STAFF APPRAISAL IN EDUCATION: PERCEPTIONS AND PRACTICES ACROSS CULTURES

Saima Ali Asghar

This article reports a study conducted at the University of Warwick which looks at the varied styles of staff appraisal experienced by the subjects of the study, along with their perceptions of good staff appraisal procedures and practices. It is what Holliday (1997) calls 'an ethnographic study' from ' varied and locationally spread' teaching environments around the world. It is motivated by the views expressed by my colleagues on the MA programme which highlighted the fact that there are radically different perspectives on teacher development, and the realisation that there is a need to bring some coherence to these potentially conflicting viewpoints. The research gives a glimpse into the diverse appraisal processes experienced by the multi-cultural group of participants by eliciting their views of their appraisal experiences, and the combinations of ways in which appraisal is conducted across the world. This has led to the conclusion that while most innovations in teaching and staff development stem from BANA cultures as identified by Holliday (1993), they need to be adapted to suit the culture of the institution that they are exported to in the rest of the world.

Bearing in mind the crucial role of the teacher in the educational system, and consequently in society, it is important to have staff development programmes which provide opportunities for individual professional development by identifying weaknesses and strengths among the teachers. West and Bollington (1990:5) advocate the use of Appraisal, a partnership between the school and the teacher, "to look at individual performance, to consider how and where performance can be developed and improved", and also to "provide feedback in both directions", which is considered 'vital' to organisational and individual development. In the appraisal process, the teacher or appraisee works in conjunction with the appraiser, who acts as a guide, mentor, counsellor and friend, and together they agree on a non judgmental view of the teaching observed and determine the best possible way to improve upon it. It is important to note that appraisal should not be limited to taking a judgmental view of the teaching process, where the appraiser is invariably a superior, evaluating performance through observation only. In such cases, any impressions that the appraiser gets from the observation of the teaching, and his views, are not shared with the teacher for positive remedial action, but are used as a criterion for ensuring quality and thus used to judge and assess the

competence of the teacher. The teacher is observed impersonally and is not actively involved in the process. In such clinically evaluative procedures, the focus is generally on accountability and not on performance review for developmental purposes.

In his book titled 'Developing Management in Schools', Everard (1986:133) sees staff appraisal and development to be an important aspect of all forms of review and evaluation systems, with the condition that the "appraisal should be constructive, developmental and forward-looking - not threatening or punishing." (1986:145). West and Bollington (1990:8) list the three major aims for teacher appraisal identified by HMI (Her Majesty's Inspectorate) in October 1989, as:

1. The professional development of teachers
2. Improving the management of the school or college
3. Improving classroom performance

Steps in the Appraisal Process

Any kind of staff appraisal, whether conducted by superiors, peers, or the teacher himself, can be broadly categorised into the three stages of preparation, interview and follow-up. West and Bollington list the components of these stages, illustrated below.

1. Preparation	Initial meeting
	Self-appraisal
	Classroom/task observation
	Collection of other relevant data
1. Interview	Interview
	Target-setting
	Production of statement
1. Follow-up	Discussion of meetings
	Professional/development activities
	Review meeting/additions to statement
	Follow-up support/professional development

Table 1   (West and Bollington 1990:16)

It is important to note that not all appraisal processes comprise all the components listed in this model; there may be various combinations of the different methods included in each stage of the appraisal process, depending on the suitability and applicability in

each situation. However, it should also be borne in mind that the activities listed below are not necessarily discrete, mutually exclusive events in the appraisal process; many steps may overlap or be subsumed into preceding or later parts of the process and thus not fit as neatly into the categories listed below as table 1 suggests.

Everard (1986:149) suggests that since there is no perfect appraisal system, but various combinations of appraisal processes, with varying degrees of imperfection, "The balance should be struck at a point which provides the best fit with the particular organization's culture, state of development, size and needs at a particular point in time." While every society has its own particular set of cultural norms and rules, Glatter and Weindling (1993:18) observe that "Every organization has a culture and every member of the organization influences the culture."

An International Perspective of Staff Appraisal

I have tried to avail myself of the opportunity of studying with a multi-cultural group of professionals by drawing upon their experiences of appraisal in their individual situations since,

> "An international dimension offers valuable, if inevitably limited, opportunity for comparing policy and practice. Hopefully, it will also provide valuable opportunities for reflection"

<div align="right">(Glover and Law 1996: 6).</div>

This research relies on fieldwork in the form of questionnaires administered to teacher trainees and teaching staff at the Centre for English Language Teacher Education at The University of Warwick, all of who have had teaching experience either in Britain or in other parts of the world. It was motivated as a result of discussions with teachers on the Educational Management and Teacher Training courses on the MA programme at CELTE, where most teachers complained about the lack or of non-judgmental and structured staff development opportunities in their respective institutions. I realised that whereas most of these professionals faced similar problems, there were many instances where teachers had conflicting perceptions of what staff development entailed. These differences in cross-cultural perceptions of professional development led me to study and research staff appraisal and development in more detail.

The Research Instrument

A study of issues raised in 1996 by Glover and Law in 'Managing Professional Development in Education' and Wragg et al (1996) in 'Teacher Appraisal Observed', provided the framework for the Appraisal Questionnaire (Appendix 1), which aims to elicit the following:

- Different perceptions of Continuing Professional Development;
- The opportunities available for staff development;
- The methods and criteria used in any possible form of staff appraisal;
- The similarities between the appraisal process found in the different situations;

One of the first issues that I needed to address when designing the questionnaire was whether the respondents were to be asked to give their own views in their own words, or whether they were to use criteria set out by me to indicate their choices and experiences. After much deliberation, I decided to keep the questions fairly closed, in order to make them easier to answer, as well as to analyse. However I gave the respondents the option of including any other experiences which might not be listed in my categorisation.

The first two questions have been suggested by Glover and Law (1996), and seek to establish the respondents' views about continuing professional development, as it is important to establish what view teachers take of their development process, and the strengths and weaknesses they feel are associated with such programmes in their context. They are thus asked to list three advantages and disadvantages. The remaining questions and their format have been prompted by questions suggested by Wragg et al (1996) in 'Teacher Appraisal Observed'.

Questions 3-8 address the different aspects of the appraisal process. They establish the activities used in appraisal, the teachers' rating of these activities, the length of time they occupied, the criteria to be used for the selection of the appraiser and the appraisee's feelings about this choice. Questions 9 and 10 focus on the appraisal interview, which is generally taken to be the activity which separates judgmental evaluation from more humanistic, developmental forms of staff appraisal and development.

The next four questions are designed to throw light on the observation procedure. Since observation is central to most development programmes, and is an activity which

generally teachers find daunting, they have been asked to record their feelings about being observed and the effect of the observer. This section also established what was observed and the degree of choice afforded to the teachers in deciding the observation focus. A weakness in the design of question 13, which was overlooked in the pilot testing and came to light during the compilation of the data, was the dissimilarity between the ranking order in the two sections of the question. Where both parts ask respondents to rate being affected by the observer and their feelings on being observed on a scale of 1-5, ranking in the former goes from positive to negative, whereas in the latter a rank of 1 denotes unhappiness and 5 marks happiness. Thus the analysis and presentation of this data had to be done separately from each other.

Since timely feedback is extremely important for any kind of development to take place, and in the words of Natriello, "The primary effect of the evaluation process is to provide information on performance to foster development and improvement." (1990: 39), question 14 seeks to determine the amount of time it took for the appraiser to provide feedback to the appraisee. This leads to the next question, where respondents are asked to indicate what happened to any notes kept during the observation and/or interview, and acknowledges the need for records to be shared among the parties involved.

Moving on to events after the appraisal activities have been undertaken, questions 16 and 17 aim to establish whether the exercise of appraisal offered any professional or personal benefits. These benefits are seen to be improvement in classroom techniques, as well as personal and professional development through opportunities aiming to develop and strengthen areas identified in the appraisal process. Natriello is of the view that while, " simply pointing out the problems in teaching to a teacher would lead to the teacher to improve, it is equally important to realize that information on problems with a teacher's performance will produce little improvement by themselves in the absence of professional development opportunities." (1990:38). The personal benefits offered through staff development activities are identified by Webb (1996:101), as an extension of "our own understanding and humanity in our development and teaching relationships."

The next two questions address the teachers' perceptions of the functions of appraisal and ask them to rank the functions in order of importance to them and to indicate the

function of appraisal applicable to them. Upon reflection, I now feel that better continuity would have been maintained if these two questions should had grouped with the first two, where the respondents were being asked about their perceptions of professional development. The last section of the questionnaire is designed to elicit a profile of each respondent, so that their professional experience and nationality can be kept in mind when analysing their responses. However, they were given the choice not to identify themselves by name and their identities are kept confidential in the final analysis. Space was provided at the end for further comments, but where only two respondents penned their comments here, many added comments and remarks along with their answers to certain questions, and these remarks have been included in the raw data.

The Participants

All the participants in the survey are, or have been, teachers in their particular situations, and this provides a good basis for comparing their experiences as according to Hofstede (1991: 29), "Comparisons of countries or regions should always be based on people in the same set of occupations." Twenty questionnaires were thus distributed among a group of teaching professionals and academics, either studying at, or teaching at CELTE. Twelve teachers responded and their responses have been included in the raw data as Appendix 2.

The original questionnaire was piloted on two teachers, enrolled on the MA programme at CELTE, and changes were made to it in the light of their responses, before actually handing it out to the selected group. The results of the pilot survey have not been included in the data presented.

Whereas most of the teachers on the MA programme had prior teaching experience, many had not experienced appraisal in any form and were thus unsuitable for filling out the questionnaire. The vast gap in the perceptions of staff development among different teachers was apparent from the fact that while some instantly recognised staff appraisal as a procedure they had experienced, either as an appraiser, or as an appraisee, many were not familiar with the actual term 'appraisal', but recognised it as a procedure they had experienced, when I outlined some of the common steps used in appraisal for staff development. Some identified isolated activities, particularly observation, as being

practised in their institutions and were thus requested to fill out the questionnaire to glean more information about their experiences and attitudes towards such 'development'. Teachers who denied any contact with, or knowledge of any of the procedures related to staff appraisal and/or evaluation, were not requested to fill out the questionnaire, as it would have been a futile activity. Thus, the sample was selected deliberately, with specific respondents chosen for their experiences and the insights they could offer, and was not a random survey of opinions.

The teachers who returned the questionnaire included four British teachers, two of who had taught in Asia, two Malaysians, and one each from Canada, Syria, Russia, Sudan, Poland and Cyprus. Although they had the option of not disclosing their identities, in order to ensure that they could be candid in their responses, most of them wrote their names on the questionnaire. However, their names have been omitted from the analysis to maintain confidentiality, and thus the only identifying feature is their nationality. The teaching experience of the respondents ranged from two years, in the case of the least experienced teacher, to thirty years for the most experienced. Most had only been appraised two or three times in their teaching career, except for 10 appraisals in the case of a Sudanese teacher with 16 years of experience, 8 for a Canadian Assistant/ associate professor with 20 years experience, and 7 for a Malaysian head of dept. in 26 years of teaching.

Although the sample is small, it includes members of academic staff in universities, heads and deputy heads of English departments in state and private schools, and secondary and primary school teachers, as well as those involved in teacher training. Thus the views elicited, apart from being from a variety of cultures and teaching situations, are from differing hierarchical viewpoints. However, it has to be borne in mind that the sample is biased and not wholly representative of the cultures of the teachers since the it consists of highly motivated professionals who have chosen to come to Britain for an academic postgraduate course. Hence it cannot be assumed that their attitudes and perceptions are shared completely by other teachers in their cultures. Nevertheless their responses give a glimpse into the appraisal processes in their contexts and exhibit the variety of combinations, strengths and weaknesses of activities undertaken in different educational organisations.

Analysis

The preceding description of the research instruments and the participants leads to an analysis of the responses received. These responses have been compiled in the form of raw data (Appendix 2), and their analysis is presented here. This analysis presents the results alongside related discussions, since different questions elicited different types of data and studying it in isolation would seem incomprehensible. Moreover, in many cases presenting and analysing separately would be repetitive. Thus the analysis groups questions together by topic, instead of following the order of the questions in the questionnaire.

CPD and the Advantages and Disadvantages of Appraisal

The responses show that a significant majority of the teachers from across the world see the concept of Continuing Professional Development to be a broad form of development and not only the development of specific skills, as indicated by only three of the participants. Since, "In interpreting people's statements about their values it is important to distinguish between the desirable and the desired: how people think the world ought to be versus what people want for themselves" (Hofstede 1991:9), the respondents list three advantages and disadvantages of appraisal as a process of professional development, as seen by them.

Most of the respondents view the process of appraisal to be a welcome opportunity to develop through reflection into teaching practices. "It forces individuals to review progress...to set priorities and objectives; allows individuals to compare progress with external expectations and be advised". (Response by a Canadian teacher). This view has been echoed by a British teacher who sees it as an "opportunity to take stock...". This reflection into one's own teaching is an important part of being a successful teacher and the teacher from Russia feels that "Appraisal makes you think about the methods you use in teaching, improves your methods (in the way that you try to perfect them), stimulates reading (and improvement)." It has also been identified as a motivating force, encouraging professionals to perform better in their workplace, as it forces them to work towards a tangible goal. This is evidenced in the Sudanese teacher's view that appraisal " develops professional confidence, motivates, provides a sense of progress and job security." However, a Malaysian teacher feels that in cases where the teachers

engage in appraisal with expectations of a reward that is not 'forthcoming', it can lead to 'frustration' and actually decrease motivation to work. But he feels that appraisal "Keeps you on your toes, you are aware of your goals/targets, and it motivates you to work harder." Thus, alongside motivation, the 'accountability' function of appraisal also seems to be welcomed to some extent. As one of the British teachers said, a prime advantage of being involved in appraisal is that "somebody actually takes note of what you are doing ....".

Since performance is monitored by the teachers themselves, alongside the appraiser, "It exposes/raises awareness of one's own strengths and weaknesses." (British teacher's view). A Malaysian teacher feels that being involved in appraisal enables her to "identify personal weaknesses.... (and) develop areas of particular strengths." Once these have been identified, teachers can make a conscious effort to develop, as well as learn from their appraisers, who are viewed as mentors, as seen by the Polish teacher, who deems appraisal to be an "opportunity to learn from the more experienced professional (i.e. appraiser)."

There is, however, some scepticism expressed by some informanats as to whethr appraisal results in the rpomotion of positive relatinships. A Malaysian teacher claims it can breed 'insincerity and hypocrisy', whereas a British teacher feels that appraisal "can be viewed as judgmental voyeurism, unless there is a relationship of trust and respect". The Polish teacher feels that "the feedback might not always be objective" and thus lead to stress. Thus the choice of appraise is important, as the objectivity of the process can be lost if the appraiser and appraisee do not trust and respect each other.

A major disadvantage in conducting appraisal is seen to be the fact that it is a time consuming process. Most respondents complain about the time involved in carrying out a proper appraisal procedure, as well as the fact that it can be stressful and nerve wracking for the teachers involved. Another problem encountered by teachers in appraisal is the interruption that appraisal activities create in the classroom. However, the comment of a British teacher aptly sums up all the arguments against appraisal:

"I don't believe these are serious arguments against appraisal, just necessary

evils"

Elements of Appraisal

The different elements of the appraisal process namely, initial discussion, self appraisal, classroom observation, appraisal interview, and final review, were ranked on a scale of 1 to 4, where the elements rated 1 are considered to be favoured by the respondents, and going down on the scale to 4, indicates the perceived uselessness of the particular element in the appraisal process. The results of these rankings are analysed in figure 1 below, which illustrates that 4 out of the 12 respondents deemed initial discussion between the appraiser and the appraisee to be a very important part of the appraisal process, while only one regarded it as being useless and unimportant. Similarly, four respondents found observation to be very useful, while five indicated that they felt the interview played an important role in appraisal. Surprisingly, the final review was not seen to be as important as the interview, however, five respondents gave it a rating of 2 on the scale of 4.
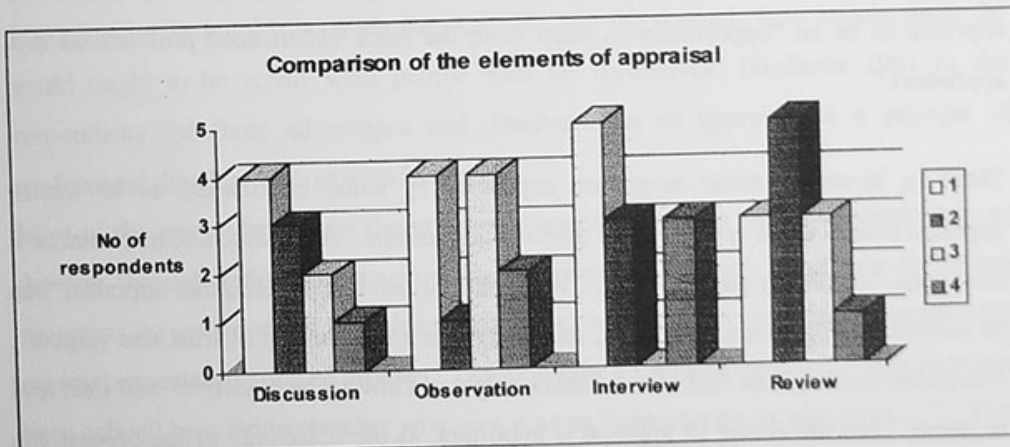

Figure 1

Self-Appraisal, where the teacher reflects upon his/her own teaching and notes down aspects of teaching either on a pre prepared from or in the form of teacher diaries, has been dealt with separately when analysing the responses (Figure 2), since it is not necessarily an integral part of all appraisal processes.
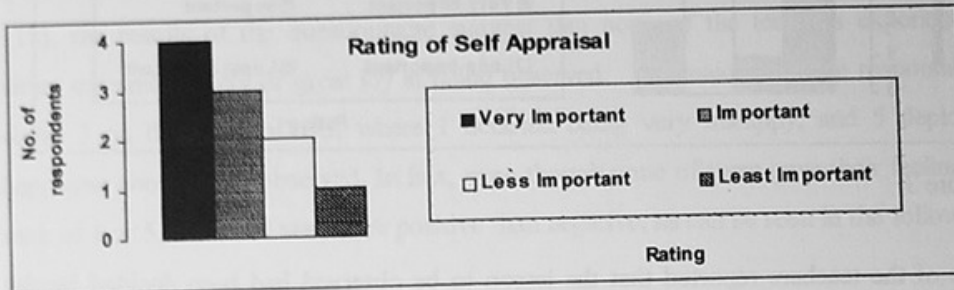
Figure 2

While none of the respondents claimed to have used personal notes on their own, a majority had used a combination of prepared forms and personal notes and saw this procedure of using both to be an important aspect of appraisal. However only ten of the respondents had engaged in self appraisal of any kind, structured or unstructured.

There were varying responses regarding the length of time for all the steps in appraisal to be conducted. In the case of the Polish teacher it lasted for only 45 minutes and consisted of a single observation, whereas the other extreme was in Syria, where the appraisal cycle had been a year long, but also consisted of a single observation of the teacher during this time. Other teachers reported a combination of time spans and number of observations, with no definite consensus emerging, neither regards a 'standard' length for appraisal, nor for the 'ideal' number of observations in a single cycle. However it is to be noted that none of the appraisals reported consisted of more than 3 observations. The two elements of classroom observation and interview, which have been covered extensively in the questionnaire, are discussed below in further detail.

Classroom Observation

Despite the fact that 11 out of 12 participants had been observed in their classrooms, only four deemed it extremely important to the appraisal process, while the same number of teachers thought it to be relatively unimportant, giving it a rating of 3. The results are depicted in figure 3.

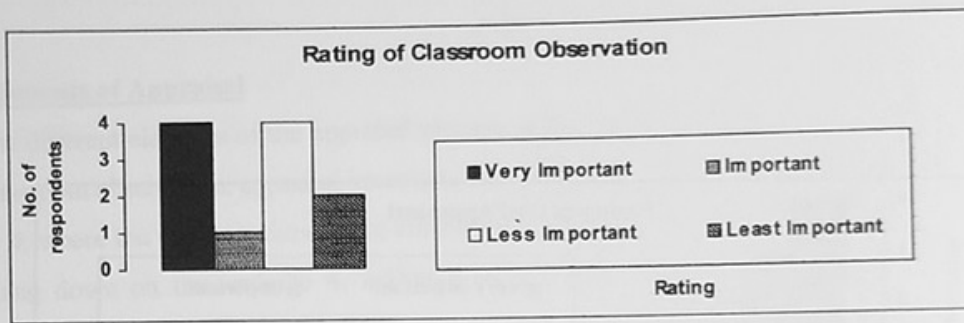**Rating of Classroom Observation**

Figure 3

Five of the teachers reported that the lesson to be observed had been decided by the appraiser. Three negotiated and came to an agreement about which lesson to be observed, whereas none claimed to have been given the chance to identify the lesson to be observed. The main focus in observations was mainly found to be teaching methods, while none of the respondents had been observed with the focus on assessment of the students. The responses of the teachers are tabulated below.

Class Management	Teaching Methods	Personal Relationships	Assessment	Curriculum	Focus unspecified	All
3	7	3	0	1	1	1

Table 2: Areas of focus during the observations

In response to whether they were affected by the presence of an observer in their lessons, 4 teachers reported that they were negligibly affected by opting for 2 on a scale of 1 - 5, where 1 denoted not being affected at all, and 5 depicting considerable affect on the teacher due to an observer being present. Figure 4 illustrates this:
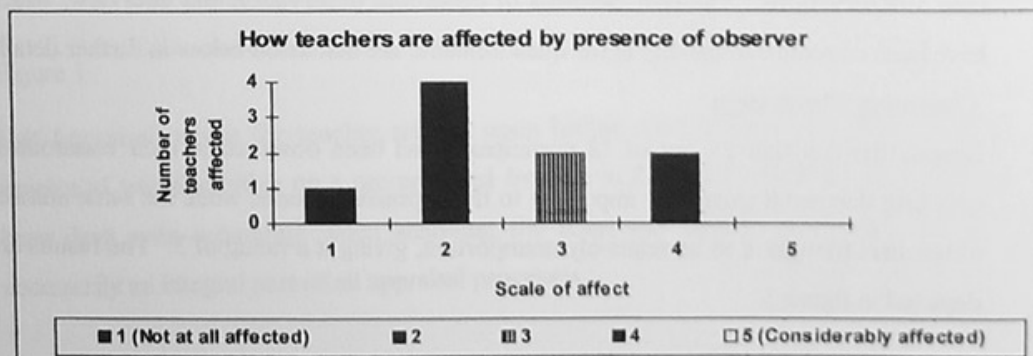
How teachers are affected by presence of observer

Figure 4

Although observation is "almost always extricably connected in the minds of teachers with assessment...." which "produces feelings of anxiety in teachers because of this question of assessment and their 'performance' being judged" (Maingay in Duff 1988: 118), the results of the questionnaire suggest that none of the teachers experienced either extreme anxiety or great joy at being observed. The majority of the respondents chose 3 on the scale of 1-5, where 1 denoted being very unhappy, and 5 depicted happiness about being observed. In fact, even though none of them gave their feelings a rank of 1 or 5, the trend was more positive than negative, as can be seen in the following figure.
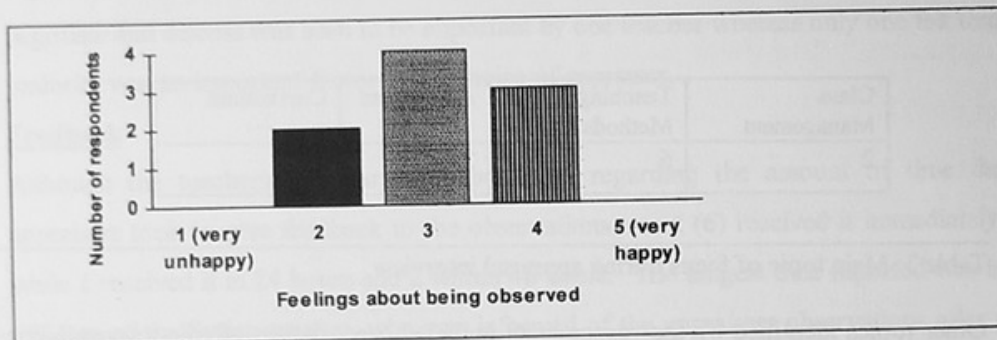

Figure 5

Appraisal Interview

The following figure indicates the responses of the participants regarding their view of the importance of the interview in appraisal.
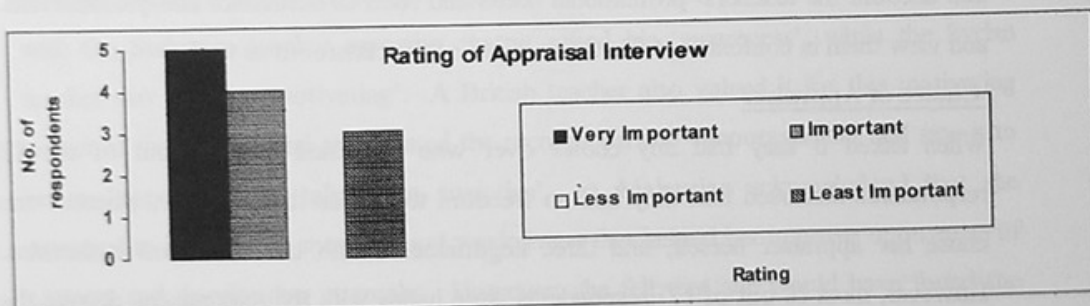

Figure 6

Six of the teachers reported that the area of focus for the appraisal interview had been decided by the appraiser. Two British teachers had the chance to negotiate and come to an agreement about what was to be included in the interview, whereas none of the other teachers had the any choice whatsoever in what the interview would focus on, thus restricting the interview to topics considered important by the appraiser. The British teachers however specified that the focus had been specified by the institution and was not the personal choice of the appraiser. The main focus in observations was mainly found to be teaching methods, while none of the respondents had been observed with the focus on assessment of the students. The responses of the teachers are tabulated below.

Class Management	Teaching Methods	Assessment	Curriculum
2	6	2	1

Table 3: Main topic of focus during appraisal interview

Other topics identified by the respondents included 'negotiation of role/responsibilities within department', 'area of concern for both (appraiser and appraisee)' and 'research, career advancement' in the case of the British teachers, whereas the Russian teacher found the focus to be specified by 'a checklist suggested by the ministry of education' which encompassed the topics mentioned in the questionnaire, plus 'some others' which were not specified in the response. These responses suggest that where teaching methods dominate appraisal interviews, appraisals in the British work environment take into account the teachers' professional needs and roles as academics and professionals, and view them in contexts outside the confines of the classroom as well.

Choice of Appraiser

When asked if they had any choice over who appraised them, 7 out of the 12 respondents disclosed that they had no freedom to choose the appraiser, whereas one chose her appraiser herself, and three negotiated it with the concerned authorities. However, most (8 out of 12) respondents were happy with their appraisers, despite the fact that 5 out of these 8 had not chosen the appraisers themselves. One teacher claimed

to have reservations about the appraiser since she found his ideas to be 'old fashioned, whereas two were clearly unhappy. The surprising revelation in the negative responses was that one of the teachers who was unhappy had actually negotiated to choose the appraisers but felt that "one betrayed confidences, one reluctantly and half-heartedly participated, one didn't participate at all!". Thus although it is extremely important that the appraisees be given a choice as to who appraises them, it does not guarantee satisfaction by the parties involved, since appraisal is a delicate matter and its success can vary in different situations. The criteria for the choice of the appraiser that was most favoured was the subject knowledge of the appraiser, followed by respect, teaching experience and the level of trust between both the parties involved. Flexibility to negotiate and discuss was seen to be important by one teacher whereas only one felt that seniority was an important factor in the choice of appraiser.

Feedback

Although the teachers had varying experiences regarding the amount of time the appraisers took to give feedback to the observations, most (6) received it immediately, while 1 received it in 24 hours and 2 within 48 hours. The longest time reported was in the case of the Syrian teacher, who was informed of the appraisers observations after a week. The next question regarding the fate of the notes made during observation in particular, and the appraisal cycle in general, elicited a mixed response. Only 1 teacher kept the notes made, while 3 teachers were allowed to keep copies along with the appraiser and 2 had no knowledge of what happened to notes made during their appraisal. The Russian teacher admitted that they were even destroyed in some cases.

Post Appraisal Effects

Five teachers saw appraisal to have improved their teaching practice in the classroom, with the Sudanese teacher reporting that it raised his 'awareness', while the Syrian teacher saw it to be 'motivating'. A British teacher also valued it for this motivating aspect of the process and appreciated the recognition and encouragement and saw it to be an 'opportunity to talk about anxieties'. A Malaysian acknowledged that she managed to identify her strengths and weaknesses that helped her improve upon areas of concern and develop her strengths. However, she felt that she would have found the process more beneficial if the focus of the appraisal had been discussed with her.

Four teachers denied any change in their classroom practice despite appraisal. This could indicate that appraisal for these four teachers did not prove to be successful as far as actual practice was concerned. However a Malaysian teacher admitted that it gave her the opportunity to attend in-service courses. A British teacher, who had also been an appraiser, was disappointed by his experience as an appraisee, despite trying to 'follow the schedule closely' and being 'positive' in his role as an appraiser.

Three teachers indicated that the aspect of improved classroom practice was not applicable to them, by which I assume to mean that they had been in the practice for a very long time and hence appraisal focused on professional developments outside the classroom, rather than actual teaching practices. One of these respondents, the Canadian lecturer wrote that the appraisal had given her a "Feeling of being appreciated". Two British lecturers, the other two respondents, felt that appraisal had provided an "opportunity to take stock, for discussion with respected colleagues, to put forward requests" and improve specific skills like presenting a CV.

Functions of Appraisal

The major functions of appraisal have been divided into four categories, and the responses received concerning the importance of these functions are presented in figure 7 and discussed below.
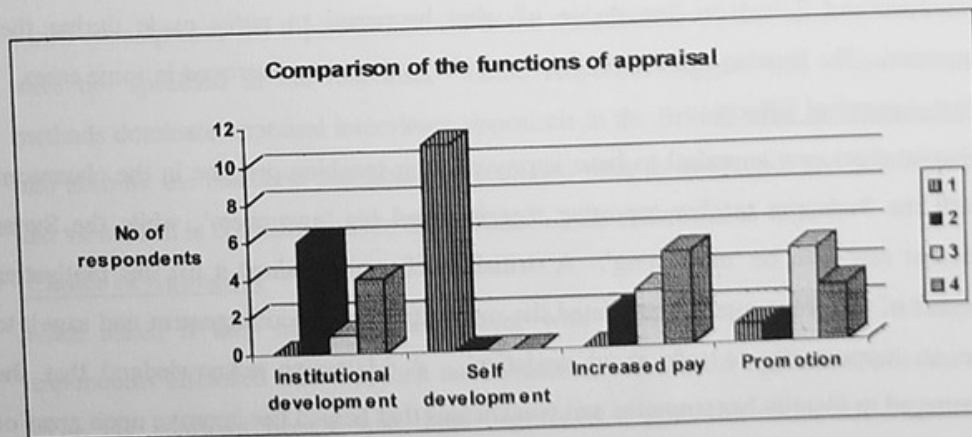

Figure 7

All the respondents ranked these functions on a scale of 1-4, with 1 being most and 4

being the least important, except the Canadian teacher who found them 'too difficult to rank'. She wrote that all but appraisal for institutional development were applicable to her and accepted that they were all important, but "the same appraisal may not be appropriate for each (function to be fulfilled)."

Four respondents, two British teachers and those from Sudan and Cyprus, responded that their appraisal had aimed at **appraising performance for institutional development**. All of them, except one British teacher, joined 3 others in giving this function a rating of 2. However, despite the fact that an "increased focus on institutional performance, teaching quality and school improvement and school effectiveness issues means that professional development is a potentially important strategy for achieving higher standards." (Glover and Law 1996: 21) the Polish teacher and three of the British teachers disagreed and deemed it least important,.

All the participants were unanimous in accepting that **appraising performance for self development** was by far the most important purpose of staff appraisal. All four British teachers, the two Malaysians, and the Syrian and the Polish teachers indicated that their experiences of appraisal had consisted of focus on the professional self development of the teachers as individuals. This consensus serves to highlight the view expressed by Glover and Law (1996: 6) that there needs to be a ""link between the whole school/college development and the effective management of staff through rational professional development planning, while maintaining room for personal professional development."

None of the teachers found **appraising performance for increased pay** to be an important function of appraisal. In fact the reaction to this suggestion was decidedly negative, with 5 out of 11 teachers ranking it 3rd in order of importance to them. Moreover, only 3 teachers, one Malaysian, one British and one Russian, acknowledged having been involved in appraisal for material benefit. This response was surprising in its complete rejection of extrinsic factors being used to motivate teachers to strive for better performance and to be involved in appraisal. However this could be attributed to the intrinsic satisfaction that this highly motivated sample of teachers find in their work. The next function, that of **appraising performance for promotion** elicited a slightly less negative result, with three teachers deeming it completely unimportant, and only a

Malaysian finding it an important function of appraisal. However 5 respondents, 4 of whom who had rejected the previous function completely, ranked it 3rd. This could indicate that while they deem this function to be unimportant, they realise the fact that not all teachers strive for self development only, and the concept of promotion after appraisal can serve as an extrinsically motivating force.

It is evident from the various responses received that where appraisal is generally welcomed by teachers and educationists, there are also misgivings about some of its aspects which vary according to individual experiences, perceptions and cultural norms. In many situations, the process is not properly thought out before it is administered, and is blindly adopted because it has been seen to be successful in another institution, probably in another part of the world. Holliday (1993) writes about developments in the English Language Teaching profession emanating from the BANA (Britain, North America, Australasia) countries and being exported to other countries of the world where they might be resisted due to their unsuitability. It may be practically unfeasible to adopt them in their original form in many situations and cultures, and thus it is important that any such innovations, including appraisal, be adapted to suit the needs of different cultures, institutions and individual, since the 'perceived superiority of BANA products', or models of practice, does not automatically qualify them to be suitable for all other contexts and cultures of the world. However, Holliday warns against 'ignoring the strengths of BANA technology' or developments. Thus, where blindly following modes of teacher development employed in other countries and institutions with the assumption that they will be rewarding, and provide adequate and effective professional development for all participating teachers, is insufficient, it is important that teacher developers choose development activities which they feel would be best suited towards development of their staff. This view is advocated by Higgins and Leat (1997) when they state that:

> *"The choice of appropriate support for professional developments needs to be more flexible, more informed and more deliberate if it is to be effective."*

References

Everard, K. B. 1986. *Developing Management in Schools*. Oxford: Basil Blackwell

Glatter, R. and D. Weindling. 1993. 'Effectiveness and the culture of the school'. *Managing Educational Change: E326 Module 1*. The Open University.

Glover, D. and S. Law. 1996. *Managing Professional Develpment in Education*. London: Kogan Page

Higgins, S. and D. Leat. 1997. "Horses for Courses or Courses for Horses: what is effective teacher development?" *British Journal of In-service Education*. 23/3: 303-314

Hofstede, G. 1991. *Cultures and Organizations: Software of the mind*. London: McGraw Hill

Holliday, A. 1993. 'The house of TESEP and the communicative approach'. *ELT Journal*. 48/1: 3-11

Holliday, A. 1997. 'Six lessons: Cultural Continuity in Communicative Languag Teaching'. *Language Teaching Research* 1,3 1997: 212-238

Maingay, P. 1988. 'Observation for Training, Development or Assessment?' In Duff, T. (Ed). *Explorations in Teacher Training: Problems and Issues*. Harlow: Longman

Natriello, G. 1990. 'Intended and Unintended Consequences: Purposes and effects of teacher evaluation'. In Millman, J. and Darling-Hammond, L. (Eds). *The New Handbook of Teacher Evaluation: Assessing elementary and secondary school teachers*: 35-45. CA: Sage

Webb, G. 1996. *Understanding Staff Development*. Buckingham: Society for Research into Higher Education and Open University Press

West, M. and R. Bollington. 1990. *Teacher Appraisal: A practical guide for schools*. London: David Fulton

Wragg, E. C., F. J. Wikely, C. M. Wragg and G. S. Haynes. 1996. *Teacher Appraisal Observed*. London: Routledge