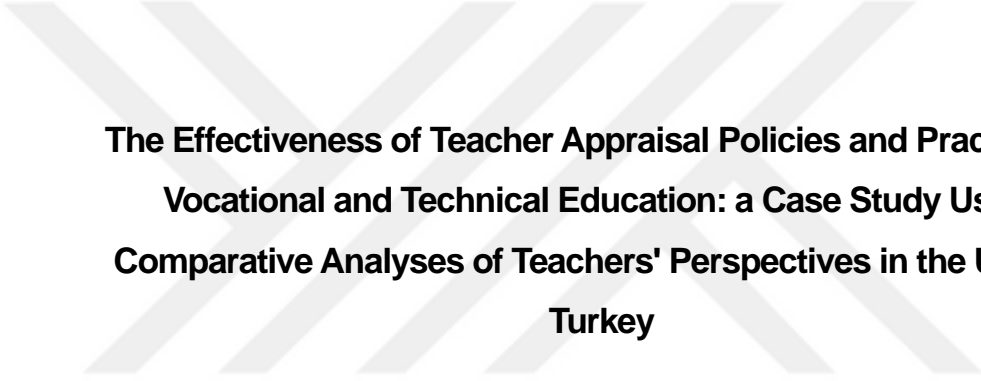


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**The Effectiveness of Teacher Appraisal Policies and Practices in
Vocational and Technical Education: a Case Study Using
Comparative Analyses of Teachers' Perspectives in the UK and
Turkey**

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Dedicated to my family.

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Abstract

Teacher appraisal is a controversial issue in the field of education. The purpose of an appraisal is primarily regarded as the assessment of one's teaching performance. However, professional development activities are a significant aspect as well. In this regard, this dissertation is inspired by the researcher's previous experiences, which show that professional development appraisal is mostly ignored. In this sense, this study investigates teachers' perspectives on the effectiveness of teacher appraisal in terms of teachers' professional development in Turkey and the United Kingdom.

Countries legislate policies for effective teacher appraisal. However, the effect of the practices of these policies can be controversial in terms of teachers' professional development. In this regard, the main aim of the study is to determine the effects of the appraisal systems on teachers' professional development in different countries. Two schools—one from Turkey and one from the United Kingdom—have been selected as the cases with which to investigate research question. Based on this selection, a comparative case study is used as a methodology and a structured questionnaire, distributed to participants, is implemented in this empirical study.

The results of the study show that the UK teachers' perceptions are more optimistic than those of the Turkish teachers. However, teachers believe that teacher appraisal policies and practices do not affect their professional development sufficiently in Turkey and the UK. Teachers' perceptions also indicate that the variety and frequency of the methods used should be increased in their schools.

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Chapter 1

Introduction

Education is currently one of the essential aspects for all nations. For instance, education provides students the opportunity to learn scientific, cultural, ethical and traditional aspects. In addition, it offers various job opportunities for young students. In this regard, as Simsek and Yildirim (2000) state that there has been a fast growing interest in technical and vocational education and training (TVET), particularly in developing countries because of the lack of qualified workforces.

Legislation related to appropriate policies and practices guides educational systems. These policies determine the implementation of the practices in all educational organisations, including TVET institutions. In this regard, all educational institutions need to be well structured in order to increase the quality of education. An educational institution includes many elements, such as management and leadership styles, organisational structure and school culture. School culture can be seen as an essential part of the organisations. Therefore, including staff appraisal as a part of school culture can function as a way to enhance the quality of the education being provided.

Staff appraisal is applied in educational institutions as well as in a variety of other institutions. Its application is routine because all organisations need to measure their success and determine their flaws in order to plan future objectives and determine the developmental needs of the staff and organisation. In this respect, educational institutions need to use the appraisal method in order to evaluate the effectiveness of their teachers and colleges and to determine additional needs such as faculty and school development. For this reason, countries shape different teacher appraisal policies according to their needs.

The United Kingdom (UK) consists of four different countries (England, Wales, Scotland and Northern Ireland), and each of these countries manages its education system with its own institutions and policies. Although there are some differences among these countries' policies, their aims and structures are mostly similar. For example, the vocational and technical courses are taught in further education colleges and in higher education in all these countries. Although the names or types of the institutions are different, the appraisal aims to improve all educational activities in the

UK. In other words, the main aim is to develop the effectiveness of all educational institutions via improving the schools, teachers and teaching and learning activities.

During my investigation of the England education system, it was interesting to find that the further education colleges have a considerable amount of autonomy. This finding captured my attention because most of the schools are governed and have limited autonomy in Turkey. For instance, while the employability of teachers is under the responsibility of the colleges in the UK, it is under the responsibility of the Ministry of National Education (MoNE) in Turkey. In addition, in the UK, the colleges are allowed to generate their own policies in some areas such as the appraisal and the governance policies in the UK, whereas TVET schools in Turkey cannot generate their own policies. All these differences encouraged me to find out more information about these policies and practices.

Turkey has more centralisation in terms of the governance of the schools. Vocational and technical education are taught in special or government (mostly) founding high schools and universities in Turkey. The government vocational and technical high schools gained limited autonomy for the teacher appraisal a few years ago. According to new regulations, education inspectors give the teacher appraisal responsibility to school management. However, the employability is still under the responsibility of the government. This method may lead to low accountability and effort because teachers do not have any apprehension about losing their jobs. In addition, the principals are selected from the other teachers through an examination, which consists of questions about the government rules and regulations rather than the management skills. This means that there is a bias in terms of whether the principals or deputies as appraisers have enough qualifications in order to manage schools effectively. Appraisal policies and practices pose as controversial issues among the teachers.

Teacher appraisal is not only a significant factor for school improvement but also for the professional development of teachers. However, there is some debate concerning the effectiveness of the appraisal policies and practices in terms of teachers' professional development. My previous observations on appraisal practices in Turkey show that developmental issues have been ignored during the appraisal process because the appraisers mostly focus on the quality of work rather than professional development. This focus might be the outcome of certain factors, such as the appraisers' competencies, policy deficits and a lack of autonomy. Therefore, these particular aspects as well as the policy and practise differences motivated me to evaluate the effectiveness of teacher appraisal policy and practices in Turkey and the

UK. In this regard, this study will aim to investigate both Turkey and the UK's teacher appraisal policies and practices in terms of the extent to which they contribute to teachers' professional development in vocational and technical institutions. In other words, this study will answer this question by analysing teachers' perspectives in the UK and Turkey:

How do teacher appraisal policies and practices affect teachers' professional development in the UK and Turkey?

To address this question, teachers' opinions have been gathered through the use of an online questionnaire. The teachers were selected from a further education college in the UK and from a vocational and technical high school in Turkey. The countries' inspection authorities had given a successful rate to both schools.

Ethical rules were established for the study. In this regard, permission was received from the gatekeepers. In addition, the participant information sheet was delivered with the online questionnaire to teachers. In other words, all participants were informed about the aim of the study and were aware that their participation in the research was voluntarily.

A comparative case study was conducted to attain the main aim of the research: to evaluate the effect of the appraisal on the professional development of teachers in two different countries. A comparative case study allowed for the similarities and differences of the countries' policies and practices to be determined. In addition, although qualitative methods are generally used in case studies, a quantitative approach (i.e. a questionnaire) was selected because of the time restrictions and to obtain a larger sample size.

The questionnaire consisted of 12 questions, and all of the questions sought to address the schools' appraisal policies and teachers' perspectives on the policies' effectiveness. In this respect, the questions were selected to obtain information on the following:

- The applied appraisal methods and their effectiveness on teachers' professional development;
- Teachers' opinions about frequency of people used as appraisers and the appraisals' effects on teachers' professional development;
- The composition of the applied appraisal policies and practices;

- Teachers' opinions about appraisers' ability to conduct a developmental appraisal and the effect of the appraisal on teachers' development and practices;
- The effect of the professional developmental activities that stemmed from the appraisal scheme for teacher performance;
- Overall effects of the teacher appraisals on professional development.

In order to review related issues, Chapter 2 offers a review of the literature and discusses topics associated with the research question. Thereafter, in Chapter 3, the selected methodology is detailed, including the instated ethical principles, paradigm and methods. Chapter 4 presents the results of the research and an analysis of the data. Chapter 5 includes a discussion of findings. Finally, Chapter 6 presents the conclusions that can be drawn from the research and offers recommendations for both the UK and Turkey.

Chapter 2

Literature Review

Teacher appraisal is a longstanding subject. As such, most of the sources are dated. However, a wealth of information is available in the literature. In order to perform an effective analysis of the findings, it is essential to evaluate this information.

This research is based on the comparison of the UK and Turkey's policies and practices. In terms of reviewing teacher appraisal practices, reviewing policy is important because all practices are applied by considering the policies. For this reason, at the first stage, it is essential to be knowledgeable of the strategies have been implemented historically and what the current strategies, opinions and theories are about the policies in these countries. In addition, it is important to learn about the effective strategies applied in teacher appraisal practices and the suggested points in the literature.

Firstly, the literature review will involve an evaluation of the countries' vocational and technical education policies and teacher appraisal policies in order to understand the possible effects of such on teacher appraisal and its effect on the professional development of teachers. Secondly, the effective appraisal methods for teachers' professional development will be explained and reviewed in order to analyse the literature's suggestions for practising effective teacher appraisal in terms of teacher professional development in this part of the research.

2.1 Policy Background

2.1.1 Vocational and Technical Education Policies in the United Kingdom

The United Kingdom consists of four different countries. Even though these countries have different education departments and policies, the aims are similar:

- increasing attainment and participation and decreasing possible barriers to development at age 16;
- developing a more coherent framework for considering students' abilities, backgrounds and interests and providing more opportunities and flexible development;
- enhancing vocational provision, supporting students' gain of transferable and core skills and promoting responsible citizenship and healthy lifestyles. (Raffe, 2007)

Vocational and technical educational policies in the UK can be regarded as a single policy because of these same objectives. Vocational and technical education refers to teaching that occurs in further and higher education institutions in the UK. While the higher education sector is mainly based on the universities, the further education sector has various schools such as agriculture and horticulture colleges; art, design and performing arts colleges; tertiary and general further education colleges and sixth form colleges (Cripps, 2002). Government policies have changed the governance and financing of all these institutions throughout the course of time.

Although the history of vocational and technical education began more than a century ago, the 1944 Education Act became a significant piece of legislation. This act emphasised the necessity of ensuring all children had access to education, and it presented a tripartite system in secondary education with grammar, technical and secondary modern schools (Hillier, 2006). In addition, the act allowed for a locally administered system, which included cooperation among the central government, the local government and schools and colleges (Chitty, 2014). Post-war developments continued in the 1960s because of the demand of the skilled trainer; however, the extension of the vocational colleges was negatively affected by the global economic recession in the early 1970s (Hall, 1994). This resulted in the massive unemployment rate in the 1980s, and further education found itself centrally involved in some programmes such as Youth Opportunities Scheme (YOPS), Youth Training Scheme and the Employment Training (ET) (Hillier, 2006). In 1986, National Vocational Qualifications (NVQs) were established, and General National Vocational Qualifications (GNVQs) and National Qualification Frameworks (NQF) were introduced (Higham & Yeomans, 2007). In addition, a variety of regulations were implemented in the 1980s such as those concerning governing and financing. In 1987, the financing of the colleges and polytechnics was taken away from the local education authorities' (LEAs') control. At that time, the Polytechnics and Colleges Founding Council (PCFC) (Cripps, 2002) in England, the National Education Department in Scotland and independent colleges in the UK private sector took control (Hall, 1994).

The 1988 Education Reform Act (ERA) was the most important educational policy in the 1980s. This act stated that the control and financial responsibility of the colleges was delegated to FE colleges with more than 200 full-time enrolments (Hillier, 2006). Therefore, there were important changes in the management and financing of the

colleges as a result of the policies established in the 1980s. These policies led to the white paper, which was referred to as Education and Training for the 21st Century, in 1991; the 1992 Further Education Act followed. These regulations permitted the establishment of the Further Education Funding Council (FEFC), which was responsible for financing Further Education (FE) colleges. The act prompted the self-governing of 465 colleges (Hillier, 2006). This means that the structure and organisation of the FE colleges radically changed in the 1980s and 1990s (Foskett & Lumby, 2007). In addition, it appears that two ideological strands affected these changes: neoliberalism and neo-conservatism via specialisation of the schools (Elliott, 1996). According to Kocabas and Yirci (2013), the 1988 Education Act and the 1992 Further Education Act gave colleges the right to control their finance. In other words, schools had more autonomy in regard to their finance management. New regulations, which give the colleges more autonomy, have been introduced until now. For example, the Education Act 2011 enables colleges to borrow money without requiring permission from the government. It also gave colleges the right to change their management styles. In addition, they no longer have to face routine inspection from the Office for Standards in Education (Ofsted) as long as they have an 'outstanding' rating (Department for Education & Department for Business Innovation and Skills, 2015).

The appraisal policies have been affected by these acts and regulations as well. However, important institutions in the appraisal system have been Ofsted in England, the Education and Training Inspectorate in Northern Ireland, Her Majesty's Inspectorate of Education in Scotland and Estyn in Wales with similar functions. Once the FE colleges were under the responsibility of LEAs, Her Majesty's Inspectorate (HMI) oversaw the inspections. However, when the colleges were removed from LEAs, it was operated by FEFCs (Hillier, 2006). The 1992 Further Education Act gives this responsibility to Ofsted (Kasapcopur, 2007). In addition to these institutions, colleges have their own staff appraisal policies in order to provide effective education. Moreover, the government publishes a model policy for schools. In order to meet inspection requirements, the colleges also have quality assurance managers (Hillier, 2006). These managers conduct the college appraisal policies as well. Students' feedback, peer appraisal and self-assessment are seen as other key components of the appraisal process in post-compulsory education (Elliott, 1996). In summary, historically, many institutions have been responsible for vocational and technical institutions in the UK. Currently, the FE colleges have more autonomy in finance and management.

2.1.2 Vocational and Technical Education Policies in Turkey

There are two types of education in Turkey: non-formal and formal. Both types are under the responsibility of the Ministry of National Education (MoNE) (Akkök, 2010). Vocational Education and Training (VET) in Turkey has as long history as the UK. Before Turkey, craftsmen associations oversaw some educational organisations in the Ottoman Empire; these organisations are seen as the starting point of VET (Tosun, 2010). Even though there were some attempts to teach vocational subjects in different institutions, they were not systematic educational activities. For this reason, it is beneficial to investigate post-republic policies in Turkey.

At the beginning of the Republic of Turkey, the complexity in the educational area was regarded as a problem. Thus, the law referred to as Tehvid-i Tedrisat placed all educational institutions under the responsibility of MoNE in 1924. VET was an important element of the new country as well (Anapa, 2008). Therefore, John Dewey was invited to write a report in 1924, and this report resulted in the foundation of the general directorate of technical and vocational education and training (TVET) in 1927 (Tosun, 2010). In the 1930s, the importance of vocational education was further recognised, and, in 1934, a new vocational education report was introduced (Anapa, 2008). This report led to the opening of new schools and courses such as apprenticeship schools, migratory vocational courses and higher technical schools (Tosun, 2010). In 1935, the education law No: 2765 directed all of the financial responsibility of the vocational and technical institutions to MoNE. This provision was continued in the 1940s and 1950s as well. The undersecretaries of the VET system were established at the beginning of the 1940s, and new laws and regulations were legislated in order to increase the number of participants and to improve the quality (Özünlü, 2011). There were many changes between the 1950s and 2000s because of the coalition governments, military coups and economic recessions. Özünlü (2011, p.21) summarised the economic point of view of TVET policy as the following: 'pre-1960s "statist economy", between 1960 and 1980 "mixed economy" and from 1980 to 2000 "liberal economy".' At the beginning of the twenty-first century, a decrease in attendance at vocational and technical schools was viewed as the main problem. For this reason, certain provisions were introduced in the 8th Development Plan, such as establishing new schools and making it easier to study in universities via vocational and technical high schools (Özünlü, 2011). In the 9th Development Plan, the establishment of the National Qualification Framework (NQF) was planned for Turkey (Tosun, 2010). The Turkish Qualification Framework (TQF) is still under development; it is in its early operational stage (Cedefop, 2016). In addition, TVET is still trying to

be developed via national and European Union project such as Strengthen Vocational and Technical Education and Training System in Turkey (SVET) (Akkök, 2010). According to the Strategic Document and Action Plan of Vocational and Technical Education in Turkey (2014-2018) (MoNE, 2014), these developments will be continued. While the educational policies have been recognised as improving TVET, the centralist management of school policies has not changed.

According to Fundamental Educational Law No: 1739, MoNE is responsible for the conducting, appraising and monitoring of education and training in Turkey (Demirkasımoğlu, 2011). Historically, there have been many changes in appraisal policies in Turkey. However, it appears that a department is always responsible for the appraisal; the current department is known as ‘the Department of Counselling and Supervision’.

There are three types of appraisal in Turkey: staff appraisal, institution appraisal and internal appraisal. According to the regulation of the Department of Counselling and Supervision on 27 May 2014, school administrators are responsible for the staff appraisal, education inspectors who work under the provincial directorate for national education are responsible for the institution appraisal and internal appraisers are responsible for the ministry department’s appraisal (Altun, 2014). The main problem with appraisal in Turkey has routinely been associated with the qualifications of the appraiser (Elçiçek et al., 2013; Altun, 2014). In addition, Elçiçek et al. (2013) state that institutions are not inspected frequently because of the lack of available inspectors. Therefore, it appears that more qualified appraisers should be employed in Turkey.

2.2 Teacher Appraisal

2.2.1 The Definitions of the Teacher Appraisal

All organisations, including educational institutions, have to provide high-quality products and services to their clients. In order to understand the outcomes of the organisations in terms of their quality and effectiveness, organisations should be evaluated on all components, including staff. Thus, it appears that teachers' performance ought to be appraised at schools.

In order to attain a more in-depth understanding, it is important to consider the meaning of ‘appraisal’. A variety of definitions can be found in the literature; however, as the teacher appraisal is a longstanding subject, it is difficult to find contemporary sources about it. Thus, it is useful to obtain a definition from a dictionary because dictionaries provide more generic and contemporary information about terms. For this

reason, firstly, 'appraisal' can be defined by referencing Oxford Online Dictionaries (2016): it is 'a formal assessment, typically in an interview, of the performance of an employee over a particular period'. Moreover, Poster and Poster (1993, p.1) define appraisal in this way:

[It] is a means of promoting, through the use of certain techniques and procedures, the organisation'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.

In other words, it is not only a formal assessment but also a continuing process that includes staff satisfaction, organisational improvement and professional development. Trainor (1993, p.262) goes further and defines 'teacher appraisal' as the following:

a continuous and systematic process intended to help individuals with their professional development and career planning and to ensure that the in-service training of teachers matches the complementary needs of the individual teachers and the schools.

Put simply, an appraisal can also be viewed as a systematic process for assisting teachers' careers and improving them professionally. This process includes judgements about the teaching and management activities in order to develop and assess the teachers and organisations.

2.2.2 The Purpose of the Teacher Appraisal

The appraisal has many objectives. In the 1970s, Handy identified three purposes of the appraisal for the industry: financial reward, promotion and performance enhancement. He concluded that all objectives actually result in only one main purpose, which is staff development (Montgomery, 1999). In an educational setting, there are two distinct purposes for teacher appraisal: performance appraisal and staff development appraisal. As Poster and Poster (1993) explain, the performance appraisal focuses on the achievement of the targets that have been set in advance, and given feedback mainly pertains to the understanding of the goals and the demonstration of the potential for the higher levels of performance. They also state that the staff development appraisal emphasises on developing the skills of staff to perform better in their roles.

The purpose of the appraisal is to ensure individual development and assessment, and it also comprises organisational issues. According to Bollington et al. (1990), while the purpose of the appraisal is personal and professional development and personal accountability at the individual level, it also factors in school improvement

and school accountability at the organisational level. Put simply, the appraisal might improve teachers and schools at the same time.

The appraisal systems, in other words, might be classified as formative and summative approaches. Montgomery (2002) states that while formative approaches are mostly related to staff development, summative approaches mostly concern the assessment of quality. In addition, she indicates that the appraisal systems could not only be formative or summative but also both. In other words, the purpose of appraisal can consider both individual and organisational development, quality and service assessment and accountability. According to the Organisation for Economic Co-operation and Development (OECD) (2013), formative and summative approaches should be combined effectively. In other words, there should be a balance between the developmental aim and the evaluation aim because it is useful to appraise teachers' competences with several perspectives. For these reasons, the appraisal might be linked to many issues such as promotion, rewards and job satisfaction as well as personal and career enhancement, motivation, communication, in-service training discipline and target settings (Montgomery, 1999).

2.2.3 The Advantages of the Teacher Appraisal

The potential benefits of teacher appraisal are widely accepted by many educators. According to Scribbins and Walton (1987), teachers and managers should be aware of the potential benefits of appraisal in order to effectively utilise from the process.

A variety of advantages are presented by a number of educators. For example, Montgomery and Hadfield (1989) state that the positive features for competent and good practitioners are the increase in motivation and job satisfaction, the sharing of expertise, the assisting of staff development, the maintenance of good teaching practices and the increase in self-esteem. They also present some advantages for teachers encountering difficulties such as offering support and supervision and aiding the development of their performance. Poster and Poster (1993) refer to some pros for individuals, such as the chance to understand organisational goals, the availability of career options, the encouragement of self-development and an improved relationship among colleagues by providing discussion and communication opportunities. Therefore, it appears that many advantages are possible for teachers as long as the teacher appraisal is implemented effectively.

In addition to its advantages for teachers, a teacher appraisal also benefits organisations. Poster and Poster (1993) present some benefits for organisations such as increasing the communication of organisational targets to all members and

establishing coordination among them, integrating individual efforts into school goals, providing an opportunity to solve problems and counselling interviews, contributing to an organisational review and providing managers with the higher control for setting objectives within the school development plan. According to Montgomery and Hadfield (1989), it also helps schools via to help the students for supporting teachers, to build a school-wide approach and to identify in-service and staff development needs.

2.3 Practice in Teacher Appraisal

In order to utilise the advantages of the appraisal, teachers should be appraised effectively. In other words, sound and efficient implementations of the appraisal ought to be formulated in order to maximise the potential benefits.

As a means to conduct a useful appraisal, some educators have developed models. Montgomery (1999) provides an overview of five of these models:

Target Output Model: Previously determined goals are compared with the teachers' works, and, when determining goals, teachers can also participate in the process. In other words, the assessment is based on the achievement of the goals. However, though this model supports productivity, it ignores analyses of the process. For this reason, while this model can be helpful for determining the professional development needs of a teacher, it cannot be useful for self-improvement.

Performance Criteria Model: This model is based on a performance analysis that includes a list of competencies presented that are indicated as being important. However, the competencies and criteria do generally not meet expectations, which leads to the requirement of another list of criteria. Although it can work for professional development, it seems more useful for quality measurement.

Diagnostic Model: In this model, classroom observations ought to be used to determine an appraisee's developmental needs. In order to determine appraisees' developmental needs, appraisers should have relevant competencies. However, deficits of these competencies might be a problem for the appraisal process. In addition, the appraiser and the appraisee might have different ideologies that staff members successfully use. In that case, if the appraiser determines a necessity for change, this might be inexpedient. In this regard, even though this model seems to be

the most useful for professional development, the appraiser should have required competencies.

Bureaucratic Model: This model involves an authority who should carry out some procedures, most of which are related to paperwork. In other words, this model mostly focuses on the product and procedures. Thus, the collected data are generally at a simple level. In terms of a potential issue, this model might hinder the advantages of the collaboration of teachers, and it seems more useful for a performance review than for a developmental review.

Process Model: In this model, the value is in the process itself, and this process results in teachers, professional development and effective learning. In other words, teachers are regarded as continual learners. Therefore, it is useful for a developmental review.

(Montgomery, 1999)

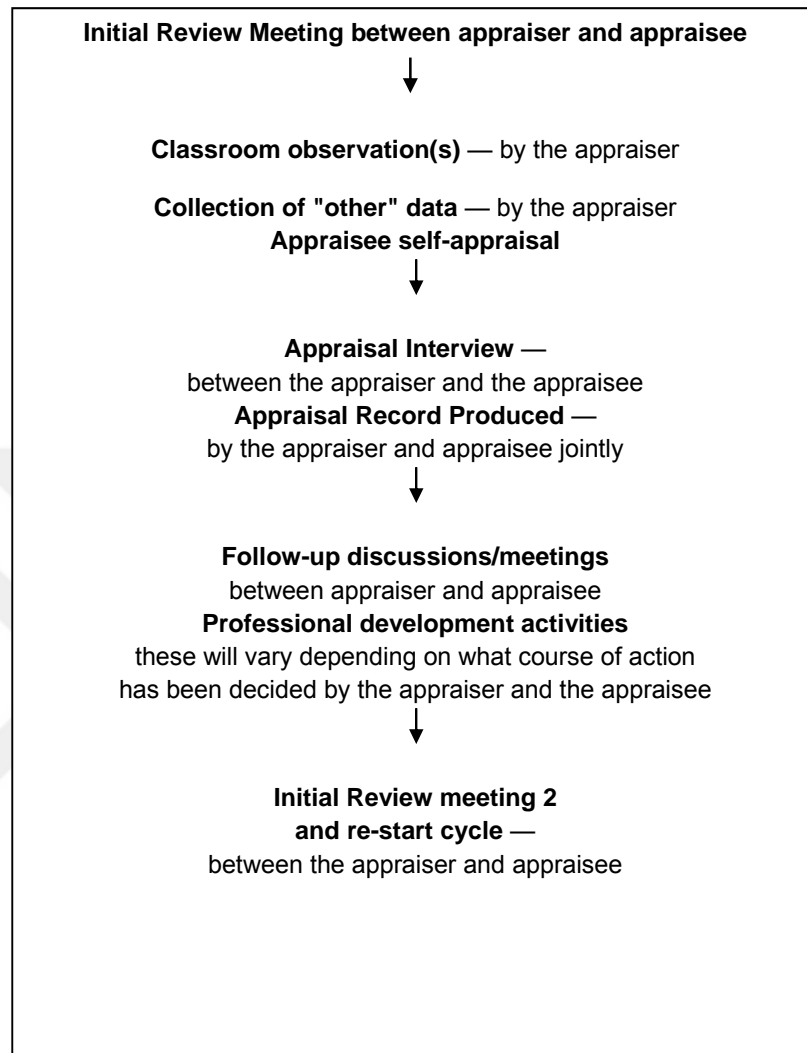
In order to ensure the quality and determine the professional development needs of teachers, it is essential to choose an appropriate model by considering teachers' experiences and their professional and personal attributes.

It is essential to learn the proper appraisal process in order to assess the effectiveness of the appraisal policy and practices. Bollington et al. (1990) present the process of the teacher appraisal as including the following:

1. Initial appraisal meeting between appraiser and teacher,
2. Collection of data (observation, peer appraisal etc.),
3. Appraisal interview, goals setting and appraisal records,
4. Follow up meeting and professional development activities.

According to the Canada (Ontario) Ministry of Education (2010, p.29), the appraisal scheme should include 'a pre-observation meeting, a classroom observation, a post-observation meeting and a report which is summative and includes teacher's performance'. In England, the Department of Education and Science presented the components of teacher appraisal in a figure:

Figure 1: Common Teacher Appraisal Process:



(Trainor, 1993, p.263)

2.3.1 Preparations for the Appraisal and Initial Appraisal Meeting

In the preparation stage, the appraiser and the appraisee should meet in order to explain their expectations of the appraisal procedure. Scribbins and Walton (1987) state that the appraiser and the appraisee should respond to pre-interview questions in order to recognise the expectations and prepare themselves for the observation. According to Advisory, Conciliation and Arbitration Services (ACAS) (1986, cited in Montgomery, 1999), before the initial appraisal meeting, an appraisee ought to implement self-appraisal, which will be clarified in the collecting data for teacher appraisal section, in order to understand his/her self-development and deficits. The Canada (Ontario) Ministry of Education (2010 p.30) clearly explains the preparations and initial appraisal meeting reasons:

- 'make certain that the expectations for the appraisal process are clearly understood;
- promote a collegial atmosphere in advance of the classroom observation;
- identify exactly what is expected during the lesson to be observed;
- discuss the teacher's plan for the classroom observation period;
- identify the expectations for student learning that are the focus of the lesson;
- discuss the unique qualities of the teacher's class of students;
- discuss how the teacher's performance will be assessed, including a review of the competencies that will form the basis of the teacher's performance appraisal;
- establish procedures in advance;
- set the date and time for the classroom observation'.

In order to reach all these purposes, Poster and Poster (1993) suggest that the appraiser and the appraisee should take certain steps such as establishing the context, determining the teacher's targets and expectations, sharing the lesson plan, identifying possible hardships, determining the observation style and focus and coming to an agreement concerning a follow-up meeting. In this regard, the appraiser and the appraisee should prepare themselves for the appraisal, and they should work collegially.

2.3.2 Collecting Data for Teacher Appraisal

A variety of methods can be found in the literature for gathering data (Lam, 2001). In order to comprehend the effectiveness of the appraisal methods, it is significant to comb through each of them.

2.3.2.1 Classroom Observation

The classroom observation basically consists of data gathered from the classroom through the use of observation. According to OECD (2013), the interaction between teachers and students in the classroom is the key aspect when observing teaching, and classroom observation is mainly used as a data collection method in the teacher appraisal process. This is because classroom observation provides an opportunity to collect data about teacher performance. It also serves a variety of developmental purposes, such as being a model for coaching and mentoring and providing feedback and an evaluation (Bollington et al., 1990). In addition, the classroom area includes physical and interpersonal aspects that factor into teacher skills (Zhang & Ng, 2015). Therefore, an effective classroom observation can result in obtaining useful information.

The literature details a variety of approaches to classroom observation. Poster and Poster (1993) present two different approaches: casual observation and formal observation. The casual approach is seen as a non-threatening approach, and it provides openness, collegiality and support. The formal observation requires

preparation. In addition, lesson objectives, departmental targets and school policy should be specifically considered when observing a teacher. In the casual approach, the appraiser might be any colleague. However, in a formal observation, the managers generally undertake the appraisal, and it helps with the determination of deficits and the planning for improvement. Nevertheless, both observation approaches are required for staff development (ibid.). In addition, Wragg et al. (1996) refer to two classroom observation types: quantitative observation, which is structured and focuses on the interaction between teachers and students, and qualitative observation, which is a semi-structured or unstructured approach. In addition, qualitative methods require a schedule as well but consider the whole story of the classroom (Wragg, 1999). This means that 'approaches to classroom observation that concentrate on such factors as the significance, meaning, impact and individual or collective interpretation of events, are rooted in a different tradition from that of the positivists' (Wragg et al., 1996, p.31).

The classroom observation is mostly used for appraisal frameworks. Although the observer-appraiser might change depending on the country, managers (e.g. principals, head teachers, deputy head teachers or deputy principals) are primarily the persons in this role. Appraisers are mainly chosen from principals or head teachers in schools. When observers or appraisers are managers such as principals, deputy principals, head teachers and deputy head teachers, this model is defined as a superior-subordinate or hierarchical model (Wragg et al., 1996). According to Poster and Poster (1991), authorities view choosing a head teacher as an appraiser as risky; thus, retired head teachers might be chosen for this role, though doing so leads to an increased cost. In addition, inspectors can work as appraisers for teacher evaluations as well as school evaluations in some countries. However, managers and external bodies are mostly criticised for the lack of information and ability in terms of practising appraisal process fairly and determining the professional needs of teachers. Wise et al. (1984) identify four major teacher appraisal issues: 1. teachers' indifferences; 2. uniformity and consistency problems within an educational setting; 3. principals' or managers' (when serving as appraisers) lack of expertise in the appraisal process; 4. low teacher expertise in their assigned subjects (Maharaj, 2014). In other words, when appraising teachers, principals or managers might rate them differently because of a lack of knowledge. A stranger in the classroom might also lead to anxiety for teachers because if the appraisal is summative, his/her performance can determine his/her future career. In addition, external bodies and a principal or manager appraisal can lead to biases because of the lack of subject knowledge. This is because it cannot be

expected that all inspectors, principals and managers have the same or similar subject area knowledge as the teacher in an educational setting. Teachers (external or internal) might work as an appraiser in some countries, which is classified as another information source because peer appraisal might provide the opportunity for collaborative learning for teachers' professional development. For this reason, teacher appraisal will be investigated in greater detail in the following subheading.

2.3.2.2 Peer Appraisal

Peer appraisal 'occurs when two people of equal rank, such as two basic scale teachers, two deputy heads, or two heads of department, appraise each other' (Wragg et al., 1996, p.16). In addition, peer appraisal has been widely recognised as a professional developmental tool for teachers (Lam, 2001).

According to Poster and Poster (1993), peers as critical friends might be seen as a catalyst in educational settings. Even though some claim that this is a soft method for an appraisal because peers might simply accept each other's implementations as successful, others mention that this triggers the transferring of teachers' skills and knowledge (Wragg et al., 1996). As such, peer appraisal might be seen as a professional developmental activity because it aims to plan future teachers' professional growth as well as fulfil teachers' goals (Campbell et al., 2004). In other words, it can lead to peer mentoring and coaching. According to Lam (2001), some studies, such as those of Joyce and Showers (1983) and Spark (1986), might serve as evidence of the soundness of peer appraisal for professional development. In addition, peer appraisal can be a necessity in some contexts because of managers' lack of knowledge (Barclay & Harland, 1995). Last (1997) presents the advantages of peer appraisal as leading to appraisers and appraisees' commitment to collaboration, the improvement of a critical friendship and the acceptance of outcomes by the appraisee, which triggers self-evaluation and creates professional networks.

On the other hand, some disadvantages can occur in peer appraisals such as bias, an appraisee's refusal to accept the results, communication problems and an appraiser's lack of expertise. According to Heneman and Milanowski (2003), explicit standards and rating scales may be helpful for decreasing bias. However, the result acceptance of the appraisee might be problematic because of the level similarity between the appraiser and the appraisee (Barclay & Harland, 1995). In addition, the appraiser and appraisee ought to communicate effectively (Caiet et al., 2015). The knowledge might be more specific in an upper-level educational setting, such as in

colleges and universities. Thus, the expertise of the appraiser might be another problem in a peer appraisal (Barclay & Harland, 1995).

As appraiser selection is an important factor for an appraisal, there are certain requirements for an efficient teacher appraisal:

Appraiser Competence: Appraisers, regardless of whether they are peers or managers, should have some competencies in order to conduct appraisal process effectively. Managers generally do not have expertise in the subject taught, which results in a judgemental appraisal (OECD, 2013). In other words, in order to decrease bias, the appraiser should have adequate expertise in the subject matter. Wragg et al. (1996) describe the common roles of appraisers, such as being objective, investigating performance rather than personality, being supportive rather than judgemental and being sensitive. In addition, appraisers should have strong communication skills such as active listening, questioning skills, negotiation tactics and mentoring and coaching abilities such as counselling and supervising in order to conduct observations and interviews and to successfully determine staff developmental needs (Poster & Poster, 1993). Therefore, appraisers should be able to assess the teaching skills and performance of teachers in order to determine their professional developmental needs.

2.3.2.3 Self-Appraisal

Self-appraisal is defined as 'a continuous process of gathering information about one's professional performance, reviewing it, and then planning future action and support to aid development' (Keitseng, 1999, p.24). In other words, the stages in self-appraisal include making a decision, assessing one's own performances and planning future actions. It is believed that self-appraisal is an important aspect because making one's own decisions concerning performance and development might result in more effective outputs than the opinions of others (Wragg et al., 1996). The self-appraisal can support self-awareness as well as reflective and critical thinking; thus, it is a considerably effective method for determining a teacher's professional needs. However, it should depend upon a formal structure because being organised brings about more successful results in all subjects.

Self-assessment, in general, may seem informal. However, according to Bollington et al. (1990), it is a more systematic approach to enhance professional reflection. Hancock and Settle (1990) present four key issues that relate to the assessment one's own performance: recognising the context; the role of a teacher, which is multi-faceted in different contexts; the process of self-appraisal, which should be structured and

systematic; attentiveness to factors that can hinder an efficient performance. In order to implement an effective self-appraisal, teachers should complete a form that includes criteria about teachers' own perceptions, subject expertise and teaching practices (Zhang & Ng, 2015). Therefore, self-appraisal is a structured and systematic process rather than an informal process. The self-appraisal might also decrease biases because it allows for self-criticism rather than opinions from other people, though it is vital for the teacher to be well-informed about the process and fair.

2.3.2.4 Student Results

Student achievement rates are important aspects of educational institutions. For this reason, many countries use these rates for teacher evaluations as a quantitative data resource. According to Zhang and Ng (2015), managers regard student examination scores as more significant and realistic than other sources of information. This is because most educators and managers believe that the main objective of the appraisal is to progress students' learning and education (Bollington et al., 1990).

Student test results could potentially serve as a reliable source because of providing realistic and quantitative data. However, having higher or lower achievement rates not only depends on the teacher but also on curriculum factors, student skills and other external factors. According to OECD (2013), learning is affected by many factors such as potentials, motivation and behaviour, support from the school and parents and student peers. For this reason, it is difficult to understand and determine teachers' assistances to student success, and this limitation affects the validity of the information. Although it provides reliable information about the teaching and learning process, it is not useful for determining teachers' professional developmental needs because student success or failure might result in a variety of factors, such as a teacher's low classroom management skills, a teacher's lack of subject knowledge, students' capacity, environmental factors and family factors. Thus, student results only show the failure rather than the reason for the failure.

2.3.2.5 Student and Parent Evaluation

In some cases, students and parents/carers' judgements are used as sources of information for the teacher appraisal. Distributing surveys to students and parents/carers might provide information about the opinions of people who have contact with the teachers during the learning process (OECD, 2013). However, it is not the common implementation in formal teacher appraisals (Wragg et al., 1996). In addition, even though student judgements seem to be a type of classroom observation, they are not quite valid for a teacher appraisal because they can include

students', and thus parents', prejudgements. In addition, these judgements do not pose as useful data for determining teacher's professional developmental needs because of the students' and parents' lack of competence about it, though they provide information about the current situation in the classroom.

2.3.2.6 Teachers' Portfolios

Teachers' portfolios are another resource for the appraisal process. Wolf et al. (1997, p.194 cited in Tucker et al., 2003) define 'teacher portfolio' as 'a collection of information about a teacher's practice'. This method can comprise all information about teaching and learning processes. According to OECD (2013, p.34), 'a portfolio can include lesson plans and teaching materials, samples of students' work and sample commentaries on that work, self-reported questionnaires and reflection sheets'. For this reason, in some regions and countries, authorities have modified or changed their appraisal scheme from traditional systems to portfolio-based systems in order to provide opportunities for the setting of targets, self-evaluation and reflection (Attinello et al., 2006). Teachers have many skills and experiences, and every teacher has different professional development needs. Attinello et al. (2006) mention that implementing only one type of appraisal for all teachers might induce minimal change for school and teacher development and that using portfolios can be alternative option to improve the quality of instruction and teachers' professionalism. On the other hand, from the perspective of teachers, using portfolios, which includes preparing documents such as unit and lesson plans, could pose as a burden (OECD, 2013). However, even though it might be bothersome, Attinello et al.'s (2006) research indicates teachers and managers believe that portfolios are more accurate and comprehensive than traditional methods.

2.3.2.7 Teacher Testing

Teachers are tested on their subject knowledge and general and specialised competencies in order to gather data for the appraisal and reward scheme in some countries (Chile and Mexico) (OECD, 2013). It appears that teacher testing and teacher portfolios can be used for assessing teachers' theoretical knowledge rather than their performance. Therefore, it seems to be a less useful method than other methods, even if it provides the persistency in terms of theoretical knowledge.

It seems that there is no certain appraisal method for determining teachers' professional developmental needs and improving teachers' performance. However, all these information source methods might be used together as well as single-handedly. According to OECD (2013), using multiple sources and evaluators might result in more effective and comprehensive teacher appraisal. This means that the

instruments and information sources might be combined in order to determine staff developmental needs and assess the quality of teaching. As such, it is useful to combine appropriate methods for a reliable appraisal.

2.3.3 The Appraisal Interview

The appraisal interview, which is an important instrument of the process, refers to a kind of communication between the appraiser and the appraisee. Many scientists, including Bollington et al. (1990), Turner and Clift (1988) and Scribbins and Walton (1987), regard it as a central part of the teacher appraisal process because it includes a discussion of the self-appraisal and other data gathered from the other methods such as observation and student results. The discussion results in a target- setting negotiated action plan which includes professional developmental activities such as additional support and in-service training (Mortimore & Mortimore, 1991). According to Poster and Poster (1993), as long as the teacher appraisal interview is accepted as no more than a stage in the process, which begins with goal setting and continues with observation and self-appraisal, then it should not contain any surprises. In other words, it provides an opportunity for reflection on previous works and for planning for the future (Bollington et al., 1990). Poster and Poster (1993) describe four types of ideal appraisal interviews:

Developmental: In this interview type, the main concern is about the maintenance of moral, ethical and professional values. It involves the peer appraisal of colleagues, and it is concerned with long-term professional development.

Managerial: The appraisal is generally based on line-management. In other words, managers act as appraisers. Targets, which are concerned with maximising school objectives, should be achieved.

Laissez-faire: This type recognises the importance of self-development. Thus, self-appraisal is an important method for this type of appraisal interview. It encourages subordinates and allows the teacher to dictate the necessities.

Judgemental: This type of appraisal includes managerial authority, and its purpose is to maximise performance. Superiors collect the data.

The appraisal interview has many functions. According to Bollington et al. (1990, p.47), it includes following elements:

- a review of work done and targets achieved since the previous appraisal;
- setting targets for the future, both for developing the present job and for professional and career development;

- identifying ways of achieving these targets and criteria for their successful accomplishment;
- agreeing on a final record or statement of the appraisal.

In other words, the appraisal interview consists of feedback on previous work, setting targets and an agreement on the final report. According to Wragg et al. (1996), targets should be specific, measurable, attainable, relevant and time constrained (SMART). Feedback is another crucial aspect for an effective appraisal process (Scribbins & Walton, 1987). Maier (1976, cited in Montgomery, 1999) presents some different ways to give feedback:

Tell and sell method: In this method, the appraiser only tells the appraisee how s/he is doing. According to Maier, there are two possible results of this method: rejected evaluation or accepted evaluation with mild enthusiasm.

Tell and listen method: In this method, appraisers present the results of the appraisal without any interruption; then, they listen to the appraisees' responses. The idea is to open up appraisees to change in this method: if appraisees explain their feelings, they might be more accepting of change. However, the method might still be in the top-down mode if it is applied efficiently.

The Problem Solving System: This method is a form of negotiated appraisal. Appraisers and appraisees discuss the problems; the method enables the appraisees to analyse their performance constructively rather than defensively. Even if some difficulties appear when the appraiser or appraiser does not find the solution, it is more beneficial than the other Maier models.

The Counselling Approach: Even though Maier does not mention this approach, it is commonly used for the appraisal process (Montgomery, 1999). In this model, some previously educated teachers work as counsellors in order to identify the problems, and teachers are encouraged to find solutions for themselves. However, it is difficult to implement this approach for teachers with difficult classes.

The appraisal interview can be seen as a planning stage for teachers' professional development for future. For this reason, it is essential to implement this stage by using right methods in order to define professional development needs of teachers. In this regard, there is a direct link between appraisers' competences and determining professional development needs of teachers.

2.3.4 Follow-up Discussions/Meetings

The appraisal interview includes two main aspects, which are to plan for future and to assess what happened before. The appraisal is a cyclical process. For this reason, the targets set in the appraisal interview should be monitored (Bollington et al., 1990). When monitoring to process, some meetings might be needed for effective appraisal.

As Beels et al. (1994, p.32) explain, there are clear purposes of the follow-up discussions/meetings:

- to review progress made towards achieving the targets set out at the appraisal interview,
- to modify, if necessary, those targets, in the light of experience,
- to provide a formal opportunity to enhance the professional relationship between the appraisee and appraiser,
- to begin to prepare for the next cycle.

In the interview period, some compulsory or optional courses or developmental schemes such as mentoring and coaching schemes, observing colleagues and in-service training or external courses might be recommended or provided to appraisers so as to improve the appraisers and organisations. In the monitoring stage, teachers should be monitored in terms of whether they can achieve the targets in the process, and the credibility of the appraisal cycle depends on the outcome of the follow-up stage (Bollington et al., 1990). In this stage, teachers might require further assistance in terms of their development; for this reason, managers should actively monitor and help them (Montgomery, 1999).

Learning the teacher appraisal process provides a clear understanding of the necessities an effective appraisal in terms of teachers' professional development. It also helps to find the best questions for the questionnaire in order to answer the research question.

2.4 Professional Development

2.4.1 Professional Development and Teacher Appraisal

One of the most essential roles of the teacher appraisal is to enhance professional development. In order to attain positive developmental results, the appraisal should be linked with the developmental activities. According to Bollington et al. (1990), the most effective strategy to link development to an appraisal is to find appropriate appraisal methods and apply them in a developmental focus. For this reason, it is essential to examine teacher appraisals to find the best way to facilitate teachers' professional development (Ng & Zhang, 2011). Therefore, it is important to use a sound appraisal strategy to professionally develop teachers.

Professional development activities improve not only teachers but also schools and students. According to OECD (2005), teachers need to continuously improve themselves in order to update their knowledge and skills. They should adapt new curricula and stay informed of new learning needs and students' characteristics; they should also improve teaching and learning activities and perform better. This means that professional development activities result in more successful schools, and teachers should frequently utilise these activities. Ng and Zhang (2011, p.579) detail the contributions of teacher appraisals on professional development:

- high evaluation of teacher professional development, which helps cultivate teachers' intrinsic motivation for growth;
- the ubiquity of appraisal, which makes teachers develop continuously;
- advocacy of collaboration and sharing, which prevents teachers from working competitively for their own benefits.

In other words, with the use of a reliable appraisal scheme, school culture can provide the opportunity to better the professional growth of teachers as well as schools. Thus, it should also be a part of the school culture for continuous development for teachers as well as the school. In addition, it is important to decide what types of professional developmental activities should be used to achieve desirable results and who should select and provide these activities. Craft (2000) refers to five dimensions of the relationship between appraisals and continuous professional development: Firstly, the appraisal provides some opportunities for professional development such as reflection and collaboration. Secondly, it helps to identify teachers' professional development needs. Thirdly, it helps to reconcile teacher and school professional development. In addition, the appraisal can be a tool to evaluate the professional development activities. Lastly, it puts professional development on the teachers' agenda.

2.4.2 Types, Models and Providers of Professional Development

The literature presents a variety of professional development activities. According to OECD (2005), the lack of clarity in grouping professional development activities leads to discussions because various activities are grouped together. OECD (2005) also lists possible components of professional development activities, such as facilitating the practice of policy and educational reforms preparing the staff for new functions (task-oriented), responding to school needs, and developing individuals. In other words, the professional developmental activities can provide an opportunity to learn new policies, reforms and functions and can develop teachers and schools.

Professional development activities should be continual activities for teachers as well as schools. For this reason, continuous professional development (CPD) models can be useful for providers, schools and teachers. Kennedy (2005) identifies nine CPD models, which are explained below. Some of these models were used for my professional development in my teacher career. For this reason, these models provide me with an opportunity to be reflective as well.

The training model is seen as the most common CPD model. It provides teachers with the opportunity to update their knowledge and skills; however, it is criticised for its lack of practical implementation (Rose & Reynolds, 2007). According to OECD (2005), a variety of institutions can be responsible for providing professional development courses such as school (in-service training), university, training institutes and state agencies, and it depends on the countries' policies. In this respect, the training model might be seen as an in-service or training institute based professional activity and the appraiser can recommend this model to the appraisee according to the appraisal results.

The award-bearing model refers to the completion of professional courses such as the Postgraduate Certificate of Education (PGCE) and the Masters of Arts (MA); universities generally provide these. It can be not only utilised from the observation or peer-appraisal results for participating in an award bearing activity but also self-appraisal might be useful for determining the necessity of these kinds of courses.

The cascade model emphasises the dissemination of information among colleagues (Kennedy, 2005). The coaching and mentoring model emphasises constructive discussion and relationships and requires colleague collaboration as well (Rose & Reynolds, 2007). The literature indicates that peer-observation promotes teachers' self-esteem, self-respect and self-awareness. It also provides more successful teaching activities, mutual trust and cooperation as well as professional development (Bozak et al., 2011). Therefore, peer-appraisal can be a starting point for these models because of its insistence upon promoting colleague cooperation. In addition, the community practice model can be seen as another collaborative model, and all these models are seen as school-based models. Notably, it appears that self-appraisal results might be less appropriate than other types of appraisal methods for the determination of needs. In contrast, the standard-based professional development model relies heavily on the behaviourist philosophy and requires limited collaboration (Kennedy, 2005). In this respect, it aims to increase student learning with regional

academic standards (Puma & Raphael, 2001). Therefore, it appears that student results can be used for assessing this professional development model's needs.

On the other hand, self-appraisal results can be used for the deficit and action research models. This is because the action research model depends on creating an environment to develop teachers individually (Battaglia & Jacobson, 2001), and the deficits model addresses teachers' deficiencies (Rose & Reynolds, 2007). In other words, both strategies address the individual needs, and teachers are responsible for their own improvement. For this reason, self-appraisal results are more attractive for these models. The last model is the transformative model, which includes a combination of other models. Using multiple CPD models can provide more effective results as combined appraisal methods.

The selection of the CPD model is mainly related to appraisal results. In order to make an effective choice, it is necessary for appraisers with adequate management skills and knowledge to successfully implement the appraisal scheme. In this regard, the skilled appraiser can suggest or provide some professional developmental activities such as courses, workshops, conferences, seminars, qualification programmes, classroom or other school observations and mentoring and coaching schemes in schools as well as in other institutions, such as universities and teacher training institutes. Teachers can also decide to participate in these kinds of courses by themselves or suggestion. For example, Jenkin et al. (2006) suggest that managers aim to establish professional development groups in schools. In this respect, teachers can participate in some networks that they themselves form as well as individual or collaborative research activities via an appraiser's suggestion or their own decisions within the school or other educational settings.

Chapter 3

Methodology and Method

3.1 Methodology

Educational research has embedded philosophies and paradigms. Various approaches and paradigms can be found in the literature. For example, Lodigo et al. (2006) view the common paradigms and philosophies as scientific realism, social constructivism, advocacy or liberatory frameworks and pragmatism. Mertens (2015) adds post-positivism and transformative paradigms to all these paradigms. As a result, at least one of the paradigms affects educational research.

This paper is affected by the pragmatic paradigm. According to the pragmatic point of view, research can be conducted for particular justifications, and the selection of the reason depends on the researchers' beliefs and values (Coe, 2012). In other words, the research may be conducted to find the answers to specific research questions as this research does or to redress unfairness. In addition, the pragmatic researcher is not interested in whether research is identifying the real or constructed world; s/he is interested in identifying what works (Lodigo et al., 2006). In other words, pragmatism focuses on the explanations that produce the best outcomes ontologically. Thus, it has objective and/or subjective points of view epistemologically. Furthermore, Mertens (2015, p.36) explains that the aim of the pragmatist researcher is 'to search for useful points of connection'. This means that it is useful for connecting and comparing ideas, policies and practices. Thus, the pragmatic paradigm is appropriate for conducting this study, which attempts to measure how effective the current systems in the UK and Turkey are via a comparative approach.

Morgan (2007, p.66) describes 'the focus of the pragmatic paradigm' as "lines of action" (from William James and George Herbert Mead) and "warranted assertions" (from John Dewey), along with a general emphasis on "workability" (from James and Dewey). This means that the objectives in pragmatic approaches are mainly to try to find beneficial ideas, policies and practices. In this regard, it is not only one correct methodology in the pragmatism. As such, as Lodigo et al. (2006) mention, most pragmatic researchers prefer to use a mixed method approach, which involves both qualitative and quantitative methods. While a quantitative researcher's aim is to obtain truth using the combination of statistical analysis and logical deductive reasoning, a qualitative researcher do not believe that there is a single truth. Thus, evidence does not only need to be numerical or statistical but also an interpretation of emotions and

ideas, and an expression of relationships can be evidence (Newby, 2014). Newby summarises the characteristics of these approaches:

Table 1: Paradigm characteristics of principal research approaches in education:

	Quantitative	Qualitative	Mixed Methods
Truth	Single	Multiple	Either single or multiple or both
Approach	Deductive	Inductive	Either inductive or deductive or both
Researcher	Neutral	Can be committed	Either neutral or committed or both
Methods	Formal procedures	Structured procedures plus insight	Either formal or structured or both
Data	Number	Any information	Any information

Source: (Newby, 2014, p.47)

Qualitative and quantitative approaches have some advantages and disadvantages. The main disadvantage of qualitative research is the inability to achieve a broad sample because qualitative approaches are seen as a costly in terms of time (Atieno, 2009). In this respect, though the initial plan for this research was to apply a mixed methods approach, it was changed to quantitative methods because of the time limitation.

Balnaves and Caputi (2001) give another recommendation for doing research in a limited time period: a case study that involves a questionnaire. Case studies are mainly used with qualitative methods; however, quantitative and mixed methods can also apply case studies (Walliman, 2011). According to Gall et al. (2007, p.447), case study research can be defined as 'the in-depth study, one or more instances of a phenomenon, in its real life context that reflects the perspective of the participants involved in the phenomenon'. This means that conducting a case study research requires gathering detailed information from participants' perspectives in a real situation. This research investigates teachers' perceptions about the effectiveness of teacher appraisal policies and practices in terms of teacher professional development. For this reason, it appears that case study was the most appropriate approach for the study.

A variety of advantages and disadvantages can be found about case studies in the literature. Wellington and Szczerbinski (2007, p.94) present the strengths and weaknesses of the case studies in the following table:

Table 2: Case Study: Strengths and Weaknesses

Strengths (Case studies should be)	Weaknesses (Case studies may not be)
<ul style="list-style-type: none">• illustrative• illuminating/insightful• spreadable, accessible• attention holding• strong on reality/vivid• of the value of teaching	<ul style="list-style-type: none">• generalisable• representative• typical• replicable• repeatable

Source: (Wellington and Szczerbinski, 2007, p.94)

All these weaknesses affect validity in the reliability of the case studies. Case studies can be used for a variety of purposes. According to Gall et al. (2007), case studies might be used for the explanation, description and evaluation of a phenomenon. In addition to these purposes, they may be used for comparison. Goodrick (2014, p.1) offers this explanation of comparative case studies:

comparative case studies cover two or more cases in a way that produces more generalizable knowledge about casual questions - how and why particular programmes or policies work or fail to work.

In other words, a comparative case study is used to determine whether or not particular policies and cases work. In addition, it provides an opportunity to gather more generalisable information. All these reasons show that choosing a comparative case study makes it easier to compare countries' policies and practices; therefore, the comparative case study approach has been chosen for this research.

3.2 Method

Quantitative approaches have many advantages and disadvantages. According to Burke and Larry (n.d.), while quantitative approaches do not allow the researcher to reflect on local constituencies and produce only general knowledge, they offer many advantages, such as generalisability, the ability to reach a larger sample and increased credibility, validity and reliability. They are also less time consuming. All these advantages might decrease the case study approach weaknesses as well. For this reason, a quantitative approach was selected for this study.

Various types of data collection methods can be applied in quantitative research, such as surveys-questionnaires, experiments and structured interviews. Such methods are needed to reach a broad sample within a limited time in order to gather valuable information, which, in this case, allowed for a comparison of teacher appraisal policies and practices in the UK and Turkey. Therefore, the data collection for this study involved a questionnaire based on the literature.

There are three types of questionnaires in terms of question types: structured, semi-structured and non-structured. According to Cohen et al. (2011), there is a direct proportion between the sample size and the structure of the questionnaire. In other words, a large population requires more structured questions. Participants regard structured questions as easy and relatively quick to answer (Newby, 2014). Therefore, it becomes easy to reach more participants. In this study, the population aim was to obtain fifty teachers' responses in order to keep a balance between countries. In this regard, the questionnaire was structured. Using Google forms, the questionnaire was sent to 26 (all) teachers in a vocational and technical high school in Turkey and to thirty teachers in a further education college in England. Twenty-four responses were gathered from Turkey, and twenty-six responses were received from the UK. In order to maintain a balance with the number of participants in Turkey and the UK, after receiving fifty responses, new responses were no longer accepted. The schools aimed to educate similar age groups: students between 15 and 19 years of age. However, the participants were selected randomly. Even though random selection can be unpredictable and non-representative, it is free of systematic bias, which appears because of the wrong selection of researcher. It also enables the identification of possibly faulty data that occur by chance when the population is limited (Gorard, 2003). Therefore, the selected method enabled an adequate number of responses to be obtained from the randomly selected sample.

The selecting question can be seen as the most important part of the questionnaire design. Thomas (2004, p.156) calls attention to the associated with difficulties designing a questionnaire:

- language
- question phrasing
- question length
- question order
- response formats

Most of the conducted questions were selected and adapted from the teacher appraisal and professional development parts of the Teaching and Learning International Survey (TALIS) (OECD, 2013). In the design process, the language posed as an issue because English was the researcher's second language. In addition, the questionnaire had to be translated into Turkish. As such, in order to decrease the linguistic bias, a person with fluency in English and Turkish checked both versions. In addition, the supervisor checked the English version to review its length and its suitability for the research question. Even though reviewing the questionnaire provided an opportunity to increase the validity, triangulation, which

'refers to the use of multiple methods to cross-check and verify the reliability of a particular research tool and the validity of the data collected' (Chapman & McNeill, 2005, p.23), could not be implemented because of the time limitation. Thus, this decreased validity.

The length of the questions and the length of the questionnaire are also important aspects of a study. Although Dillman (1978) regards the optimal length for questionnaires to be about 12 pages, there are no general rules concerning length (Balnaves & Caputi, 2001). For this study, the questionnaire (see Appendices 1) was limited to 12 questions, and it planned to take about 10 minutes to complete. In other words, timing was considered when designing the questionnaire. Cohen et al. (2011) state that specific questions as independent variables and general questions as variables must be included in a questionnaire. In this study, questions were designed by considering this rule, and they were ordered from the general to the specific. Lastly, the questions types that required structured responses were used in the questionnaire: multiple-choice, checkbox, multiple-choice grid and linear scale.

Pilot testing is an important aspect of an effective questionnaire because it helps to identify flaws and failings (Newby, 2014), and the results of pilot testing provide an opportunity to revising the questions (Harper & Tuckman, 2012). In this sense, the questionnaire was tested two times in order to ensure that the questions were clear and had face validity. Initially, the first draft was sent to two master's degree students with teaching experience in order to identify possible misunderstandings. Thereafter, it was sent to two participants in the further education college in England and to two participants in the vocational and technical high school in Turkey. The revised first draft included an unstructured (open) question that prompted the participant to add other comments; however, the participants preferred not to answer this question. In addition, the second draft responses showed that there were not enough questions about teachers' perceptions. In consideration of these issues, the questionnaire was revised. The supervisor then reviewed the revisions that had been applied.

There are a variety of delivery opportunities for conducting questionnaires, such as paper-based, which is given by hand to participants, and computer-delivered, which involves a link sent to e-mail accounts. Google forms software was used to prepare the questionnaire because it allows for the designing of more than ten questions freely and easily. A computer was used to deliver. According to Tymms (2012), computer-delivered questionnaires provide various opportunities because they are usable for wide scale, economic and quickly applicable; however, they are not available for

people who do not have a computer. Even if the availability is seen as a drawback of the computer-delivered questionnaire, nowadays, computers are commonly preferred and easily accessible technological devices for teachers in the UK and Turkey. In addition, time restraint was the main limitation of this study. For this reason, a computer-delivered questionnaire was selected because it was the best strategy for reaching the aimed sample size within a limited time.

A SPSS software programme was used to analyse the collected data. Frequency tables were used for presenting the results, and a chi-square test was used to determine the connection between teacher perceptions and the methods applied in the UK and Turkey. This is because a chi-square test allows the user to determine the relationship between two categorical variables (Field, 2009). However, it was determined that some questions were not statistically normal disturbed. For this reason, the Mann-Whitney U test was used to compare the countries for these questions. As Gray (2009) mentions, the Mann-Whitney U test is useful for comparing the test scores when assuming that the data do not come from a normal distribution.

3.3 Ethics

The ethical consideration of research can be seen as a moral side of all research; it should not be seen as only a procedure or a bureaucracy. According to the British Educational Research Association, 'all educational research should be conducted within an ethic of respect for persons, respect for knowledge, respect for democratic values, and respect for the quality of educational research' (Newby, 2014, p.52). This research was conducted based on these principles.

This research followed the ethical framework mentioned in the Code of Practice Ethical Standards in Research Involving Human Participants at the University of Bolton. In this regard, an RE1 Ethics form was completed and the participant consent forms and participant information sheets were prepared in consideration of confidentiality issues (see Appendices 3). At the first stage, contact was made with the gatekeepers of the schools in in the UK and Turkey and permission was granted for the research (see Appendices 3). Thereafter, the participant information sheet (see Appendices 3) was sent in an e-mail, which included the questionnaire link. The participant consent form was not sent because the lecturer, who was responsible for the ethical issues, confirmed that it is not required when using the online questionnaire. Nevertheless, information was given in the questionnaire's explanation.

To conclude, participants were informed about the study and agreed to take part in the project voluntarily. In addition, related forms and documents were prepared, and the ethics committee at the University of Bolton confirmed them.

3.4 Limitations of the Study

- The main limitation was time because it was necessary to complete many assignments and course works in approximately ten months.
- Time limitation prevented the use of a mixed method approach.
- Due to the time limitation, triangulation was not applied.
- Due to the variety of questions in the questionnaire, the reliability rate could not counted.

Chapter 4

Results and Analysis of Findings

This research was conducted in the UK and Turkey. In order to compare these countries, the country was selected as an independent variable. In addition, teacher experiences (question one) was selected as another independent variable. In order to discover the connections between countries and teachers perceptions in terms of the experiences and country differences, a chi-square test was used. However, it was determined that the second question and the sixth question did not have a normal distribution. For this reason, the Mann-Whitney U test was used in order to determine the connection between the countries and teachers perceptions in terms of their experiences.

As Table 3 illustrates, 26 teachers from the UK and 24 teachers from Turkey account for the total of 50 teachers who participated in this research.

Table 3: Frequency of Countries

Countries	Frequency	Percentage
Turkey	24	48
UK	26	52
Total	50	100

As observable in Table 4, 17 teachers have 0-5 years of experience; 3 teachers have 5-10 years of experience; 3 teachers have 10-15 years of experience and 1 teacher has 15 or more years of experience from Turkey. Table 5 also shows that 7 teachers with 0-5 years of experience; 5 teachers with 5-10 years of experience; 4 teachers with 10-15 years of experience and 10 teachers with 15 or more years of experience participated in this study from the UK.

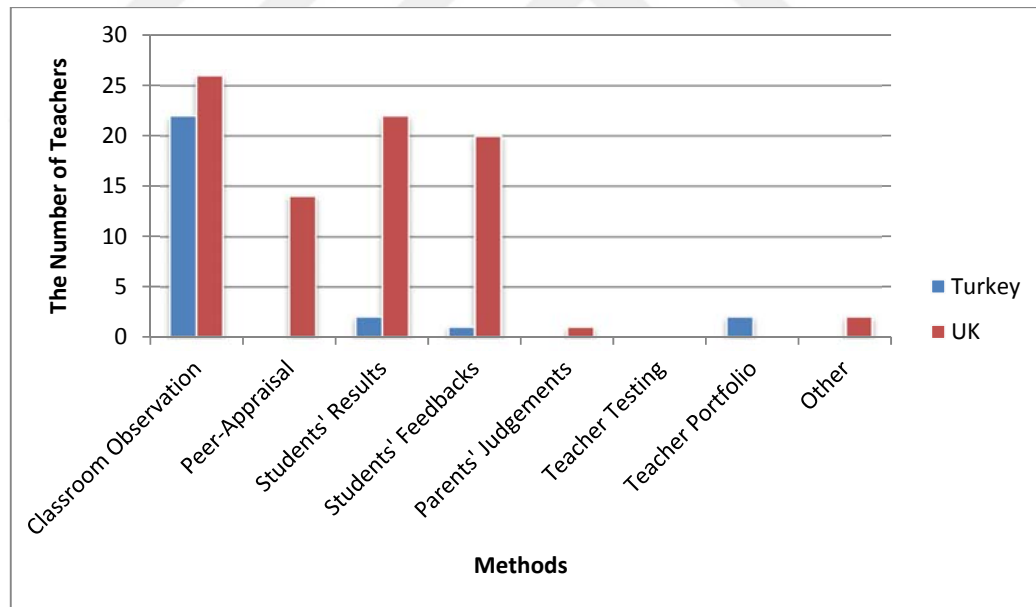
Table 4: Frequency of Experiences

<u>Countries</u>	Turkey		UK	
	<u>Frequency</u>	<u>Percentage</u>	<u>Frequency</u>	<u>Percentage</u>
0-5 years	17	70.8	7	26.9
5-10 years	3	12.5	5	19.2
10-15 years	3	12.5	4	15.4
15 or more years	1	4.2	10	38.5
Total	24	100	26	100

4.1 The Applied Appraisal Methods and Their Effectiveness on Teachers' Professional Development

The implemented teacher appraisal methods in Turkey and the UK were a primary focus. Results show that the methods vary more so in the UK than in Turkey. While classroom observation, students' results and feedback and teacher portfolios are used in Turkey, classroom observation, peer-appraisal, students' results and feedback and parents' judgements are used in the UK. In addition to these findings, there are two 'other' responses from the UK: 'performance review' and 'review with senior manager'. However, they are not accepted as appraisal methods in the literature. It appears that classroom observation is the most common method in the UK and Turkey. As can be seen in Figure 2, while all (100%) teachers in the UK implement classroom observation, only 22 teachers (91.7%) implement the method in Turkey. Peer-appraisal (53.8%), students' results (84.6%) and feedback (76%) are used in the UK as well. However, these are not common approaches in Turkey.

Figure 2: Implemented methods in Turkey and the UK



In consideration of the countries' differences, when analysing the implemented methods (the results of which are shown above with SPSS), tests of normality showed that the question does not have a normal distribution. In other words, all choices' P -values were lower than 0.05 ($P < 0.05$). For this reason, the Mann-Whitney U test was used, and the results of the second question are presented in Table 5.

Table 5: Used Methods Test Statistics^a

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Classroom Observation	286,000	586,000	-1,487	,137
Peer-Appraisal	144,000	444,000	-4,194	,000
Students' Results	74,000	374,000	-5,340	,000
Students' Feedbacks	85,000	385,000	-5,155	,000
Parents' Judgements	300,000	600,000	-,961	,337
Teacher Testing	312,000	663,000	,000	1,000
Teacher Portfolio	286,000	637,000	-1,487	,137
Other	288,000	588,000	-1,373	,170

According to these results, there is no considerable difference in classroom observation, parents' judgements, teacher testing, teacher portfolios and the 'other' option rates because their *p*-value is greater than 0.05. However, there are some differences in the peer-appraisal, students' results and feedback option rates. These differences militate in favour of the UK, as is shown in Table 6.

Table 6: Used Methods Mean Ranks

	Turkey	UK
Peer-Appraisal	18.50	31.96
Students' Results	15.58	34.65
Students' Feedbacks	16.04	34.23

The aim of the research was to learn about teachers' perspectives. The second question addressed the teacher appraisal methods applied at the selected schools rather than teacher perspectives. Due to this connection, it is not necessary to connect this question with teachers' experiences. The third question was related to teachers' opinions about the effectiveness of the applied methods. In this sense, the responses are presented in Figure 3 (UK) and Figure 4 (Turkey). These results were re-coded by using SPSS. As is seen in the bar chart (Figure 3), teachers from the UK regard classroom observation, peer-appraisal, students' results and feedback and self-appraisal methods as effective methods. In addition, it appears that no teachers considered the peer-appraisal, self-appraisal and student feedback methods to be ineffective. Parents' judgements, teacher testing and teacher portfolios mostly tend to be seen as minimally effective in the UK. On the other hand, almost all methods without parents' judgements are seen as effective methods in Turkey. However, there are more teachers rated as ineffective for classroom observation in Turkey than in the UK. In order to show this statistically significant difference between the two countries, a chi-square test was used – the results of which are presented in Table 7 (see Appendices 2). In addition, there are no statistically notable differences concerning

the opinions of teachers who have different experiences. As such, teachers' experiences are not used as a variable in this section.

Figure 3: Teacher Opinions about Effectiveness of Methods Applied in the UK

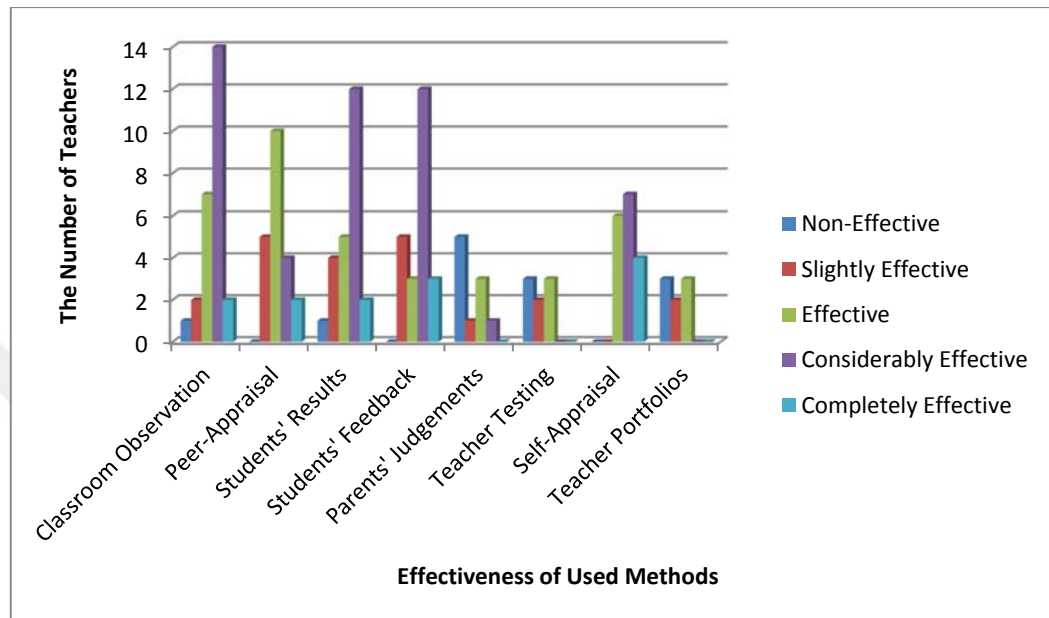
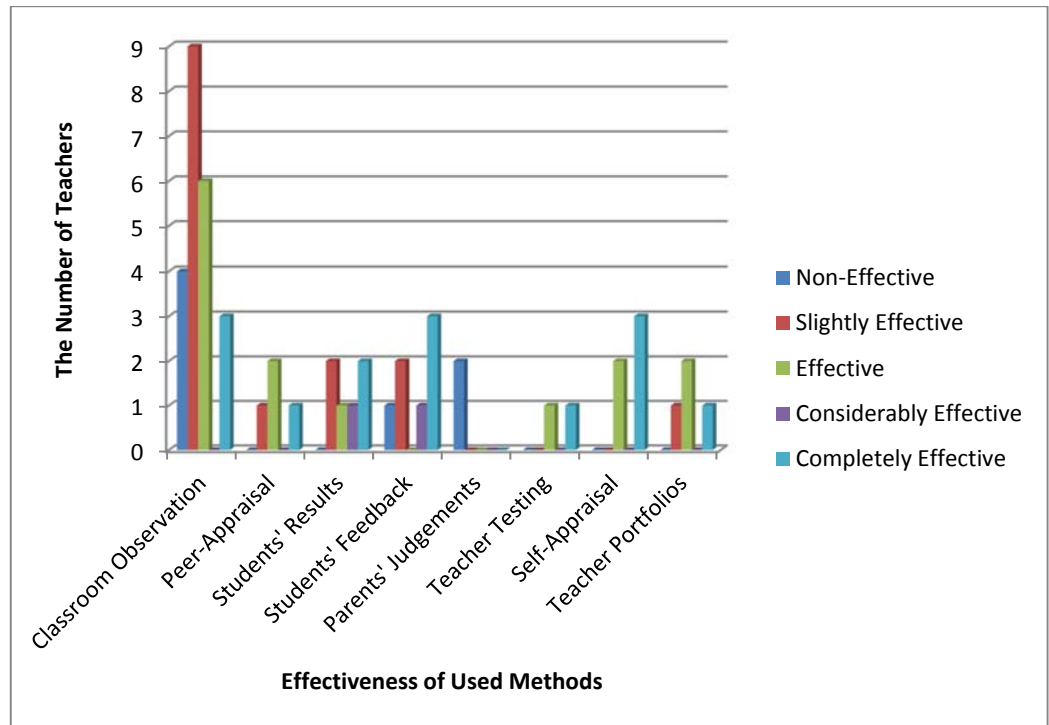


Figure 4: Teacher Opinions about Effectiveness of Methods Applied in Turkey



4.2 Teachers' Opinions about Frequency of People Used as Appraisers and the Appraisals' Effects on Teachers' Professional Development

The fourth and fifth questions are related to the frequency of teacher appraisal methods and their effectiveness on teachers' professional development. The fourth question pertains to the frequency of the methods and is connected with both independent variables. The frequency of the applied methods is illustrated in Figure 5 (UK) and in Figure 6 (Turkey). In general, there are more people who participate in the appraisal scheme in the UK than in Turkey. While principals or other managers are used as appraisers in Turkey and the UK, parents are not commonly used as appraisers.

Figure 5: Frequency of the Methods Used in the UK

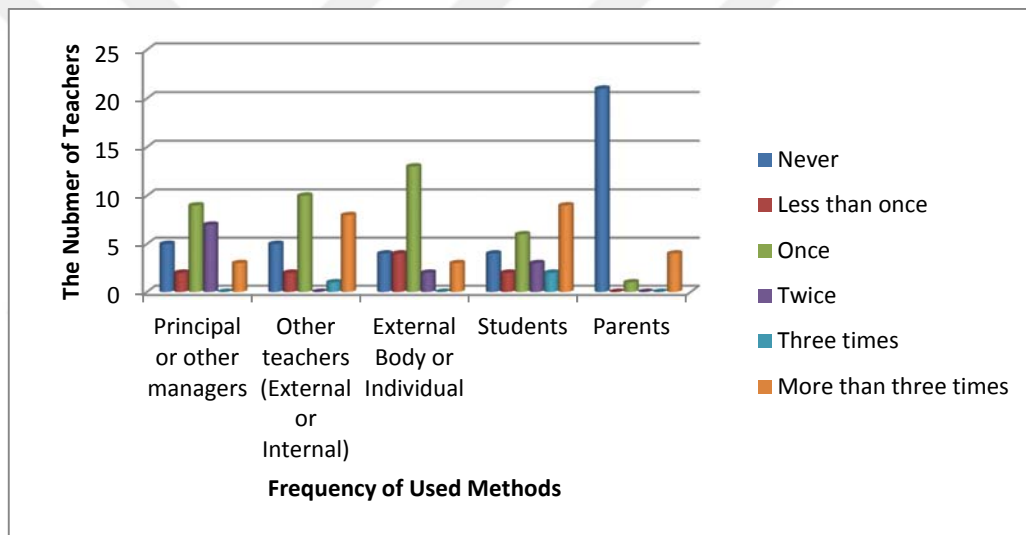
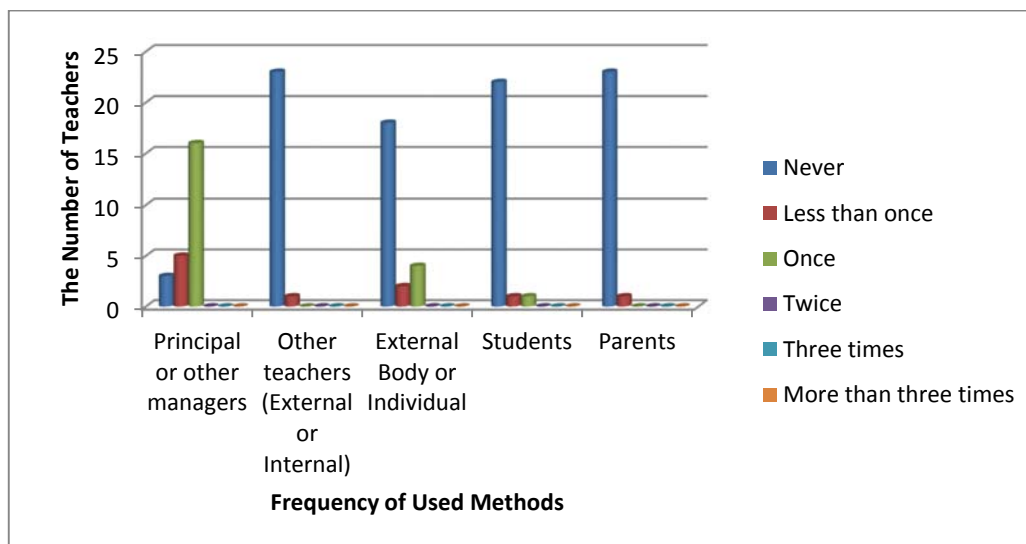


Figure 6: Frequency of the Methods Used in Turkey

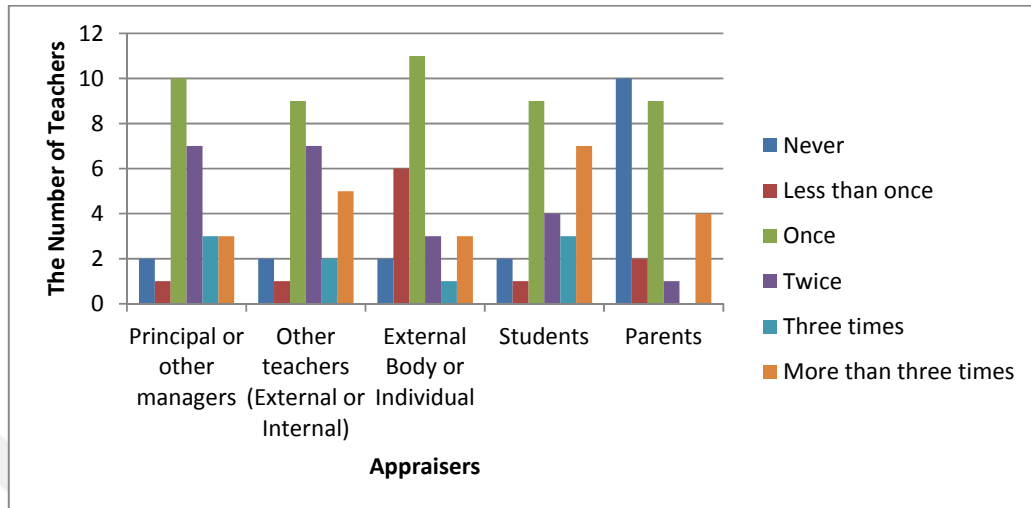


As Figure 6 illustrates, it appears that principals or other managers are the persons who conduct the appraisal scheme in Turkey. Other people are not commonly used for this duty. On the other hand, Figure 5 shows that principal or managers, other teachers, external bodies or individuals and students are commonly used in the appraisal scheme in the UK. In addition, while principal and managers, external bodies or individuals and other teachers typically appraise other teachers on an annual basis, students' results or feedback are mostly used for appraising teachers more than three times annually. The connection of the UK and Turkey to the frequency of the applied methods was counted with the use of a chi-square test, and the results are presented the Tables 8-12 (see Appendices 2).

As can be seen in Table 8, principals or other managers are used mostly once a year in Turkey; however, the participants never selected more than one option. In the UK, although principals or managers appraise teachers mostly once a year, there is no dramatic distinction among the other options. Table 9 demonstrates the frequency of using other teachers for appraisals. There are considerable differences between the two countries because teachers are infrequently used to appraise their peers in Turkey. On the other hand, they are commonly used in the UK. These results also support the frequency of used methods, which are presented above. Tables 10 and 11 illustrate that the frequency of using external bodies or individuals and students for appraisal is also not common in Turkey. However, specifically, students are important resources for gathering information about teachers' performance in the UK. When matching the second independent variable, teachers' experiences, with the frequency of appraisers, slight differences are found in the external body or individual option ($P = .047$). However, most importantly, the use of students for appraisal has considerable differences among teachers of different experience levels, as shown in Table 12. Results show that using students as a resource of the appraisal information for more experienced teachers is more than less experienced teachers. While 17 of the 0-5 years of experience teachers selected 'never' for using students for appraisal, only one of the 15 or more years of experience teachers selected 'never'.

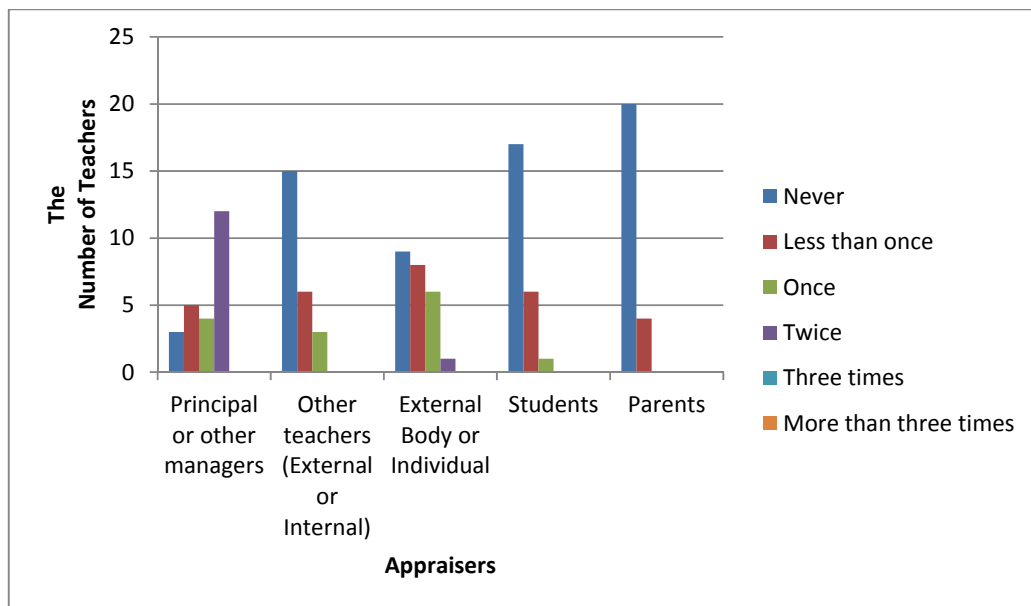
Teachers were asked to share their views on the frequency of using certain methods in order to learn about their opinions and preferences for effective appraisal practice. The results from the UK are presented in Figure 7.

Figure 7: Teacher preferences regarding appraisal frequency according to appraisers used in the UK



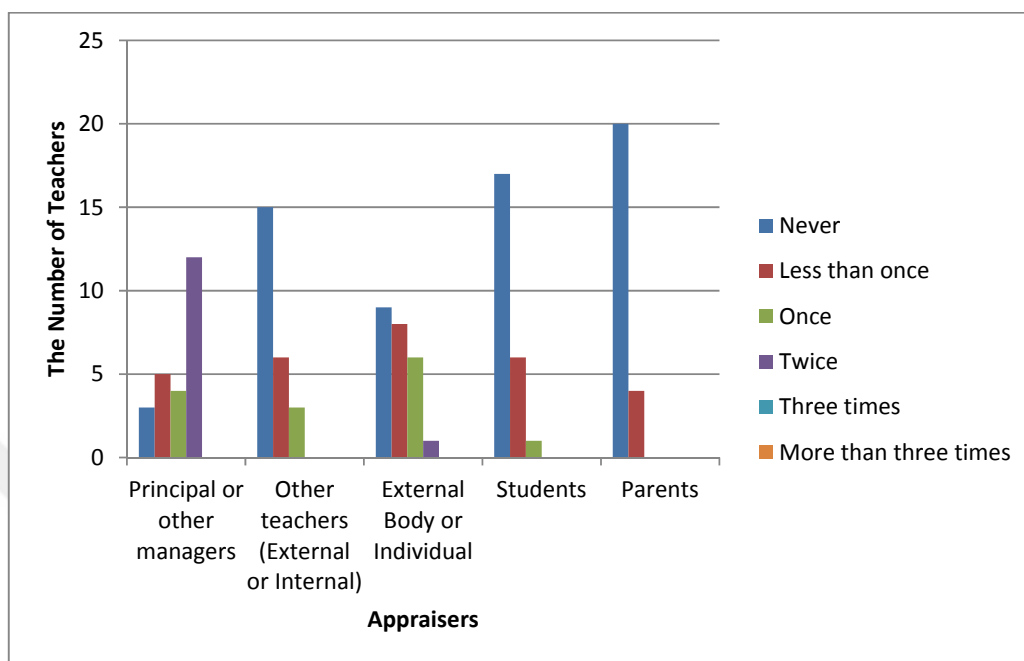
The UK results show that teachers are satisfied with the variety of the implemented methods; however, it is clear that they want to be appraised more frequently. On the other hand, the teachers from Turkey believe that the variety of appraiser and frequency can be more than applied. However, there are still a high number of teachers who do not want to be peer appraised or appraised by students' parents, as is shown in Figure 8.

Figure 8: Teacher preferences regarding appraisal frequency according to appraisers used in Turkey



In order to determine the views from Turkey and the UK, teachers' perceptions were considered, as presented in Figure 9.

Figure 9: Teacher preferences regarding appraisal frequency according to appraisers used in Turkey and the UK



In general, teachers in Turkey and the UK mostly prefer principal or manager appraisals. However, it also appears that there is a statistically significant difference between the two countries' teachers' perspectives. In order to ensure these differences, a chi-square test was used as well, the results of which are presented in Tables 13-17 (see Appendices 2). According to these results, while there is a slight difference between the countries concerning the external body or an individual option, there is a considerable difference between the countries in terms of the preferred 'other' appraisers. In addition to these differences, teachers from Turkey do not seem to be interested in peer appraisals, students' appraisals and parents' appraisals. However, teachers in the UK prefer for all of these persons to serve as appraisers.

These results also compare with the second independent variable: teacher experiences. There is no statistically significant difference between teachers of different experience levels in regard to using principals or other managers, external or internal peers and students and parents as appraisers. However, there are considerable differences for the external body and individual options, and these differences, with the application of the chi-square test, are presented in Table 18 (see Appendices 2). According to these results, teachers with 0-5 years of experience mostly do not prefer an appraisal from an external individual or body. However, more experienced teachers have more positive perceptions about using an external body or an individual as an appraiser.

4.3 The Composition of the Applied Appraisal Policies and Practices

The sixth question asked whether the appraisal includes the quality of teaching activities in option A and whether the appraisal includes suggestions for improving certain aspects of teachers' practices in option B. The UK results are presented in Figures 10 and 11.

Figure 10: The Composition of the Used Appraisal Policy and Practices in the UK (A)

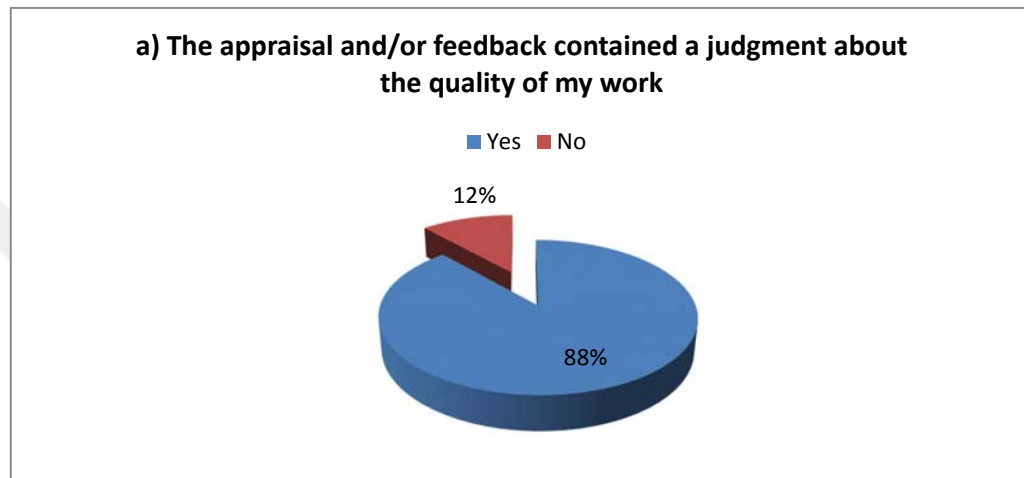
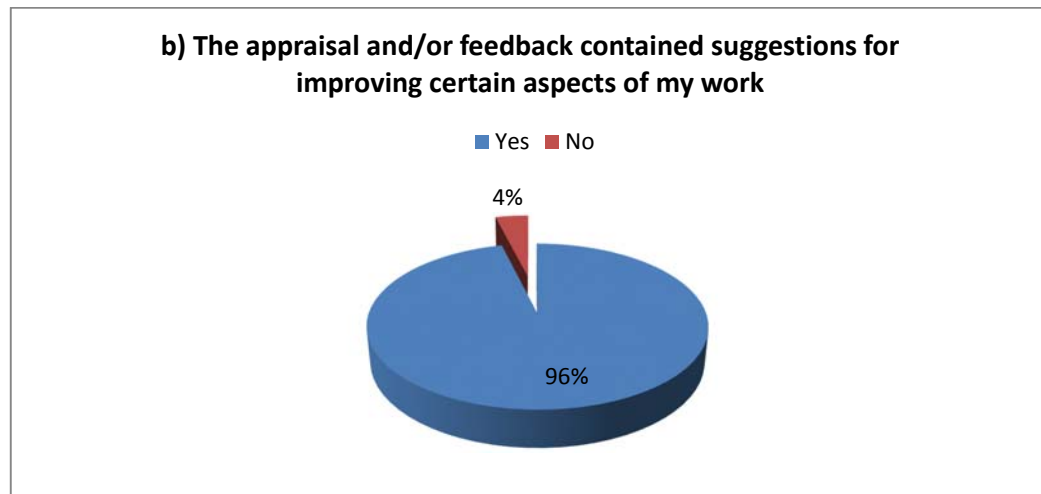


Figure 11: The Composition of the Used Appraisal Policy and Practices in the UK (B)



The bar charts show that almost all of the teachers think that their appraisal practices include judgements about the quality of their works and suggestions for improving certain aspects of their works. While similar results are gained from Turkey for judgements about teachers' works, the results show that suggestions are not commonly included in Turkey, as is demonstrated in the pie charts below (Figures 12 and 13).

Figure 12: The Composition of the Appraisal Policy and Practices Used in Turkey (A)

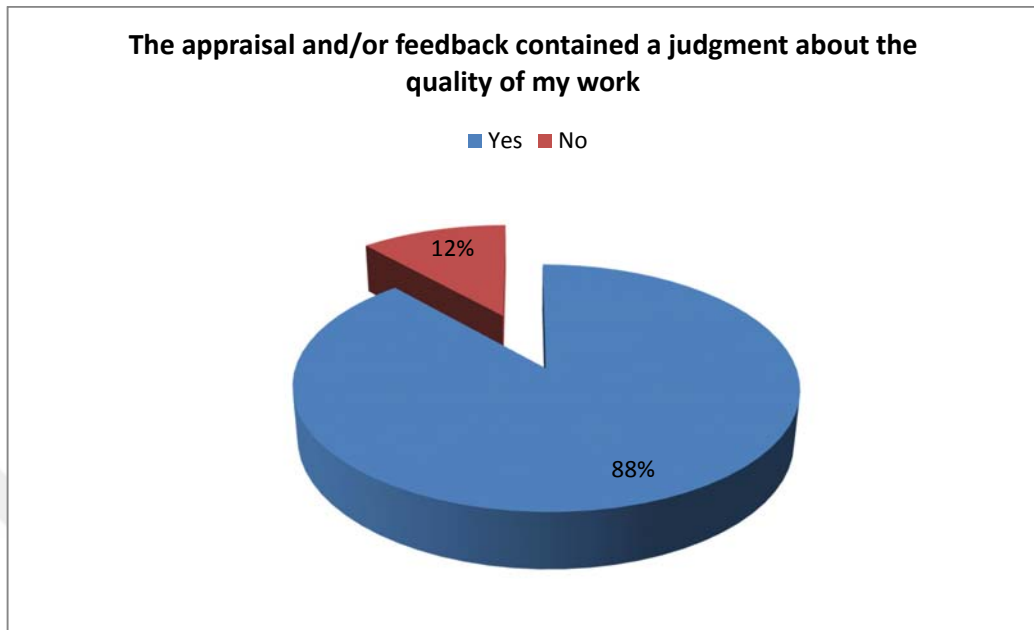
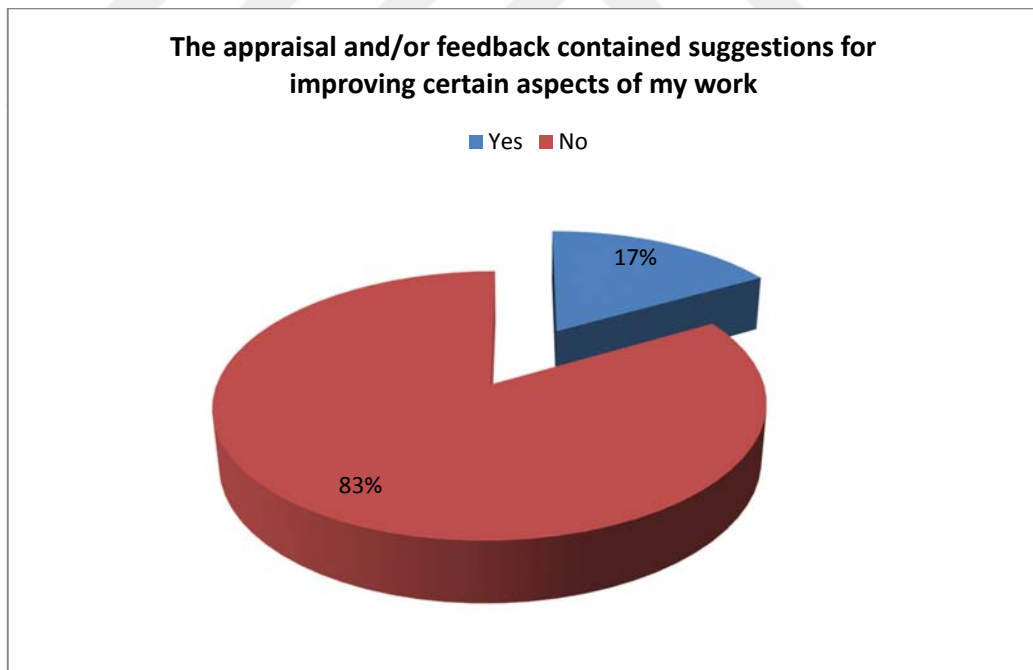


Figure 13: The Composition of the Appraisal Policy and Practices Used in Turkey (B)



These differences are also detected by using the Mann-Whitney U test as shown below.

Table19: The Composition of the Used Appraisal Policy and Practices (Test Statistics^a)

	<i>The appraisal and/or feedback contained a judgment about the quality of my work.</i>	<i>The appraisal and/or feedback contained suggestions for improving certain aspects of my work.</i>
Mann-Whitney U	309.000	64.000
Wilcoxon W	660.000	415.000
Z	-,103	-5,632
Asymp. Sig. (2-tailed)	,918	,000

Table 20: The Composition of the Used Appraisal Policy and Practices Mean Ranks

	Turkey	UK
<i>The appraisal and/or feedback contained a judgment about the quality of my work.</i>	25.38	25.63
<i>The appraisal and/or feedback contained suggestions for improving certain aspects of my work.</i>	15.96	35.83

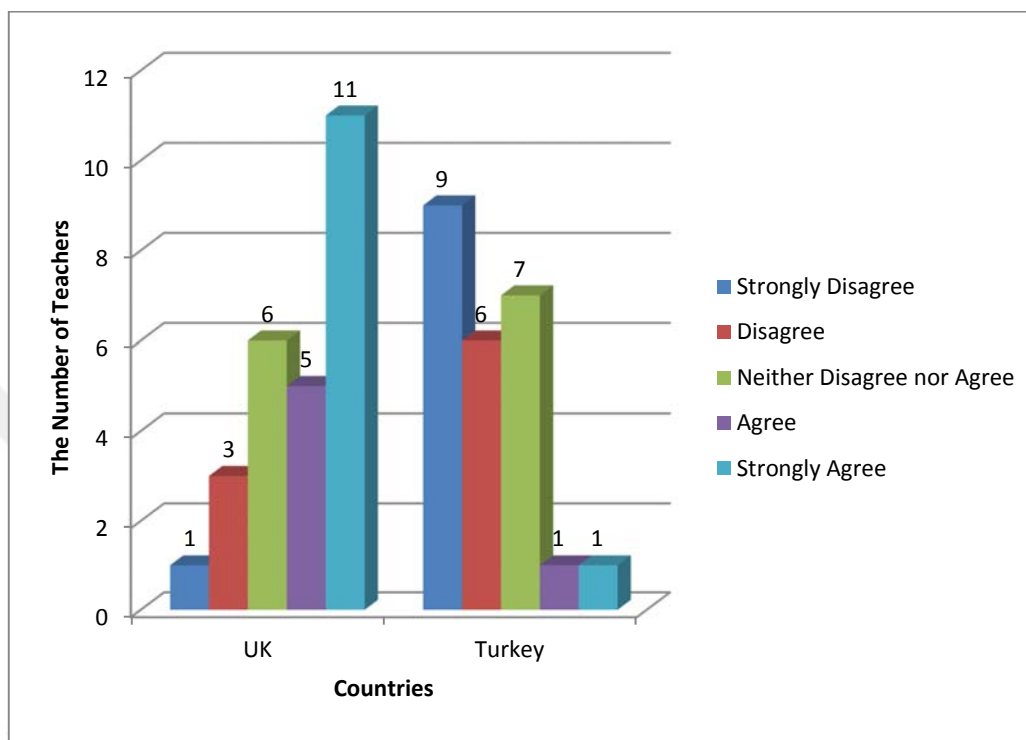
Therefore, while teachers from the UK mostly think that their appraisal practice includes some suggestions about improving their practice, teachers from Turkey mostly believe that appraisers do not give suggestions in order to improve the quality of teaching in Turkey.

4.4 Teachers' Opinions about Appraisers' Ability to Conduct a Developmental Appraisal and the Effect of the Appraisal on Teachers' Development and Practices

Teachers were asked about the appraisal capability on the developmental appraisal in order to learn the effect of the appraiser competencies on teachers' development. A Likert scale was used to determine the extent to which the appraiser was capable of identifying the professional development needs of teachers. Figure 14 presents the results from the UK and Turkey (results re-coded).

Figure 14: Appraisers' capabilities in the UK and Turkey

(I think the right person appraised me in terms of determining my professional developmental needs.)

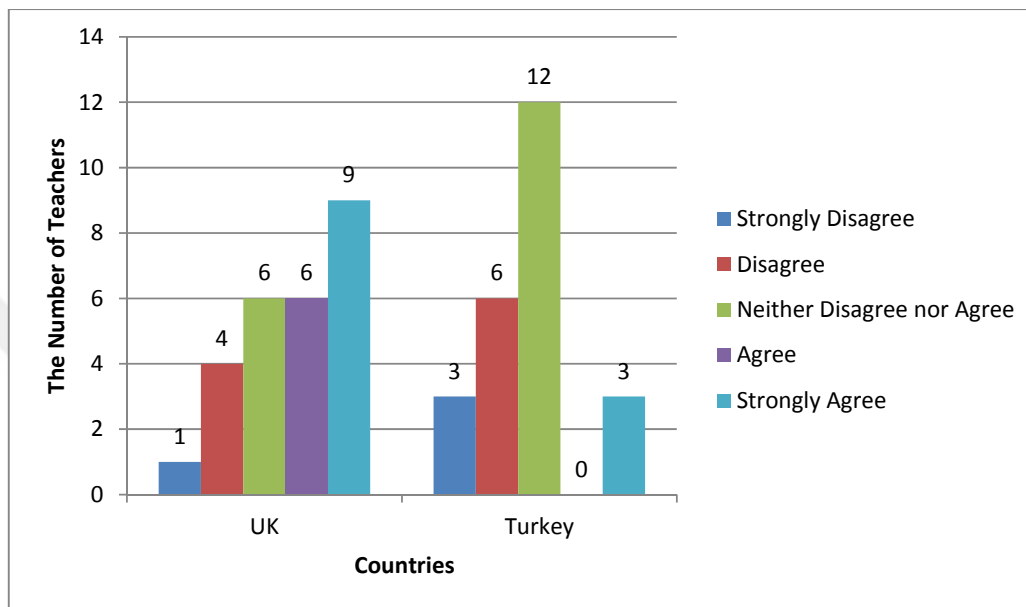


The bar chart shows that the results greatly differ. While appraisers are considered capable of determining professional needs of teachers in the UK, teachers do not think that they have enough competencies in Turkey. A total of 42.3% of teachers from the UK strongly agree that their appraisers are the right choice in terms of determining their professional development needs. In addition, 19.2% of the teachers selected the 'agree' option in the UK. On the other hand, only 4.2% of the teachers selected 'strongly agree', and 4.2% of the teachers selected the 'agree' option in Turkey. While 29.2% of the teachers selected 'neither disagree nor agree' in Turkey, 23.1% of the teachers selected this option in the UK. This option proved to be the closest numerical results for Turkey and the UK. The differences between the countries were detected statistically with the chi-square test, and the results are presented in Table 21 (see appendices 2).

The second part of the seventh question asked that whether or not the appraisal supports the professional development of teachers. A Likert scale was used, and the results are presented in Figure 15.

Figure 15: The effect of the implemented appraisal scheme on teachers' professional development

(I think the appraisal of my work and/or the feedback I received contributed to the development of my work as a teacher in this school.)



The bar chart shows that there are considerable differences between the two countries; the use of a chi-square test confirmed these differences in Table 22 (see appendices 2). According to the results, most of the teachers from the UK selected the 'strongly agree' (34.6%) and 'agree' (23.1%) options. A total of 23.1% of the teachers selected 'neither agree nor disagree', 15.4% of the teachers selected 'disagree' and only 3.8% of the teachers selected 'strongly disagree'. On the other hand, the most selected option is 'neither agree nor disagree' by 50% of the teachers in Turkey. Only 12.5% of the teachers selected the 'strongly agree' option; there was no selection of the 'agree' option in Turkey.

All these results show that most teachers from the UK believe that a skilled person appraises them and that they are given helpful feedback. However, teachers' perceptions from Turkey seem more negative in regard to the implemented appraisal scheme at their school.

The following question (the eighth) was asked the direct effect of the appraisal in particular skills in order to learn to what extent the appraisal scheme improve teachers' specific skills such as classroom management, subject knowledge and teaching

students with special needs. The results are shown in Figure 16 for the UK and Figure 17 for Turkey (the results were re-coded).

Figure 16: The direct effect of the appraisal on particular teaching skills in the UK

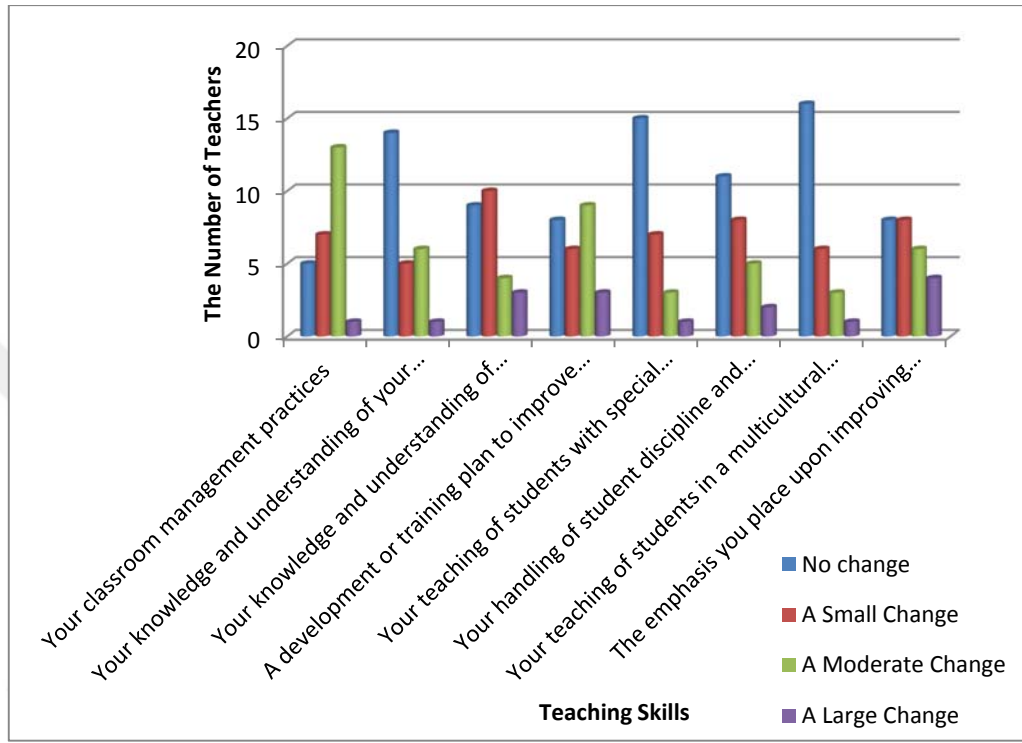
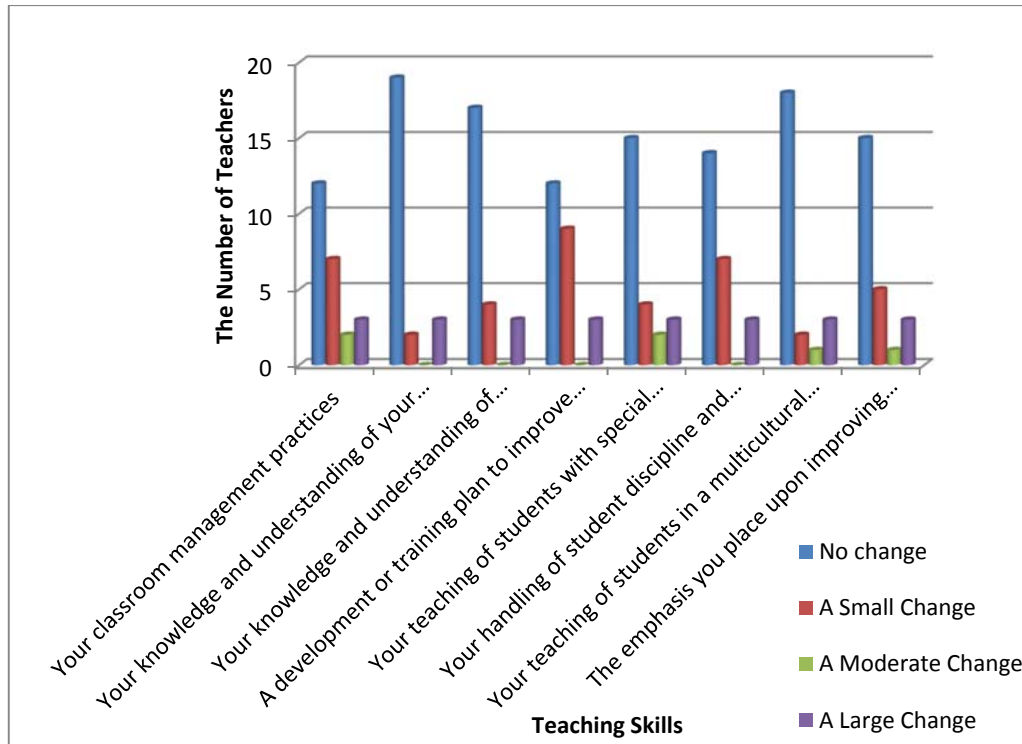


Figure 17: The direct effect of the appraisal on particular teaching skills in Turkey



The bar charts illustrate that the practised appraisal do mostly not directly affect the teachers' specific skills in Turkey and the UK. Nevertheless, teachers from the UK are more optimistic than those in Turkey. As illustrated in Figure 15, there is a positive effect on the classroom management practices in the UK. In addition to this finding, there are more positive results observed in the UK than in Turkey. The bar chart (Figure 16) shows that the 'no change' option is the most selected option for all skills in Turkey.

Statistically, with the application of a chi-square test, significant differences were found between the UK and Turkey; the results are presented in Tables 23-26 (see Appendices 2). Table 23 illustrates that most teachers from Turkey selected the 'no change' (12 – 50% teachers) or 'small change' (7 – 29.2% teachers) options for improving classroom management practices, whereas 5 (19.2%) teachers selected 'no change' and 7 (26.9%) teachers selected 'a small change' in the UK.

A slight difference was discovered in regard to the subject knowledge and understanding of the main subject fields. While most teachers selected 'no change' in Turkey and the UK, teachers in the UK have a little positive view about improved subject knowledge gained from the appraisal (see Table 24 in appendices 2). A similar difference rate was also determined with the understanding of instructional practices (knowledge mediation) in the main subject field(s) (see Table 25 in appendices 2).

The results from another substance analysis indicate that there is a considerable difference between the two countries concerning 'a development or training plan to improve your teaching' option (see Table 26 in appendices 2). In the UK school, while only 8 (30.8%) teachers believe that there is no change resulted from the appraisal in this option, 18 (69.2%) teachers think that there is a change. On the other hand, 12 (50%) of teachers from Turkey believed that there is no change in this selection. All these differences between countries coincide with the previous question as well.

This question also matched with the second variable of teacher experience, and two options showed statistically significant differences: 'knowledge and understanding of the main subject field(s)' and 'teaching of students in a multicultural setting' (see Tables 27-28 in Appendices 2). According to these results, teachers with 0-5 years of experience primarily selected the 'no change' options. However, this finding could be the result of the high number of 0-5 years of experience participants (48%) in this research.

4.5 The Effect of the Professional Developmental Activities that stemmed from the Appraisal Scheme for Teacher Performance

According to the appraisal results, based on teachers' own reflections or on feedback from an appraiser or employer, they can participate in certain kinds of professional developmental courses such as conferences, workshops or qualification programmes. In this regard, the ninth question asked teachers whether or not they perform self-appraisals with the use of self-appraisal forms and through writing a self-appraisal report. The results are depicted in Figure 17 for the UK and in Figure 18 for Turkey.

Figure 17: Teachers who do self-appraisal by using self-appraisal forms and writing a self-appraisal report in the UK

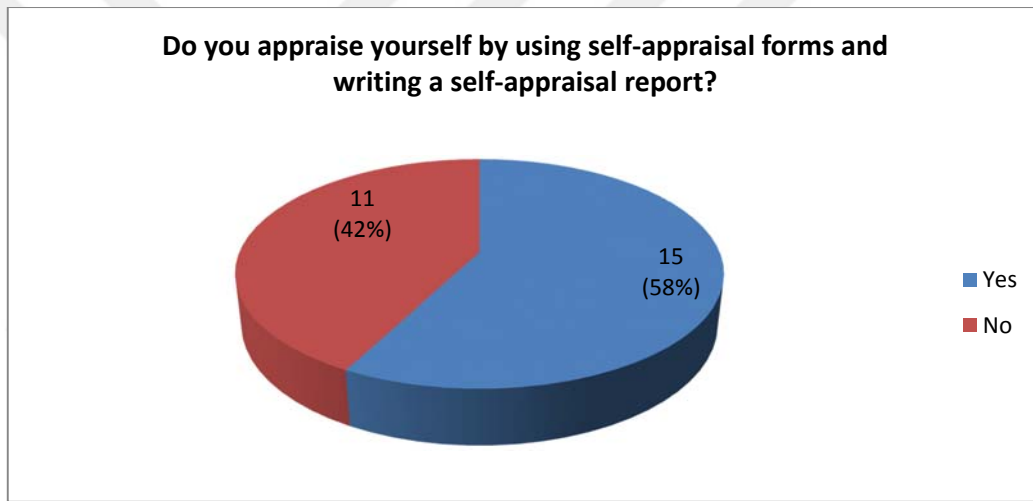
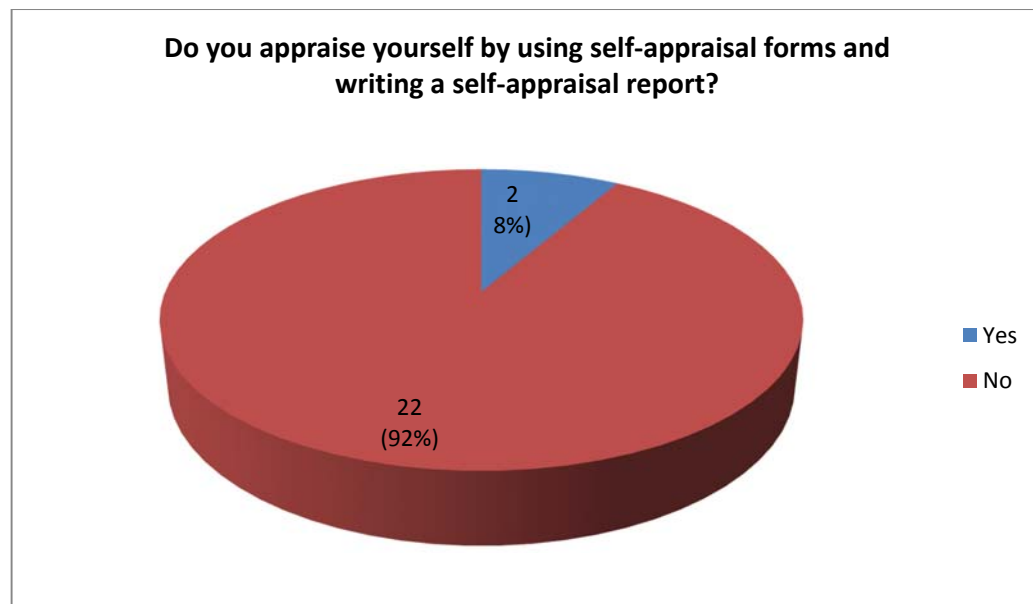
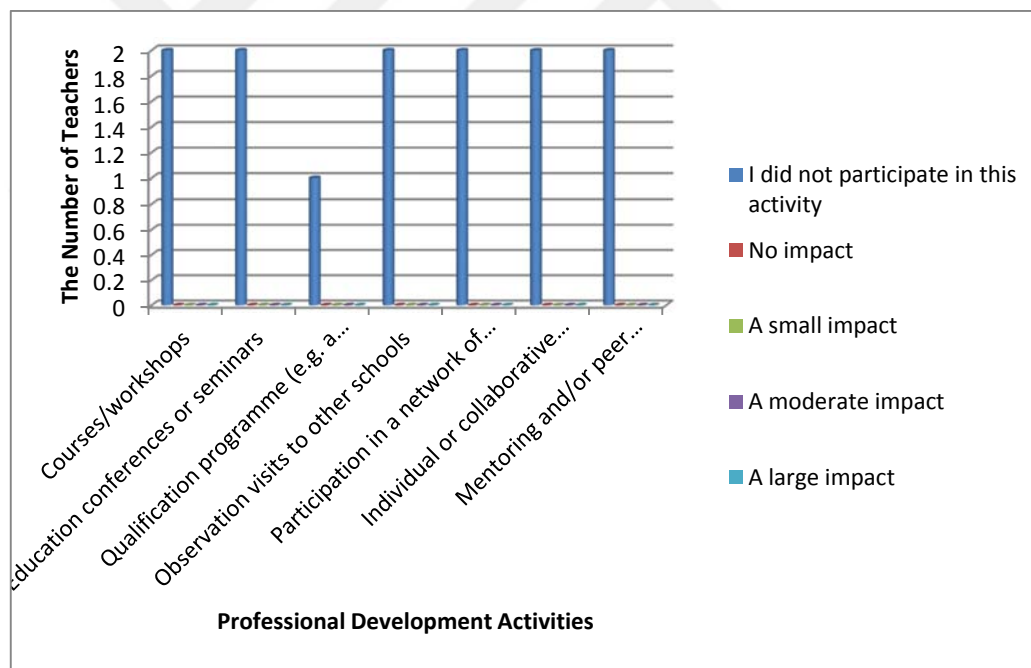


Figure 18: Teachers who do self-appraisal by using self-appraisal forms and writing a self-appraisal report in Turkey



As the pie charts show, there is a great distinction between the two countries in regard to performing self-appraisals. According to the results, more than half of the teachers (15) from the UK perform self-appraisals, but only two of the teachers from Turkey perform self-appraisals. Naturally, the distinction between the two countries affects the following question: 'During the last two years, concerning your self-appraisal at this school, did you decide and participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?'. This question was asked in order to determine the effect of the self-appraisal on teachers' professional development. However, the lower rate from Turkey negatively affects this question's answer because only two teachers perform self-appraisals and they did not participate in any kind of professional development activity that stemmed from self-appraisal results, as shown in Figure 19.

Figure 19: The effectiveness of the professional development activities that stemmed from teacher self-appraisal in Turkey

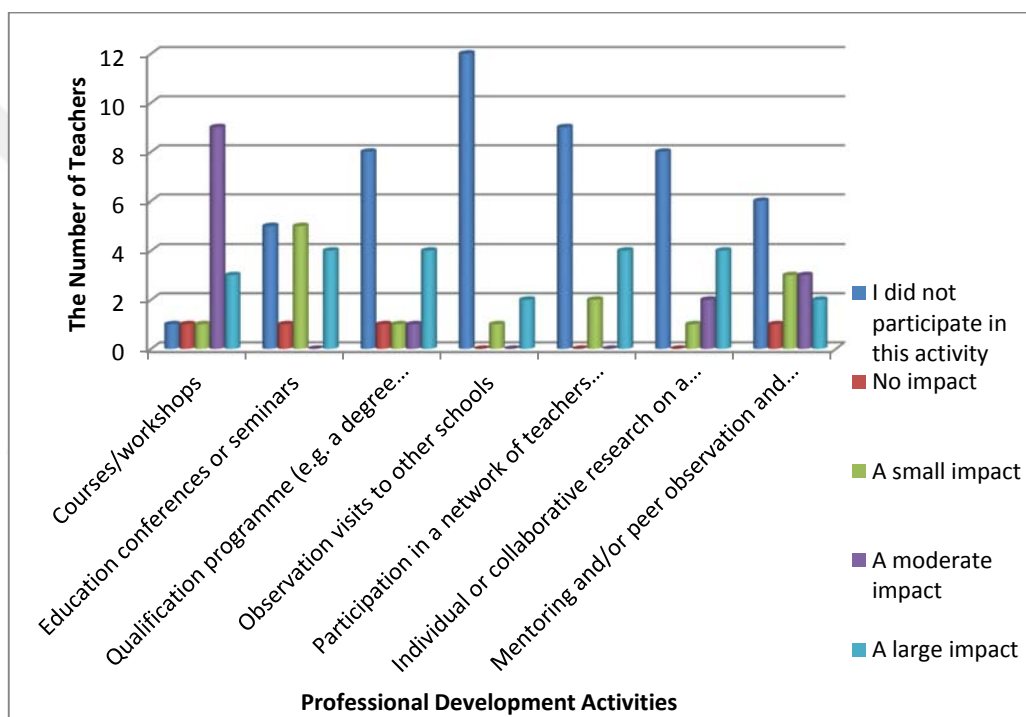


As can be seen in Figure 19, the data related to Turkey in this question do not provide enough information about the effectiveness of the professional developmental activities. In other words, the data cannot be compared between the countries. For this reason, a chi-square test was used to analyse the data that pertained to teacher experiences, and results are presented in Tables 29 and 30 (see appendices 2). According to the results, only two options have statistically significant differences according to teachers' experiences: 'Participation in a network of teachers formed specifically for the professional development of teachers' and 'Individual or

collaborative research on a topic of interest to you professionally'. According to the results, it appears that less experienced teachers are not willing to participate in these kinds of activities, whereas more experienced teachers' participation rates are higher than expected.

On the other hand, more than half of the teachers conduct self-appraisals in the UK school; thus, some useful data have been gathered, as is illustrated in Figure 20.

Figure 20: The effectiveness of the professional development activities stemmed from teacher self-appraisal in the UK



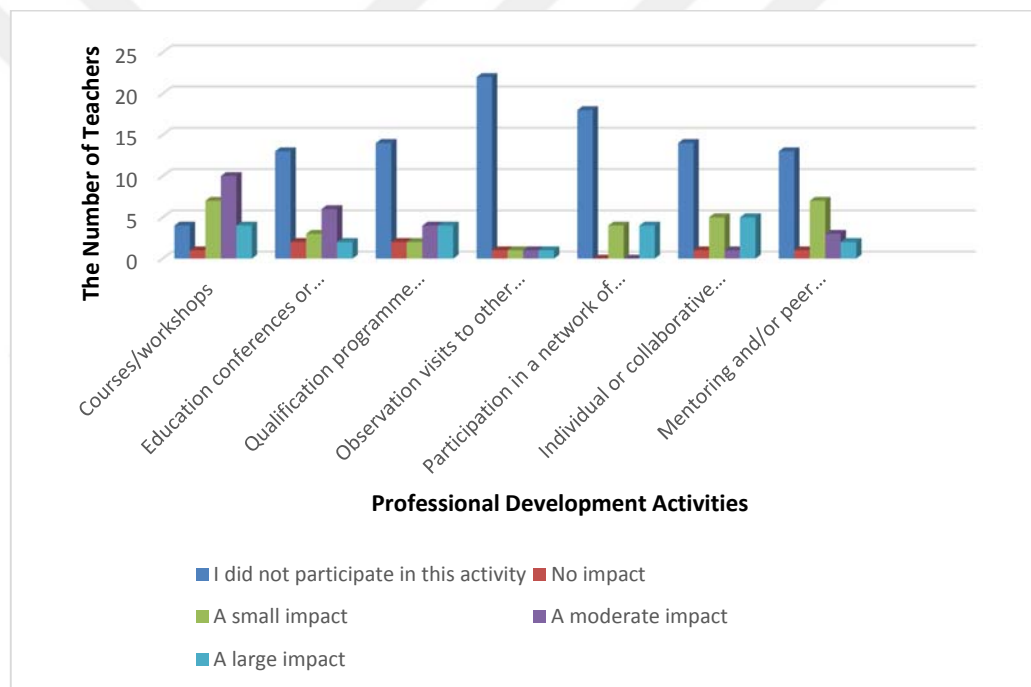
Even though the number of teachers participating in the professional development courses is not enough, 'no impact' was rarely selected. The most selected professional development activity is 'courses/workshops'. According to 9 teachers from the UK, courses and workshops have a moderate impact on improving their practices in schools. In addition, 3 teachers selected 'a large impact'. When considering the number of teachers who conduct self-appraisals (15), most teachers preferred to participate in the courses and workshops as these provide them with considerable support to improve their skills and teaching practices.

On the other hand, the least selected activity is the 'observation visits to other schools'. Only 3 teachers observe other schools' teaching and learning practices. Even though there is a lower participation rate associated with this activity, the feedback about the observation visits to other schools is completely positive. In terms

of the options, 2 teachers selected ‘a large impact’ and 1 teacher selected ‘a small impact’.

The bar chart also shows that only 4 teachers selected the ‘no impact’ option. This finding can be a sign that participation in the professional development courses, according to appraisal results, can support teachers’ improvement of their practices. In this regard, the following question was asked to determine the effect of the professional development activities that stemmed from the appraiser or employer suggestions.

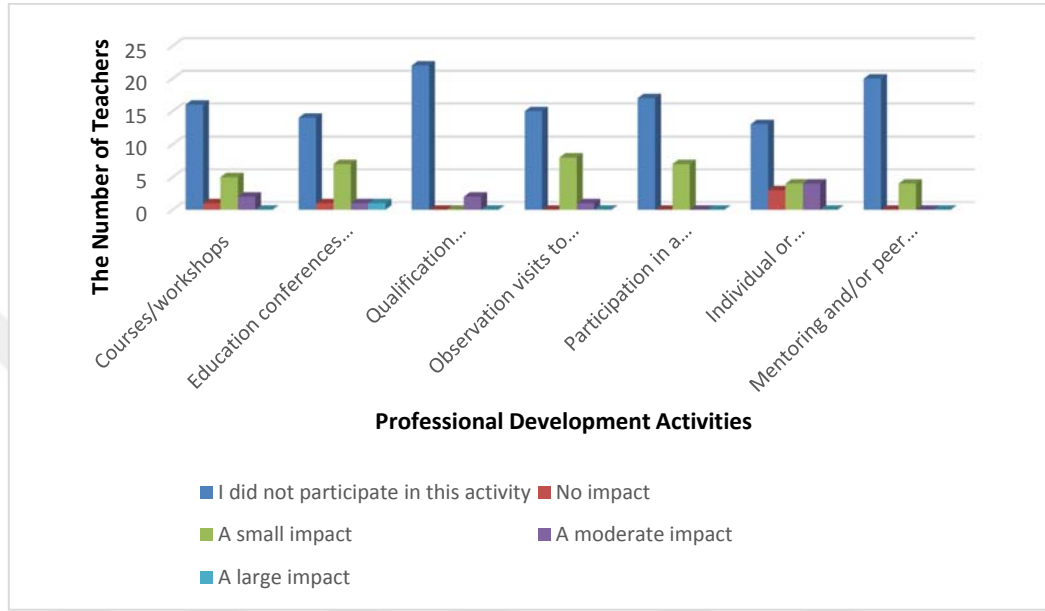
Figure 21: The effectiveness of the professional developmental activities that stemmed from the appraiser or employer suggestions in the UK



The results for the UK have a similar trend with the previous question. The highest participation rate is seen for courses and workshops. The results show that only 15.4% of teachers had not participated in courses and workshops via the suggestion of an employer or an appraiser. In addition to this finding, only 1 teacher believed that courses and workshops were not beneficial for his/her professional development. While 7 teachers thought that there was a ‘small impact’, in regard to the other options, 10 teachers selected ‘a moderate impact’ and 4 teachers selected ‘a large impact’. The lowest participation proved to be observation visits to other schools, as only 4 teachers participated in this kind of activity. These teachers selected all options equally. The results also show that the least effective professional development course is observation visits to the other schools. The ‘no participation’ option was

selected mostly for another kind of professional development courses; however, feedback about these courses was mostly positive.

Figure 22: The effectiveness of the professional developmental activities that stemmed from the appraiser or employer suggestions in Turkey



Even though there is no a similar trend with the previous question, the professional development course participation rate is still low in Turkey. Most of the teachers selected the 'no participation' option for each choice. For example, the participation rate for courses and workshops is half of the non-participation rate. A total of 16 teachers did not participate in courses and workshops for their jobs, 8 teachers did participate in these courses and 1 teacher believed that there this course type had no impact. Moreover, a total 7 of the teachers regarded the courses as beneficial to some extent. The lowest participation was associated with qualification programmes. While only 2 of the teachers participated in a qualification programme, they thought that there was a moderate impact on their practices. The 'a small impact' option was selected mostly for other kinds of professional development courses; the teachers' point of view seemed to be mostly positive about these courses.

A chi-square test was used to determine differences between countries. The results show that there is a statistically significant difference between the countries in certain professional development activities: courses and/or workshops and qualification programmes. All these results are presented in Tables 31 and 32 (see Appendices 2).

As Table 31 illustrates, the chi-square test results from Turkey are mostly lower than the expected results. The number of non-participants of the courses and/or workshops is the only higher than expected value. These results show that most teachers from Turkey are not directed towards or willing to participate in courses and/or workshops in order to improve themselves professionally, even though teachers who have participated in these courses have mostly expressed positive feedback about them. On the other hand, the data gathered from the UK have a reverse situation. While the non-participation rate was lower than expected, other rates were mostly higher than expected. This means that teachers from the UK school are mostly directed towards or willing to participate in these kinds of activities. In addition to this, they have a mostly positive point of view about these courses and workshops. In other words, they believe their participation in the courses and workshops can lead to self-improvement.

Table 32 illustrates the differences between the countries in terms of the results of the qualification programmes option. The results from Turkey have a similar trend with courses and workshops. While 22 teachers (higher than expected) are non-participants, 2 teachers participated in a qualification programme (lower than expected) and selected the 'moderate impact' option. Even though the rate of non-participation is higher than the courses and workshops option, it is still under the expectation in the UK. In addition, other choices were selected more than expected to be. In other words, it was discovered that teachers from the UK are more willing and/or they are more directed to participate in workshops, courses and qualification programmes than Turkey. Furthermore, they have more positive perceptions about these activities' effects on their professional development.

The eleventh question also analysed the second independent variable: teachers' experiences. Using a chi-square test, statistically significant differences were detected for the 'Participation in a network of teachers formed specifically for the professional development of teachers' and the 'Individual or collaborative research on a topic of interest to you professionally' options (see Tables 33-34 in appendices 2). According to the results, it appears that more experienced teachers have more willingness or have been more directed to participate in these kinds of activities. Specifically, teachers who have 15 or more years of experience believe that these activities have a significant impact on their professional development. However, country differences can also affect these results. For this reason, this information cannot be generalised.

4.6 Overall Effects of the Teacher Appraisal on Professional Development

The last question addressed the general point of view about the effectiveness of implemented staff appraisal policies and practices in terms of teachers' professional development. In this regard, in order to learn about teachers' perceptions of appraisal practices, a five-level Likert scale was used. Using SPSS, the results were re-coded and are presented in Figure 23. In addition, in order to determine the statistically significant differences between countries, a chi-square test was used, and the results are presented in Table 35.

Figure 23: Effectiveness of the appraisal policy and practices in regard to teachers' professional development

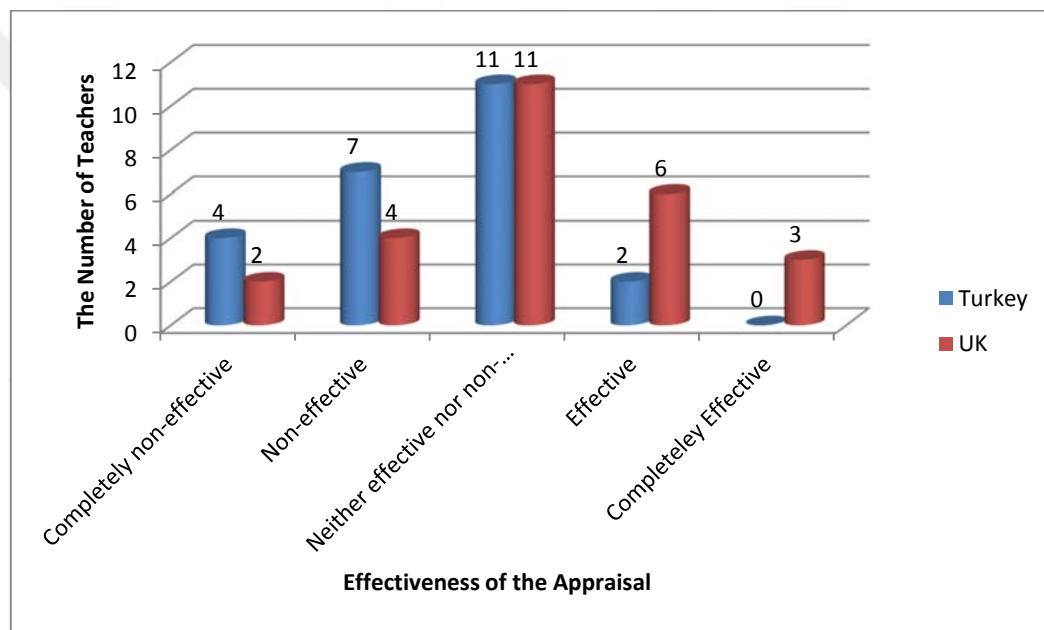


Table 35: The overall effectiveness of implemented appraisal policies and practices in regard to teachers' professional development

Effectiveness of the appraisal policy and practices in regard to teachers' professional development		Country		Total
		Turkey	United Kingdom	
Completely Effective	Observed	0	3	3
	Expected	1.4	1.6	3.0
Effective	Observed	2	6	8
	Expected	3.8	4.2	8.0
Neither Effective nor Non-effective	Count	11	11	22
	Expected	10.6	11.4	22.0
Non-effective	Observed	7	4	11
	Expected	5.3	5.7	11.0
Completely Non-effective	Observed	4	2	6
	Expected	2.9	3.1	6.0
Total	Observed	24	26	50
	Expected	24.0	26.0	50.0

Chi-Square (χ^2) = 6.415^a df=4 P=0.170>0.05

As can be seen in Figure 23 and in Table 35, surprisingly, an equal number of teachers from both Turkey and the UK (11) selected the 'neither effective nor non-effective' option. No teachers selected the 'completely effective' option in Turkey, while 3 of the teachers from the UK believe that the appraisal scheme is completely effective. Six teachers from the UK regarded the appraisal as effective, while only two teachers from Turkey believed that their appraisal was effective. In addition, while 11 teachers from Turkey believe that teacher appraisal is 'non-effective' or 'completely non-effective' for their professional development, only 6 teachers selected these options in the UK school. On the other hand, surprisingly, the chi-square test results show that there is no significant statistical difference between the countries because the *P*-value is greater than 0.05. In addition, there are no statistically significant differences among the different experienced teachers. However, even though no significant differences are determined between the countries, it appears that teachers from the UK have more positive perceptions about the effect of their teacher appraisal policies and practices on their professional development than teachers from Turkey.

Chapter 5

Discussion of Findings

5.1 The Applied Appraisal Methods and Their Effectiveness on Teachers' Professional Development

While a variety of methods are used in the UK school, limited methods are used in Turkey. The lack of variety in Turkey may stem from the lack of autonomy and due to inadequate appraisers' competency level. Even if the appraiser is qualified, the policies may hinder the applications in the school. Classroom observation is the preferred method in both Turkey and the UK; however, it appears that the principals, managers and external individual or bodies are mostly used in Turkey, while peers are an additional group used for appraisal in the UK. Classroom observation can be implemented as a casual or formal type (Poster & Poster, 1993). While casual approaches provide an opportunity to increase collegiality, openness and support to an appraisee by an appraiser (who can be a peer), the formal classroom observation, which a manager or a principal primarily implements, is more structured and focused on the deficits and future planning. The research demonstrates that the school from Turkey has implemented formal classroom observation. In order to increase collegiality, support and openness, the casual approach can be applied in Turkey because teachers' perceptions from Turkey and the UK show that peer appraisal is an effective appraisal method for teachers' professional development, as the literature review supports. In addition, the literature review shows that the casual approach can result in a successful mentoring and coaching scheme. In addition to peer appraisal, students' feedback and test results are mostly used in the UK. However, this variety of methods is not seen in Turkey. The literature review indicates that, specifically, students' test results provide quantitative and realistic data for appraisers even though these results are not regarded as useful sources for determining teachers' quality and professional needs (Zhang and Ng, 2015). This is because many factors can affect the student test results, such as expectations, parents and children behaviour and motivation.

To address the research question, teacher opinions about the effectiveness of used methods are collected. While teachers routinely consider classroom observation, peer-appraisal, self-appraisal and, surprisingly, students' results and feedback to be effective methods, parents' judgements, teacher testing and teacher portfolios are not commonly selected as effective methods. It is surprising that students' results and

feedback are seen as effective methods because the literature supports the opposite point of view. Teachers from Turkey have a similar idea with the colleagues from the UK even if students' results and feedback had been applied to a limited number of participants. In addition, they have positive opinions about other methods except for parents' judgement.

To conclude, it appears that the UK school uses a variety of methods in order to appraise their teachers, and the teachers think that most of these methods are effective. However, teachers from the UK do not have a high regard for parents' judgements, teacher testing and portfolios. Based on the literature, it can be assumed that teachers might view teacher testing and portfolios as a burden (OECD, 2013). In addition, a possible negative point of view about parent judgements might be the lack of expertise of parents about education. In Turkey, while a limited variety of methods are used, teachers' perceptions show that they have positive assumptions about unimplemented methods except for parents' judgements.

5.2 Teachers' Opinions about Frequency of People Used as Appraisers and the Appraisals' Effects on Teachers' Professional Development

The frequency of the appraisal scheme seems different for Turkey and the UK because of the variety of differences. While the school from the UK uses a variety of methods frequently, the school from the Turkey does not use such a variety. The findings also show that the implemented appraisal schedule differs for different teachers in Turkey and the UK. In general, the appraisal methods are implemented more frequently in the UK because, as the findings illustrate, almost all of the models are used frequently. Specifically, peer appraisal and students' results are practised more than three times per year for some teachers. According to OECD (2013), the combination of models may result in a more successful teacher appraisal scheme. In addition, the data from the research seem to suggest that the frequency of the used methods can lead to more effective results in order to assess teachers' performance and determine the professional development needs of teachers. The teachers' perceptions from Turkey and the UK, specifically from the UK, support this opinion. Teachers' from both the UK and Turkey want to be appraised more than applied even though the participants from Turkey do not want to be appraised as often as English colleagues. All participants prefer to be appraised by practising the currently used methods more frequently. This means that teachers from Turkey prefer for their manager and principal to appraise them, and they generally do not have a positive point of view about other appraisers. However, due to the adequate number of

implemented methods, the UK school's teachers have a positive attitude towards the variety of models.

When looking at the results from Turkey independently from the implemented scheme, it can also be interpreted that a considerable number of teachers lost their motivation for appraisal policies and practices because they do not want any methods to be used for appraisal. This opinion could result from the lack of appraiser competencies and the lack of policies about rewards and accountability. In other words, they are unsure of the expectations, benefits and value associated with the appraisal cycle. In addition, the literature indicates that a successful appraisal practice results in more motivated and successful staff members. In addition, it increases self-esteem, job satisfaction and professional skills (Montgomery & Hadfield, 1989). This means that the appraisal scheme can be seen as an unsuccessful implementation in the Turkey school. On the other hand, teachers' from the UK seemed to be satisfied with their appraisal scheme, though they did want to be appraised more frequently. Peer-appraisal and students' results mostly preferred to be appraised more than three times per year. This means that these models can be more effective for improving their practices and may lead to less stress. This is because the models consisting of superior participation seem more threatened than the models that include the participation of peers or students.

In summary, even though teachers from Turkey do not seem to participate in an appraisal scheme, they want to be appraised more frequently. Teachers from the UK seem to be satisfied with their appraisal scheme for their development; however, they believe that the more frequency can bring more successful results.

5.3 The Composition of the Applied Appraisal Policies and Practices

There are two distinct types of appraisals: formative and summative (Poster and Poster, 1993). While the aim of the summative appraisal is to assess teachers' performances for financial reward and promotion in educational settings, the focus of the formative approach is to develop teachers professionally.

When considering the results of the study, it appears that the appraisal scheme in the UK consists of qualities from both the summative and formative appraisal types, as OECD (2013) suggested. This also means that the school from the UK follows an appropriate strategy to appraise their teachers. In other words, it can be expected that the applied appraisal process is useful for teachers' professional development.

On the other hand, the results from the school in Turkey show that while the summative purpose of the appraisal is considered in the practices, the formative purpose of the appraisal is ignored. This information might also partially explain the lack of motivated teachers in Turkey. Additionally, as the research indicates, the focus on summative assessment without the possibility to improve one's skill does not increase the quality of teaching or the motivation of the teaching staff. In addition, the finding may lead to bias because it also can be a sign that the appraisal interview has not been implemented in this school, even though the appraisal interview is seen as a heart of the appraisal (Bollington et al., 1990; Turner and Clift, 1988; Scribbins and Walton, 1987). It could also signify that one of the managerial, laissez-faire or judgemental approaches is preferred rather than developmental approach for the appraisal interview if the appraisal interview is implemented. Based on the results, it can be assumed that all these results stem from the lack of qualified appraisers in Turkey.

5.4 Teachers' Opinions about Appraisers' Ability to Conduct a Developmental Appraisal and the Effect of the Appraisal on Teachers' Development and Practices

The appraisers' ability to perform is a fundamental factor for the effectiveness of the appraisal policies and practices. In this regard, the appraiser has to have adequate knowledge of the teachers' subject matter and needs to know how to implement the appraisal process. In addition, appraisers need some communication skills, such as active listening, questioning skills, negotiation, counselling and supervising, in order to conduct the appraisal effectively (Poster & Poster, 1993).

The research presents the perceptions of teachers from the UK and Turkey. According to the results, while teachers from the UK mostly believe that their appraisers have enough competencies for conducting effective appraisals for their professional developmental needs, teachers from Turkey have opposite point of view, as expected. These responses also explain the lower motivation of the teachers from Turkey. This is because they do not believe that their appraisers have adequate skills to assess their performance and determine their professional needs. Thus, they do not want to be frequently appraised with the use of a variety of methods. Therefore, the principals in Turkey need to improve their subject knowledge and management skills even though it is not possible to improve the knowledge about all subjects in a vocational school. In this sense, peers can be used as appraisers. However, this change might require policy regulations or higher-level management skills. In this

regard, it appears that the principals need to improve their management skills in order to motivate their staff for appraisal.

On the other hand, teachers from the UK are more optimistic, which corresponds with previous findings. Moreover, only a few teachers believe that their appraisers do not have enough skills. This finding might also stem from the high variety of methods. After all, using a variety of methods might be seen as a way to guarantee the objectivity and accuracy of the appraisal scheme (OECD, 2013).

In order to learn whether the appraisal process directly affects the teachers' works in school, teachers were asked about the extent to which they believed the appraisal was helpful for their practice. The results, unsurprisingly, are similar to the appraiser competencies. In other words, while teachers from the UK mostly believe that their appraisal process has a positive effect on their practice, teachers from Turkey do not have the same perspective as their English colleagues. Teaching and learning activities require many teaching skills, such as classroom management, subject knowledge, knowledge mediation, planning, the teaching of students with special needs, the teaching of students in multicultural settings, the handling of problematic students and the effect of teaching on students' test results. These aspect factored into teachers' consideration of how the appraisal could benefit their practices and skills. Specifically, the applied appraisal scheme affects the classroom management skills in the UK. Even though classroom management does not equally affect other skills and practices, it can be interpreted that the appraisal scheme has a generally positive effect on teachers' skills and practices. On the other hand, Turkey results show that there is no considerable effect on these skills because most of the teachers selected the 'no impact' option for each skill and practice. In other words, the results show that there is a considerable difference between the countries in regard to appraisers' capabilities and the direct effect of the appraisal on teachers' practices and skills. To summarise, the teachers in the UK have more optimistic perceptions about their appraisers and the appraisal policies and practices than the teachers from Turkey.

When considering the reason for the various differences between the countries, it is important to note that while the school in the UK implements the suggestions in the literature, the school in Turkey does not. Put simply, the regulations give enough autonomy to the school in the UK, and it appears that the school management team consists of qualified managers. In this respect, in order to utilise the appraisal scheme for the professional development of teachers, the related policies and regulations

should be legislated appropriately, the variety of the methods used ought to be increased and qualified appraisers should be selected.

5.5 The Effect of the Professional Developmental Activities That Stemmed from the Appraisal Scheme for Teacher Performance

One of the significant purposes of the teacher appraisal is to enhance and facilitate professional development (Bollington et al., 1990; Ng & Zhang, 2011). The formative appraisal is not only interested in the weaknesses of the teaching and learning processes but also in the ways to improve these weaknesses. This also means that appraisers can provide or suggest some professional development organisations to their teachers in order to improve their practices. In addition, teachers who appraise themselves can determine their deficits and participate in professional development activities. However, the literature recommends formally structured self-appraisal (Bollington et al., 1990). In this regard, teachers were asked whether they perform self-appraisals.

The results show that while most teachers from the UK prefer to do self-appraisal reports, almost no teachers from Turkey appraise themselves. The results also show that self-appraisal is an effective method for determining professional needs. In other words, even though teachers believe that self-appraisal is an effective appraisal method, only some teachers use a self-appraisal form and complete a self-appraisal. Based on this finding, in order to learn how to formal implement an appraisal process, teachers should have a professional and motivational support system to appraise themselves.

When looking at the participation in professional development activities that results from the self-appraisal, not surprisingly, while teachers from the UK participated in some courses, teachers from Turkey did not. Most of the courses were seen as effective courses for their development in the UK. This means that teachers from the UK are more interested in improving their practice. According to Montgomery (1999), an effective appraisal scheme can result in increased motivation and job satisfaction. In this regard, the introduction of the self-appraisal and participation in professional development courses might be suggested to teachers from Turkey in order to increase their motivation and job satisfaction. In addition, self-appraisal can be required for the appraisal interview in order to determine the professional development needs of the teacher, as Mortimore and Mortimore (1991) suggest. This means that self-appraisal is useful for teachers' voluntary participation in professional development courses, and it supports the assessment of teachers' professional developmental needs. Thus,

self-appraisal can be introduced to teachers from Turkey in order to improve their instructional and pedagogical practices.

There is a similar trend for participation in professional development courses that results from employer or appraiser suggestions in the UK. Specifically, courses or workshops are seen as effective activities for the teachers. Surprisingly, mentoring and coaching activities are not common in the UK. Yet, peer-appraisal is used mostly in the UK school because it can promote mentoring and coaching activities. Even though some participation is seen for the Turkey school, the number of participants is still low. However, the courses in which teachers participated are mostly seen as effective in Turkey as well. As such, according to the appraisal results, teachers can participate in professional development courses at will or as a result of an employer/appraiser suggestion in order to develop their practices. The literature has many suggestions about directing teachers to professional development activities. For example, Jenkin et al. (2006) suggests that managers or principals can establish a professional development group in the school. These groups can be useful for collaborative learning as well as for other types of professional developmental activities because the group directs teachers to participate in some courses and/or present and introduce professional development activities in the school. In this regard, these groups can be suggested for both schools.

5.6 Overall Effects of the Teacher Appraisal on Professional Development

The last question was asked to learn about teachers' perceptions on the overall effectiveness of the implemented appraisal process in their schools. According to the previous questions' answers, the expectation is that while teachers' perceptions can be positive in the English school, the opposite perceptions can occur in the Turkey school. However, quite different answers were gathered.

It is surprising to find that most teachers from the UK do not believe that the appraisal scheme is effective or completely effective. However, in general, they have a more positive point of view than their Turkish colleagues. This is surprising because the previous findings show that the implemented appraisal scheme seems to be mainly based on the literature suggestions. In other words, they believe that their appraisers have enough capability to implement an appraisal scheme, and the implemented methods are mostly seen as effective methods. This means that there can be other factors that can make an appraisal effective in terms of the professional development of teachers, and the consideration of these factors can be a topic for future research.

On the other hand, the results from Turkey correspond with the expectation. Only 2 of the 24 teachers believe that the appraisal positively effects their professional development. This is not surprising because teachers' perceptions show that there are many deficits the appraisal system in the Turkey school. Appraisal capability is seen as not enough. In addition, teachers think that the variety and frequency of the implemented methods should be increased. Furthermore, they believe that the appraisal system only includes judgements of the quality of teachers' work. Therefore, it appears that the appraisal scheme should come under review in the school. Moreover, all staff, including principals and teachers, could be directed to professional development activities that correspond with the appraisal scheme in order to be informed about the elements that work well.

One of the important roles of the appraisal is to develop teachers and schools (Bollington et al., 1990). In consideration of this purpose, policies ought to be legislated. It appears that autonomy has a positive impact on appraisal practices as long as the principal or appraiser selection is made appropriately. In other words, having appropriate appraisers and policies can result in a more successful appraisal.

Chapter 6

Conclusion and Recommendations

6.1 Summary of the Study and Possible Suggestions

This study aimed to investigate the effectiveness of teacher appraisal policies and practices in terms of teachers' professional development in the UK and Turkey. In this regard, participants were asked about the used appraisal methods and their effectiveness. The results show that while the school from the UK used enough of a variety of appraisal methods, the school from Turkey needs more variety. According to the results, most of the methods are seen as effective methods, with the exception of parent judgements, in Turkey and the UK. This means that a variety can bring successful results, as previous literature suggests. In addition, it appears that teachers' opinions support this perception as well. In this regard, my suggestion is for the variety to be increased in both locations but specifically in Turkey.

The frequency was another important aspect, and it appears that the teachers want to be appraised more frequently. According to the results, even though a variety of methods are frequently used to appraise teachers from the UK, they believe that this frequency is not enough. The results from Turkey also show that the frequency of the appraisal methods is not enough, in addition to there being a limited number of methods. This means that an increase in the frequency can be recommended for Turkey and the UK.

The purpose of the study was to ask teachers of their opinions in order to learn whether the appraisal system includes performance assessments and professional development. Although the literature suggests that the appraisal system includes both purposes, it is clear that teachers from Turkey believe that their appraisal system does not consider professional development. This means that the appraisal scheme does not contribute to the teachers' skills and knowledge. For this reason, it can be suggested that the appraisal scheme can be re-designated by considering professional development of teachers. In addition, the appraisers should be knowledgeable about how to effectively implement an appraisal scheme. This is because the failure of the appraisal in terms of the developmental purpose might not only result from the policy deficits but also from appraisers' lack of skills. On the other hand, teachers from the UK think that their appraisal system includes both purposes, as suggested in the literature.

Another aspect of an effective appraisal is an appraiser's capability. In order to conduct an appraisal scheme effectively, it is essential to have qualified appraisers. In this regard, teachers were asked express their opinions regarding their appraisers' capabilities. It appears that teachers' perceptions on the capability of appraisers are mainly positive in the UK. For this reason, it can only be suggested that the reason for the negative point of view be explored. On the other side, teachers from the Turkey school have the completely opposite point of view. In other words, they do not believe that their appraisers are capable enough to conduct the appraisal scheme. Therefore, this may lead to an unsuccessful appraisal because even if the appraisal scheme was perfect, the appraiser cannot conduct it successfully lacking capability. In this sense, the appraisers can be directed to participate in professional development courses regarding how to effectively implement an appraisal in an organisation.

The appraisal practices can also directly affect the teachers' knowledge via collaboration between appraisers and appraisees in appraisal interviews and follow-up meetings. Similar points of view were gathered. According to the results, teachers in the UK have more positive opinions about the direct effect of the appraisal scheme than teachers in Turkey. Specifically, they think that the appraisal affects their classroom management skills. On the other hand, most teachers from the school in Turkey believe that the appraisal do not directly affect their skills and practices. This can result from inadequate appraiser qualifications as well as policy deficits. Therefore, the problems and solutions could be detected and mandatory regulations, some of which have been mentioned in this paper, can be implemented.

The ability to reflect on one's own performance is another crucial aspect of an effective appraisal. In this regard, this study showed that while most teachers from the UK appraise themselves, teachers from the school in Turkey do not appraise themselves. Literature and this study's findings illustrate that self-appraisal is seen as a considerably effective method for the professional development of teachers. In addition, it appears that the appraisal interview and meetings are ignored in Turkey. For these reasons, teachers can be directed to learn of the implementation of formal self-appraisal, and appraisers might be informed about implementing the appraisal interviews and about properly conducting follow up discussions.

The results of the appraisal can be used to direct teachers to professional developmental activities. They can also find and participate in these activities on their own. In both cases, it is important to select appropriate professional development activities. In this regard, teachers were asked about the effectiveness of the

professional development activities. The results show that more teachers in the UK participated in the professional development activities than in Turkey. In addition, activities are mostly seen as contributing to teachers' development in these countries. In that case, directing teachers to professional development activities may increase the participation rate. Another recommendation is for mentoring and coaching activities to be used with a peer-appraisal scheme in Turkey and the UK.

The last question investigated to the overall effectiveness of the appraisal systems applied in Turkey and the UK. The results show that the 'neither effective nor non-effective' option is mostly selected in Turkey and in the UK. This was surprising because the results show that teachers in the UK school viewed the elements of the appraisal cycle as successful. This means that some other issues regarding the effectiveness of the appraisal scheme need to be researched in the UK school. Nonetheless, they have more optimism than their Turkish colleagues. Most of the teachers from the school in Turkey believe that their appraisal scheme is ineffective in terms of improving teachers' skills and knowledge.

This study is important because it shows the differences between two countries' policies and practices and addresses their effectiveness. In addition, it enabled the strengths and weaknesses of both systems to be discovered, which will be helpful for my future works. It appears that while the appraisal cycle is mostly practised effectively in the UK, the Turkey school's practices are not as sound as they are in the UK. Nevertheless, both schools can improve their appraisal practices and policies by considering teachers' opinions.

6.2 Recommendations for Future Research

The results of the study show that additional information would prove valuable. In this regard, the following topics can be researched:

- The study can be extended to include more schools in Turkey and the UK, and a mixed methods analysis can be applied in order to gain a more thorough understanding.
- The effectiveness of the appraisal models can be assessed one by one in order to find the best models for teachers.
- The effectiveness of the professional development activities might be researched one by one in order to understand teachers' perceptions.

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Appendices

Appendices 1: Questionnaire

The effectiveness of teacher appraisal policies and practices

'This questionnaire is for the dissertation project at University of Bolton. The purpose of the project is to learn about the effectiveness of the teacher appraisal policy and practice in terms of teachers' professional development. All information which is collected about you and your school during the research will be kept strictly confidential, and you and your school will not be able to be identified in any reports or publications. When you submit the questionnaire, you will have accepted to be a part of the project voluntarily. This will also mean that you have read the participant information sheet which is attached in the e-mail.'

1. How many years have you been working as a teacher in vocational and technical institutions?

- a) 0-5 years
- b) 5-10 years
- c) 10-15 years
- d) 15 or more years

2. What type of teacher appraisal methods are implemented at your school?

- Classroom observation
- Peer-appraisal
- Students' Results
- Students' feedback
- Parents' judgements
- Teacher Testing
- Teachers' Portfolios
- Other

3. In your opinion, to what extent the following appraisal methods are effective for determining your professional needs? (please don't answer options which you have not received any feedback and/or appraisal in your teacher career yet.)

	Completely Effective	Considerably Effective	Effective	Slightly effective	Non-effective
Classroom observation					
Peer-appraisal					
Students Results					
Student feedback					
Parents judgements					
Teacher Testing					
Teachers' Portfolios					
Other					

4. From the following people or body, how often have you received appraisal and/or feedback about your work as a teacher in school per year?

	Never	Less than once	Once	Twice	Three times	More than three times
a) Principal or other managers from school (e.g deputy principal, managers and head teachers)						
b) Other teachers (External or Internal)						
c) External Body or Individual (e.g external inspector)						
d) Students						
e) Parents						

5. From the following people or body, how often would you prefer to receive appraisal and/or feedback about your work as a teacher in school per year in terms of helping your professional development?

	Never	Less than once	Once	Twice	Three times	More than three times
a) Principal or other managers from school (e.g deputy principal, managers and head teachers)						
b) Other teachers (External or Internal)						
c) External Body or Individual (e.g external inspector)						
d) Students						
e) Parents						

6. How would you describe the appraisal and/or feedback you received?

	Yes	No
a) The appraisal and/or feedback contained a judgment about the quality of my work.		
b) The appraisal and/or feedback contained suggestions for improving certain aspects of my work.		

7. Regarding the appraisal and/or feedback you received at this school, to what extent do you agree or disagree with the following statements?

	1 (Strongly Agree)	2	3	4	5 (Strongly Disagree)
a) I think I was appraised by right person in terms of determining my professional developmental needs.					
b) I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school.					

8. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to or involved changes in any of the following?

	A Large Change	A Moderate Change	A small Change	No Change
a) Your classroom management practices				
b) Your knowledge and understanding of your main subject field(s)				
c) Your knowledge and understanding of instructional practices (knowledge mediation) in you main subject field(s).				
d) A development or training plan to improve your teaching.				
e) Your teaching of students with special learning needs.				
f) Your handling of student discipline and behaviour problems.				
g) Your teaching of students in a multicultural setting.				
h) The emphasis you place upon improving student test scores in your teaching.				

9. Do you appraise yourself by using self-appraisal forms and writing a self-appraisal report? (If your answer is "No", please go to question 11)

a) Yes

b) No

10. During the last 2 years, concerning your self-appraisal at this school, did you decide and participate in any of the following kinds of professional development activities and what was the impact of these activities on your development as a teacher? (If you answer the question 9 as "No", please don't answer this question)

	I did not participate in this activity	No impact	A small impact	A moderate impact	A large impact
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)					
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)					
c) Qualification programme (e.g. a degree programme)					
d) Observation visits to other schools					
e) Participation in a network of teachers formed specifically for the professional development of teachers					
f) Individual or collaborative research on a topic of interest to you professionally					
g) Mentoring and/or peer observation and coaching, as part of a formal school arrangement					

11. During the last 2 years, concerning the appraisal and/or feedback you have received at this school, did you participate in any of the following kinds of professional development activities suggested by the appraiser/employer, and what was the impact of these activities on your development as a teacher?

	I did not participate in this activity	No impact	A small impact	A moderate impact	A large impact
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)					
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)					
c) Qualification programme (e.g. a degree programme)					
d) Observation visits to other schools					
e) Participation in a network of teachers formed specifically for the professional development of teachers					
f) Individual or collaborative research on a topic of interest to you professionally					
g) Mentoring and/or peer observation and coaching, as part of a formal school arrangement					

12. Concerning the appraisal and/or feedback you have received at this school, to what extent has this affected your professional development?

1 (Completely Effective)	2	3	4	5 (Non-effective)

Appendices 2: Results and Analysis of Findings

Table 7: The differences on teachers' perceptions between the countries about the effectiveness of the classroom observation

Teachers' perspectives on the effectiveness of the classroom observation		Country		Total
		Turkey	United Kingdom	
Completely Effective	<i>Observed</i>	3	2	5
	<i>Expected</i>	2.3	2.7	5.0
Considerably Effective	<i>Observed</i>	0	14	14
	<i>Expected</i>	6.4	7.6	14.0
Effective	<i>Count</i>	6	7	13
	<i>Expected</i>	6.0	7.0	13.0
Slightly effective	<i>Observed</i>	9	2	11
	<i>Expected</i>	5.0	6.0	11.0
Non-effective	<i>Observed</i>	4	1	5
	<i>Expected</i>	2.3	2.7	5.0
Total	<i>Observed</i>	22	26	48
	<i>Expected</i>	22.0	26.0	48.0

Chi-square (χ^2) = 20.339^a df=4 P=0.000<0.05

Table 8: Frequency of using principals or other managers as an appraiser

Frequency of using principals or other managers in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	3	3
	<i>Expected</i>	1.4	1.6	3.0
Three times	<i>Observed</i>	0	0	0
	<i>Expected</i>	0	0	0
Twice	<i>Observed</i>	0	7	7
	<i>Expected</i>	3.4	3.6	7.0
Once	<i>Observed</i>	16	9	25
	<i>Expected</i>	12	13	25.0
Less than once	<i>Observed</i>	5	2	7
	<i>Expected</i>	3.4	3.6	7.0
Never	<i>Observed</i>	3	5	8
	<i>Expected</i>	3.8	4.2	8.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 13.688^a df=4 P=0.008<0.05

Table 9: Frequency of using other teachers as appraiser

Frequency of using other teachers (external or internal) in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	8	8
	<i>Expected</i>	3.8	4.2	8.0
Three times	<i>Observed</i>	0	1	1
	<i>Expected</i>	.5	.5	1.0
Twice	<i>Observed</i>	0	0	0
	<i>Expected</i>	0	0	0.0
Once	<i>Observed</i>	0	10	10
	<i>Expected</i>	4.8	5.2	10.0
Less than once	<i>Observed</i>	1	2	3
	<i>Expected</i>	1.4	1.6	3.0
Never	<i>Observed</i>	23	5	28
	<i>Expected</i>	13.4	14.6	28.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 30.874^a *df*=4 *P*=0.000<0.05

Table 10: Frequency of using external bodies or individuals as an appraiser

Frequency of using external bodies or individuals in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	3	3
	<i>Expected</i>	1.4	1.6	3.0
Three times	<i>Observed</i>	0	0	0
	<i>Expected</i>	0	0	0
Twice	<i>Observed</i>	0	2	2
	<i>Expected</i>	1.0	1.0	2.0
Once	<i>Observed</i>	4	13	17
	<i>Expected</i>	8.2	8.8	17.0
Less than once	<i>Observed</i>	2	4	6
	<i>Expected</i>	2.9	3.1	6.0
Never	<i>Observed</i>	18	4	22
	<i>Expected</i>	10.6	11.4	22.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 19.291^a *df*=4 *P*=0.001<0.05

Table 11: Frequency of using students as an appraiser according to countries

Frequency of students in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	9	9
	<i>Expected</i>	4.3	4.7	9.0
Three times	<i>Observed</i>	0	2	2
	<i>Expected</i>	1.0	1.0	2.0
Twice	<i>Observed</i>	0	3	3
	<i>Expected</i>	1.4	1.6	3.0
Once	<i>Observed</i>	1	6	7
	<i>Expected</i>	3.4	3.6	7.0
Less than once	<i>Observed</i>	1	2	3
	<i>Expected</i>	1.4	1.6	3.0
Never	<i>Observed</i>	22	4	26
	<i>Expected</i>	12.5	13.5	26.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 30.335^a *df*=5 *P*=0.000<0.05

Table 12: Frequency of using students as an appraiser according to teachers' experiences

Frequency of using students in appraisal		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
More than three times	<i>Observed</i>	0	1	2	6	9
	<i>Expected</i>	4.3	1.4	1.3	2.0	9.0
Three times	<i>Observed</i>	2	0	0	0	2
	<i>Expected</i>	1.0	.3	.3	.4	2.0
Twice	<i>Observed</i>	0	0	0	3	3
	<i>Expected</i>	1.4	.5	.4	.7	3.0
Once	<i>Observed</i>	2	3	1	1	7
	<i>Expected</i>	3.4	1.1	1.0	1.5	7.0
Less than once	<i>Observed</i>	3	0	0	0	3
	<i>Expected</i>	1.4	.5	.4	.7	3.0
Never	<i>Observed</i>	17	4	4	1	26
	<i>Expected</i>	12.5	4.2	3.6	5.7	26.0
Total	<i>Observed</i>	24	8	7	11	50
	<i>Expected</i>	24.0	8.0	7.0	11.0	50.0

Chi-Square (χ^2) = 38.573^a df=15 P=0.001<0.05

Table 13: Teachers' preferences about the frequency of using principals or other managers as an appraiser

Teachers' preferences about the frequency of using principals or other managers in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	3	3
	<i>Expected</i>	1.4	1.6	3.0
Three times	<i>Observed</i>	0	3	3
	<i>Expected</i>	1.4	1.6	3.0
Twice	<i>Observed</i>	12	7	19
	<i>Expected</i>	9.1	9.9	19.0
Once	<i>Observed</i>	4	10	14
	<i>Expected</i>	6.7	7.3	14.0
Less than once	<i>Observed</i>	5	1	6
	<i>Expected</i>	2.9	3.1	6.0
Never	<i>Observed</i>	3	2	5
	<i>Expected</i>	2.4	2.6	5.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 12.694^a df=5 P=0.026<0.05

Table 14: Teachers' preferences about the frequency of using other teachers as an appraiser

Teachers' preferences about the frequency of using other teachers (external or internal) in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	5	5
	<i>Expected</i>	2.4	2.6	5.0
Three times	<i>Observed</i>	0	2	2
	<i>Expected</i>	1.0	1.0	2.0
Twice	<i>Observed</i>	0	7	7
	<i>Expected</i>	3.4	3.6	7.0
Once	<i>Observed</i>	3	9	12
	<i>Expected</i>	5.8	6.2	12.0
Less than once	<i>Observed</i>	6	1	7
	<i>Expected</i>	3.4	3.6	7.0
Never	<i>Observed</i>	15	2	17
	<i>Expected</i>	8.2	8.8	17.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 30.481^a df=5 P=0.000<0.05

Table 15: Teachers' preferences about the frequency of using external bodies or individuals as an appraiser

Teachers' preferences about the frequency of using external bodies or individuals in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	3	3
	<i>Expected</i>	1.4	1.6	3.0
Three times	<i>Observed</i>	0	1	1
	<i>Expected</i>	.5	.5	1.0
Twice	<i>Observed</i>	1	3	4
	<i>Expected</i>	1.9	2.1	4.0
Once	<i>Observed</i>	6	11	17
	<i>Expected</i>	8.2	8.8	17.0
Less than once	<i>Observed</i>	8	6	14
	<i>Expected</i>	6.7	7.3	14.0
Never	<i>Observed</i>	9	2	11
	<i>Expected</i>	5.3	5.7	11.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 11.149^a df=5 P=0.049<0.05

Table 16: Teachers' preferences about the frequency of using students as an appraiser

Teachers' preferences about the frequency of using students in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	7	7
	<i>Expected</i>	3.4	3.6	7.0
Three times	<i>Observed</i>	0	3	3
	<i>Expected</i>	1.4	1.6	3.0
Twice	<i>Observed</i>	0	4	4
	<i>Expected</i>	1.9	2.1	4.0
Once	<i>Observed</i>	1	9	10
	<i>Expected</i>	4.8	5.2	10.0
Less than once	<i>Observed</i>	6	1	7
	<i>Expected</i>	3.4	3.6	7.0
Never	<i>Observed</i>	17	2	19
	<i>Expected</i>	9.1	9.9	19.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 35.791^a df=5 P=0.000<0.05

Table 17: Teachers' preferences about the frequency of using parents as an appraiser

Teachers' preferences about the frequency of using parents in appraisal		Country		Total
		Turkey	United Kingdom	
More than three times	<i>Observed</i>	0	4	4
	<i>Expected</i>	1.9	2.1	4.0
Three times	<i>Observed</i>	0	0	0
	<i>Expected</i>	0	0	0.0
Twice	<i>Observed</i>	0	1	1
	<i>Expected</i>	.5	.5	1.0
Once	<i>Observed</i>	0	9	9
	<i>Expected</i>	4.3	4.7	9.0
Less than once	<i>Observed</i>	4	2	6
	<i>Expected</i>	2.9	3.1	6.0
Never	<i>Observed</i>	20	10	30
	<i>Expected</i>	14.4	15.6	30.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 17.949^a df=4 P=0.001<0.05

Table 18: Teachers' preferences about the frequency of using external bodies or individuals as an appraiser according to teachers' experiences

Teachers' preferences about the frequency of using external bodies or individuals in appraisal		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
More than three times	<i>Observed</i>	0	0	0	3	3
	<i>Expected</i>	1.4	.5	.4	.7	3.0
Three times	<i>Observed</i>	1	0	0	0	1
	<i>Expected</i>	.5	.2	.1	.2	1.0
Twice	<i>Observed</i>	0	0	1	3	4
	<i>Expected</i>	1.9	.6	.6	.9	4.0
Once	<i>Observed</i>	7	6	2	2	17
	<i>Expected</i>	8.2	2.7	2.4	3.7	17.0
Less than once	<i>Observed</i>	8	1	3	2	14
	<i>Expected</i>	6.7	2.2	2.0	3.1	14.0
Never	<i>Observed</i>	8	1	1	1	11
	<i>Expected</i>	5.3	1.8	1.5	2.4	11.0
Total	<i>Observed</i>	24	8	7	11	50
	<i>Expected</i>	24.0	8.0	7.0	11.0	50.0

Chi-Square (χ^2) = 29.336^a df=15 P=0.015<0.05

Table 21: Teachers' perceptions on their appraisers' capabilities in relate to determine professional developmental needs of teachers

I think I was appraised by right person in relate to determine my professional needs		Country		Total
		Turkey	United Kingdom	
Strongly Agree	<i>Observed</i>	1	11	12
	<i>Expected</i>	5.8	6.2	12.0
Agree	<i>Observed</i>	1	5	6
	<i>Expected</i>	2.9	3.1	6.0
Neither Agree nor Disagree	<i>Count</i>	7	6	13
	<i>Expected</i>	6.2	6.8	13.0
Disagree	<i>Observed</i>	6	3	9
	<i>Expected</i>	4.3	4.7	9.0
Strongly Disagree	<i>Observed</i>	9	1	10
	<i>Expected</i>	4.8	5.2	10.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 18.426^a df=4 P=0.001<0.05

Table 22: Teachers' perceptions on the effect of the appraisal on teachers' development

I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school.		Country		Total
		Turkey	United Kingdom	
Strongly Agree	<i>Observed</i>	3	9	12
	<i>Expected</i>	5.8	6.2	12.0
Agree	<i>Observed</i>	0	6	6
	<i>Expected</i>	2.9	3.1	6.0
Neither Agree nor Disagree	<i>Count</i>	12	6	18
	<i>Expected</i>	8.6	9.4	18.0
Disagree	<i>Observed</i>	6	4	10
	<i>Expected</i>	4.8	5.2	10.0
Strongly Disagree	<i>Observed</i>	3	1	4
	<i>Expected</i>	1.9	2.1	4.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 12.340^a df=4 P=0.015<0.05

Table 23: Teachers' perceptions on the direct effect of the appraisal on teachers' skills

The direct effect of the appraisal on classroom management		Country		Total
		Turkey	United Kingdom	
A Large Change	<i>Observed</i>	3	1	4
	<i>Expected</i>	1.9	2.1	4.0
A Moderate Change	<i>Observed</i>	2	13	15
	<i>Expected</i>	7.2	7.8	15.0
A Small Change	<i>Count</i>	7	7	14
	<i>Expected</i>	6.7	7.3	14.0
No Change	<i>Observed</i>	12	5	17
	<i>Expected</i>	8.2	8.8	17.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 11.888^a df=3 P=0.008<0.05

Table 24: Teachers' perceptions on the direct effect of the appraisal on teachers' skills

The direct effect of the appraisal on knowledge and understanding of the main subject field(s)		Country		Total
		Turkey	United Kingdom	
A Large Change	<i>Observed</i>	3	1	4
	<i>Expected</i>	1.9	2.1	4.0
A Moderate Change	<i>Observed</i>	0	6	6
	<i>Expected</i>	2.9	3.1	6.0
A Small Change	<i>Count</i>	2	5	7
	<i>Expected</i>	3.4	3.6	7.0
No Change	<i>Observed</i>	19	14	33
	<i>Expected</i>	15.8	17.2	33.0
Total	<i>Observed</i>	24	26	50
	<i>Expected</i>	24.0	26.0	50.0

Chi-Square (χ^2) = 8.978^a df=3 P=0.030<0.05

Table 25: Teachers' perceptions on the direct effect of the appraisal on teachers' skills

The direct effect of the appraisal on knowledge and understanding of instructional practices (knowledge mediation) in the main subject field(s).		Country		Total
		Turkey	United Kingdom	
A Large Change	Observed	3	3	6
	Expected	2.9	2.9	6.0
A Moderate Change	Observed	0	4	4
	Expected	1.9	2.1	4.0
A Small Change	Count	4	10	14
	Expected	6.7	7.3	14.0
No Change	Observed	17	9	26
	Expected	12.5	13.5	26.0
Total	Observed	24	26	50
	Expected	24.0	26.0	50.0

Chi-Square (χ^2) = 8.967^a df=3 P=0.030<0.05

Table 26: Teachers' perceptions on the direct effect of the appraisal on teachers' skills

The direct effect of the appraisal on a development or training plan to improve your teaching		Country		Total
		Turkey	United Kingdom	
A Large Change	Observed	3	3	6
	Expected	2.9	3.1	6.0
A Moderate Change	Observed	0	9	9
	Expected	4.3	4.7	9.0
A Small Change	Count	9	6	15
	Expected	7.2	7.8	15.0
No Change	Observed	12	8	20
	Expected	9.6	10.4	20.0
Total	Observed	24	26	50
	Expected	24.0	26.0	50.0

Chi-Square (χ^2) = 10.337^a df=3 P=0.016<0.05

Table 27: Teachers' perceptions on the direct effect of the appraisal on teachers' skills

The direct effect of the appraisal on knowledge and understanding of the main subject field(s)		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
A Large Change	Observed	3	0	1	0	4
	Expected	1.9	.6	.6	.9	4.0
A Moderate Change	Observed	0	0	2	4	6
	Expected	2.9	1.0	.8	1.3	6.0
A Small Change	Observed	4	0	0	3	7
	Expected	3.4	1.1	1.0	1.5	7.0
No Change	Observed	17	8	4	4	33
	Expected	15.8	5.3	4.6	7.3	33.0
Total	Observed	24	8	7	11	50
	Expected	24.0	8.0	7.0	11.0	50.0

Chi-Square (χ^2) = 19.996^a df=9 P=0.018<0.05

Table 28: Teachers' perceptions on the direct effect of the appraisal on teachers' skills

The direct effect of the appraisal on teaching of students in a multicultural setting		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
A Large Change	Observed	2	0	1	1	4
	Expected	1.9	.6	.6	.9	4.0
A Moderate Change	Observed	1	0	0	3	4
	Expected	1.9	.6	.6	.9	4.0
A Small Change	Observed	4	0	0	4	8
	Expected	3.8	1.3	1.1	1.8	8.0
No Change	Observed	17	8	6	3	34
	Expected	16.3	5.4	4.8	7.5	34.0
Total	Observed	24	8	7	11	50
	Expected	24.0	8.0	7.0	11.0	50.0

Chi-Square (χ^2) = 17.250^a df=9 P=0.045<0.05

Table 29: Participating in a network of teachers formed specifically for the professional development of teachers according to self-appraisal results and its effectiveness

Participating in a network of teachers formed specifically for the professional development of teachers		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
A Large Impact	Observed	0	0	0	4	4
	Expected	1.2	.5	.9	1.4	4.0
A Moderate Impact	Observed	0	0	0	0	0
	Expected	0	0	0	0	0
A Small Impact	Observed	0	0	2	0	2
	Expected	.6	.2	.5	.7	2.0
No Impact	Observed	0	0	0	0	0
	Expected	0	0	0	0	0
No participation	Observed	5	2	2	2	11
	Expected	3.2	1.3	2.6	3.9	11.0
Total	Observed	5	2	4	6	17
	Expected	5.0	2.0	4.0	6.0	17.0

Chi-Square (χ^2) = 16.227^a df=6 P=0.013<0.05

Table 30: Individual or collaborative research on a topic of interest to you professionally in relate to self-appraisal results and its effectiveness

Participating in an individual or collaborative research on a topic of interest to you professionally		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
A Large Impact	Observed	0	0	0	4	4
	Expected	1.2	.5	.9	1.4	4.0
A Moderate Impact	Observed	0	1	1	0	2
	Expected	.6	.2	.5	.7	2.0
A Small Impact	Observed	0	0	1	.0	1
	Expected	.3	.1	.2	.4	1.0
No Impact	Observed	0	0	0	0	0
	Expected	0	0	0	0	0
No participation	Observed	5	1	2	2	10
	Expected	2.9	1.2	2.4	3.5	10.0
Total	Observed	5	2	4	6	17
	Expected	5.0	2.0	4.0	6.0	17.0

Chi-Square (χ^2) = 17.142^a df=9 P=0.047<0.05

Table 31: The differences between countries about participating in courses and/or workshops resulted from appraisers' suggestions and their effects on the teachers' professional development

Courses and/or workshops and their effects on the teachers' professional development	Country		Total
	Turkey	United Kingdom	
A Large Impact	<i>Observed</i>	0	4
	<i>Expected</i>	1.9	4.0
A Moderate Impact	<i>Observed</i>	2	12
	<i>Expected</i>	5.8	12.0
A Small Impact	<i>Count</i>	5	12
	<i>Expected</i>	5.8	12.0
No Impact	<i>Observed</i>	1	2
	<i>Expected</i>	1.0	2.0
No participation	<i>Observed</i>	16	20
	<i>Expected</i>	9.6	20.0
Total	<i>Observed</i>	24	50
	<i>Expected</i>	24.0	50.0

Chi-Square (χ^2) = 16.814^a df=4 P=0.002<0.05

Table 32: The differences between countries about participating in qualification programmes resulted from appraisers' suggestions and their effects on the teachers' professional development

Qualification programmes and their effects on the teachers' professional development	Country		Total
	Turkey	United Kingdom	
A Large Impact	<i>Observed</i>	0	4
	<i>Expected</i>	1.9	4.0
A Moderate Impact	<i>Observed</i>	2	6
	<i>Expected</i>	2.9	6.0
A Small Impact	<i>Count</i>	0	2
	<i>Expected</i>	1.0	2.0
No Impact	<i>Observed</i>	0	2
	<i>Expected</i>	1.0	2.0
No participation	<i>Observed</i>	22	36
	<i>Expected</i>	17.3	36.0
Total	<i>Observed</i>	24	50
	<i>Expected</i>	24.0	50.0

Chi-Square (χ^2) = 10.381^a df=4 P=0.034<0.05

Table 33: Participating in a network of teachers formed specifically for the professional development of teachers resulted from appraisers' suggestions and its effectiveness

Participating in a network of teachers formed specifically for the professional development of teachers		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
A Large Impact	Observed	0	0	0	4	4
	Expected	1.9	.6	.6	.9	4.0
A Moderate Impact	Observed	0	0	0	0	0
	Expected	0	0	0	0	0
A Small Impact	Observed	6	1	4	0	11
	Expected	5.3	1.8	1.5	2.4	11.0
No Impact	Observed	0	0	0	0	0
	Expected	0	0	0	0	0
No participation	Observed	18	7	3	7	35
	Expected	16.8	5.6	4.9	7.7	35.0
Total	Observed	24	8	7	11	50
	Expected	24.0	8.0	7.0	11.0	50.0

Chi-Square (χ^2) = 22.194^a df=6 P=0.001<0.05

Table 34: Individual or collaborative research on a topic of interest to you professionally resulted from appraisers' suggestions and its effectiveness

Participating in an individual or collaborative research on a topic of interest to you professionally		Teachers Experiences				Total
		0-5 years	5-10 years	10-15 years	15 or more years	
A Large Impact	Observed	0	0	0	5	5
	Expected	2.4	.8	.7	1.1	5.0
A Moderate Impact	Observed	2	1	1	1	5
	Expected	2.4	.8	.7	1.1	5.0
A Small Impact	Observed	3	3	1	2	9
	Expected	4.3	1.4	1.3	2.0	9.0
No Impact	Observed	3	0	1	0	4
	Expected	1.9	.6	.6	.9	4.0
No participation	Observed	16	4	4	3	27
	Expected	13.0	4.3	3.8	5.9	27.0
Total	Observed	24	8	7	11	50
	Expected	24.0	8.0	7.0	11.0	50.0

Chi-Square (χ^2) = 24.807^a df=12 P=0.016<0.05

Appendices 3: Ethics

1 - RE1 Form



RESEARCH ETHICS CHECKLIST

Form RE1

This checklist should be completed for every research project which involves human participants. It is used to identify whether a full application for ethics approval needs to be submitted.

Before completing this form, please refer to the University Code of Practice on Ethical Standards for Research Involving Human Participants. The principal investigator and, where the principal investigator is a student, the supervisor, is responsible for exercising appropriate professional judgment in this review.

This checklist must be completed before potential participants are approached to take part in any research.

Section I: Applicant Details

1. Name of Researcher (applicant):	Ozer Culhaoglu
2. Status (please click to select):	Postgraduate Student
3. Email Address:	oc1put@bolton.ac.uk
4a. Contact Address:	Camridge Halls of Residence Block F Flat 46 Room 2, Thynee Street, Bolton BL3 6BA
4b. Telephone Number:	07909 360 781

Section II: Project Details

5. Project Title:	The effectiveness of teacher appraisal policies and practices in Vocational and Technical Education: a case study using comparative analyses of teachers' perspectives in the UK and Turkey.
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Section III: For Students Only:

6. Course title and module name and number where appropriate School/Centre:	Dissertation Module EDU5000 University of Bolton
7. Supervisor's or module leader's name:	Christopher Spencer
8. Email address:	C.Spencer@bolton.ac.uk
9. Telephone extension::	01204 90321

Declaration by Researcher (Please tick the appropriate boxes)

<input checked="" type="checkbox"/>	I have read the University's Code of Practice
<input checked="" type="checkbox"/>	The topic merits further research
<input checked="" type="checkbox"/>	I have the skills to carry out the research
<input checked="" type="checkbox"/>	The participant information sheet, if needed, is appropriate
<input checked="" type="checkbox"/>	The procedures for recruitment and obtaining informed consent, if needed, are appropriate
<input checked="" type="checkbox"/>	The research is exempt from further ethics review according to current University guidelines
<input checked="" type="checkbox"/>	Where relevant, I have read the ethical guidelines of the regulatory body that is relevant to my discipline and verify that the research adheres to these guidelines

Comments from Researcher, and/or from Supervisor if Researcher is Undergraduate or Taught Postgraduate student:

This research will be about the appraisal system in Turkey and the UK. When applying this research, I will work with teachers from one school in Turkey and an another school from the UK. For this reason, I will contact with gatekeepers in order to get permission for applying a questionnaire to teachers in both schools. In addition, I will give a participant information sheet and participant consent form which all participants understand and agree to their participation without any force before conducting the research. My research will be conducted with the highest ethical standards and under the guidelines of the University's Code of Practice I will manage my research within an ethic of respect, sensitivity and equal assessment for any people who are involved in my research. I will treat all participants without consideration of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, faith, disability or any other essential differences. (All papers about ethics will be translated to Turkish for Turkish participants and gatekeepers.)

Section IV: Research Checklist

Please answer each question by ticking the appropriate box:

	YES	NO
1. Will the study involve participants who are particularly vulnerable or who may be unable to give informed consent (e.g. children, people with learning disabilities, emotional difficulties, problems with understanding and/or communication, your own students)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited (e.g. students at school, members of self-help group, residents of nursing home)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Will deception be necessary, i.e. will participants take part without knowing the true purpose of the study or without their knowledge/consent at the time (e.g. covert observation of people in non-public places)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Will the study involve discussion of topics which the participants may find sensitive (e.g. sexual activity, own drug use)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Will drugs, placebos or other substances (e.g. food substances, alcohol, nicotine, vitamins) be administered to or ingested by participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Will blood or tissues samples be obtained from participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Will pain or more than mild discomfort be likely to result from the study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Will the study involve prolonged or repetitive testing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Will participants' right to withdraw from the study at any time be withheld or not made explicit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Will participants' anonymity be compromised or their right to anonymity be withheld or information they give be identifiable as theirs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Might permission for the study need to be sought from the researcher's or from participants' employer?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. Will the study involve recruitment of patients or staff through the NHS?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If ALL items in the Declaration are ticked AND if you have answered NO to ALL questions in Section IV, send the completed and signed Form RE1 to your School/Centre Research Ethics Officer for information. You may proceed with the research but should follow any subsequent guidance or requests from the School/Centre Research Ethics Officer or your supervisor/module leader where appropriate. Undergraduate and taught postgraduate students should retain a copy of this form and submit it with their research report or dissertation (bound in at the beginning). MPhil/PhD students should submit a copy to the Board of Studies for Research Degrees with their application for Registration (R1). **Work which is submitted without the appropriate ethics form will be returned unassessed.**

If ANY of the items in the Declaration are not ticked AND / OR if you have answered YES to ANY of the questions in Section IV, you will need to describe more fully in Section V of the form below how you plan to deal with the ethical issues raised by your research. **This does**

not mean that you cannot do the research, only that your proposal will need to be approved by the School/Centre Research Ethics Officer or School/Centre Research Ethics Committee or Sub-committee. When submitting the form as described in the above paragraph you should substitute the original Section V with the version authorized by the School/Centre Research Ethics officer.

If you answered YES to **question 14**, you will also have to submit an application to the appropriate external health authority ethics committee, after you have received approval from the School/Centre Research Ethics Officer/Committee and, where appropriate, the University Research Ethics Committee.

Section V: Addressing Ethical Problems

If you have answered YES to any of questions 1-12 please complete below and submit the form to your School/Centre Research Ethics Officer.

Project Title The effectiveness of teacher appraisal policies and practices in Vocational and Technical Education: a case study using comparative analyses of teachers' perspectives in the UK and Turkey.
--

Principal Investigator/Researcher/Student Ozer Culhaoglu
--

Supervisor Christopher Spencer
--

Summary of issues and action to be taken to address the ethics problem(s) I have to get permission from gatekeepers from two schools. I will contact with them and I will try to get permission for this research.
--

Please note that it is your responsibility to follow the University's Code of Practice on Ethical Standards and any relevant academic or professional guidelines in the conduct of your study. **This includes providing appropriate information sheets and consent forms, and ensuring confidentiality in the storage and use of data.** Any significant change to the design or conduct of the research should be notified to the School/Centre Research Ethics Officer and may require a new application for ethics approval.

Signed: [Signature] Principal Investigator/Researcher

Approved: [Signature] Supervisor or module leader
(where appropriate)

Date: 11/3/16

For use by School/Centre Research Ethics Officer:

- No ethical problems are raised by this proposed study - Retain this form on record
- Appropriate action taken to maintain ethical standards
- The research protocol should be revised to eliminate the ethical concerns or reduce them to an acceptable level, using the attached suggestions
- Please submit School/Centre Application for Ethics Approval (Form RE2(D))
- Please submit University Application for Ethics Approval (Form RE2(U))

Retain this form on record and return a copy of section V to Researcher

Signed: [Signature]

Date: 11/3/16

2 - Participant Information Sheet

The effectiveness of teacher appraisal policies and practices in Vocational and Technical Education: a case study using comparative analyses of teachers' perspectives in the UK and Turkey.

Ozer Culhaoglu

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read this information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the project's purpose?

As part of my degree at University of Bolton, I am finding out how the teacher appraisal systems works in terms of teachers' professional development in Vocational and technical education in the UK and Turkey.

Why have I been chosen?

You have been chosen because your experiences can inform me about whether your own country teacher appraisal system affects teachers' professional development or not.

Do I have to take part?

You can decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw at any time without it affecting any you in any way. You do not have to give a reason.

What will happen to me if I take part?/ What do I have to do?

If you decide to take part, you will participate in survey and I just want you to answer questions from my questionnaire (It just takes about 5 minutes).

What are the possible disadvantages and risks of taking part?

Occasionally, psychological distress may occur. If this affects you, you can stop taking part in the project. Also, if you feel uncomfortable about participating, you can stop at any time.

What are the possible benefits of taking part?

The results of the project will help us to understand more about the effectiveness of the appraisal system in terms of teachers' professional development this may lead to improve systems.

Will my taking part in this project be kept confidential?

All information which is collected about you during the research will be kept strictly confidential, and you will not be able to be identified in any reports or publications. Any information about you which is shared with other people will have your name and any other details removed so that you cannot be recognised from it. The report will **not** specify the name of the centre you are studying at, and pseudonyms (false names) will be used.

What will happen to the results of the research project?

The results of the project will be written up in a dissertation/report which will be marked by my supervisor and examiners for University of Bolton. The results may also be published if we think that they would be useful to others. In either case, you will not be able to be identified in any report or publication.

What if something goes wrong?

If you have a complaint or concern about the project, or your treatment by me as researcher, you can first talk to me.

If you want to take your complaint further, you can contact my supervisor, Christopher Spencer, at the address below:

Address: University of Bolton, Deane Road, Bolton, BL3 5AB (Eagle Tower, T4-54)

Tel: 01204 903214

Email: C.Spencer@bolton.ac.uk

Who has ethically reviewed the project?

This project has been reviewed by the University of Bolton Ethical Review Panel.

If you have concerns, you can contact my Supervisor for further information

University of Bolton

Deane Road

Bolton BL3 5AB

This Participant Information Sheet and your signed Participant Consent Form are yours to keep for your records.

Thank you for your interest in this project.

3 - Participant Consent Form

(It was not distributed to participants because online questionnaire was used.)

Title of Project: The effectiveness of teacher appraisal policies and practices in Vocational and Technical Education: a case study using comparative analyses of teachers' perspectives in the UK and Turkey.

Name of Researcher: Ozer Culhaoglu

Participant Identification Number for this project:

Please initial box

1. I have read and understand the information sheet dated _____ for this project and have had the opportunity to ask questions.	<input type="checkbox"/>
2. I understand that I do not have to take part and that I can withdraw at any time without giving any reason.	<input type="checkbox"/>
3. I understand that my responses will be kept anonymous and that I will not be able to be recognised from the project report.	<input type="checkbox"/>
4. I agree to take part in this research project.	<input type="checkbox"/>

_____	_____	

Name of Participant	Date	Signature
<i>(or legal representative)</i>		

_____	_____	
Researcher: Ozer Culhaoglu	Date	Signature

To be signed and dated in presence of the participant

Copies:
Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/pre-written script/information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.