The Power of Developmental Performance Appraisal

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Abstrak

Pembangunan prestasi pekerja adalah satu kemestian untuk mana-mana organisasi bagi menjadikan pekerjanya berjaya dalam mencapai matlamat. Walau bagaimanapun, alat untuk membangunkan prestasi adalah berbeza-beza berdasarkan jenis organisasi dan sifat kerja yang dilakukan. Penilaian prestasi adalah salah satu alat yang berkesan untuk membantu organisasi mengukur pencapaian matlamat, jika dilaksanakan dengan berkesan. Dalam bidang pendidikan, adalah amat jelas bahawa penilaian prestasi pendidik adalah satu elemen penting dalam membangunkan institusi pendidikan. Untuk membolehkan penilaian prestasi berhasil, elemen pembangunan harus menjadi dominan dalam erti kata bahawa unsur-unsur lain penilaian harus menjadi matlamat luas proses penilaian. Oleh itu, satu sistem yang direka dengan baik dan menyeluruh diperlukan untuk meliputi semua aspek proses penilaian yang termasuk matlamat, kriteria, instrumen, dan sokongan yang berterusan.

Kata Kunci: *Pengurusan prestasi, prestasi pekerja, penilaian prestasi, penilaian perkembangan*

Abstract

Development of employee performance is a must that any organization should take into account to be a successful in achieving its goals. However, the tools of developing that performance are varying based on the type of the organization and the nature of the work performed. Performance appraisal is one of the effective tools that help the organization to measure the accomplishment of its goals, if implemented effectively. In education, it became evident that performance appraisal of educators is an essential element of the development of any educational institution. To make the performance appraisal fruitful, the development element should be dominant in the sense that other elements of the appraisal should serve the broad aim of the appraisal process. Therefore, a well-designed and comprehensive system is needed to cover all the aspects of appraisal process that include of the goals, criteria, instruments, and continuous support.

Keywords: *Performance management, employee performance, performance appraisal, developmental appraisal*

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Introduction

Performance is essential to people and the organizations that they work in. Bartlett and Ghoshal (1995) stated that people are an organization's supreme resources: individuals and organizations have realized how important the role of people in their organization, and how the success of the organization depends on its individuals. The role is extremely critical in human resources in raising organizational performance (Armstrong & Baron, 1998). Eventually, it is the individuals' performance which culminates in the performance of an organization, or the achievement of goals in an organizational context (Armstrong & Baron, 1998).

However, performance management is a fundamental part of effective human resource management and development strategy (Hellriegel et al., 2004). On the other hand, performance management is an ongoing and joint process where the employee strives to improve his individual performance and his contribution to the organization's aims with the help of the employer (Hellriegel et al., 2004).

To define performance management Amos, Ristow, and Ristow (2004, p. 64) described it as: "the process that begins with translating the overall strategic objectives of the organization into clear objectives for each individual employee". Performance management can also be seen as integrating all of those aspects of human resource management that are considered to promote and/or develop the effectiveness and efficiency of both the individual and the organization (Amos et al., 2004).

Managers should look past individual or team performance to a larger arena of play: the performance management system, to promote and sustain the level of work performance (Campbell, McCloy, Oppler, & Sager, 1993). However, Hendrey (1995) pointed out that the success of a performance management system is dependent on the commitment/support of an organization's management and performance management systems must be seen to reward personal development and achievement. Within the performance management field itself, it is imperative that targets are viewed as being reasonable and equitable among all groups. It is very important, however, that individuals have self-confidence in their work and discern that management supports them (Cherrington, 1994).

In the educational context, a good performance management system should motivate employees to enhance their own performance, promote self-motivation, and build as well as strengthen relationships via open communication between teachers and managers; therefore, this chapter will focus on the strengths of developmental performance appraisal approach.

Performance Appraisal
Definition of Performance Appraisal

Performance Appraisal is the term for the process by which an employee and his or her subordinate meet to discuss the work performance of the employee.   A huge variety of terms is used for performance appraisal, including performance evaluation, staff appraisal, performance review, staff review, and staff reporting. For the purpose of this chapter the author will use a variety of terms related to the educational field such as teacher appraisal, teacher assessment, teacher evaluation, which have no accepted differences in meaning. Therefore, most of the terms will be used interchangeably in this chapter.

According to ACAS (1997) as cited in Foot and Hook (1999) appraisals regularly record an assessment of an employee's performance, potential and development needs. The appraisal is an opportunity to take an overall view of work content, loads and volumes to look back on what has been achieved during the reporting period and agree upon objectives for the next.

The concept obviously shows that the employee does get feedback about his or her past performance, but indicates that in performance evaluation there is an opportunity to assess or judge various aspects of an employee's work performance by looking forward to agree on future objectives or workloads.

Fletcher and Williams (1985) have gone further than this in their definition of evaluation, and have said that the evaluation of people is not the only thing superiors do when they appraise a person's work performance. They feel that there are, in fact, two conflicting roles involved in appraisal -- those of judge and helper.

While Smither (1994, p. 170) views performance appraisal as "the evaluation of employee performance in light of predetermined standards. Such standards can be behavioral.., personological.., or criterion-referenced", it is important to note that these three types of performance criteria differ in the emphasis they give to the process by which a job is done versus the outcome of performance.

Some other specialists identify an evaluation as a conversation between individual members of staff and their manager to assess and record their performance, potential and developmental needs. It gives the manager an opportunity to discuss with an employee an overview of the total workload, to

reflect on what has taken place during the previous period and to decide on what is to be achieved in the future (Emanuel, 1994).

Performance appraisal seems to be an uncomplicated concept: it means "measuring the output of a worker that contributes to productivity. Either an employee does the job correctly or does not" (Krumm, 2001, p. 367). Looking at the above mentioned definitions of performance evaluation, it is obvious that performance appraisal is considered as one of the formal administrative systems which are normally designed by human resource management in the organization based on certain procedures and actions. Therefore, through performance evaluation the organization can identify its individuals' capabilities and their contributions to productivity and organizational goals.

The Importance of Performance Appraisal

Performance appraisals help the organization in broader ways. They assist in pinpointing individuals who need remedial training to do their jobs correctly, and they identify the high achievers who have potential to go into management.

Dawra (2001) added some reasons or benefits which justify the existence of a system of performance appraisal in an enterprise as the following:

(a) A good system of performance appraisal helps the supervisor to evaluate employee performance systematically and periodically. It also helps him or her to assign work to individuals for which they are best suited.

(b) Performance rating helps in the guiding and correction of employees. The supervisor may use the results of rating for constructively guiding employees in the efficient performance of work.

(c) The ability of the staff is recognized and can be adequately rewarded by giving them special increments.

(d) Performance appraisal can be used as a basis of sound personnel policy in relation to transfers and promotions.

(e) Ratings can be used to evaluate training program effectiveness. Weaknesses of employees are revealed by merit rating and training programs can be modified accordingly.

(f) Performance appraisals provide employees with incentives to better their performance in a bid to improve their rating over others.

(g) Systematic appraisals will prevent grievances from developing. Employees are confident if convinced of the impartial basis of evaluation.

In Education, it is interesting that several governments have borrowed the language of business and industry to apply in this field, such as 'performance management', 'performance-related pay', and so forth (O'Neill, 1997). The criticism of educational management as a discipline-- that it borrows too readily from business and industry-- was made by Bush (1999) when he argued that this practice fails to recognize the uniqueness of leadership and management in education in specific areas. The specific area referred to is that of learning and teaching, and is therefore relevant to any process of assessing the performance of teachers and the managerial staff in the school.

The performance management process of which appraisal was a key part, has developed in countries such as New Zealand and the UK; it has become closely linked with the issue of career progression. In countries such as Japan, Singapore, and the USA, the notion of being assessed for performance before progressing to the next stage of a career in teaching is well established, although national schemes differ considerably in their details (Bush & Bell, 2005).

Overall, the recent history of performance and appraisal management in education, therefore, suggests that not only is it of great importance, both at the national and institutional level, but that it needs to be considered in terms of its purposes and its relationship to other important aspects of human resource management.

Purposes of Performance Appraisal

The overall function of performance appraisal is to provide an accurate measure of an individual's performance. On the basis of this measure, subsequent decisions might be made affecting the future of the individual employee.

Both informal and formal performance appraisal systems exist in every organization. In the informal appraisal system, personnel are judged without the benefit of an organized evaluation system. In contrast, a formal performance appraisal system is one established by an educational institution, endorsed by the governing board, and operated systematically by designated administrators (Castetter & Young, 2000).

Formal performance appraisal systems have been used for many purposes. Many authors have tried to simplify these purposes by using terms such as formative and summative evaluations to classify appraisal systems. However, most of the purposes of evaluation can be grouped into four categories:

(a) Validation of Selection Criteria: Selection devices must be correlated with some measure of job success in order to establish the validity of selection techniques (Schultz & Schultz, 1994). It is difficult to determine their usefulness without examining the subsequent performance of the workers who were selected and hired on the basis of those techniques. And to have confidence in a selection instrument, it can be compared with some measurement of the performance of good and poor workers on the job (Schultz & Schultz, 1994). Therefore, a major purpose of performance evaluation is to provide information for validating employee selection methods and techniques.

(b) Training Requirements: it is a good idea to determine the training programs upon identifying employees' needs. However, the evaluation of an employee's performance may uncover weaknesses or deficiencies in specific job skills, knowledge, or psychological attitude which might, once identified, be remedied through additional formal training (Riches & Morgan, 1989). Occasionally, an entire work staff or section is found to be deficient on some aspect of the work routine. Documenting information of this sort can lead to the redesign of the training program for new workers and the retraining of current workers to correct their shortcomings. Cuming (1989) also added that performance appraisal can measure the worthiness of training programs by evaluating the impact of the training over the work performance in terms of improvement after a period of time.

(c) Individual employee development: Performance evaluation is necessary for employees because it tells them how they are doing. This factor--knowledge of one's progress or performance-- appears to be crucial to maintaining high morale. According to Bacal (2003) determining the strengths and weaknesses of the employee is not sufficient in itself. He further stated that the individuals also must be informed.

(d) Promotion Review: as a means of measuring how much of an increase one employee should be awarded in comparison with his/her fellows. However, some personnel managers believe that salary reviews should be kept separate from performance appraisals (Cuming, 1989).

General Functions of Performance Appraisal

A review of the literature indicates two competing objectives: formative and summative. Formative evaluation or developmental evaluation (Reynolds & Martin-Reynolds, 1988) helps teachers to identify and to solve instructional problems if they aim at improvements and to continue their professional development. As noted by the Alberta Teachers Association (ATA) (1995, p. 5), "formative evaluation plays an important role in the promotion of professional growth of teachers and provides principals with information on how teachers are striving to improve their instruction for students and develop professionally".

Therefore, formative evaluation is basically concerned with teacher professional development and, according to Stiggins and Bridgeford (1985), offers a potential which is seldom realized because it demands a great deal of time.

For Beach and Reinhartz (2000), summative evaluation serves the purpose of making decisions or judgments on the quality of teachers' overall instructional performance. In Gullatt and Ballard's (1998, p. 13) view, "Summative evaluation is a judgmental decision of the quality and worth of an individual teacher over a special time frame".

Although the functions of evaluation may be clustered into two major areas, professional growth (formative) and accountability (summative), formative and summative evaluations cannot be seen as two categories of evaluation. According to Airasian (1993, cited in Mo, Conners, & McCormick, 1998), the functions of the two types of evaluation are complementary.

Theories Underpinning Performance Appraisal

Based on much of the literature reviewed, performance appraisals that use goal setting in combination with feedback can be expected to enable motivated employees to meet organizational goals. Brent (2007) argues that many theories have a "strong influence" on the effectiveness of performance evaluation, for example, the theories of Douglas McGregor, Chris Argyris, Peter Drucker, Edwin Locke and Gary Latham, Kurt Lewin, and James Larson. Brent further explained that those theories are applied to "a viable interactive theoretical model" in the field of performance appraisal.

However, as the author is looking for the application of performance evaluation in the educational context, he believes that goal setting theory, feedback theory and the professional development theory will foster the understanding on how instructional leaders can apply those theories in their setting as they are responsible in setting an annual plan, providing feedback for their staff based on the monitoring and evaluation, and contributing to the professional development for their staff.

Goal Setting Theory

MBO incorporates decision making, goal setting, and objective feedback into its ideology, so to understand MBO, one must understand the theory of goal setting. Edwin Lock and Gary Latham established the goal setting theory in the 1970s and its main premise is that "a goal is the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit" (Locke & Latham, 2002, p. 705). Furthermore, these theorists focused on "the relationship between conscious performance goals and level of task performance" (Locke & Latham, 2002, p. 705).

Locke and Latham's goal-setting theory has four premises:

(a) Specific high goals lead to higher performance than setting abstract goals.
(b) There is a linear relationship between goal difficulty and performance; the higher the goal, the higher the performance.
(c) Feedback, participation in decision making and competition only affect performance to the extent that they lead to the setting of and commitment to specific high goals.
(d) Three of the four mediators of the goal setting performance relationship are motivational, namely direction, effort, and persistence; the fourth is cognitive, namely task strategies. Moderators of the effect of goals on performance are ability, commitment, feedback, task complexity, and situational constraints.

Peter Drucker, founder of the MBO approach to management, identifies the SMART approach to goal setting (as cited in Gibson, 2004). SMART stand for goals that are specific, measurable, action-oriented, realistic, and time-bound. Goals are considered specific when they are clear and precise and leave little room for ambiguity or differences in interpretation.

Making a goal measurable is just as important as it lets employees know what is expected of them (Gibson, 2004). These goals can be measured either in quantitative or qualitative terms. Having a goal defined in measurement terms allows employees to review where they are in their progress at any point between performance appraisals. Action-oriented goals elicit a future-oriented approach to goal setting. The action words help bring goals to life. Gibson (2004) suggests that supervisors should use action verbs, such as deliver, achieve, generate, resolve, and so forth. The focus needs to be on clear and concise action verbs that get the point across to the employee.

Creating goals that are specific, measurable, and action-oriented is important to the development of a good appraisal, but making them realistic is even more important. If a goal is too obscure or too difficult, it will only create a sense of apathy or helplessness within the employee. Gibson (2004) identifies the need to create realistic and attainable goals. Setting difficult goals is critical to the success of goal setting, according to Locke and Latham (2002). If goals are too easy, one is not motivated, but if a goal is too difficult, one feels frustrated that one may never reach the goal and will disappoint one's supervisor and organization. When goals are developed in a collaborative effort and both parties are realistic, the goals will be as well (Gibson, 2004).

Lastly, goals need to be developed so that there is a time frame to complete the goal; supervisors need to establish clear expectations about deadlines for a goal or set of goals to be accomplished. Without an end date, employees are not given the structure needed to learn effective time management (Gibson, 2004).

One can see how important it is for individuals to keep moving forward and remain focused on organizational goals. Goal setting keeps people future focused. As most people know, surrounding oneself with individuals who only dwell on the past can be draining. It only makes sense for organizations to encourage the use of goal setting in their performance appraisal system. Mayer, Becker, and Vandenberghe (2004) reveal that theories of work motivation developed from goal-setting theory.

Feedback Theory

When people are provided with an arena in which they are given feedback, they are said to become more motivated to perform better. According to feedback theory, people want feedback, they seek feedback, and as McGregor has pointed out, they strive for approval by others (Brent, 2007). According to Larson et al. (2003), supervisors need to provide feedback that is "specific, constructive, and balanced in positive and negative expression" (p. 231).

Alig-Mielcarek (2003) indicated that monitoring and providing feedback on instruction include behaviors and actions that revolve around the academic curriculum. School leaders usually walk around to be observable most of the day; their activities might include class observations, feedback sessions with the teachers based on their performance in the class and in-house professional development for the staff, as well as rewarding and praising teachers and students especially for their distinguished accomplishment.

Glickman, Gordon, and Ross-Gordon (2001) stated that instructional leaders who monitor the instruction do that for the staff professional development, not for evaluation. In other words, principals should focus on the improvement based on the evaluation rather than merely evaluation if the purpose to achieve the school goals.

Simply providing someone with feedback does not ensure that they will perform better or work harder to reach organizational goals. It is the manner in which the feedback is given that determines its success. Lee, Bobko, Earley, and Locke (1991) write that "The supervisor's support and feedback fosters an employee's self-worth, lowers stress, and increases goal acceptance and commitment" (p. 477). They feel that supervisor feedback should result in increased levels of performance and job satisfaction. According to Larson et al. (2003), supervisors need to provide feedback that is "specific, constructive, and balanced in positive and negative expression" (p. 231).

On the other hand, to effectively achieve the goal, people have to get feedback that is progressive and related to their goals. If they are not able to administer their performance or actions, it might be hard or even impractical for them to change the level or direction of their effort or to modify their performance plans to match what the goal requires (Locke & Latham, 2002).

Professional Development Theory

Harmon and Mayer (1986) claimed that Chris Agyris is one of the proponents of McGregor's Theory Y managerial practices. They studied extensively McGregor's theory and developed it to include some helpful intervention techniques. Argyris (1993) strongly advocates that "organizations need to encourage the healthy development" of the employee. In doing that, the individual has a tendency to have a closer relationship with his or her organization.

It is pivotal that people in the educational context learn widely to keep abreast of advances and issues in education. Specifically, instructional leaders cooperate to take action, as they can contribute to the professional development of their subordinates. Principals in their schools, for example, can enhance the professional growth of their teachers through structuring values and collaborative climate to enhance learning, promoting attendance at workshops or conferences, and providing resources that cultivate teacher innovation (Alig-Mielcarek, 2003). Providing teachers and other school staff with praise and feedback about professional growth goals appears to increase and enhance lifelong learning.

Research in instructional leadership has indicated that the principals' behaviors and actions have "a considerable impact on the technical core of schools" (Blase & Blase, 1998; Chrispeels, 1992). On the other hand, research reveals that instructional leaders who exhibit instructional behaviors extract additional commitment and satisfaction from teachers, thus establishing a climate that encourages trust, risk, and collaboration (Blase & Blase, 1999a, 1999b; Larson-Knight, 2000; Sheppard, 1996). As a result, these influences appear to have a great impact as students experience lessons designed around learning theory and a variety of learning means.

In conclusion, applying the premises of the theories such as goal setting, feedback and professional development in education will lead to effective performance evaluation. This is particularly the case in the process of staff performance appraisal where the nature of evaluating staff includes setting performance goals, and providing feedback based on the performance which results in professional development.

Motivation Theory

The motivating of people who work in schools is not a simple issue and it cannot be condensed to a simple, definitely not a mechanical, procedure or set of procedures; therefore, the instructional leader must proceed with an intelligent holistic approach that takes into account all those multifaceted variables (Owens & Valesky, 2007).

Marshall (1993) emphasized the instructional leader's significant role in motivating teachers in facilitating the effective functioning of the school as an organization. Indeed, it is the principal's responsibility to guide the staff and create a work climate in which teachers can perform better. Murthy (2003) stated that teachers need the full support of management to be motivated. Furthermore, in understanding the roots of motivation, the principal can form positive motivation and extract effective instruction from their teachers (Chan, 2004). Consistent with this definition, Smith (1994) points out that awareness of a range of motivation theories and their constructive application assists the instructional leaders in their management tasks and consequently contributes positively to motivating staff.

Steyn (2002) argues that effective instructional leaders have the ability to create a culture that significantly inspired teachers and learners in an effective school setting. As a result, there is a relationship between teacher motivation and the completion of the principal's instructional leadership

tasks. Kruger (2003) points out that the principal has an impact on teacher motivation by engaging his or her leadership on bureaucratic and structural aspects and the informal aspects. In other words, the principal can influence the organizational culture of the school by emphasizing academic aspects such as staff professional development, teachers' involvement in decision making, supervision and the provision of instructional time and sources. Instructional leaders may also encourage teachers' motivation through their own behavior at schools.

Approaches of Performance Appraisal

It is argued that approaches of performance appraisal can be applied effectively in the educational context as long as they are tied in with the employee growth process. The approaches that the chapter will take into account are accountability approach, developmental approach, managerial approach and collegial approach.

Accountability Approach

This approach seeks to show that teachers should use the resources and facilities available to them efficiently which consequently leads to encourage them to take responsibility for their actions (Bollington, Hopkins, & West, 1990). However, Elliot et al. (as cited in Wragg, Wikeley, Wragg, & Haynes, 1996, p. 6) do not support the same idea: Teachers feel the responsibility in most cases within the limits of their environment, for example, their responsibility toward students, teachers, parents and children. In the broad context, governors, committees and local authorities, may view accountability as characterized by inaccessibility, legitimacy and officialdom. Nonetheless, various numbers of teachers are most likely to feel accountable for their administrators.

At the similar level, the instructional leaders are fully accountable for teachers' performance (Burgess, 1992). Administratively, the principal is in the front line to face questions from the local authority, and the parents may share the same interest in questioning the practices and the behaviors of the principal (Burgess, 1992). However, there is a misconception that teachers have in general when they think that they are only accountable to their administrators in the school level and not to the outside stakeholders, for example the society surrounding the school, parents and the pupils.

Developmental Approach

This approach tends to "identify the needs of teachers and allocate resources in order to address those needs" Craft (1996, p. 26). Turner and Clift (cited in Bell & Day, 1991, p. 165) indicated that "one of the main differences between appraisers and appraisees in staff development was whether the appraisal should serve institutional or individual needs". Predominantly, their conclusion showed that if the evaluators were the staff's seniors, the desired outcomes were concerned with maintaining and improving the institution as a whole and that appraisal and staff development were viewed as a management tool.

Unlike the accountability model which focuses on teachers' need to be accountable for efficient and effective use of resources, the developmental approach mainly focuses on identifying the teachers' needs and providing support and professional growth to teachers based on those needs.

Managerial Approach

This approach addressed the tensions which unavoidably existed between the accountability and the developmental approaches and between organizational and individual needs (Fidler & Cooper, 1992).According to the managerial approach, the evaluation of teacher performance should be conducted by the school administrators (Simons & Elliott, 1990). On the other hand, some researchers have argued that each employee comes into the organization with specific individual needs and objectives (Poster & Poster as cited in Kydd, Crawford, & Riches, 1997). Furthermore, they emphasized that the problem of organizations is to tie together the exceptional talents of individuals and bring together their activities to reach the aims of the organization by effective and efficient strategies.

However, the managerial approach may, from some viewpoints, appear to be unsuitable in these times since the emphasis is more on the management rather that the whole staff in the school whereby a variety of people should take part in the evaluation process. However, the strength of this approach seems to be the role it can play in balancing individual and organizational needs.

Collegial Approach

The collegial system is considered as an alternative approach for evaluating the teachers' performance where a group of teachers can evaluate the practices of their workmates (Simons & Elliott, 1990). This approach however, can work properly where the school climate encourages such open discussions and the teachers are willing to know their strengths and weaknesses.

The instructional leader's role then should guarantee that teachers are part of the team and the trust should be one of the core values in the school. This approach serves as a mentorship whereby the senior teachers take care of novice teachers to guide and improve their academic performance. The collegial approach has some similarities with the developmental approach due to their focus on the individual's needs. Looking at the differences between the developmental approaches and collegial, the first one identifies the individuals' needs and allocates the resources based on those needs, while the latter considered the fact that colleagues must evaluate their practices.

However, the collegial and the developmental approaches are both continuing practices, and none of them is perfect and suitable for all schools and individuals. To this end, in every stage of evaluation the teachers' needs should be taken into account and at the same time the teachers' practices and behaviors should be examined to help them improve gradually and efficiently.

The power of the developmental approach

In the educational context, the instructional leaders and their employees are accountable for keeping up with knowledge and rapid changes in their field. As a result, the focus should be on the development of the performance rather the criticism. However, to highlight the strengths of the developmental approach in performance appraisal, some guiding principles have to be followed if the educational organization aims to adapt the developmental approach:

(a) The main characteristic of performance appraisal process to be effective is to be open, transparent and developmental.
(b) The educators' appraisal is a development process which depends on constant support. It is designed and intended to establish strengths, improve potential and conquer weaknesses.
(c) The relevant academic and management staff must be continuously involved in the process of appraisal.
(d) The appraisal working group must be inclusive of stakeholders, and its team must be trained to conduct an effective appraisal.
(e) Key information must be provided to all educators about all aspects of the appraisal process; this will enable them to take the initiative in conducting the process of appraisal.
(f) Timely feedback by way of discussion and written communication to those who are being apprised is one of essential element of appraisal.
(g) The appraisal report should be available to the appraisee to have access to and respond when necessary.
(h) The appraisal instruments must have proper criteria to appraise the nature and level of the tasks performed.

However, the developmental appraisal focuses on the individual educator as an ingredient of the wider educational changes that should be designed; this appraisal entails working with the educational establishment as a whole and targets all elements of the school to bring about significant and sustainable changes. On one hand, the developmental appraisal should be viewed in relation to other initiatives that endeavor to make educational institutions centers of effective teaching and learning. On the other hand, and in relation to the whole institution development, the appraisal provides a useful way in which institutions and the department of education can determine the educators' actual needs. Because the developmental appraisal is continuous and it can identify areas where educators need support, this guides the planning of relevant interventions, which complement other interventions that are framed to develop the whole institution. In this way the appraisal is expected to smooth the progress of overall educational improvement.

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