, with HoDs appraising teachers in the department, lent itself to the maintenance of status. However, staff traditionally operated with many informal relationships. As a custom, the use of the various committees to manage different aspects of the school often put junior teachers in many informal leader positions. It was common for teachers to use these committees to gain the respect of peers and improve their status. The 360-degree feedback component of the appraisal that made superiors accountable to at least one subordinate in the school had the effect of empowering at least one subordinate per superior. In addition, managers knew they had to avert a potential no confidence declaration in them by subordinates who now had the power or right to request an alternative appraiser, if particular circumstances existed where he/she felt that he/she could not trust the HoD (MOEYAC, 2000). In fact, some teachers felt that their HoDs should not be their appraisers, even though they already expected that the appraiser would be the HoD or somebody in management (MOEYAC, 2000).

*I feel that I should be able to appraise the HoD, year head, deputy principal and the principal the same they appraise me as personality at*

*this school may enter into the appraisal judgments. I don't feel that I would get a fair appraisal.*

HoDs however tried to run the appraisal to protect the long-standing image of equality at the school by trying to foster collegiality. They claimed to have had very good working relationships with their departments.

I have created a feeling of trust and collegiality so that we could work together.

Management was also quick to emphasize that teachers had the right to make certain decisions and that they were always striving to support collegiality and democracy and that status was secondary if it came into play at all.

*HoD's should appraise those in their department. That is stated in the document. So status is a requirement on the part of the HoD.*

Some teachers had been at the school a very long time and felt that status as HoD or HoY only meant that it was the manager's responsibility to ensure that the teachers had the support materials. HoDs therefore, had to tread carefully. They were proud to point out that they dealt equally with everyone.



### 6.9.2.2 Competence and age

Competence is a characteristic that teachers demonstrate and protecting status was associated with competence which Bush (1995) refers to as expert power and with age. It is felt that appraisal of a senior by a junior might be fair but it may not be taken in the true spirit by the senior teacher.

*This is something that comes out often if you have your idea of the teacher or year head you are. Sometimes you feel honored that somebody would assess you and see your strengths but on the other hand, if you are lacking in confidence you may not feel happy being appraised by some one who in your view is less competent or younger.*

In spite of working with informal relationships, new and younger teachers felt that status was covertly reinforced at the school by the presence of staff of different levels of educational standing. Some even felt that competence was linked to age because they observed that only young new teachers were chosen for appraisal:

*At this school, it is easier to appraise someone who is new, young as opposed to anyone who is senior or in the system a long time. I find that they tend to shy away from appraising senior teachers as opposed to younger teachers. It is a power effect. It is the power of your status as head, age or experience.*

Younger teachers also believed that status in the form of seniority forced managers into volunteerism rather than their belief in equity or collegiality. Only the younger teachers volunteered to do the appraisal. New teachers were quick to notice value conflict. Some noted that within the same department there were senior teachers who appeared to be afraid to appraise each other. This was a result of the informal competition among teachers to get the best results. The school somehow thrived on this. Even the students always seem to be aware of the ‘best’ teachers.

There were actual situations in the school where younger HoDs who were lower on the seniority list were scheduled to appraise older HoYs who were subject teachers in their departments. They also noticed that some HoDs felt more comfortable going to the younger person before approaching senior persons within the department.

*Some teachers might feel threatened if a younger teacher does better. The Head then has to be wary and tread cautiously. If you are working with people regardless of experience, everyone should get the same treatment but seniority plays a big role at the school.*

HoDs admitted they were concerned that the teachers who were not appointed to the teaching service, in some way it was pre-ordained that the HOD would have to appraise them. Therefore, these teachers should understand that HoDs would be targeting them because they had to report to Administration on their performance in any case.

### **6.9.2.3 Seniority and peer appraisal**

The issue of seniority was always a sensitive issue at the school. The tradition in Barbados is that the most senior person should act in any vacant temporary post, regardless of competence. This was not just linked to position on the organizational chart but also to time spent at the school and in the teaching service. The unions have on occasions intervened to determine the most senior person at as seniority changed when staff gained additional qualification or transfer from senior positions at other schools.

To start the appraisal going, most departments used peer appraisal as MOEYAC (2000) suggests to fine tune the procedures. At the school, HoDs felt it was best to pair young and old. It was at this stage that seniority revealed that to do peer appraisal at the school involved more than pairing two department members to appraise each other. The issue of experience created a differential that revealing conflicting values. One HoD complained that:

*I had five or six persons who are interested and volunteered to do appraisal but none of the older ones were among the volunteers. It was the younger ones who wanted to improve their teaching skills that volunteered. I got five or six young volunteers when I only needed two. I think it is the older people who have a problem with the appraisal.*

The HoDs explained they targeted younger teachers because the younger teachers did not have the same problems or hang-ups as the older ones. The hesitation to approach older

teachers, the HoD opined, came from the people who had been at the school for a long time, who felt they could not be told much. So wide was the value difference that the appraisal never happened

*The status came into place perhaps in one case where they never got together for the younger teacher to appraise the older teacher in a peer appraisal.*

Another HoD, explained this by saying younger teachers were easier to appraise than older teachers and that this went back to how appraisal had been done over the years (Brathwaite, 1995). As Fidler (1995) also found, older teachers were diffident, in this of the past values of the Barbadian society that may still be lingering in teachers' minds:

*Appraisal was done with a kind of big stick, so it was always felt that they were coming to see how bad you were, they are coming to criticize you. In this case older people think 'there is nothing wrong with me, I am good.' Younger teachers feel, 'I know I am young, I know that there are things I don't know. There are things I want to find out. I can be told things,' so that they are more amenable to appraisal than the older teachers.*

Older teachers were not afraid to say that they believed all teachers should be appraised but many admitted they were uncomfortable with it.

*I prefer not to have somebody breathing down my neck checking everything that I do.*

Some said they welcomed the exercise as it presented the opportunity to compare and contrast someone's assessment of them with their own assessment of themselves (Brathwaite, 1995) but on condition that the appraisal was developmental. Anything to help teachers improve and get better results was not looked upon lightly.

*Actually, I would like it to be seen in a different light. Appraisal is a good thing. The problem is how people are informed about it. How people view the appraisal has much to do with its purpose and acceptance. I am against it being tied to salary. I want the formative side. I'll take the summative side only if it was used correctly (T)*

Many of the younger teachers, on the other hand, complied with the appraisal because they saw it as important and not because they liked it.

*It is important to be appraised because we need to know what level we are functioning at. It is an integral part, not as a tool to destroy but a tool to build up. But I would not say that I like appraisal.*

Contrary to the Ministry's claim of reduction in fear (MOEYAC, 2000), the older teachers' discomfort with appraisal was due to the fact that they tended not to trust the 'Ministry'.

#### **6.9.2.4 Security of Tenure**

In Barbados, teachers are given the status of either appointed / permanent, or temporary teachers. Appointment to the public service places teachers in a powerful position in that it gives them security of tenure. Security of tenure influences school managers and teachers' attitude to the appraisal. Teachers knew that they were accountable to higher authority but some saw appointment as an instrument of power bestowed on the appointed teacher because it removed the fear of dismissal or non-reassignment. Some managers alluded to the perception that there was a difference in attitude to appraisal between appointed teachers and un-appointed teachers and how this influenced their behaviour with respect to appraisal. Teacher appointment created value conflict though it was a part of the general culture of schools

*New temporary teachers may feel that it is wise to go along with what they are expected to do because of course they are looking for appointment. If they have issues with appraisal either in terms of the time, or the tone of the questions on the instrument or the way it is done, appointed teachers can be resistant because they don't have as much to lose since they are appointed already.*

In Barbados, besides being transferred, very little sanctions are possible with poorly performing teachers that are appointed. This forced many staff members to admit that they had no confidence that the appraisal would significantly improve this situation. Unless the system changes, they felt one would really have to appeal to the better nature of the teacher to be a professional like all others. HoDs with one accord also opined that the appointed teacher could not be meaningfully sanctioned because of the appraisal.

Teacher appointment was also considered by many of the rank-and-file teachers to have had a negative influence on the appraisal. It created mixed values in the sense that teachers behaved professionally almost always. For those who were appointed and not looking for promotion, the appraisal did not mean as much to them as to the unappointed teachers or those looking for promotion. Thus teachers often felt that there was little point to the appraisal at the school. Temporary teachers opined that they look at it differently when they got appointed so that the conflict was sustaining itself as one recently appointed staff member reflected: ,

*Then, I felt it was the wrong approach to the appraisal. It was like threatening people to get the process done. I wanted to know if it would be used to appoint or disappoint me. Now, the way I feel is that it does not matter because I am appointed. I have already passed that hurdle.*

Thus the appointed teachers at the school felt better placed to challenge, question and negotiate policy and operational changes at the school level (Dimmock and Walker,

2002). This was in fact similar to what Humphreys and Thompson (1995) found. Although the appraisal was already part of the legislation, government had to mandate that the scheme be started

## **6.10 Conclusion**

This chapter has highlighted the linkage between the values and beliefs relating to the power dimension and the structures, procedures and practices of Barbadian society and how these influenced the appraisal at the AB school. The effectiveness of the appraisal hinged on many factors. At the societal level, it was influenced by the way in which the MOE as the interest group, used its power to design, formulate and enact policy. The MoE demonstrated that it saw the appraisal as a means through which certain aspects of Barbadian culture could be exemplified and reinforced. To this end, it has tried many procedures to convince leaders at the other levels to adopt and own the appraisal as a good balance between accountability and professional development.

At the national political level, the PTAs and school board had a minor influence. However, the teachers' unions saw the implementation appraisal scheme as infringing on the rights of the teachers. The unions used their power to mediate and bargain for the rights of teachers; any changes in conditions must not leave teachers any worse off.

At the school level, teachers as implementers of policy used their power to control the implementation process. The school managers started the appraisal as a statutory



requirement but concentrated mainly on the professional development. They saw the appraisal as breaking down many aspects of the school culture and have not developed ownership of the scheme. They in essence felt that to subscribe to the appraisal would be to betray the traditions of the school. As a result, the appraisal came to a halt.

## **Chapter 7**

### **Conclusion**

#### **7.1 Introduction**

The purpose of this chapter is to address the original research objectives and questions and show the original knowledge that has emerged from the research. Following this, there is a retrospective evaluation of the research, a critical reflection on its limitations, identification of new directions for further research and recommendations for improving the present situation.

#### **7.2 Addressing the original research objectives and questions**

This study sought to

1. Gather, interpret and understand the thoughts, feelings, opinions and expressions of the principal and staff of AB school to determine the ways in which the societal culture of Barbados has influenced the appraisal implementation process at the School.
2. To test the model for describing societal culture proposed by Dimmock and Walker (2002) by applying it to Barbados.
3. Develop a methodology for investigating societal culture.
4. Recommend ways to improve the appraisal implementation process at the AB school.

### **7.2.1 How did the principal and teachers describe the appraisal system?**

- a. How did the principal and teachers describe the appraisal implementation process at the school?

The principal and teachers described the appraisal implementation process as one that had no clear purpose at the school. They felt that it was being implemented to satisfy the MoE's requirements more so than the needs of the school and teachers. It was incomplete and time consuming for the most part. Many departments did not have the time to go through the full appraisal cycle. The main phases of the cycle completed were the planning meeting, the periodic review meeting and the formal review conference. Staff felt the best results were obtained when the management process was peer appraisal

- b. Did the principal and teachers perceive that the scheme was worthwhile?

At the school the scheme was perceived as potentially worthwhile but a number of factors had to be considered. First, the level of trust among staff was insufficient to support the type of accountability required. Then teachers were unsure whether the scheme could provide a satisfactory balance between individual needs and the needs of the school. They also felt that there were not enough long term benefits to be gained from the present scheme.

### **7.2.2 How did teachers and the principal of the AB school describe the power dimensions of the school and the society?**

Walker and Dimmock (2002) express the view that in their model, "Western" countries

tend to fall on the power distribution end of the power dimension. On a 1 to 5 scale, one may reasonably assume that a value of 3 or more is on the high side of the dimension. The principal and teachers described the power dimension of the school and the society as having some distribution of power (3.0). This was played out in the education arena in the battles between the MoE, the unions and the school. From the teachers' descriptions, the school was a zone where power was used to defend long-held traditions.

The notion that power is a central feature in the management of schools (Bush, 1995) was clearly exemplified at the school. Power was distributed across each level. The principal and the management teams have positional power that gives them the legal right to make decisions. The non-management teachers have influence due to status. Depending on the source of the power, there may be more influence at the lower levels than at the top.

**a. Is there a difference in perception of male and female staff?**

**b. Is there a difference in perception of management and non management staff?**

There was not much difference in the perception of male and female staff about the level of power distribution in Barbados. The results also show that non-management teachers at the school perceived that there was less power distribution in society than those in management. The male to female composition of the staff was 2:3 showing that the majority of the staff was female. There was an equitable distribution of management positions (proportion wise) among the male and female staff. The female staff were able

to out vote the male staff in any democratic process at the school showing they had the collective power to influence any decisions made in a democratic way.

**7.2.3            In what ways did teachers and the principal of the AB school perceive the power dimension had influenced the implementation of the appraisal system?**

As Dimmock and Walker (2002) say for other societies, in Barbadian society power is distributed through decentralization and institutionalized democracy. The school was wholly responsible for the management of the appraisal scheme so that its success depended on the principal and teachers' attitude to it. Staff as a whole had the power to control the process. Staff used their power to further their desired interest, which was in conflict with the desired objectives of the MoE. The importance of the role of the principal was emphasized by fact that all other staff felt that the principal was the key person to push the appraisal. The principal became bogged down to the extent that he had no time left to encourage the staff to implement the appraisal.

One reason staff gave for not supporting the implementation of the appraisal was that it was too time-consuming and not a part of culture of the school. To adequately implement it would have caused major disruptions to the operation of the school. This in the principal's opinion was too costly in terms of teaching time. The staff preferred to concentrate on teaching rather than on the appraisal. Appraisal was new to the school and the majority of the staff felt strongly that the school was doing well without it.

External to the school the MoE espoused the concept of empowerment through ownership. Many teachers did not associate themselves with the appraisal scheme so that the ownership concept failed. However, the MoE also understood the conflict between the time consuming nature of the appraisal and the demands of the syllabi and eased the pressure by ‘not pushing’ the appraisal especially near exam time.

In addition, the staff’s fear that the appraisal would be used summatively was another reason they did not encourage each other to implement the scheme. They disliked the results of the appraisal being used by the MoE for promotion purposes. They were not convinced that the appraisal would lead to the desired increase in accountability sought by the MoE. The teachers feared that their autonomy was being challenged and so did very little to support the scheme.

The new principal and the management team faced some appraisal dilemmas and disagreements. Procedures for handling appraisal disagreements are outlined in the appraisal manual but these were not used. Management’s actions suggest that they perceived the easiest way of handling many of the appraisal dilemmas and disagreements was to let them dissipate over time rather than to follow the set of rules.

Reporting on colleagues was not a common practice at the school. The staff strongly believed that written reports were a potential source of conflict for both appraiser and appraisee. Thus, to avoid the conflict, there was reluctance on the part of management to address appraisal issues that required them to write reports. Management delayed

sanctions in the name of good relationships to build unity in the school, which to them was worth more to the school than the appraisal.

Teachers believed that all should have the same treatment regardless of status. However, status was manifested in a number of ways such as teacher appointment, seniority, and organizational position. Teacher appointment had a significant effect on the attitude of staff. Subconsciously both appraisee and management knew that an appointed teacher had security of tenure. That meant that it was relatively difficult for the school management to remove such a teacher. An unprofessional teacher with such power can be ‘a fly in the ointment’ without any severe sanctions. In addition, the way in which seniority and organizational position is viewed have influenced the appraisal in a substantial way. Staff perceived that it was easier to appraise the younger teachers than their senior colleagues.

The purpose of appraisal was to “reduce the level of fear, worry and threat traditionally associated with teacher evaluation” (MOEYAC, 2000, p. i) but in the final analysis, there was a fair amount of uncertainty. Staff did not trust the reasons that were given as the real intentions behind the scheme so they were not committed to its implementation. As Middlewood (2002) says, without trust, even the most procedurally sound scheme would be ineffective. Members of management did very little within their power to encourage each other and staff to implement the scheme. The lack of encouragement to implement the appraisal started from the top and trickled to the bottom.

Women play a significant role in political, economic and professional life in many

countries and this is very evident at the AB school. The majority of the staff are female and they hold the majority of the management posts. The extent of male influence or female influence on the appraisal is not known.

Earley and Fletcher-Campbell (1989a) say that while senior management may be involved in policy formulation, it is at the department level that the policy is implemented. The results show that in theory, HoDs accept appraisal but in practice many of them were not in favour of this appraisal so that they were unlikely to advocate its implementation.

In summary, three key beliefs in Barbadian societal culture are that inequity is undesirable, all efforts should be made to reduce inequity and education is the key to reducing inequity. In their effort to mobilize each other towards sustained commitment to these beliefs, the staff at the AB school were prepared to protect the informal accountability of the school, strive for high academic results, shield the school from the demands of the MoE to gain more control of it, ignore dilemmas and disagreements, treat each other as equals and express a strong dislike for reporting on colleagues. As a result, the appraisal came to a halt at the school.



### **7.3                   Answers to the Original Research Objectives**

#### **7.3.1               Testing Dimmock and Walker's (2002) model on Barbados.**

In this study, culture is defined as an enduring set of beliefs, values and ideologies underpinning structures, processes and practices that distinguish one group of people from another. It is accepted that national culture consists of seven dimensions, which are the core axes around which significant sets of beliefs, values and practices come together. Each country's culture will have some distinguishing features that set it apart from other national cultures. This research has shown that on the scale used in the study, Barbadian teachers perceive that the cultural dimensions exist as follows (Table B.2): Power-distributed (3.0); self-oriented 3.8); aggression (3.7); Proactivism (3.0); Generative (2.7) and Limited relationship (2.5). In the male / female influence dimension, the data gathered show that, with a 2:3 male / female ratio, the female influence was very significant.

#### **7.3.2   Employing methods of data collection and analysis developed.**

This research attempted to satisfy Dimmock and Walker's (2002) call to researchers to develop both quantitative and qualitative methodology and instrumentation to advance empirical study in the field of cross-cultural research, which is a relatively new field. The investigation stage of this study described the methods employed to collect and analyse the data.

To gather and interpret the evidence the research was located in the interpretative paradigm. This means that the researcher, being a part of the research phenomenon, could gather and interpret qualitative evidence. The approach adopted was the case study and the tools used were questionnaires and semi-structured interviews. The methodology involved using the questionnaire to obtain teacher's perceptions to gauge the culture of Barbados. After this, the researcher judiciously chose various issues about the appraisal to investigate using the interview. To validate the evidence, triangulation was attempted by collecting and comparing evidence from the various levels of management in the school.

Teachers at the AB school responded well to the multiple choice section questionnaire which contained 41 items. All questionnaires were returned with a return rate of 100%. For the whole questionnaire, of the possible 1312 responses (32 respondents x 41 items) there were 1289 responses and 23 'no responses' to give a response rate of 98%. Of the possible 480 responses (32 respondents x 15 items) in the power dimension, there were 462 responses and 18 'no responses' to give a response rate of 96%. Analysis of the questionnaire results revealed a useful set data. The questionnaire results indicate that the tool was suitable for gathering information about the societal culture of Barbados.

The interviews were not as easy to quantify to the same extent as the questionnaire but a look at the summary of the results revealed that enough quality data was gathered and quantified from the 42 respondents to draw useful conclusions. Again, teachers responded well to the questions asked and provided enough information to answer the research questions. This indicates that this tool also worked well in the circumstances.

Throughout the research and in the write-up, careful consideration was given to research ethics. The guiding principles were honesty and to do no harm to the reputation of the school or any of the participants. To protect the position of the principal and deputy principal and others, no hierarchical positions were used to identify questionnaire respondents or interview quotes. Also, careful consideration was given to maintaining the highest level of confidentiality.

#### **7.4 Original knowledge that has emerged from the research**

Staff of the AB school said the appraisal failed mainly due to its time consuming nature.

In addition, after trying to implement the appraisal, they believed that

- a. teachers knew that they are accountable but did not think that the appraisal is the best way to improve accountability.
- b. the teachers will support the appraisal at the school only if it is done for professional development.
- c. due to the output-oriented nature of the school, a suitable instrument for appraisal has not been finalized.
- d. the level of trust among staff was insufficient to reduce the present level of fear or support an effective appraisal scheme.
- e. the output-oriented nature of the school provided a built-in means of accountability.
- f. the person-oriented and informal culture of the school did not support the present form of appraisal.

- g. the interpersonal relationships among staff were not conducive to this type of appraisal.
- h. the MoE will not abandon its mission to reduce the traditional level of autonomy of the school.
- i. the best way to prevent the MoE from taking control is to continuously produce good results.

These beliefs were represented by the fact that after the initial thrust, the appraisal had virtually stopped. Staff members are not encouraging themselves or each other to implement the scheme.

In answer to the main research question posed, this study concludes by stating that the societal culture of Barbados has influenced the appraisal implementation process at the AB school. This is seen by the way staff perceived such factors as status (which at the school is linked to teacher appointment and seniority), accountability/professional development, report writing, the handling of appraisal disagreements and dilemmas, and possibly the male/female composition of the staff. Critics may argue that these findings are nothing new, but Dimmock and Walker (2002) warned about such arguments by saying that certain factors are generic in that they are found in all societies. The difference they say comes in the degree or extent. As Dimmock (2002) points out, globally-used terms assume different meanings across countries since such terms have cultural differences. In addition, Begley (2002) outlines isomorphs which are cases that appear similar at face-value but when closely examined are differently constituted and mediated in a unique way by the local culture. Different value systems are involved. For example,

the degree of aversion to reporting on the performance of each other is not the same, say, in Barbados and Hong Kong. Teachers at the school know that they are accountable to their various stakeholders but have linked the accountability to good exam performance.

Thus, the Barbados case is unique. When one considered the implementation of the appraisal, no one single person, (e.g. the principal), or group (e.g. the HoDs or teachers) was responsible for its slow implementation but the whole school. At the time of the investigation, no teacher was doing anything positive to support the appraisal. It was a case where everyone had a similar set of enduring beliefs and values about the scheme and so interacted and mobilized each other in many ways to sustain commitment to their beliefs. Hence, at the AB school, the above factors represent a unique amalgam that has seen the appraisal implementation process at this present juncture only being implemented with temporary teachers.

## **7.5 Evaluative questions and answers**

### **7.5.1 How useful was the Dimmock and Walker model for a study of appraisal in Barbados?**

Dimmock and Walker (2002) say their model is best used as a comparative model advocating that comparisons be made across different societies or across schools within the same society. This study used a single school in a single country so that such comparisons cannot be made at the present time, but the process can be repeated at other schools in the same country or in other countries.

The model proved useful for the study of appraisal in Barbados. As shown in Chapter 2, use of the dimensions allowed for the identification of beliefs and values about Barbados, which were then used to explain why the appraisal was introduced, what challenges were faced and the mechanisms used to overcome them. To this researcher, the crux of the model was the interesting and unique way influence was defined. Admittedly, the model is difficult to work with as it contains many variables, many of which could be more refined as it lends itself to much researcher bias. Here, four are mentioned.

In operationalising the definition of influence, the question that arose was ‘sustained commitment’ to what?

Also, there was no finite way to operationalise the term ‘enduring beliefs, values and ideologies’ in terms of time.

Power had to be limited to authority or legitimate right to make resource allocation decision where as it can have many meanings.

Another limitation was the interpretation of more equal distribution of power. If one just looked across the levels of a culture, decentralization has resulted in more power being shifted to lower levels, MoE to principal to deputy principal to HoD/HoY to class teacher.

### **7.5.2 Which values and beliefs of the power dimension appeared to exert the most influence?**

Of the power domain, beliefs and values associated with accountability and status appeared to exert the most influence on the appraisal. As a consequence of the results-outcome culture of the school there was the feeling among many teachers that the school

already had an informal results-led accountability system, so the appraisal was not necessary.

Status appeared at times to be in conflict with collegiality and collaboration. The policy makers at the ministry level introduced a number of measures to counter status. On the other hand, to enforce implementation of the appraisal, they demanded that schools submit appraisal on teachers whose status was temporary. In so doing, they have discriminated against temporary teachers, thus perpetuating some form of inequity. In schools, managers were forced to discriminate against colleagues who were temporary regardless of their educational standing. In conducting appraisals, the managers were challenged to a) avoid having colleagues initiate a vote of no confidence; b) target young teachers; c) find “equal peers” and d) grapple with security of tenure. Such measures, it appeared, contributed to the failure of the implementation process.

### **7.5.3 What aspect of appraisal was most affected by the power dimension?**

This study started with the premise that the appraisal has virtually stopped, but for the short time it operated, the reporting aspect was the one most affected by the power dimension as it was the link through which external accountability was achieved. The MoE used its power to demand a report. However, reporting on each other has never been a part of the culture of the school. Teachers knew that the report had the potential to disrupt the vital relationship between appraiser and appraisee. They saw reporting as a change in working conditions for both appraisee and appraiser. They felt that reports were

legal documents and could be contested in court of law. In addition, a report was viewed as opening the school to an outsider and thus relinquishing the traditional control they valued so highly.

#### **7.5.4 Limitations of the study**

There are many limitations to this study. The Morris and Lo (2002) model used has its limitations in that the small number of cultural interest groups do not cater for large communities school system. Also, the Dimmock and Walker model is not very easy to apply. Important terms such as power and ‘enduring’ had to be user defined creating user bias.

Wallace (1999) favours the analytical purchase the combined perspective gives on the interrelationship between culture and power. He thinks that it offers the better of two conceptual worlds, but a researcher can also get lost seeking to identify and interpret every action by the respondent as a use of power to further a desired interest, which may be either in harmony or in conflict with the desired objectives of the principal or the MoE. An example of this is the assumption made that the teachers’ decision to choose time to teach, over time to appraise, was an exercise of their power rather than the reaction to conform to a traditional societal expectation to produce good results.



Another limitation is that the researcher was the ‘instrument’ collecting and interpreting the data. This had the potential scope for bias but the researcher tried to eliminate this by presenting evidence to support the claims made.

A further limitation is the methodology. Readers may argue that the methodology can be improved in many ways. A single school may not be enough to ascribe actions to societal culture with a high degree of confidence as it cannot be generalized to other schools. It can however, offer insight into the operation of the appraisal at them. Finally, it is difficult to replicate such a study. In any case, Trifonas, (1995) argues that the purpose of qualitative research is to detail or comment upon social forms of interaction in the field, the context of which cannot be re-duplicated in identity, in logic, in structure, in order, or in meaning.

## **7.6 Suggestions for further research.**

This research has provided some answers to some questions but not in enough detail and has also raised many others.

1. The appraisal was at one stage a top priority of the school with a mandate to expedite its implementation. That priority has now been shifted elsewhere by school authority. The question to be answered is

In what ways has societal culture influenced the way that school authority prioritizes leadership functions such as appraisal?

2. Some respondents suggested that teachers who achieve good exam results may feel that they are doing the right thing and may prove to be difficult during appraisal.

What is the influence of academic results on teachers' attitude to appraisal? In other words, do teachers' attitudes differ depending on whether their students are getting excellent or poor exam scores?

3 This research has suggested that there was some reluctance on the part of the school's management to produce written reports, whether positive or negative on colleagues:

What values and beliefs of society are reflected in teachers' attitudes to written reports resulting from appraisal?

4. The staff composition of the AB school is 40% male, 60% female. The proportion of male / female members of management at the AB school approximately reflects the ratio of overall male / female staff composition thus supporting the theory that power is equally distributed among male and female:

To what extent has the gender composition of the staff at the AB school had a positive / negative effect on the appraisal implementation process?

## **7.7 Recommendations**

- In terms of the appraisal, staff suggested quite clearly that there is not enough time to do the appraisal in an environment where the school is in exam mode. Thus, more time and resources need to be allocated to the appraisal. All staff should participate in developing and communicating a clear plan and policy outlining the school's purpose for the appraisal as soon as possible.
- The majority of staff were in favour of the developmental side of the appraisal. This aspect of the appraisal should be done by the staff for the first three or four years until teachers become accustomed to appraisal.
- The majority of the staff believed that the level of trust at the school was insufficient to realize the true worth of the appraisal. Both management and staff need to be trained in the art of doing appraisal. Management should therefore organize training session for the whole staff as soon as possible. Peer appraisal should be done to help to build trust.
- Teachers have not embraced the scheme. Again this may be helped by staff doing self and peer appraisal as soon as possible.
- With immediate effect, the staff should appoint an appraisal coordinator to manage the appraisal scheme at the school. As suggested by MOEYAC (2002), appraisal coordinators at each level need not be the principal or members of the management team.

## Appendices

### Appendix A

#### Questionnaire to gauge societal culture

As part of an EdD thesis, a study is being done to measure, gauge and describe the societal culture of Barbados. Culture in this case being defined by Walker and Dimmock (2002, p.16) as:

*An enduring set of beliefs, values and ideologies underpinning structures, processes and practices that distinguishes one group of people from another*

The data you supply will be kept confidential and used only for the purpose intended. A copy of the results can be made available upon request.

#### Section I

##### **Biographical data.**

Please check the box that best reflects the information about you. This will allow for statistical comparisons and effective categorization of responses.

- |    |  |                    |                      |         |
|----|--|--------------------|----------------------|---------|
| 1. | Sex:                                     | Male               | Female               |         |
| 2. | Age:                                     | 20 – 25            | 36 – 40              | Over 50 |
|    |  | 26 – 30            | 41 – 45              |         |
|    |  | 31 – 35            | 46 – 50              |         |
| 3. | Qualifications:                          | A' Levels          | Diploma in Education |         |
|    |  | Teacher's Diploma  | Associate Degree     |         |
|    |  | Bachelor's Degree  | Other                |         |
| 4. | Position:                                | Form/class Teacher | Senior teacher       |         |
|    |  | Head of Dep't      | Deputy Principal     |         |
|    |  | Principal          |                      |         |
| 5  | Number of years in the teaching service: | Under 1 yr.        | 16-20 yrs            |         |
|    |  | 1-5 yrs            | 21-25 yrs            |         |

		6-10 yrs 11-15 yrs	Over 25 yrs
6	Level	Primary	Secondary

Please assist by circling the option which best represents your opinion of the extent to which each statement made is about an aspect of Barbadian societal culture:

1 = Not at all   2 = To a small extent   3 To some extent   4= To a large extent

5 = To a very large extent

Power = Authority, control, clout, influence, muscle

1. Power is distributed equally among the various levels of Barbadian society 1 2 3 4 5
2. Inequity of power is treated as undesirable in Barbados 1 2 3 4 5
3. Effort is made by those in charge to reduce inequity in power where possible. 1 2 3 4 5
4. At home children are encouraged to treat parents as equals where possible. 1 2 3 4 5
5. Children are encouraged to have a mind of their own 1 2 3 4 5
6. Teachers use a great deal of student centred teaching methods in school 1 2 3 4 5
7. Teachers try to cater to the needs of all students 1 2 3 4 5
8. Teachers expect to get total respect from students. 1 2 3 4 5
9. Teachers do not get total respect from students 1 2 3 4 5
10. In school all teachers have opportunities to act in leadership roles. 1 2 3 4 5
11. Teachers treat each other as colleagues 1 2 3 4 5
12. Learning is viewed as truth that is without reference to any person 1 2 3 4 5
13. In school, hierarchy means inequality of roles established for convenience. 1 2 3 4 5
14. Subordinates are expected to be consulted when planning school activities 1 2 3 4 5
15. The ideal school principal is the resourceful democrat. 1 2 3 4 5
16. People in Barbados tend to focus on self 1 2 3 4 5
17. People's membership of groups, clubs, parties tend to be based on self interest. 1 2 3 4 5
18. People in Barbados tend to regard themselves as individuals first, and members of a group second. 1 2 3 4 5
19. Individual needs of Barbadians tend to be more valued than the collective needs of the groups they belong to 1 2 3 4 5
20. People value equality of reward distribution among peers. 1 2 3 4 5
21. Status in Barbados is ascribed according to individual performance or what has been accomplished individually 1 2 3 4 5
22. Achievement, academic or otherwise is stressed 1 2 3 4 5
23. Competition is a dominant feature in the society 1 2 3 4 5

- |   |           |
|---|-----------|
| 24. Conflict is resolved through the exercise of power and assertiveness.   | 1 2 3 4 5 |
| 25. School norms are set by the best students,  | 1 2 3 4 5 |
| 26. The school system rewards academic achievement  | 1 2 3 4 5 |
| 27. Failure at school is seen as serious  | 1 2 3 4 5 |
| 28. In an organizational context, assertiveness is taken as a virtue;   | 1 2 3 4 5 |
| 29. People are respected for marketing (selling) themselves   | 1 2 3 4 5 |
| 30. People are respected for being decisive   | 1 2 3 4 5 |
| 31. People put a lot of emphasis on their career.   | 1 2 3 4 5 |
| 32. People in Barbados tend to believe that they have at least some control over situations and over change.  | 1 2 3 4 5 |
| 33. People in Barbados are tolerant of different opinions   | 1 2 3 4 5 |
| 34. People in Barbados are not excessively threatened by unpredictability.  | 1 2 3 4 5 |
| 35. People in Barbados appear more predisposed towards innovation or the generation of new ideas and methods,   | 1 2 3 4 5 |
| 36. People of Barbados tend to value the generation of knowledge, new ideas and ways of working   | 1 2 3 4 5 |
| 37. People in Barbados seek to create solutions to problems, to develop policies and ways of operating which are original.  | 1 2 3 4 5 |
| 38. If innovations, ideas and inventions developed elsewhere are to be replicated, this is done with adequate consideration of alignment to the indigenous cultural context | 1 2 3 4 5 |
| 39. Interpersonal relationships between people are limited to fixed rules applied to given situations.  | 1 2 3 4 5 |
| 40. Interactions between people tend to be determined by rules that are applied equally to every one.   | 1 2 3 4 5 |
| 41. In deciding a promotion, objective criteria tend to be used regardless of who are the possible candidates.  | 1 2 3 4 5 |
| 42. List any suggestions about Barbadian culture you think are relevant   |           |

Thank you for your assistance

## Appendix B

### Questionnaire result and analysis

Table B.1 gives the number of statements per dimension and the possible maximum score for each dimension. The maximum score is calculated by multiplying the number of statements in the dimension by 5 since a choice can range from 1 ('not at all') to 5 ('to a very large extent')

Table B.1 Overall score per dimension						
	PD	SO	Agg	ProA	Gen	SR
No of statements relating to this dimension	15	6	10	3	4	3
Max score	75	30	50	15	20	15

Table B.2 shows the overall scores of each respondent for each dimension along with their gender and position at the school. There were 41 statements on the questionnaire, each with a Likert scale from one to five. The first 15 statements relate to power distribution; the next 6 relate to self orientation; the next 10 to aggression; the next 3 to proaction; the next four to generation; and the last three to self reliance. A "Score" for a dimension is calculated by summing each response to the statements in the given dimension.

For example, a respondent choosing 2, 3, 3, 4, 4, 1, 5, 4, 2, 3, 4, 3, 5, 5, 3 for statements 1 to 15 respectively (which is the Power dimension) receives the sum of the numbers to score 51 for the power dimension and an average value of 51. The same respondent choosing 4, 5, 3, 5, 3, 4 for statements 16 to 21 would receive a score of 24 for the self oriented dimension. This process is repeated for all dimensions for that respondent.



The process was repeated for every respondent. At the bottom of the table the averages are used to give a quantitative extent value between 1 and 5 (e.g. 2.7) for the respective dimension. This value may then be round off to the nearest whole number to give a qualitative extent (e.g., quantitatively, 2.7 rounds to 3 which qualitatively is “to some extent”). This table allows for the comparisons to be made between respondents.

T = Teacher (21 respondents); HoD = Head of Department (6 respondents); HoY = Head of Year (3 respondents); DP = Deputy Principal (1); P = Principal (1), S = statement.

Table B.2 Dimension scores per Respondent									
Respondent	Dimension score per Respondent						Gender		Position
	PD 15Qs	SO 6 Qs	Agg 10 Qs	ProA 3 Qs	Gen 4 Qs	LR 3 Qs	M	F	
	Max = 75	Max = 30	Max = 50	Max = 15	Max = 20	Max = 15			
1	51	24	40	12	12	6		1	T
2	44	24	36	12	12	9	1		T
3	40	23	38	8	8	8		1	T
4	46	21	30	9	10	5		1	T
5	59	17	37	11	11	5	1		T
6	49	22	44	9	10	6		1	T
7	41	21	36	9	13	5		1	T
8	41	26	31	7	6	6		1	T
9	54	17	36	7	12	4		1	HoY
10	43	26	38	13	14	3		1	HoD
11	54	24	36	9	13	10	1		T
12	38	19	33	6	9	6		1	HoD
13	43	18	25	6	9	5	1		HoY
14	41	29	34	11	10	9	1		T
15	34	19	36	9	10	7		1	HoY
16	54	23	40	9	13	10	1		T
17	44	19	36	9	12	8	1		T
18	51	26	42	8	11	8		1	T
19	47	20	31	7	8	8		1	T
20	48	21	37	11	13	11	1		HoD
21	42	26	43	9	7	6	1		HoD
22	45	18	36	8	10	8	1		T
23	40	21	35	9	11	8	1		P
24	36	29	44	14	13	9		1	T
25	36	20	36	8	12	5		1	DP
26	51	22	36	9	12	10		1	HoD
27	52	21	41	6	9	8		1	T
28	50	27	39	13	13	12		1	T
29	40	24	37	9	9	10		1	HoD
30	47	23	37	10	12	9		1	T
31	44	24	37	8	9	9	1		T
32	42	25	41	7	8	6		1	T
Tot							12	20	32
Ave	45.2	22.5	36.8	9.1	10.7	7.47			
Quan Ext	3.0	3.8	3.7	3.0	2.7	2.5			
Qual Ext	Some	Larg e	Large	Some	Some	Some			

Table B.3 shows the individual response of all 32 respondents to each of the 15 statements relating to the power distribution dimension. For example, in statement one, 22 people ticked box 1, meaning “no extent”, 6 ticked box 2, meaning “little extent”, and 4 ticked box 3, meaning “some extent”. So, the score of 46 is calculated as  $22 \times 1 + 6 \times 2 + 3 \times 4 + 0 \times 4 + 0 \times 5$ . Using this points system, each statement could achieve a maximum of score of 160 points (if all 32 respondent rated it 5). The “Average extent” is calculated using “Score” / “number of responses”. For statement one, this works out at an average of 1.4 (46/32) or 1 when round to the nearest whole number, meaning “not at all” or “no extent”. For statement 2 the average is 2.7 (85/31).

The “Overall Ext” at the bottom of the table equals Total Score / total number of responses.

Table B.3 Power Distribution of society and school								
Statement	1	2	3	4	5	NR	Score	Average Extent
1	22	6	4	0	0		46	1.4
2	6	6	11	6	2	1	85	2.7
3	5	12	12	2	0	1	73	2.4
4	13	5	11	1	1	1	65	2.1
5	0	5	20	4	3		101	3.2
6	0	6	20	5	1		97	3.0
7	2	2	14	14	0		104	3.3
8	0	0	7	6	18	1	135	4.4
9	2	1	9	13	7		118	3.7
10	5	8	8	7	4		93	2.9
11	1	2	10	14	3	2	106	3.5
12	4	6	12	7	0	3	80	2.8
13	5	4	8	6	4	5	81	3.0
14	1	5	10	10	6		111	3.5
15	2	1	5	12	8	4	107	3.8
					Total		1402	
					Overall Ext		1402 / 462 = 3.0	

The first five statements relate to power distribution in the society (Table B.4) and the next ten statements relate to power distribution in the school (Table B.5). The average response for the first five statements is 2.4 and the average for the second ten statements is 3.4. This shows that respondents believe that power is distributed in the society much less than it distributed in the school (because 2.4 is considerably lower than 3.4).

Table B.4 Power Distribution of society								
Statement	1	2	3	4	5	NR	Score	Average Extent
1	22	6	4	0	0		46	1.4
2	6	6	11	6	2	1	85	2.7
3	5	12	12	2	0	1	73	2.4
4	13	5	11	1	1	1	65	2.1
5	0	5	20	4	3		101	3.2
					Total		370	
					Overall Ext		370 / 157 = 2.4	

Table B.5 Power Distribution of school								
Statement	1	2	3	4	5	NR	Score	Average Extent
6	0	6	20	5	1		97	3.0
7	2	2	14	14	0		104	3.3
8	0	0	7	6	18	1	135	4.4
9	2	1	9	13	7		118	3.7
10	5	8	8	7	4		93	2.9
11	1	2	10	14	3	2	106	3.5
12	4	6	12	7	0	3	80	2.8
13	5	4	8	6	4	5	81	3.0
14	1	5	10	10	6		111	3.5
15	2	1	5	12	8	4	107	3.8
					Total		1032	
					Overall Ext		1032 / 305 = 3.4	

The second research question concentrates on the power dimension of the school and society. To generate the averages in Table B.6, the respondents were divided into male and female, and then management and non-management. This was done to see if there was a difference in perception of male staff members and female staff members. It was also felt that a look at the deputy principal (female) and the principal (male) scores might add to flesh to the male / female difference

Table B.6 Table of comparisons					
Over all Male PD	Over all female PD	Principal PD	Deputy Principal PD	Management PD	Non Management PD
3.1	2.9	3.0	2.4	3.6	3.0

Tables B7 to Table B11 give the scores for the other dimensions. The procedures used to calculate the vales for Table B.3 were repeated for these tables

Table B.7 Self Orientation								
Statement	1	2	3	4	5	NR	Score	Average Extent
16	0	1	4	16	11		133	4.1
17	0	3	4	16	9		127	4.0
18	0	3	8	14	7		121	3.8
19	0	4	6	17	5		119	3.7
20	0	3	10	16	3		115	3.6
21	0	2	13	6	9	2	112	3.5

Table B.8 Aggression								
Statement	1	2	3	4	5	NR	Score	Average Extent
22	0	0	4	11	15	2	130	4.1
23	0	0	5	15	12		134	4.2
24	3	0	10	16	3		112	3.5
25	9	6	13	3	1		77	2.4
26	0	1	2	12	17		141	4.4
27	0	5	5	13	9		122	3.8
28	4	3	11	10	2		95	3.0
29	2	4	14	10	1	1	97	3.0
30	1	2	5	17	7		123	3.8
31	0	0	7	18	7		128	4.0

Table B.9 Proactive								
Statement	1	2	3	4	5	NR	Score	Average Extent
32	0	7	14	9	2		102	3.2
33	1	11	12	5	3		94	2.9
34	3	6	13	7	2		93	2.9

Table B.10 Generative								
Statement	1	2	3	4	5	NR	Score	Average Extent
35	1	17	9	5	0		82	2.7
36	1	5	15	11	0		100	3.1
37	0	9	20	1	0		88	2.8
38	4	13	11	3	0		76	2.4

Table B.11 Self Reliance								
Statement	1	2	3	4	5	NR	Score	Average Extent
39	3	10	15	4	0		71	2.2
40	6	8	16	1	1		72	2.3
41	8	10	10	3	1		73	2.3

Six respondents wrote comments on the questionnaire pertaining to what they thought about the culture of Barbados

**Respondent 3** Our culture seems to be based on a system of comparison (i.e. in comparison to A or B we are good/bad, successful/unsuccessful.) We should focus more on where we came from and what we can do as it directly benefits our society within a Barbadian setting.

**Respondent 6** Barbados is a very competitive society. As such, commercialism is at its height. Interpersonal relationships are in a constant state of conflict, and instead of a strong trend towards savings in the economy, the society is reflective of strong spending and overspending. Culture is also reflective of strong bipartisan trends – political culture highlights and supports favoritism in all spheres of life- not a level playing field.

**Respondent 11.** Hypothetical- just like the Brits (British).

**Respondent 13.** Hypercritical, outwardly focused society, becoming heavily materialistic.

**Respondent 19.** Very reserved. Let you know very little about home environment.

**Respondent 22.** Materialism and the need for putting on a good ‘show’ are important to Barbadians than actual morals and religious convictions. The influence of the first world countries, especially North America is strong and has a considerable influence on our culture for both the young and also the older ones

## Appendix C1

### Interview schedule for Teacher, HoD, HoY and D.P

Introduction – brief discussion of the purpose of the interview

#### Question

1. Describe how the appraisal was introduced into your department
  - a. Were you appraised?
  - b. Did you see the results?
  - c. Were you in agreement?
  - d. How many appraisals did you do?
  - e. What documentation provided?
  - f. To what extent did the process follow the stages laid out in the appraisal document?
  - g. What happen to results?
2. In what ways do you think the appraisal is worthwhile?
  - a. What is the purpose of the appraisal?
  - b. In what ways can the appraisal work at the school?
  - c. To what extent is the appraisal a part of the school's development plan?
  - d. In what ways can appraisal affect your appointment?
  - e. Were you comfortable that you were properly trained to do the appraisal?
  - f. Are you encouraging others to implement the scheme?
  - g. What do you like most about the scheme?
  - h. What do you dislike about the scheme?
3. Do you know where the scheme originated from?
4. In what ways can the scheme improve accountability?



5. Who is responsible for driving the appraisal at the school?
6. What are the differences in the attitude of old versus young to the appraisal?
7. What are the differences in the attitude of appointed versus unappointed teacher to the appraisal?
8. What is the level of trust among staff at the school?
9. How should a HoD handle an underperforming teacher with a personal problem?
10. Did the teachers see the report that was sent to the MoE?
11. Do you have any teachers performing poorly enough to write a report on?
12. If you had to write a bad report, would you write it?
13. Have you written any bad reports on any teacher?
14. What do you think is responsible for the slowness of implementation of appraisal at this school?
15. How would you handle an appraisal disagreement?
16. How would you respond to a negative report if you were under performing?

Thank you for your cooperation.

## Appendix C2

### Principal interview

Introduction – brief discussion of the purpose of the interview

How familiar are you with the appraisal scheme?

To what extent is the appraisal a part of the school's development plan?

Have you done any appraisals yourself?

Was there any disagreement with your assessment?

What measures have you put in place to ensure that everyone knows about the appraisal?

What is the purpose of this scheme?

Do you think that every one is on board the implementation of the scheme?

Are you in favour of the scheme?

Who is responsible for driving the appraisal implementation process at the school?

How has bureaucracy influenced your approach to appraisal?

What is responsible for the speed at which the appraisal is progressing?

Where do you place your emphasis- accountability or professional development?

What are you doing to encourage others to do the appraisal?

Why are you not encouraging people to do it at this point in time?

Can this appraisal lead to more accountability?

Is there a difference in attitude of between appointed teachers and unappointed teachers?

In terms of attitudes, which would you prefer to appraise, appointed or unappointed?

How would you handle a dilemma?

What would report indicate?

Why is there a reluctance to write a report?

What is the level of trust and openness at the school?

What is the origin of this scheme?

What does the public think about the appraisal?

Why are teacher opposing it then?

What level of trust do you think teachers have in you?

Can heads of department subvert the process?

How do you make up your reports?

Thank you for your cooperation

Table X						
Male / female composition of interview respondents						
	Teachers	HoD	HoY	Dep P	Principal	Total
Male	12	3	2		1	18
Female	15	7	1	1		24
Total	27	10	3	1	1	42

**Appendix D**  
**Interview Data.**

Summary of Teachers' Interview Responses (21 respondents)		
Q	Theme	Response
	Appraisal was introduced using	Film and meeting (4) handout from previous study (1) Meeting (10) Private with HoD (6)
	Appraised	Y (20) N (7)
	Type of appraisal	Peer (6) , End of year report (1)
	Documentation provided	Appraisal document. Hand out from a previous study
	Extent to which the process followed the stages laid out in the appraisal document?	Complete (5) Missing stages (15) No proper initial meeting (12) no follow up (20)
	Saw the results	Y (6) N (14)
	Agreed with results	Y (6)
	What happened to the results	Do not know (20)
	Purpose of the appraisal	Desired – professional development (27) Actual- accountability (27) Present – not clear (27)
	Ways in which the appraisal is worth while?	Only if use for personal and professional development (27). Identify faults (18). Offer new ideas (15)
	Ways in which the appraisal can work at the school	Use for professional development (27)
	Ways in which appraisal affects affect job as a teacher	None at present if teacher is appointed. Speed/slow appointment of temporary teacher (27)
	Properly trained for appraisal	None (27). Not much time was set out. Done just for a report (12). HoDs untrained (7)
	Thing done to encourage the appraisal	Nothing (27) Appraisal not spoken of (18)
	Origin of the scheme	Overseas (12) Local ( 0 ) Not sure (5)
	What teachers liked most about the scheme	Professional development. Aspects (19). Show faults and weaknesses. (18)
	What teachers dislike about the scheme	Summative, one shot, aspects, no feed-back or follow up, rushed, bad implementation, fear
	Ways scheme can improve accountability	Supervision- may stir up teacher. (13) Teachers would not want a bad reports (15)  Appointed teachers- not much if not looking

		for promotion Temp teacher- Speed/slow appointment
	Person responsible for driving the appraisal at the school	Principal (27)
	Attitude to the appraisal	None – old/young dislike appraisal (8) - old/young like appraisal (4) some – old unwilling, young willing (13)
		Appointed teacher – no threat to job, see present appraisal as a passing exercise (13) Unappointed teacher. – see appraisal as need for appointment
	Level of trust among staff at the school	Good (5), low (12) very low (8), zero (2)
	How should a HoD handle an underperforming teacher with a personal problem?	Empathize, offer help, (27), Postpone the appraisal (8)
	Attitude to unfavourable report	Take it in stride (10) Be unhappy (10) Not sure (7)

Summary of Heads of Department Interview Responses (6 respondents)		
	Theme	Responses
	Were you appraised?	Y (4), N (6)
	Did you see the results? Were you in agreement?	Y (1), N (3)
	No of appraisals done by HoD	0,2,2,2,3,1,2,1, 2+(2 peer), 2+ (2 peer)
	How appraisal was introduced the department	Department Meeting only (8) informal meeting with new teachers (5) Dep. Meeting and film (2)
	The appraisal	Followed all stages (3) did not follow format due to time (1) Missed some stages (6)
	Results of the appraisals were	Sent to Principal(1) kept by HoD (6) not none (1) Reports were only required for temporary teachers (9). None for peer appraisal (6)
	The purpose of the appraisal	Desired – professional development (10) - teacher improvement Actual- accountability (10) Present – not clear (10)
	The appraisal is worthwhile	Only if use for personal and professional development (10)
	Ways in which the appraisal can work at the school	Must be used in formative way (10)
	Appraisal forms part of the department's development plan	Very little (7) None (3)
	Appraisal can affect appointment	Only in terms of promotion.
	Properly trained to do the appraisal	Yes (3), did some self training also N (7) but had some self training
	Encourage others to implement the scheme	Y (1) It can be worthwhile if used properly N (9), Teachers are not interested in it. It has not been properly planned
	Origin of scheme	Overseas (8) Local (0) Not sure (1)
	What HoDs liked most about the scheme	Developmental aspects (10)
	What HoDs disliked about the scheme	Summative, one shot, aspects, no time for feed-back or follow up, rushed, bad implementation, pressure (10)
	The scheme can improve accountability via	Record keeping, increase supervision (10). Authority to enter a class

	Person responsible for driving the appraisal at the school is	Principal, but is doing nothing at the moment (10)
	Attitude to the appraisal	Yes (8) don't like to change N (2) no difference Appointed- only peer appraisal. Staff is not serious about real appraisal Unnapointed – welcome it as part of appointment process
	What is the level of trust among staff at the school?	good (2), low (7) zero (1)
	HoD should handle an underperforming teacher with a personal problem by	Empathize, offer help
	Any teachers performing poorly enough to write a report on?	No (10)
	Would write a bad report,	Only if had to, but would not be comfortable (7) N (1) would cause strife
	Bad reports on any teachers	None (10)
	The slowness of implementation of appraisal at this school is due to	Insufficient time (10), Uncertainty (6) No encourage from top (10) Teachers don't want to be appraisal (6)
	Would handle an appraisal disagreement by	Discussion with teacher (10). Work toward an amicable solution. Refer matter to higher authority if solution cannot be reached(4)

Summary of Year Head Interview Responses (3 respondents)		
	Theme	Responses
	Were you appraised?	Appraised as HoY - (Y (2)), (N (1)) Appraised as subject Teacher (Y (1)), (N (2))
	Did you see the results? Were you in agreement?	Y (1), N (1) No, I did not sign it
	No of appraisals done by HoD	none
	How appraisal was introduced the department	N/A
	The appraisal	N/A
	Results of the appraisals were	N/A
	The purpose of the appraisal	Desired – professional development (3) Actual- accountability (3) Present – not clear (3)
	The appraisal is worthwhile	Only if use for personal and professional development (3)
	Ways in which the appraisal can work at the school	Must be used in formative way (3)
	Appraisal forms part of the department's development plan	Not sure (3)
	Appraisal can affect appointment	Only in terms of promotion. (3)
	Properly trained to do the appraisal	Instrument seems easy to work with (3)
	Encourage others to implement the scheme	N (3)
	What HoY liked most about the scheme	developmental aspects (3). Shows faults and ways to improve
	What HoY disliked about the scheme	Summative aspects, one shot, , no follow up, rushed, bad implementation, pressure (3)
	The scheme can improve accountability via	Record keeping, increase supervision (3)
	Person responsible for driving the appraisal at the school is	Principal (3)
	Attitude to the appraisal	Yes (1) don't like to change N (2) no difference Appointed- only peer appraisal. not serious about real appraisal Unappointed – welcome it as part of appointment process
	What is the level of trust among staff at the school?	low (3)
	What is the level of trust among staff at the school?	Empathize, offer help
	HoD should handle an underperforming teacher with a	No. only HoDs had to do for Temp Teacher



	personal problem by	
	Any teachers performing poorly enough to write a report on?	No (3)
	Would write a bad report,	Y (3) but it would be carefully worded
	Bad reports on any teachers	N (1)
	The slowness of implementation of appraisal at this school is due to	Insufficient time (3) Uncertainty (2) No encourage from top (3) Teachers don't want appraisal (2)
	Would handle an appraisal disagreement by	Discuss with teacher. Work toward an amicable solution (3) refer matter to head

Summary Deputy Principal Interview Responses (1 respondent)		
	Are you familiar with the appraisal?	Seen the various documents
	Have you been appraised	No
	Have you appraised any one	No
	The appraisal implementation process appears to be slow. Why do you think this is so?	Too time consuming
	What about teachers' attitude to the appraisal?	Teacher see the punitive side
	What will happen to the reports generated as a result of the appraisal?	If used internally , will help
	Would you write a unfavourable report for such a person?	If situation merited
	Would you be comfortable?	No
	Can an unfavourable report affect an appointed teacher?	No
	So for an appointed teacher the report can mean nothing	Yes, nothing
	What is the function of the appraisal then?	To help teachers to improve
	That is within the school but how can the MoE use the appraisal?	For promotion
	Are you, as it were, pushing the appraisal?	No, to busy
	Do you think that the attitudes and belief of the Barbadian public are affecting our appraisal	No
	Is it not about attitude"	No
	Is the appraisal worthwhile?	Yes, keep teachers abreast
	Who do you feel is responsible for driving the appraisal at this school?	Principal
	Is the process being driven to your satisfaction?	Not being driven at all
	Would you like to see the process go faster? Do you like the appraisal	It is a positive step
	Would you like to be appraised	Yes. Have no problem
	Would you be comfortable if a younger member of staff appraised you?	Sure. Have no problem
	Do you think that the management team is pushing the appraisal	Not really
	What do you dislike most about this present scheme?	Too time consuming
	Do you feel that this appraisal can have any impact on the careers of	Can learn from others

	teachers?	
	Is the appraisal affected by the level of respect teachers get from their students?	Yes. Teacher-student relation has changed
	You don't mind being appraised, but would you be comfortable with some breathing down your neck?	No. we choose what we want
	Do you think that the appraisal can lead to student improvement?	Teachers become better
	Can the appraisal lead to more accountability	Yes. It puts you under the microscope
	What is the level of interaction at the school	Good rapport, sharing of ideas, etc
	What do you do to mobilize others	Offer support
	What about the demand for accountability	People see themselves as accountable
	What about reprimanding?	Tread cautiously. Not what, but how is important. Speak to teacher quietly
	How do you respond to the statement that younger teachers are more amenable to appraisal than older ones?	Younger teachers are willing to learn. Older teachers are set in ways

Summary of Principal Interview Responses (1 respondent)		
	How familiar are you with the appraisal scheme?	Quite familiar. Attended many meetings, have documentation
	To what extent is the appraisal a part of the school's development plan?	Fair part. To be implemented in near future
	Have you done any appraisals yourself?	Yes, HoDs and Year Heads
	Was there any disagreement with your assessment?	Very little if any
	What measures have you put in place to ensure that everyone knows about the appraisal	Raised issue at staff meeting. Did actual appraisals
	What is the purpose of this scheme?	To improve professional development and accountability
	Do you think that every one is on board the implementation of the scheme?	No, they are not sure about the real purpose
	Are you in favour of the scheme?	Yes, Still too many niggling problems
	Who is responsible for driving the appraisal implementation process at the school?	The principal
	How has bureaucracy influenced your approach to appraisal	Many meeting to clear up grey area. Time lines must be set and followed. Feedback must be sent to MoE
	Is it progressing fast enough at this school?	No
	What is responsible for the speed at which the appraisal is progressing?	Not enough time
	Where do you place your emphasis- accountability or professional development?	Professional development – major Accountability- minor
	What are you doing to encourage others to do the appraisal?	Not much at the moment
	Why are you not encouraging people to do it at this point in time?	Don't want to take up teaching time
	Besides the time factor, is it anything to do with the push from the Ministry?	MoE's focus is elsewhere. So no need to push appraisal at present
	Can this appraisal lead to more accountability?	Yes. Nothing was reported in the past. This now forces you to keep records. Document can cause improvement
	Is there a difference in attitude of between appointed teachers and unappointed teachers?	Yes. Unappointed teachers tend not to object like appointed teachers.
	In terms of attitudes, which would you prefer to appraise, appointed or unappointed?	Difficult to tell. It varies with personallity
	How would you handle a dilemma?	Go through HoD. Work with teacher

		and HoD to find solution
	What would report indicate	Plan put in place to help. If no change is seen after a while the report may not be positive
	Why is there a reluctance to write a report	Negative reports discourage. Reports can create strife. Teachers can challenge reports
	What is the level of trust and openness at the school?	Good hopefully. try to keep staff abreast
	What is the origin of this scheme?	UWI/MoE
	What does the public think about the appraisal?	Public don't understand appraisal. Will accept anything they felt will improve teaching
	Why are teacher opposing it then?	Time consuming, concern about the written report
	What level of trust do you think teachers have in you?	Yes for the most part
	Can heads of department subvert the process?	Yes by poor attitude, and low trust
	How do you make up your reports?	Summaries of HoD report

Appendix E  
Previous 8 Years Results

CARIBBEAN EXAMINATIONS COUNCIL								
COMPARISON OF 8-YEAR PERCENTAGE PASSES								
4th & 5th combined								
SUBJECTS	2000	2001	2002	2003	2004	2005	2006	2007
ENGLISH A	79.0	87.0	85.4	90.4	87.2	94.4	88.1	91.5
ENGLISH B	62.7	58.3	63.9	66.7	69.4	77.1	50.7	78.9
MATHEMATICS GENERAL	70.0	54.7	67.4	83.2	66.8	79.3	65.2	67.5
BIOLOGY	42.4	59.1	88.9	90.9	83.6	70.0	81.5	89.6
H&S BIOLOGY	N/A	N/A	N/A	N/A	N/A	N/A	80.0	100.0
CHEMISTRY	44.7	20.7	59.5	58.1	44.4	56.9	69.1	63.2
INTEGRATED SCIENCE	100.0	95.8	90.9	100.0	100.0	98.2	96.0	97.2
PHYSICS	41.4	42.3	64.7	48.3	55.7	53.4	58.6	41.0
GEOGRAPHY GENERAL	89.4	68.1	90.7	46.9	66.3	54.8	61.0	69.6
HISTORY	72.4	82.5	92.6	97.6	92.0	78.2	96.4	92.9
SOCIAL STUDIES	77.2	96.6	94.3	100.0	98.7	100.0	98.8	100.0
FRENCH	40.3	56.8	86.1	74.3	55.6	42.3	63.0	62.2
SPANISH	80.3	88.1	85.2	64.6	66.2	63.4	87.5	54.4
EDPM	N/A	N/A	N/A	N/A	N/A	100.0	100.0	100.0
OFFICE ADMINISTRATION	95.7	97.5	100.0	75.0	100.0	100.0	100.0	97.1
PRINCIPLES OF ACCOUNTS	60.3	65.3	62.3	73.1	72.9	67.9	79.6	76.7
PRINCIPLES OF BUSINESS	97.8	79.3	85.0	81.2	97.6	87.5	69.8	91.3
INFO. TECH GEN	100.0	100.0	100.0	100.0	100.0	100.0	100.0	92.9
INFO. TECH TEC	45.3	90.7	62.8	69.0	78.6	87.5	88.9	100.0
CLOTHING & TEXTILES	100.0	100.0	N/A	100.0	N/A	N/A	N/A	N/A
FOOD & NUTRITION	100.0	100.0	100.0	90.9	100.0	100.0	100.0	100.0
HOME MANAGEMENT	N/A	N/A	N/A	N/A	N/A	100.0	100.0	N/A
BUILD TECH WOODWORK	83.3	72.2	94.4	93.3	100.0	85.7	100.0	100.0
ELECTRICAL TECHNOLOGY	41.7	30.8	47.1	92.9	100.0	66.7	50.0	66.7
MECHANICAL TECHNOLOGY	50.0	88.9	57.1	100.0	93.8	91.7	83.3	69.2
TECHNICAL DRAWING(BD)	N/A	N/A	N/A	N/A	33.3	27.3	100.0	65.0
TECHNICAL DRAWING(MED)	N/A	N/A	N/A	N/A	52.4	62.5	76.9	64.3
TECHNICAL DRAWING(COM)	69.0	62.0	62.9	31.3	41.7	48.1	89.3	64.7
THEATRE Arts	N/A	N/A	N/A	N/A	100.0	N/A	91.7	100.0
VISUAL Arts	38.7	89.7	68.2	60.7	65.8	92.9	89.5	100.0
MATHEMATICS BASIC	N/A	80.0	N/A	N/A	57.7	63.3	100	66.7
Total Subject Written	1294	1326	1133	1235	1311	1303	1555	1386
Grade 1 percent	4.9	7.1	8.0	6.3	8.7	10.7	7.1	9.5
Grade 2 percent	21.1	26.2	30.7	28.3	28.6	32.8	29.1	31.4
Grade 3 percent	39.8	39.5	38.2	41.5	39.1	35.7	42.4	38.9
Grade 4 percent	24.4	20.7	17.3	18.1	19.5	17.7	16.5	15.6
Grade 5 percent	7.7	6.3	4.6	3.8	3.7	3.1	4.9	4.5
Grade 6 percent	0.2	0.2	0.0	0.0	0.0	0.0	0.1	0.0
Ungraded Percent	2.4	0.9	1.1	2.1	0.7	3.5	2.5	0.7
Percent Passes	65.8	72.9	77.0	76.2	76.4	79.2	78.6	79.8

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