OPTIMISATION OF EDUCATORS’ POTENTIAL IN PRIMARY SCHOOLS WITH A PARTICULAR FOCUS ON PERFORMANCE MANAGEMENT IN BOJANALA WEST REGION

BY

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SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

THE DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION

AT

NORTH WEST UNIVERSITY – MANKWE CAMPUS

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DATE SUBMITTED: SEPTEMBER 2004
DECLARATION

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ACRONYMS

HSRC: Human science research council
RSA: Republic of South Africa
HR: Human resource
HRM: Human resource management
SADTU: South African Democratic Teachers Union
DAS: Developmental appraisal system
CPP: Career progression planning
SMP: Staff movement planning
HRP: Human resource planning
LMA: Labour market analysis
N: Number
PA: Personal assignment
PP: Posting project
SP: Succession planning
HoD: Head of department
SA: Strongly agree
A: Agree
UC: Uncertain
D: Disagree
$: Strongly agree
NR: No response
%: Percentage
NQF: National qualification framework
IQM: Integrated quality management
SPSS: Statistical Package for social scientists
SUMMARY

The ‘re-admission’ of the Republic of South Africa to the global arena does not only imply that the education system be effectively run, but also that the potential of all stakeholders in education be optimised. Against the background of the preceding assertion it is essential therefore that to meet the demands of the present information age performance management be enhanced to meet the demand for quality education. The rationale for performance management is linked to investment in people to yield high returns in education in the form of qualified and skilled personnel, a productive and competitive workforce and an effective and efficient corporate community.

In the light of the preceding, the quest for quality education is interlinked with an integrated quality management system. The basic premise here is that through performance management the education system would ensure optimisation of potential in order to unfold individuals’ potential and release their latent energy and to promote economic growth and improve the quality of life for the South African citizenry at large. Similarly, the optimisation of the potential of educators and learners alike is seen as a necessity for ensuring provision of quality education in a high quality and productive education system.

[Key words: potential; talents; performance management; optimisation; productivity; competitiveness; effectiveness; efficiency; quality; motivation; appraisal]
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CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

It is essential to the concept of competence that this disposition is acquired as the result of individual effort. Competence is not an inborn quality. It does not come by itself, neither through maturation nor solely by incidental learning; rather it requires intentional learning...

(Spiecker & Straught 1988:77. Philosophical issues in moral education and development)
CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Present-day challenges require that the schooling systems be aligned to achieve the highest possible returns in the public and private sectors. Similarly, one of the challenges facing the world is globalisation which requires a nation to learn to be competitive if it is to be counted amongst competitive nations in the world. It is argued that the competitiveness of South Africa in the global arena should thus portray it as a progressive and developing country that provides the world with quality school graduates and products (Edunews, 2002:2). This requires that institutions of learning in South Africa engage in a quest for efficiency and effectiveness. The researcher is of the opinion that to achieve the aforementioned aims for efficacy in educational institutions performance management is not only a necessity, but it is a non-negotiable imperative for optimisation of potential.

Notably, optimisation of potential is a fundamental element in institutional productivity and competitiveness (Mathibe, 1998:2). In striving for excellence, every institution of learning should enhance performance management in order to ensure its effectiveness and efficiency as well as to enhance the quality of its products. The Voice (2002:9) succinctly acknowledges the value of performance management when quoting the Third World Congress of Education International meeting in Jontiem, Thailand, from 25 – 29 July 2001 which states:
... improvement in quality of education and standards are central to the aspirations of the teaching profession... therefore, on the basis of the new challenges facing education systems and the teaching profession, education should continue to advance proposals for the quality and efficiency in and of education systems...

Evidently, what the Third World Congress proposes is an integrated strategy for improving the quality of education through performance management. For this reason, the research should assist in strengthening integrated performance and quality management system in schools with an aim of improving the quality of education in South African schools.

1.2 Motivation for the study

With the re-admission of the democratic South Africa to the fold of global operations in 1994 there is an urgent need to realign the South African education system to global trends. The researcher believes that for the education system to be run efficiently performance management should be enhanced in education. Similarly, the Human Sciences Research Council (HSRC) (1981:15) contends that education provision in the Republic of South Africa (RSA) should be directed in an educationally responsible manner to meet the needs of both the individual and those of society at large. Surely, one may conclude that meeting needs of both individuals and society does require that strategies for ensuring the success of all educational endeavours retract from performance management.

To meet the demands of the present age, an education system is expected to improve the quality of its education and consequently, Anthony, Peirewe & Kacmar (1993) note that present-day production systems need a highly skilled and trained corps of personnel. Surely, in the light of Anthony et al's assertion educational practices are to be based on well-defined premises for high and quality production. This is necessary for education managers since all along they
have engaged in their work in routine fashion. However, present-day trends demand that education managers set up strategies that would:

- realise and optimise the individual’s potential;
- promote economic vitality and viability in schools; and

From the preceding discussion it seems obvious that education management in the present-day is global in approach and it finds inspiration from the private sectors. The researchers notes that most school managers are still comfortable with old practices and lack an understanding of present-day management practices. The study should thus capacitate school managers to implement performance management.

1.3 Contribution of the study

The contribution of the study is enhanced by the collection and critical analysis of relevant, authentic and appropriate data on performance management in educational institutions. While this study should yield theoretical knowledge that would be relevant and appropriate for maximising and enhancing performance management as well as ensuring effective integrated quality management in educational settings, it should also provide practical strategies for ensuring optimisation of human potential particularly in primary schools. In addition, the researcher hopes that the study should contribute to the body of existing theoretical knowledge regarding performance management as an effective and efficient educational management strategy.

The study has two dimensions: the particular or individual characteristics as well as the universal and the global dimensions. For example, while the study is
primarily aimed at contributing to the improvement of quality in the education sector, the researcher would describe how performance management is enhanced in the private sector and business world. It is noted that most successful companies implement strategies for human resource accounting and management of performance to ensure the measurement and management of intellectual capital or capacity (Anthony, Peirewe & Kacmar 1993:206). Evidently, progressive and highly competitive companies view people and employees in particular as an important asset and consequently, promotion, management and measurement of intellectual capital and productive capacity is a critical step in human resource planning and management. One can conclude that there is a lot that education managers can learn from their counterparts in the private sector and consequently, the study should contribute immensely to the provision of quality education using a holistic approach.

Since 1994, the issue of provision of quality education to the citizenry at large has increased in value as a result of the new vision and general aims of the South African education system. According to the South African Schools Act of 1996, the quality of education of all learners must be improved (Republic of South Africa 1996). To facilitate the attainment of this requirement there should be improvements in the provision of facilities, educators, methods of teaching as well as school conditions (Republic of South Africa, 1996). What the preceding discussion presupposes is the revolution in education provision based on a new thinking which is driven by performance management. According to Anthony et al (1993:206), intellectual capital is a combination of knowledge of an individual worker (human capital) and its relationship to the knowledge of the organisation (structural capital). The researcher observes that there is therefore a necessity to create synergy between job performance, the capacity of employees in an organisation, and resources that are provided for job performance. Obviously, this is where managers should evaluate employee performance on a global scale without over-emphasising only one dimension in the production site.
1.4 Aims of the study

The general aim of the study is to investigate the degree to which performance management is instituted in primary schools in the Bojanala West Region of the North West Province. The study has the following specific aims:
Aim 1: to show the relationship between performance management and optimisation of potential;
Aim 2: to undertake an empirical research on the extent to which performance management is implemented in primary schools in the Bojanala West Region of the North West Province; and
Aim 3: to provide recommendations on how performance management may be enhanced in the South African education system.

The afore-mentioned aims are central to the study on performance management and they are linked to the statement of the research problem.

1.5 STATEMENT OF THE RESEARCH PROBLEM

Most school managers lack capacity to develop and implement strategies for performance management. Just as present-day education systems require school managers who can ensure the provision of quality education through performance management, (Van Dyk, 2001:68) notes that organisational efficiency requires congruency between the extent of the environmental fit and the satisfaction of members of an organisation. It is noted that teaching personnel, as a human resource, has both quantitative and qualitative dimensions that need to be optimised. The quantitative dimension of potential
relates to the number of people, the proportion that enters upon useful work and hours worked as compared to the productivity and competitiveness of the organisation (Keith 1994:159). Similarly, essential qualitative characteristics relate to components such as skills, knowledge, and similar attributes that affect particular human capabilities.

The relevance of this private sector strategy to education is that school managers should ensure that the combination of quantitative and qualitative attributes of educators increases the value of productivity of human efforts (labour outputs) for educational institutions to yield positive returns (Keith 1994:159). It is also premised that the quest for quality education necessitates that human potential be maximised in order that an education system meets the demands of globalisation. For example, globalisation demands that the national education system be relevant not only for global competition, but also to particular needs of countries and local communities (Van Kradenburg, du Toit et al/1991:64). It is apparent that the potential of educators should be utilised to the optimum to meet the needs of community both at local and global level. For this reason education institutions are required to treat educators as a capital, as a produced means of production and as the product of investment. It is argued that the human element is at the centre of any organisation and appropriate strategies for performance management are essential for educators’ productivity. For this reason, the human factor and the organisation are indistinguishable from each other and there is a close correlation between quality performance of an organisation and the quality of its human resource (Van Kradenburg, du Toit et al/1991:64).

Similarly, Vaida (2003) is of the opinion that businesses seem to be hovering between what are regarded as the new economic practices such as flat structures and employee empowerment and the old economic practices such as bureaucratic processes (Vaida, 2003). It is apparent from what Vaida asserts that
there is a contradiction between emphasis on the human resource component and the technical structures in some organisations. In modern people-driven organisations emphasis is placed on the eminence of human resources in organisational development, and it is lucid that the human resource component is the most valuable asset of any organisation (Vaida, 2003). To ensure productivity in schools, educators and other potential partners should be given the chance to develop and grow within their schools. Seemingly, the efficiency and effectiveness [efficacy in the business world] of a school depends on the quality of the people involved in organisational development regardless of their positions and responsibilities in the organisation (Vaida 2003). This is one challenge for efficacy in implementation of performance management since involvement of employees in assessing and evaluating their performance does not only allow for accountability but rather it reduces incidences of substandard performance.

From the preceding discussion, it can be deducted that the researcher will respond to the following questions:

- Do school managers have the capacity to develop and implement strategies for performance management?
- How does performance management ensures effectiveness in learning and teaching which are the core businesses of school?

1.6 Research Method

The concept "research methods" refers to the range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction (Cohen & Manion, 1989:41). Traditionally, the research method refers to those techniques associated with the positivistic model that elicits responses to predetermined questions, recording
measurements, describing phenomena and performing experiments (Cohen & Manion, 1989:41).

1.6.1 Research approaches and instruments

According to Patton (1987:9), quantitative methods are standardized measures that merge diverse and various opinions and experiences into predetermined responses. In this study the researcher opted for quantitative methods. The advantage of the quantitative approach is that it measures the reactions of a great many people to a limited set of questions thus facilitating comparison and statistical aggregation of the data. By contrast, qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases (Patton 1987:9). Qualitative data provide depth and detail through direct quotation and careful description of program situation, events, people interactions, and observed behaviour.

In the empirical investigation of the study, the questionnaires are used as a tool for collecting data (Legotlo, 1994). Questionnaires are the best form of survey in carrying out an educational enquiry as compared to interviews, and survey based upon some sampling of the schools, which would be both expensive and time consuming. A questionnaire on the other hand, would have several distinct advantages and given the constraints over finance and resources, it will prove to be the only viable way of carrying through such an enquiry (Cohen & Manion, 1989:110).

1.6.2 Determination of the population

The survey population was drawn from primary schools of the Bojanala West Region of North West Province, South Africa. Eighty primary schools were
randomly selected by using stratified random sampling. Stratified random sampling of population ensures that an equal number of respondents pertaining to gender is taken into consideration (Cohen & Manion, 1989:110). In random sampling, each member of the population understudy had an equal chance of being selected. In his sampling, the researcher excluded educators with less than five years from participating in the research since, in terms of the departmental criteria for promotional posts, they are seen to be inexperienced. To have a representative sample of three hundred respondents, i.e. hundred and fifty male and hundred and fifty females participated in the research. Because of probability and chance the sample will contain subjects with characteristics similar to the population as a whole, i.e. some old, some rich, some poor, etc (Cohen & Manion, 1989:101).

1.6.3 Literature study

Literature study entailed the perusal of documentary sources on optimisation of human potential and performance management. Documentary sources that were employed included primary and secondary sources. Each source was carefully selected, analysed and studied with the purpose of drawing out only relevant, authentic objective, valid and reliable data on the significance of optimisation of human potential in educational instructions.

Primary sources, which were considered of important in this study included policy documents such as the South African Schools Act of 1996, Employment Equity Act of 1998, Further Education Training Act of 1998 and the Skills Development Act of 1999, South African constitution, Act 108 of 1996 and other governmental circulars and gazettes.

Information from primary sources was supplemented by data drawn from secondary sources. The secondary sources, which the researcher used, provided
data on optimisation of potential in educational institutions. Secondary sources included journals, articles, books, newspaper articles and encyclopaedia.

1.6.4 Data analysis

According to De Vos (1998:203) data analysis refers to the categorizing, ordering, manipulating, and summarizing of data to get answers to a question. A primary purpose of analysis is to reduce data to an intelligible and interpretable form so that the relations of research problems can be studied tested and in order to draw conclusions. In order to provide a comprehensive view on the significance of optimisation of potential in education, a multi-disciplinary approach was followed in analysis of data. A computer aided statistical analysis (SPSS 11.0 for windows) was used in the analysis of data.

Having elucidated the aspects of the research methodology concepts of significance importance in this study need to be explained.

1.7 Explanation of concepts

The following concepts need clarification in order to ensure that readers of this research articulate the same meaning to concepts as by the researcher does.

1.7.1 Significance

For the concept ‘significance’ to be thoroughly understood one needs to understand its associated meanings. The Webster’s New World Dictionary (1968, s.v ‘significant’) defines the concept ‘significant’ as ‘something that has or conveys meaning; value’. In addition, the Oxford Advanced Learners Dictionary (1989, s.v ‘significant’) defines ‘significant’ as ‘having a meaning’. Similarly, the Webster’s New World Dictionary (1968, s.v ‘significance’) defines ‘significance’ as
'something signified'. In addition, the *Oxford Advanced Learners Dictionary* (1989, s.v 'significance') defines 'significance' as 'meaningful'. *In this study the concept 'significance' refers to logical and meaningful deductions drawn from optimisation of human potential in education.*

1.7.2 Education

The *Longman New Generation Dictionary* (1981, s.v 'education') defines 'education' as '[the result of] teaching and training of the mind and character; a field of knowledge dealing with how to teach effectively'. In addition, *the New Webster's Dictionary and Thesaurus* (1991, s.v 'education') defines 'education' as the process of training'. Similarly, the Department of Education (1997a:11) contends that an integrated approach to education and training rejects rigid division between theory and practice and between knowledge and skills. *In this study the concept 'education' is a life long learning in preparing of the child for the future.*

1.7.3 Human Resource

The concept 'human resource' is derived from merging two words 'human' and 'resource'. The *Oxford Advanced Learners Dictionary* (1989, s.v 'human') defines 'human' as 'of or characteristic of man, noun human-being, having or showing the quality of man'. The *Webster's New World Dictionary* (1968, s.v 'human') defines the term 'human' as 'of, belonging to, or typical of mankind'. Additionally, the *Oxford Advanced Learners Dictionary* (1989, s.v 'resource') defines 'resource' as 'a thing that can be turned to for help, support or consolation when needed'. The *Webster's New World Dictionary* (1968, s.v 'resource') defines 'resource' as 'something that lies ready for or that can be drawn upon for aid or to take care of a need'. Similarly, the *21st Century Dictionary* (1996, s.v 'human resource')
defines 'human resource' as 'people collectively in terms of their skills, training, knowledge etc in the work place'. From the preceding definition it can be deduced that the concept 'human resource' was chosen because it reflects a commendable modern emphasis in management terminology on treating employees as a valuable resource requiring expert selection and development.

1.8 Demarcation of the field of study

The study focuses on optimisation of potential and performance management in primary schools in the Rustenburg Circuit in the post 1994 period. In terms of the National Qualification Framework (NQF) a primary school is a school that starts with Grade 1 and ends with Grade 6. At the time when this research was conducted, the Rustenburg Circuit of Education was one of the seven circuits comprising the Rustenburg District in the North West Province of South Africa. As a result of the restructuring, the 12 districts were organised into 5 regions, which are Bojanala West under which the Rustenburg Circuit falls, Bojanala East, Bojanala South, Bojanala North, and Central region.

1.8.1 Organisation of content

Research findings are arranged into separate chapters for the sake of logical arrangement and presentation of data. Similarly, this study was arranged into chapters and the chapters are not exclusive of one another.

Chapter 1 deals with orientation to issues such as background to the study, the statement of the research problem, nature of the study, aims of the study, significance and contribution of the study, as well as the scope of the study.
Chapter 2 outlines the conceptualisation of performance management and optimisation of potential.

Chapter 3 deals with theoretical framework in general on the optimisation of educators' potential.

Chapter 4 deals with optimisation of potential in educational institutions, the nature of teamwork in schools, productivity gain-sharing, levels of participation and workforce planning.

Chapter 5 deals with research methodology, research instruments, administrative procedures, population, sampling and response rates.

Chapter 6 deals with empirical study, data analysis and interpretation.

Chapter 7 focuses on the summary, findings, recommendations and conclusion.

1.9 Summary

The study of the optimisation of potential with a particular focus on performance management should contribute to the existing knowledge and provide new insights into education in general. Education-planners, policymakers, practitioners and all parties with an interest in the South African education should empowered on how effectively human potential may be maximised to enhance quality education in primary schools.

Having provided an orientation into the research, focus would now be on literature review and the elucidation of concepts which have a bearing on the optimisation of human potential and performance management.
CHAPTER 2

CONCEPTUALISATION OF PERFORMANCE MANAGEMENT

The person who works hard ought to be able to identify the benefits he will get as a result of his work now, while he is still alive...

(Ndegwa, Mureithi & Green, 1987:8. Management for Development)
CHAPTER 2

CONCEPTUALISATION OF PERFORMANCE MANAGEMENT

2.1 INTRODUCTION

One of the most important aspects for advancement and development of organisations is optimisation of human potential and this can be done through performance management. To this effect, Westerman and Donoghue (1989:101) note that human resource management and development are the management of various activities designed to enhance the effectiveness of an organisation's workforce. It would appear that major activities in Human Resource Management (HRM) would *inter alia* include human resource planning, staffing, development and evaluation, compensation, decision-making, appraisal, managing, leading and maintenance of effective workforce relationship (Van der Westhuizen, 1991:55).

In the light of performance enhancement and management, various activities that make up the human resource management and development processes are discussed sequentially in this chapter. The components, though, are actually highly interrelated and integrated and should not be seen as fragmented and unrelated elements. The approach to improving the utilisation and productivity of human resources is not to direct attention to establishing detailed measurement for specific activities. However, it ensures that fundamental improvements are attained more readily by implementing personnel appraisal methods, understanding the dynamics of work groups, developing structured decision-making, facilitating improved personal communication and enhancing effective organisational leadership.
2.2 The nature of performance management and optimisation of human potential

The understanding of the nature of performance management and optimisation of potential may be enhanced by the definition of the following concepts

2.2.1 Performance management

The concept performance management is compound and to understand it’s meaning in the document it is defined in a segmented manner.

2.2.1.1 Performance

The *Webster’s New World Dictionary* (1989,s.v ‘performance’) defines ‘performance’ as ‘carrying out’ or execution of an action’. In addition the *Webster’s Dictionary and Thesaurus* (1991,s.v ‘performance’) defines ‘performance’ as ‘doing something’. *In this study the concept performance refers to design task which must be completed within a specified period of time.*

2.2.1.2 Management

The *Oxford Dictionary and Thesaurus* (1993,s.v ‘management’) defines ‘management’ as ‘the process or instance of managing or being managed’. The *Webster’s New International Dictionary* (1993,s.v ‘management’) defines ‘management’ as ‘an act or art of managing’. According to Hersey and Blanchard (1988:5) ‘management’ is the ‘process of working with and through individual groups and other resources to accomplish organisational goals’. In addition, Van der Westhuizen (1991:55 defines ‘management’ as ‘a specific type of work in education which comprises those regulative tasks actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to
allow formative education to take place. In this study the concept ‘management’ refers to a process whereby people in leading positions use human and other resources as effectively as possible in order to provide certain products and/or services with the aim of fulfilling particular needs and achieving the enterprise’s goals.

From the preceding definition of the concepts performance and management one can deduce that the concept performance management implies ensuring that all activities or tasks are carried out in accordance with the institutional demands of relevance. From the preceding statement one can assume that after action there is satisfaction, but literally satisfaction is not complete without pay and incentives. As envisaged in the integrated quality management system, pay and incentives are about attracting, retaining and enhancing commitment of the staff to the organisation (Van der Westhuizen, 1991:56). Invariably, school managers can improve the performance levels of educators by creating a favourable working environment.

To achieve this end, educators should be gradually granted greater autonomy and independence in the execution of their tasks. Van Kradenburg et al (1996) suggest that granting educators responsibility may enhance constructive assignment performance. According to Robbins (1997:407), employee involvement is a convenient catch-phrase in present day organisations. Employee participation entails empowerment, workplace democracy and employee ownership of educational processes. The underlying logic is that by involving educators in decisions that affect them and by increasing their work roles, educators may become more motivated, more committed to the organisation, more productive and more satisfied with their jobs (Robbins, 1997:407).
2.2.2 Optimisation of potential

The concept ‘optimisation’ is derived from the verb optimise. The *Webster’s New World Dictionary* (1968, s.v ‘optimise’) defines ‘optimise’ as ‘to make as perfect or functional as possible’. In addition, the *Webster’s New World Dictionary* (1968, s.v ‘optimisation’) defines ‘optimisation’ as ‘to make the best or most effective use of (situation, an opportunity)’. *In this study the concept ‘optimisation’ refers to the full utilisation of labour (human potential) for quality assurance.*

2.2.3 Potential

The *Oxford Advanced Learners Dictionary* (1989, s.v ‘potential’) defines ‘potential’ as ‘in existence and capable of being developed or used; potential energy, power, and resources. In addition, *Webster’s New World Dictionary* (1968, s.v ‘potential’) defines ‘potential’ as that ‘can, but has not yet, come into being; potent, capability, unrealised; undeveloped’. *In this study the concept ‘potential’ refers to the ability of people to execute designed task.*

All people are born with latent abilities and potential which need to be nurtured and developed. However, the degrees to which these latent abilities are developed differ from person to person. Dreyer (1994:1) is of the opinion that if fully nurtured and utilised, these innate abilities would equip people to reach a particular degree of development and achievement. The researcher acknowledges that educators have potential which need to be unfurled and nurtured to ensure effective teaching and learning in schools. One question that needs to be answered is: What should be done to enhance educators potential?

It suffices to state that concern with enhancing potential is not whether a school manager has a management task but how well equipped a manager is for making necessary plans and structuring these plans to maximise the potential of...
educators. In many present-day organisations success is assessed and measured according to the attention given to human resources and therefore staff development through programmes aimed at multi-skilling, capacity building and new methodologies should assist in maximising potential. As a result, Vaida (2003) argues that organisations need workplace practice that develop employees to their full potential and ensure that they contribute to the best performance in a school situation. It is apparent that to ensure that educators may be assisted and enabled to grow and develop their talents through in-service training and induction

The researcher is of the opinion that capacity building does not only provide educational institutions with highly skilled and knowledgeable educators, it also ensures that schools have flexible personnel that can easily embrace changes in the work environment. According to Walker (1992), in educational settings the activities performed by educators are identifiable, tangible, and controllable and therefore it is important for school managers to help educators understand and define their work activities. By creating job conditions that motivate educators to understand what their work entails, managers would ensure that gains are made both in the productive effectiveness of the school and in the personal satisfaction and well being of educators. One of the best methods for ensuring performance management is job satisfaction.

2.2.4 Job satisfaction

The concept ‘job satisfaction’ is a compound word derived from merging two words ‘job’ and ‘satisfaction’. For the easier understanding of the concept ‘job satisfaction’, it will be definned in its component words before a general definition is provided.
The *Cassell Encyclopaedia Dictionary* (1991, s.v ‘job’) defines ‘job’ as ‘a piece of work, as in one’s trade or done by an agreement for pay’. In addition, the *Webster’s New World Dictionary* (1968, s.v ‘job’) defines ‘job’ as ‘anything one has to work on’. According to Anthony, Perew and Kacmar (1993:161) a job is a group of positions that are similar enough with respect to their job elements, tasks and duties to be covered by the same job description/analysis.

Similarly, the concept ‘satisfaction’ is derived from the verb ‘satisfy’. The *Cassell Encyclopaedia Dictionary* (1991, s.v ‘satisfy’) defines ‘satisfy’ as ‘to supply or gratify to the full’. In addition, the *Oxford Dictionary and Thesaurus* (1993, s.v ‘satisfy’) defines ‘satisfy’ as ‘to meet expectations or desires of’. In addition, the *Oxford Advanced Learners Dictionary* (1989, s.v ‘satisfaction’) defines ‘satisfaction’ as ‘a feeling of contentment felt when one has achieved or achieves what one needs or desires’.

From the preceding discussion of components of the concept job satisfaction it can be construed that job satisfaction is the contentment one feels once one has successfully accomplished the tasks one is obliged to complete. The job satisfaction that educators seek is generally held to be achieved through the intrinsic nature of the work undertaken, achievement in it, recognition for it, and advancement as a result (Paisey & Paisey, 1987:76). According to Hoy and Miskel (1991:392), job satisfaction is any combination of psychological, physiological, and environmental circumstances that cause a person to say, “I am satisfied with my job”. In this study the concept ‘job satisfaction’ refers to the pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.

One of the rewards for some people at work is the satisfaction they get from their tasks and the work assignment itself is a source of job satisfaction. In general, there is strong evidence that job satisfaction increases with the skill
required to do work (Hersey and Blanchard, 1988:64). People doing more difficult and skilled tasks get more rewards from their work in the form of job satisfaction. In particular, they seem to enjoy the variety of their work and the sense of personal responsibility they have for doing it. From the preceding paragraph it can be construed that enjoyment from a variety of work assignment would enhance optimum potential of workers. It is argued that the onus rests on principals to give educators a variety of work roles and provides constant and fair assessment on their performance.

2.2.5 Appraisal

The *Cassell Encyclopaedia Dictionary* (1991, s.v 'appraisal') defines 'appraisal' as 'an authoritative valuation'. In addition, the *Webster's New World Dictionary* (1968, s.v 'appraisal') defines 'appraisal' as 'an act of estimating or evaluating by one fit to judge'. According to Beach (1985:217), the appraisal process is viewed as an integral part of the organisation. Such development leads to improved job performance and the acquiring of new knowledge and skills by the individual. *In this study the concept 'appraisal' refers to measuring employees' performance for salary increase, promotion, training programmes, method improvement and discipline.*

In the light of the preceding discussion appraisal implies making judgements and decisions on the quality or effectiveness of a programme, project, a thing or set of actions. The main aim of appraisal system is to place mangers in a position to develop the initiative, creativity and personal responsibility of subordinates in such a way that each one will be motivated to realise the objectives and eventually the goal of the enterprise (SADTU, 1998:8). In addition appraisal can be seen as an orderly and systematic method of determining the present and future efficiency of employees in an enterprise. Not only is an idea of the
employees' performance in their present position obtained, but an opinion is also formed about optimising his potential for future development.

Similarly, another important way to enable educators to perform effectively is to eliminate from the jobs the least productive tasks. By redesigning the work to continual strengthen and refocus activities on the most valuable tasks, helps educators to make the highest possible performance contribution. As the result there is a need for school managers to eliminate duplication of work within the different departments and school phases. Bulking et al (2000) further argue that under conditions of rapid changes, it is important to continually pursue opportunities for improvement in staffing, rather than perpetuating past practices. Seemingly, special efforts are needed to promote innovative thinking about staffing and staff utilisation. Improvement in staff costs, staffing levels and mixes, and effective utilisation of employee talents is vital for quality in our institutions.

Within this context, SADTU (1998:55) argues that the notion of appraisal is essential at acknowledging the positive aspects of educators' performance. It is presumed that appraisal may result in development of both the skills and career prospects of individual educators and also lead to improvement at school level. Since appraisal is located within developmental approach, it seeks to build on the strength that educators have by using what exists in educator’s and performance by providing way on the strengths that exists. School managers are inter alia expected to play the role of catalysts in the appraisal system.

2.3 The role of effective leadership and management in performance management.

Both management and leadership are necessary and important aspects of the school manager's administrative style in performance management. Successful
leadership and management within the school are directed towards the improvement of teaching and learning through optimisation of potential. Usually a successful school is managed by an effective school manager (McKay and Allais, 1995:280). Therefore management and leadership must complement each other. In essence leadership is a broader concept than management. Management is thought of as a special kind of leadership in which achievement of organisational goals is paramount. Leadership occurs any time one attempts to influence the behaviour of the individual or the group, regardless of the reason. Leadership cannot operate on its own, it needs to be supported by effective management strategies (Kroon, 1990:387). It is argued that leadership is different from management but they both act in tandem to ensure optimisation of potential. There are different views about the relative meaning and importance of leadership and management, but basically leadership is about giving vision and direction while management ensures the attainment of a vision (Kroon, 1990:387). In addition, management is more about the orderly running of an organisation and thus, in a dynamic and successful organisation both leadership and management are essential. However, concepts leadership and management refer to different roles and functions within an institution.

2.3.1 Leadership

The *Webster’s New World Dictionary* (1968,s.v ‘leadership’) defines ‘leadership’ as ‘the ability to lead’. In addition, *the Webster’s New International Dictionary* (1993,s.v ‘leadership’) defines leadership as ‘the office or position of a leader’. Leadership is an attempt at influencing activities of followers through the communication process and toward attainment of some goal or goals (Rothwell and Kazanas 1994:209). According to Westerman and Donoghue (1989:110), leadership is a process through which certain people influence the actions, attitudes and values of others. *In this study the concept ‘leadership’ refers to the*
initiation of a new structure or procedure for accomplishing an organisation's
goals and objectives or for changing an organisation's goals and objectives.

From the preceding discussion one can assume that through effective leadership
performance would be managed in correctly in every institution of learning.
According to Kroon (1990:387) leadership is the human factor that directs an
educational institution towards realising definitive objectives through the
cooperation and voluntary efforts of all the educators in the school. It appears
that a school very often succeeds or fails to optimise potential due to the
presence or absence of good leadership. Present day production systems,
machines, materials, methods, markets, and money (five m’s) do not provide
leadership, even though they are highly important for the growth and
development of the enterprise (Kroon, 1990:387). Leadership is required,
however, to combine the five m’s and to activate the sixth m
(manpower/potential) to attain the desired results. It can be argued that
leadership is the plus element that gives life and action to an institution in order
to ensure optimisation of potential, and without effective leadership factors such
as money, equipment, people, and machinery are sterile and useless (Kroon,
1990:387).

From the preceding discussion it can be construed that the translation of a
school's vision into reality requires a school manager to provide leadership to
optimise the educators' potential.

2.3.1.1 The school manager's leadership role in managing performance

The aim of leadership is to help people and machines to do a better job.
According to Gitlow, et al, (1995:29) it is apparent that the separation and
alienation of educators and educational technology may not be good for the
school. In order to optimise potential for effective performance a school
manager should ensure that the school functions as a system of interrelated components, each with an aim, but all focused collectively to achieve the school’s vision. Similarly this type of focus requires optimisation of educators. A school manager should thus use statistical calculations, with knowledge of variation, and try to understand both his performance and that of his people (Gitlow, et al 1995:29).

On the other hand to management of performance, Werner (2002:358) notes that Tannenbaum and Schmidt advocated a leadership continuum based on the following four main styles:

- Tells: the leader identifies the goal, decides on how the goal is to be attained and *instructs* employees to work without affording them the opportunity for participation in decision-making;
- Sells: the leader decides what should be done and how it should be done but *convinces* employees of the validity of the decision that has been made;
- Consults: the leader chooses a decision only after the views and proposals have been considered; and
- Joins: the leader *defines the problem and decision parameters and leaves the decision to the group*, with the leader acting as a group member of equal status.

It is the researcher’s view that after gaining experience certain leadership roles managers should develop educators in and through leadership in an educational institution.

2.3.1.2 Development in and through leadership

Education and self-improvement are important vehicles for continuously improving educators, both professionally and personally. In this context, school
managers are expected to educate and improve themselves and their people in order to optimise potential (Gitlow, et al 1995:25). It is apparent that the school manager should engage in lifelong learning in order to be abreast of events in the school and it is premised that such an undertaking would rub off on the educators. In addition, this approach would off-set routine work and stagnation in the school management. Significantly, the school manager and educators would continuously engage in activities that continuously enhance their potential.

According to Westerman and Donoghue (1989:110), leadership does not operate in a vacuum. The implication hereof is that the external and internal environment of the school is dynamic and requires that leaders assist subordinates to improve themselves. Leadership is a reciprocal flow of influences between leaders and subordinates and consequently, it is considered to be more about the social nature of a relationship. Westerman and Donoghue (1989:110) further note that recent research findings suggest that leadership can directly and indirectly affect job performance. Leaders exert major influences upon everything around them to ensure full optimisation of human potential. However, some leaders have little effect on the optimisation of potential of human resources in their organization in general. This is particularly true in educational institutions where the structure of the jobs makes direction and constant supervision redundant (Westerman and Donoghue, 1989:110).

It is evident that institutional norms and cohesion of the work groups require the presence of a leader. In this way creativity exerted by leaders upon everything around them may lead to optimisation of educators’ potential. It should be borne in mind that an educator is a social being that continuously strives to realize certain goals and needs (Westerman and Donoghue, 1989:110). In the light of the preceding statement, leadership stimulates, directs and co-ordinates groups and individuals to attain organisational goals. Leadership in a management context may be seen as that human quality or factor which guides an
organization or school towards achieving its goals by means of the voluntary
collaboration of members of that organization, in other words, with the co-
operation of the people of that school (Westerman and Donoghue, 1989:110).

After having explained the development in and through leadership, the
relationship between transformational and transactional leadership and school
improvement would be elucidated.

2.3.1.3 The relationship between transformational and transactional leadership
and school improvement.

A number of recent studies conducted by Leithwood, Jantzi, Silins and Dart,
(1992) have provided evidence that the form of leadership perceived as most
helpful by educators involved in educational change and restructuring is
transformational leadership. Transformational leadership has been identified by a
number of writers as the kind of educational leadership necessary to take schools
into the 21st century (Fullan, 1991; Leithwood et al 1992; Sergiovanni,
1994:273). As a concept, transformational leadership attracted attention through
the work of Burns (1978) whose analysis of the leadership manifested by world-
renowned leaders provided foundation concepts to ordinary and exemplary
leadership identified by the terms transactional and transformational.

Silins (1994:273) describes the most common form of relationship found
between leadership and followers as transactional. Accordingly, transactional
leadership involves a social exchange between leadership and followers and
leaders on basic needs and extrinsic rewards as a source of motivation and basis
for management. Such leaders approach their followers with some transactions
in mind and obtain compliance (effort, productivity, loyalty) in exchange for
expected reward (economic, political or psychological). In addition, transactional
leaders recognize what followers need and want, and thereby clarify roles and
tasks required for followers in order to maximise their potential and to achieve desired outcomes. This form of leadership may produce an efficient and productive workplace but it is limited when compared with transformational leadership (Silins, 1994:273).

Transformational leaders do not only recognize followers' needs, but also attempt to raise those needs to higher levels of motivation and maturity while striving to fulfil human potential. As a result, a total engagement (emotional, intellectual and moral) of both leaders and followers are encouraged to develop beyond expectations. As it appears, transformational leadership bonds leader and followers within a collaborative change process that impacts on the performance of the whole organisation resulting in a responsive and innovative environment. Accordingly, Werner (2002:364) notes the following points about transformational leadership:

- It establishes a sense of understanding of the need and urgency of change;
- It articulates a vision for the organisation;
- It formulates structures to foster full participation of all people involved in the organisation;
- It sustains the culture of continuity; and
- It evaluates the process of development on a periodic basis.

There is a link between educational leadership and educational management and consequently, the following discussion focuses on certain aspects of management which are essential in optimisation of human potential.

2.3.2. Management

The Oxford Dictionary and Thesaurus (1993,s.v 'management') defines 'management' as 'the process or instance of managing or being managed'. The
*Webster's New International Dictionary* (1993, s.v. 'management') defines 'management' as 'an act or art of managing'. According to Hersey and Blanchard (1988:5) 'management' is the 'process of working with and through individual groups and other resources to accomplish organisational goals'. In addition, Van der Westhuizen (1991:55 defines 'management' as 'a specific type of work in education which comprises those regulative tasks actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place'. *In this study the concept 'management' refers to a process whereby people in leading positions use human and other resources as effectively as possible in order to provide certain products and/ or services with the aim of fulfilling particular needs and achieving the enterprise's goals.*

2.3.3 Management Tasks

According to Van Kradenburg *et-al* (1996:13) management can be subdivided into those functions, which are performed in a cyclical (sequential) order and those, which are performed continuously (as required). Examples of cyclical functions are: planning; organising; guiding; control. Should all these essentials be eminent in the school situation the potentials of all structures involved would be optimised.

2.3.3.1 Planning

Planning is not only the point of departure for managing an educational institution it is also an essential component of effective management that enhances optimisation of potential for good quality production (Van Kradenburg *et al*, 1996:18). Planning in education is that management element that determines what the institution wishes to achieve and how it intends to achieve those goals through optimum performance of all individual educators. It includes
identifying management objectives, the way in which these objectives need to be attained as well as the involvement of all role players in the attainment of the objectives. Planning implies the policy, rules, procedures, strategies, methods, talents, and skills rethinking by the educational leader and all the role players to be utilised to achieve the required goals and objectives (Van Kradenburg et al, 1996:18).

The educational manager tries to give form to his/her control of the creation by means of planning tasks, and bringing about a specific given reality, i.e. to realise education so that it takes place according to its intrinsic nature. This means planning is a way in which the educational leader can and should order and control a particular reality and also how he anticipates the future. In this regard, Van Riessen (1973:122) states that planning is “rationalising a course of action for the future”. In ensuring maximal potential of educators, education leaders should involve educators in various planning activities of the school such as drawing up year plans, sport programs, subject policies and other functions. Through empowerment, the potential of educators may be realised and the need for maximisation would also show up.

2.3.3.2 Organising

According to Van der Westhuizen (1991:227), in the management action of the educational leader, the task of bringing about order and orderly structures is one of organising. Van der Westhuizen (1991:227), further notes that to organise and create order also fulfils a calling, since in this way, harmony and cooperation are ensured within a school. Furthermore, organising also implies subordination (obedience) to the law enacted for a specific task. If this law is contravened, it would be tantamount to disorganisation or chaos (being disobedient) (Van der Westhuizen 1991:227). Organising and creating organisational structures is the task and activity of educational leaders.
According to Van der Kradenburg *et al* (1996:31), organising is not only undertaken when a new enterprise is launched, and it is not a singular action or process but is constant during the existence of an enterprise. Organising is basically a dynamic process, which consists of a series of actions that have to be performed. Through organising managers in educational institutions are able to predict the amount of human potential required to complete a given task and formulate other strategies to enhance optimisation of human potential. To create an organisational structure is more than just creating another bureaucratic structure. It is based on the principle of a flow between authority and decision-making. The latter is found, in particular, in functional organisation and also in line and staff organisational structures (Van Kradenburg *et al* 1996:32). In this case authority is divided and greater recognition is given to various people and to their ability to be in authority and to make decisions. In giving recognition to people they become motivated and as a result their potential would be maximised.

2.3.3.3 Guiding

Guidance is an inherent part of authority and where there is authority, guidance can be expected (Van der Westhuizen (1991:229). Guidance does not replace authority but ensures that institutional performance. This also means that authority and guidance go together but that guidance cannot replace authority. Guidance presupposes an authority respect relationship (Van der Westhuizen (1991:229). It is possible to guide a person because of his responsibility and accountability. There should always be a balance between guidance and freedom. As a result of the guidance and freedom that educational managers provide to their subordinates more products will be earned from an educational institution as a result of the maximal potential exerted.
According to Van der Westhuizen (1991:229), when guidance is given an organisation, the members should be taken into consideration as people. This implies that in providing guidance with regard to tasks, guidance of the people who will carry out the tasks should be kept in mind. Guidance, on the other hand does not presuppose slavish emulation. One should distinguish between providing guidance and prescribing or being prescriptive. From the above it is clear that the building of interpersonal relationships is an important management task of the educational leader.

In this document the researcher is of the opinion that once the employees are properly guided in any organisation they would easily be controlled.

2.3.3.4 Control

According to the definitions in the relevant literature the exercising of control to ensures that the objectives of the organisation of attaining its vision through maximum potential of available human resource are reached (Van Westhuizen, 1991:227). Therefore, control is exercised to determine if tasks have been performed in concomitant with the objectives of the organisation. These may be regarded as the main phase of cyclical function and they take place in a particular sequence. Continuous functions – motivating, decision-making, communicating and delegating are significant in educational management and need not take place in any particular order. From the preceding discussion it can be deduced that management functions of planning, organising, leadership and control are essential for enhancing optimisation of potential and performance management in an organisation.
2.3.4 Performance and productivity

Motivation and controlling staff performance are possibly the most important functions performed by the school managers. Besides structuring work, their task will encompass motivating educators to achieve the objectives established for the jobs and for the school, and also monitoring their performance in achieving these goals. According to McKay & Allais (1995:281) achieving educational goals is not enough since in the present-day a manager is expected to build good human relations with staff and pupils, both as individuals and as members of a work group. A critical factor in manager-subordinate relationship is the educator's perception of the manager's honesty and impartiality. While it is important for managers to develop their human relations skills, these are no substitutes for sincerity. Effective human relations also depend on a concern for ethical values. The manager has a responsibility to see that educators realize their full potential. When duties, responsibilities and formal relationships are properly planned, organised and controlled, educators are better able to direct energies into productive and satisfying activities.

McKay & Allais (1995) further argue that it is important to plan for educators to have much opportunity as possible for self-direction. In order to encourage individual initiative, the school manager must have a clear understanding of the subordinates' abilities and their self-knowledge. This awareness enables managers to delegate tasks to subordinates with confidence. Since ambivalence about the delegation of authority may create serious conflicts. Subordinates who do not possess the abilities for the job, who are insufficiently motivated or who engage in behaviour that impairs their teaching performance, or that of fellow educators, require special attention (McKay & Allais, 1995).

The following discussion focuses on the application of quality management as the strategy to ensure optimisation of human potential in schools.
### 2.3.5 Applying quality management in schools

Quality management is an approach to school management which is considered sufficiently pragmatic to meet the challenges of the changing environment in education within which schools have to function. In addition, quality management is also fundamentally concerned with value and moral considerations. Quality management offers a holistic approach which integrates structures, processes and relationships in the school for effective performance management (Tribus, 1993). However, quality management is not a ready-made package but must be adapted to the particular school in response to its environment and the needs and expectations of educators, parents and pupils. Quality management can make as great a difference in education as it has in industry by improving the productivity of educators, enhancing motivation among educators and students and contributing to the development of the society at large. Accordingly, Tribus (1993) defines quality in the following way:

> Quality is what makes it possible for your customer to be in love with your product or service. It is possible to produce a temporary infatuation by telling little lies about the product or service, by lowering the price or by adding clever little features, but these will not last. It takes quality experiences to sustain devotion. But love is fickle, so it is necessary to remain close to the person whose loyalty you wish to retain and to be ever on the alert for changes in desires.

Quality management techniques such as management information systems (MIS) and quality management systems (QMS) are relevant for schools in this dispensation.
2.3.6 Management style

According to Oosthuizen & du Toit (1999: 216), management style is a predictor of the degree of participation and how performance is managed. If a manager believes employees are naturally active and take pride in striving for and achieving goals, he will manifest his trust by involving them in decision-making and by delegating authority to them so as to effectively manage their performance. Academic information services in many institutions today are closer to a self-management philosophy of leadership than to an autocratic style. Managers involve employees in decision-making activities to such an extent that they allow input before decisions are made.

Although a management style is a strong predictor of participative management, management can use participation in decision-making just as a strategy or for "show" or window-dressing. Martell (1987:116) states that by limiting participation to issues surrounding task accomplishment, the traditional perspectives allow management to maintain control. Martell (1987:116) further stresses that participation is generally viewed not as a right but as a strategy to maximise human potential and managing performance. From the preceding discussion it can be deducted that the concept of 'participative management' reflects a commendable modern emphasis in management terminology on treating employees as a valuable resource requiring expert selection and development.

2.3.6 Decision-making

The concept 'decision-making' is a compound word derived from merging two words 'decision' and 'making'. For an easier understanding of the concept it will be defined in its component words before a general definition is provided. The concept 'decision' is derived from the verb 'decide'. The Oxford Dictionary and
Thesaurus (1993, s.v 'decide') defines 'decide' as 'come to a resolution as a result of consideration'. In addition the Webster's New International Dictionary (1993, s.v 'decide') defines 'decide' as 'to arrive at a choice or solution which ends uncertainty or contention? The Oxford Advanced Learners Dictionary (1989, s.v 'decision') defines 'decision' as 'making up one's mind'. The Oxford Advanced Learners Dictionary (1989, s.v 'making') defines 'making' as 'succeed or develop well'.

From the preceding definitions of 'decision' and 'making' it can be deduced that decision-making is a universal management activity which comprise, in its broadest sense, a choice between alternative plans of action and thereby enhancing management of performance. In this study the concept 'decision-making' refers to an unavoidable rational process by which a specific plan is chosen to solve a particular problem or save a situation, taking the potential effect on enterprise activities into account, on the other hand, and establishing enterprise principle on the other.

Effective teams make the best decisions because it is the result of the full utilisation of the knowledge and skills of all team members. In this way, through collaborative decision-making quality decisions are made in the minimum time but to the maximum effect.

2.4 Performance management and mobilisation of resources

In many present-day organisations success is assessed and measured according to the attention given to human resource (Van Kradenburg et al 1996:64). The basic premise here is that productivity and performance are increased in an environment where the abilities of employees are most effectively utilised and personal growth and innovative thinking is stimulated. As a result, to optimise human efforts and potential, employees do not only experience job satisfaction,
they also share responsibility in decision-making processes. Accordingly, Van Kradenburg et al (1996:64) note that employees need inspiration to contribute in a meaningful manner towards attaining the goals of the organisation.

It would appear that educational managers could learn strategies of effectively involving educators in decision-making from the business sector. For example, Van Kradenburg et al (1996:65) contend that human resource management (HRM) in any organisation is part of the process of management in general but is focused on the people side of management, seeking to ensure that the objectives of the organisation, whether factory, hospital, school or college are met. Surely, management is an art of getting things done through the key resource, people and the onus rests with educational managers to fully optimise potential of parents, learners and educators to ensure that the mission of the school is attained. With this as a point of departure, HRM primarily deals with increasing the efficiency of the organisation and human capital to meet its needs (Van Kradeburg, et al, 1996:65).

From the preceding discussion there is a link thus between performance management and mobilisation of resources since organisational development depends on the extent to which the potential of employees is utilised. The following discussion provides a description of seven practices for effective performance management.

2.5 Practices for effective performance management

The seven practices for effective performance management were adopted from the Beehive Model for organisational development. The researcher is of the opinion that the model may be adapted to the school situations with some few improvements.
Seven practices for effective performance management

2.5.1 Strategy
2.5.2 Structure
2.5.3 Talent creation
2.5.4 Change management
2.5.5 Pay and incentives
2.5.6 Stakeholder commitment
2.5.7 Business discipline

2.5.1 Strategy

Participation in the formulation of the school’s vision and mission is important since staff need to feel that they influence the strategy of an organisation. Such participation ensures that there is a common understanding of school’s strategic plan (Vaida 2003). As result of the understanding of the vision and mission of a school by participants, the school manager would be in the position determine their level of performance in a school and formulate strategies to manage that performance. The researcher is of the opinion that ownership of and collaboration in institutional development depends on the degree to which employees influence and participate in the development of an institution’s strategic operational plan. Some steps for development of a strategy are proposed by Loucks-Horsley and Roody (1990:53) when he provides the following table indicating the seven stages of concern.

From the preceding discussion it can be construed that the role of management teams for strategy development would also assist educators to assess how they perform in strategy development and implementation. The researcher notes that the strategies adopted by schools for operational efficacy necessitate creation of structures for operation.
2.5.2 Structures

Communication channels, clarity of roles and empowerment of personnel increase accountability in organisations (Vaida 2003). Structures should be put in place for strategic activities in the school and in order to make the school’s strategy operational. Structures such as school management team (SMT), development and appraisal team, sports committee, academic committee etc should define outcomes and assess if the achievement of those outcome thus ensuring optimum performance management. Such structures in a school enable managers to identify areas of development and thereby ensuring optimum performance management. Educators involved in each of these structures develop skills and knowledge on how these structures operate and as a result this enables managers to manage performance in a school. In addition, the creation of management structures is necessary for ensuring the efficacy of the school to meet its targets and to be competitive and thus assists in performance management. Similarly, Sono (2002:566-567) presents the following table for a human resources management model.

There is a link between structures and business discipline in organisations.

2.5.3 Talent creation

Schools need workplace practices that develop educators to their full potential and ensure that they contribute to the maximum to effective teaching and professional development (Vaida 2003). It is the view of the researcher that human beings are the best resources of any school and thus, it is necessary to ensure that each individual employee is assisted and enabled to grow and develop their talents and this would assist managers in managing performance. Notably, the Skills Development Act of 1998 is aimed at the following purposes to enhance performance management:
To develop the quality of life of the workers, the prospects of their work and labour mobility;

- To improve productivity in the workplace and the competitiveness of employees and employers;
- To promote delivery of services; and
- To provide employees with opportunities to acquire new skills (RSA 1998).

Talent creation does not only provide schools with highly skilled and knowledgeable employees, it also ensures that schools have flexible personnel that can easily embrace changes in the work environment and put into place correct measures of ensuring effective performance management (Vaida 2003). Even effective training at school should be assessed against the performance of educators.

2.5.4 Change management

Change is an important element in human life and as more is learned about the complexity of change processes, the focus has shifted to how school managers incorporate new ways of working into every facet of their operations and how they manage performance. In the same vein, change leadership involves excelling in implementation of planning and processes, communicating the rationale behind changes, developing new skills across all levels, continuous evaluation of resistance to change, awareness of consequences of non-delivery and performance management (Vaida 2003). School managers should assess and reflect about changes, how they negotiate about the school changes and they should also learn from those changes. Studies of the change process in schools and organisations have shed light on factors that inhibit change. For example, an impending change may create feelings of insecurity, as personnel may fear the loss of jobs and positions. Nevertheless, human life is dynamic and
it is under constant evolution and consequently, Loucks-Horsley and Roody (1990:53) list the following points on change and leadership in education:

- Change is not an event; rather it is a process that unfolds as individuals and organisations grow in knowledge and experiences with change over time;
- The change process involves definable, predictable phases; and
- Mandates make a significant contribution to change when formulated and applied appropriately.

Change management is critical in school organisation since it is a fragile and daunting task in which diverse individuals in the school will invariably hold different views about the change. Communication of changes which are expected is necessary in this regard to dispel myths about change and to give employees a platform for venting their fear, frustrations and hopes and excel in managing their performance. Similarly, Sono (2002:400-401) notes the following points about planned change:

- Incremental change: making small modification in a work procedure;
- Strategic change: it is on a large scale and it pertains to restructuring of an organisation; and
- Transformational change: it deals with the massive and radical change.

From the preceding discussion it can be construed that by adapting to new policies and skills, educational managers moves away from stagnancy in way of managing performance and be able to formulate new strategies towards ensuring effective performance management.

In recent years change management has been linked to pay and incentives.
2.5.5 Pay and incentives

Pay and incentives are about attracting, retaining and enhancing commitment of the staff to the organisation. According to Brindle (2003) a great measure of performance, stability and confidence appears to be gradually making itself felt among organisations coming to terms with the exigencies of business competitiveness and legislative compliance. Notably, this is inferred from the Salary Moves and Labour Trends survey recently published by Deloitte & Touche Human Capital Corporation in which about 67% of organisations take into account the unstable rate of inflation when determining annual pay increases, while some 26% take into account the high increases in healthcare benefits. Labour turnover as a result of dissatisfaction with pay is minimal 15% among key specialist staff and 17% for general monthly paid staff (Brindle 2003). The preceding statement implies that pay and incentives do not only enhance staff retention, but they also promote employee productivity.

From the survey conducted by Deloitte & Touche employee retention was seen as one of the five top business priorities and in most participating organisations it was linked to the overall business strategy and most probably in maximising the potential of employees and managing their performance (Brindle 2003). CEOs and senior management establish employee retention as a pillar of company policy and consequently, Brindle (2003) contends that growth opportunities and career advancement are central to successful personnel retention strategies. For example, this trend is reflected in the way companies market themselves to prospective employees by presenting themselves as having a high-calibre staff, an employee-oriented image, and concerned about personnel and career development. To effectively ensure optimum performance management school managers should acknowledge performance through verbal praises.
It is noted that pay and incentives are part of the strategy to retain skilled employees in present-day organisations.

2.5.6 Stakeholder commitment

Stakeholder commitment means that all role players in a school should have ownership of that school. Notably, stakeholder commitment at the same time would reduce communication breakdowns. All stakeholders are required to work effectively towards making the school competitive. In addition the Hill School of Business survey of 2003 found that stakeholder commitment ranked the highest in the quest for organisational development and performance management (Vaida 2003). Vaida suggests that it is imperative that schools try to meet stakeholder interest and also be actively involved in addressing the issues of discrimination and minimisation of the rights of minorities which may impact on stakeholder participation. This is made imperative by the fact that most of the present-day schools serve diverse interest groups and thus, their policies should be designed to promote unity in diversity.

In addition, King (2002) notes that the inclusive approach to organisational development recognises that stakeholders such as the community in which a company operates, its customers, its employees and its suppliers need to be considered when developing the strategy of a company. By ensuring stakeholder participation, opportunities are opened up for business discipline. In most of today's schools suggestion box is place in an identifiable place or questionnaires are given to parents on how to improve on performance. This will enable school managers to assess performance in a school and formulate strategies for improvement.
2.5.7 Business discipline

Information about the organisation should be communicated effectively and in a way that is user-friendly (Vaida 2003). It is also necessary that to enhance performance information be well structured in order to facilitate problem-solving processes in an organisation. According to Nel (2002:144) communication and information dissemination have the following advantages:

- Commitment to the job is improved;
- Feedback is elicited;
- The status of the supervisor is improved;
- Workers are involved in change;
- The disciplinary system becomes more effective; and there are discussions on policies or procedural processes affecting the workers.

Some of the strategies indicated in stakeholder commitment could be utilised in business discipline.

From the preceding discussion on the Beehive model of organisational development it is apparent that human resource mobilisation and optimisation of potential requires strong leadership.

2.6 Summary

One of the important aspects discussed in this study is providing a broader knowledge on how human potential should be optimised and performance be managed in educational institutions. In the light of optimisation of potential, various activities that make up the human resource management and development process were discussed sequentially in this chapter. The components were interrelated and integrated so that they should not be seen a
fragmented and unrelated elements. For example, the Beehive model of organisational development presents seven workplace practices as a strategy in educational institutions to develop educators and managers to their full potential and ensure that they contribute to the maximum for their institutional competitiveness. Educational managers should incorporate new ways of working into every facet of their operations and excelling in implementation of planning and processes, and continuously evaluating resistance to change and awareness of consequences of non-delivery. Through these workplace strategies educational managers are in the position to synchronise all the resources for maximum work performance.
CHAPTER 3

THEORETICAL FRAMEWORK

It is axiomatic that people have been ascribed as one of the most important resources, indeed if not the key resource, of organisational success. In whatever way it may be defined, organisational success has been attributed to the people factor in more ways than one, even though the causal links are often impossible to prove empirically...

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

According to Tribus (1993), a key phrase in organisational development is constant improvement. In conventional management the rule is: "Do not rock the boat" and "If it ain't broken, don't fix it (Tribus, 1993)." However, as part of the human resource strategy school managers are expected to assist educators to deal with not only their inadequacies but also with the inadequacies of the system. The researcher observes that most school systems range from indifferent to hostile to suggestion from the staff regarding improvements which might be made in the system.

In striving for quality in schools manager should have 'workplace know-how'. The know-how identified by the SCANS Report for America 2000 is made of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. (Tribus, 1993) These include:

- Resources: allocating time, money, materials, space and staff;
- Interpersonal skills: working in teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- Information: acquiring and evaluating data, organising and maintaining files, interpreting and communicating and using computers to process information;
• Systems: understanding social, organisational, and technological system, monitoring and correcting performance, and designing or improving systems; and
• Technology: selecting equipment (Tribus, 1993).

3.2 The school manager and performance management

Research in South Africa during the past 15 years has shown an evolutionary change in the task of the school manager with current emphasis on performance management as a main task of the school manager (Van der Westhuizen, 1986). The general opinion overseas, and in South Africa is that the work of a school manager has moved away from a pedagogic-didactic task towards one of managing performance (Buckley, 1985:4 in Van der Westhuizen, 1988:378). This tendency is clearly obvious from the description of the school manager’s task in management terms as found in the new Guidelines for General School Organisation from the Cape Education Department (1982) and from the Transvaal Education Department (1986). According to Rallis & Highsmith (1986) in Van der Westhuizen (1988:378) there are also indications that the extent and complexity of a manager’s task will increase when ensuring effective utilisation of human potential, and that the extent of the manager’s management task alone should occupy all of his time.

It suffice to state that concern is not whether a school manager’s has a management task, but how well equipped a manager is for his management work and making necessary plan structures to maximise the potential of human resources. Many people during the past 15 years have proposed that the successful completion of an educational management course should be a recommendation for appointment to the position of school manager (Van der Westhuizen, 1986). Similarly Buckley (1985:27) in Van der Westhuizen
(1988:378) states that 'a head needs certain basic knowledge and skills preferably before taking the appointment of head or at an early stage in his or her career as a head'. It is therefore obvious that the efficacy of educational management action is a deciding factor in the effectiveness of a school. If the private sector expects entrepreneurship from its managers, then the teaching corps can rightfully expect entrepreneurship from school managers, or, in other words, renewal within schools through management expertise.

3.2.1 Performance management a strategy to optimise potential

Performance management is a broad term that has come to stand for the set of practices through which work is defined and reviewed, capabilities are developed, and rewards are distributed in organisations (Mohrman, Mohrman & Lawler 1995:69). Performance management encompasses goal setting, work selection and placement, performance appraisal, compensation, training and development, and career management. Mohrman, et al, (1995:69) note that organisations, sometimes assisted by industrial and organisational psychologists, have spent decades searching for:

- Perfect performance management systems that are equitable, not subject to ratings error, development, and motivation;
- Compensation systems that will appropriately reward the best performers and motivate the behaviours that are critical to business success; and
- Ideal training and development systems to provide employees with the skills they need for their current jobs and as well as those they will need for their next series of jobs in the organisation.

Lack of success with performance management is due to the fact that prevailing human resource management approaches were designed to fit a traditional, hierarchical organisation. In contrast, recent increased emphasis on the lateral
organisation, with teams and mini-business units performing in increasingly fluid and dynamic patterns, threatens the viability of management approaches that assume clearly defined job roles and responsibilities (Mohrman, et al., 1995:70).

Prevailing practices focus on individual performance in hierarchically "boxes" jobs, often to the exclusion of collective performance in teams or business units. These practices often produce an insidious split in managers' minds between people management and running the business (Mohrman, et al., 1995:70). Other organisations emphasise current performance of core tasks and ignore team assignments designed to generate long-term organisational improvements. In addition, Mohrman, et al., (1995:70) note that prevailing performance management practices embody the notion of the boss as a performance manager. Thus, the employee who cares about ratings and merit will seek to please the boss, not necessary to do the tasks required for organisation or team effectiveness. This orientation flies in the face of theories of empowerment and lateral decision-making (Mohrman, et al., 1995:70). Many managers today have huge spans of control that precludes knowledge of individual employee performance. A closed boss-employee performance management system obstructs learning and development and leads to performance that is out of sync with organisational ideas.

Compensation, performance appraisal, job evaluation and descriptions and development often issue from different HR groups and have only loosely related purposes (Mohrman, et al., 1995:70). This segmentation disrupts desired connections among human resource (HR) goals since evaluation of performance deficits do not always trigger developmental activities. In addition links between assessment and compensation tend to be tenuous and job descriptions often do not capture the essence of expected performance or business priorities. Furthermore, Mohrman, et al., (1995) notes that evaluation and rewards practices – the dominant focus of performance management systems look backwards and
consequently they distract managers from the here and now and, especially, from future business performance. It is observed that in an environment where business goals and priorities change even before the yearly goal-setting document rolls out of the laser printer, performance management assessments take place months after the end of the performance period. Consequently, market demands for continuous improvement carry with them an escalating performance standard thus, the notion of a fixed, yearly cycle for people management makes little sense (Mohrman et al, 1995:70).

3.2.2 Job satisfaction in educational contexts

According to Hoy and Miskel (1991:394) several formal theories have been proposed to explain the level of job satisfaction which may also be applicable to schools. The following discussion presents some of the theories on job satisfaction.

3.2.2.1 Discrepancy theory

According to Hoy and Miskel (1991:394), the discrepancy hypothesis was first proposed by Smith, Kendall, and Hulin in 1969. Smith, Kendall, and Hulin in 1969 further posited that job satisfaction is best explained by a discrepancy between the work motivation of jobholder and the incentives offered to them by the organisation. In educational institutions the theory suggest that if the educators are motivated by their best performance (job well done) and some extrinsic rewards (material) in the form of awards from their schools, this would maximise their potential and therefore the level of quality in an institution would improve. It is apparent that recognition of outstanding performance enhances staff morale and better input-output from educators. It is interesting to notice that the National Education Ministry in South Africa has introduced the annual educator of
the year award for educators with outstanding results in mathematics – something which may be ascribed to the discrepancy theory.

3.2.2.2 Inducements-contribution theory and cognitive dissonance theory

According to Hoy and Miskel (1991:394), inducement-contribution and cognitive dissonance theories postulate that job satisfaction levels are related to the perceived difference between what is expected or desired as fair and reasonable return (individual motivation) and what is actually experienced in the job situation (organisational incentives). It is premised that there is a correlation between individual motivation (satisfaction about individual best performance) and what the organisation provide to individual to optimise their potential as level of job satisfaction. According to Hoy & Miskel (1991:394), the approach to job satisfaction is termed interpersonal comparison theories.

Using an interpersonal comparison approach for an educational institution, Hoy & Miskel (1991:394), hypothesized that as long as educators remain in an organisation, they perform according to the way their positions are defined. In so doing, employees anticipate a relationship between the expected performance and the organisation reward system. If they perform and the anticipated rewards are not forthcoming, or if they perceive the rewards as negative, dissonance results (Hoy & Miskel, 1991:394-395). Similarly, in an educational situation rewards should be given in accordance with the magnitude of the educator performance. It is the opinion of the researcher rewards should be in the form of valuable materials to avoid negative perceptions that might breed dissonance. Any shift in perceptions makes educators alter their beliefs in order to accommodate perceived inequalities in the school. Such a modification also involves a concomitant change in the effective response to the job, that is, a shift in the job satisfaction level.
The discrepancy or comparison hypothesis of job satisfaction developed out of this analysis. The hypothesis, proposed a direct positive relationship between workers’ job satisfaction level and the degree of congruence between ideal work conditions and perceived work conditions. If the needs that motivate an individual to work are satisfied exactly by the organisation’s incentives, no dissonance exists and job satisfaction is high (Hoy & Miskel 1991:394). If an individual’s needs are greater than the rewards received for work, a discrepancy exists that leads to dissatisfaction. But if the rewards exceed needs, the discrepancy yields positive job satisfaction (Hoy & Miskel, 1991:394-395). From the preceding discussion it can be deduced that the potential of educators can be maximised through provision of more rewards to avoid dissonance.

3.2.2.3 Maslow’s hierarchy of needs related to job satisfaction

Van Kradenburg et al (1996:134) conceived job satisfaction as the affective and cognitive orientations of individuals towards work roles. Similarly, Hoy & Miskel (1991:392) notes that job satisfaction is an affective response to an individual’s values and needs. This suggests that in a school different things would satisfy different situations for educators and learners. However, these things are best elucidated in Maslow’s hierarchy of needs. Maslow argued that human needs were inherent in all people, that they were genetically determined, and that the five need sets existed in a hierarchy. Although all people have the same structure, according to Maslow, they can be at different levels on the hierarchy. As each of these needs becomes substantially satisfied, the next higher need becomes dominant. Figure 3.1 depicts Maslow’s hierarchy of needs. From the standpoint of motivation, Maslow was arguing that, although no need is ever fully gratified, a substantially satisfied need no longer motivates (Robbins 1997:389). The implication of the preceding statement is that to motivate someone, one needs to understand what level of hierarchy that person is currently on and focus on satisfying the needs at or above that level.
Maslow describes the first three sets, as deficiency needs because they must be satisfied if the individual is to be healthy and secure. The last two were called growth needs because they are related to development and achievement of one's potential (Robbins 1997:389). Maslow believed that self-actualisation that is, achieving one's full potential was the summit of a human being existence. Similarly, once self-actualisation and esteem needs are met the individual becomes highly motivate and exert more of his potential to produce better of what is expected of him. These groups of needs are also frequently referred to as lower order and higher order needs, respectively (Robbins 1997:389). On the basis of Maslow's theory, managers alter their organisation's policies and practices to reduce barriers that stood in the way of employee's being able to self-actualise. For example educators are human and they belong to social groups. Appropriately, educators are social beings and in this case social needs refer to their needs as persons and they have ... love and affection and belongingness needs. Educators need acceptance, attention, friendship and
attachments and consequently, by allowing them freedom of association they are assisted to function as fully-fledged members of the society Robbins 1997:389).

There is a link between Maslow's hierarchy of needs and McClelland's performance motivation theory and consequently, the following discussion focuses on certain aspects of performance motivation which are essential in optimisation of human potential.

3.2.2.4 McClelland's performance motivation theory

According to Van Kradenburg et al (1996) the desire to excel, perform on the basis of certain standards needs to be attained, to be successful in an organisation. As one develops in one's career the taste of success becomes a strong desire to achieve. Performers, the so-called movers and shakers, distinguish themselves from others by their competitiveness and desire to improve their achievements (Van Kradenburg et al 1996:136). Not only do performers like to accept responsibility as problems are solved, they also enjoy setting themselves reasonable challenges and tend to run calculated risks while they appreciate concrete feedback about their performance. Educational managers should not ignore such needs but instead encourage educators to develop such self-esteem to improve their potential.

Power is the second pillar on which the performance motivation theory rests (Van Kradenburg et al 1996:136). Power is seen as a form of influence over the actions of others and is regarded as a necessary component of management success (Van Kradenburg et al 1996:137). It is expected that school managers should share their power with educators. Decentralised power does not only capacitate educators to take decisions about operations, it also builds confidence in subordinates and they take responsibility for their actions. The third pillar is the need for affiliation, acceptance, friendly and close interpersonal
relationships. Latent affiliation energy is part and parcel of a working environment with a high degree of socialization and inter-action. A person who is motivated by a need for affiliation in the workplace experiences a high degree of job satisfaction and is strongly motivated (Van Kradenburg et al 1996:137). Educators are inter alia given room to forge relations with their colleagues. The SACE code of conduct on relations between educator and colleagues emphasises the collegial spirit.

Van Kradenburg et al (1996:137) further notes that it is important that there be some form of reconciliation or balance between the demands a person sets and the expectations of the job. School managers may improve the performance levels of educators by creating a favourable working environment. To achieve this end, educators should be gradually granted greater autonomy and independence. What Van Kradenburg et al (1996) suggests is to give constructive assignment, grant responsibility according to different teaching roles and, to associate these with progress and rewards thus giving recognition for outstanding performance.

3.2.2.5 Porter-Lawler motivation model

Porter-Lawler motivation model recognise the importance of extrinsic and intrinsic reward. Extrinsic (material) reward refers to an organisations-controlled reward such as salary, promotion, and security (Van Kradenburg et al, 1996: 140). It is apparent those intrinsic (psychological) rewards (and accompanying the feeling of having accomplished something worthwhile) are higher order needs. Intrinsic rewards are directly linked to task performance and they are a direct recognition of good and efficient performance (Van Kradenburg et al, 1996:140). It is therefore essential that educational managers ensure that the salaries of educators are on par with the inflation rate to satisfy their needs according to Porter-Lawler model. Salaries may be based on performance to
further optimise the potential of educators job satisfaction is the result of the degree in which the real reward meets or exceeds the expected reward.

Van Kradenburg et al (1996:140) further notes that this theory takes the reward structure as a point of departure. The nature of work input would, for example, depend on the value the individual attaches to the expected reward. It is obviously easier to alter the reward structure than to try to change an individual. Motivation is not only guaranteed by ability and attitudes, but also by variables such as role perceptions and expectations of reward (Van Kradenburg et al 1996:140). Motivation can be assured by defining tasks and making sure that the expectation of performance is realistic. In the light of the above discussion it can be assumed that motivation is of essence in optimising human potential.

3.2.3 Affiliation and recognition

Hersey & Blanchard (1988:64) contend that in the result of the research conducted among employees in American industries workers felt that what they wanted most was full appreciation for work done, feeling "In" on things, and sympathetic understanding to personal problems, all incentives that seem to be related to affiliation and recognition motives. It is interesting to note that things that workers in the study referred to wanted most from their jobs were rated by their foremen as least important. This study suggests lack of sensitivity by supervisors as to things which were really most important to workers. For example, supervisors indicated that incentives directed at satisfying physiological and safety motives tended to be most important to their workers (Hersey & Blanchard, 1988:64). Similarly, school managers should recognise and appreciate work done by all stakeholders to enhance their potential and managing performance as an essential strategy to promote school effectiveness. It is premised that when educational managers conduct workshop and training of
educators on how to accelerate their performance, would ultimately breed a sense of recognition and affiliation in educators.

It can be construed from the preceding discussion that school managers should recognise and appreciate work done by all stakeholders and therefore plan employees recognition programs to enhance potential.

3.2.3.1 Employees recognition programs

According to Robbins (1997:410) a few years back, 1 500 employees were surveyed in a variety of work settings to find out what they considered to be the most powerful workplace motivator and their responses was recognition, recognition and more recognition! In today's highly competitive global, economy, most organisations are under severe cost pressures and thus, recognition programmes are particularly more attractive for organisations (Robbins, 1997:410). In contrast to most other motivators, recognizing an employee's superior performance often costs little or no money. Maybe that is why a recent survey of 3,000 employees found that two-thirds of companies use or plan to use special recognition awards (Robbins, 1997:410). Consistent with reinforcement theory, rewarding behaviour with recognition immediately following that behaviour is likely to encourage its repetition. Through this technique managers personally congratulate an employee in private for a good job by sending handwritten notes or e-mail messages acknowledging something positive that the employee had done (Robbins 1997: 410). For employees with a strong need for social acceptance managers may publicly recognize accomplishment and to enhance group cohesiveness and motivation, managers can celebrate team success by adding one percent to their salary. Meetings and notice boards are the best media for recognising the contribution and achievement of a successful work team in school (Robbins 1997: 410). It can be deduced from the above
discussion that employment recognition programmes could assist school managers in optimising educators potential and managing their performance.

3.2.3.2 Work performance and skilfulness

One of the rewards for some people at work is the satisfaction they get from their tasks. The work assignment itself is a source of job satisfaction and hence after completion of action one becomes satisfied. In general, there is strong evidence that job satisfaction increases with the skill required to do work (Hersey & Blanchard, 1988:64). People doing more difficult and more skilled tasks get more rewards from their work in the form of job satisfaction. In particular, they seem to enjoy the variety of their work and the sense of personal responsibility they have for doing it (Hersey & Blanchard, 1988:64).

It is also true that most industrial workers start their working life at lowest skill levels and this poses an interesting administrative problem (Paisey & Paisey, 1987:75). As some of these workers gradually move up into higher skill work assignment, they probably have to change from an indifferent or even hostile attitude toward job satisfaction to an outlook in which they value the satisfaction rewards they get from doing their tasks (Paisey & Paisey, 1987:75). This is another way of suggesting that different incentives operate at successive stages in working life histories. Industrial managers might well ponder this conclusion, and not expect job satisfaction comparable to their own from unskilled and semi-skilled subordinates.

According to Paisey & Paisey (1987:75), most employees worry about their work at one stage or another but this is natural, especially when one takes up a new appointment or assuming different duties in the same organisation. It is noted that this sort of worry is usually tinged with excitement and the anxiety or will to succeed in the new job. If the employee gets on top of the job, the worry has
played a constructive role. However, if further changes are introduced at a time when the employee is beginning to find foot in the new role, worry may give way to anxiety and become a debilitating factor (Paisey & Paisey, 1987:75). At the extreme, stress may set in, with the possible consequences of endless fatigue and ill health. From the preceding paragraph, it is evident that managers should strive to find mechanisms for dealing with workers worries and stress in order to optimise their potential and to manage their performance.

3.2.3.3 Work design

School managers should recognise that the objectives or goals of educational institution are important, but the actual tasks undertaken by educators are also important for effective performance management. Seemingly, it is not enough to set targets for desired results and assume that these justify the means since the means, or activities, and the “how” of a job are equally important. In educational settings the activities performed by educators are identifiable, tangible, and controllable (Walker, 1992 262). Accordingly, it is important for school managers to help educators understand and define the structure and content of their work activities to enhance their performance. How educators spend their time, what tasks are important enough to receive priority attention, which activities they consider primary source of job satisfaction, and which activities help prepare educators for future tasks and job assignment are all pertinent issues for optimising educators’ potential.

Walker (1992:260) notes that work design involves specification of the activities, methods and relationships of jobs in order to satisfy performance requirements. However, the motivational impact of job designs is a central concern, often as great as the technology or productive impact. It is argued that an aim of job design is to build increased challenge and autonomy into the work for the people who perform it and to empower employees to act. By creating job conditions
that motivate employees internally, companies ensure that gains are made both in the productive effectiveness of the organisation and in the personal satisfaction and well being of employees. According to Walker (1992:261), job design can stretch individual performance and enhance employee motivation. Job designs help individuals to stretch and grow as human beings and increase their sense of competence and worth. This means that jobs can be designed in ways that provide maximum motivational impact.

3.2.3.4 Motivational impact of job design

Jobs have greater motivational value when they give individuals greater planning and control responsibilities over their work, as opposed to greater simplification and specialization in work (Walker, 1992 262). The concept of job enrichment, developed and applied primarily for clerical and production jobs, was widely acclaimed as an important technique for improving the quality of working life and, indirectly, individual performance and organisation productivity (Campion & Thayer, 1989 in Walker, 1992:262).

According to walker (1992), employees respond positively to a job when they find it generally meaningful, valuable, and worthwhile, when they feel personally responsible for the results of the work, and when they continuously know how well they are performing (Hackman and Oldham, 1976). Five job characteristics, or “core dimensions” of job design, contribute to these conditions:

- Skill variety: different activities are required to carry out the work, involving different skills and talents;
- Task identity: workers complete a “whole” and identifiable piece of work – doing a job from beginning to end;
- Task significance: workers have substantial impact on other people, whether in the organisation or externally;
- Autonomy: employees have substantial freedom, independence, and discretion in planning and performing the work; and
- Feedback: work activities result in direct and clear information about the effectiveness of the worker's performance (Walker, 1992:262).

Job design typically entails building greater individual planning, decision-making, and control of jobs. It is not merely a matter of changing the scope of a job by adding more activities to it or by eliminating activities (Walker, 1992:262). Job design may entail work simplification, minimizing relatively unsatisfying work activities which are felt to be repetitive, dull or routine. According to Walker, (1992:260) employees want to perform activities that utilise their highest level of skills. By refocusing activities, employees may perform work that they find more challenging and which adds greater value. To this end, jobs may be restructured so that people take on different tasks and where individuals lack the needed skills and consequently, further training may be required to attain required goals of an institution.

It is apparent that changes in the ways people are assigned jobs complement job design improvements. For example, job rotation can give work more variety without changing the particular jobs themselves. Flexible working schedules and modified workweeks may also improve work motivation and job satisfaction, while balancing commutation patterns (Walker, 1992:262). Many employees enjoy a degree of autonomy and flexibility regarding working schedules and choice of tasks to be performed.

3.2.4 Improving utilisation

An important way to enable educators to perform effectively is to eliminate from their jobs the least productive tasks in relation to their talents, the costs entailed, and the value to the organisation. By redesigning the work to continually
strengthen and refocus activities on the most valuable tasks, managers help educators make the highest possible performance contribution (Walker, 1992:263). In addition, periodic review of activities performed in jobs, assists managers to:

- Eliminate duplicate work within the unit and across units (different jobs with essentially the same tasks);
- Eliminate unnecessary work (i.e., work that is not essential to the jobs or is not needed by others in performing their jobs);
- Automate tasks, in order to be cost-effective;
- Consolidate similar tasks performed in multiple jobs or units, to gain economies of time and resources;
- Reallocating time and resources among activities according to priorities;
- Reassign tasks to others who may perform them more effectively, or at lower cost;
- Contract work outside the company (consultants or vendors to save cost); and
- Streamline the process of work or reduce it in scope, such as handling paperwork, approvals, or information flow (Walker 1992:263).

As a result of utilisation analysis, some individuals may be better assigned to different jobs which are more closely matched to their skills. Notably redeployment of talent gives the organisation more flexibility and may open up opportunities to hire new talent with different skills (Walker 1992:263). Keeping employees moving among different jobs and job rotation also enable them to learn and adapt to changes in the organisation.

3.3 Participative management and performance management

Participative management is based on the assumption that empowering people throughout the enterprise may result in a more responsive, more
flexible, and ultimately more successful enterprise (Oosthuizen & du Toit 1999:213). Participative management is more than a willingness to share influence since formal patterns of participation need to be truly implemented where employees have a right to contribute on all levels of decision-making. The researcher is of the opinion that participative management managers will be opportune to effectively manage performance with the organisation.

According to Oosthuizen & du Toit (1999:213), the shift to participative management in educational institutions is both inevitable and necessary. Participative management is inevitable because the capacity for participation is widespread and becoming more so. Similarly, participative management is necessary because the issues that are faced in the workplace are too complex and interdependent to be solved by a few people in authority. According to Oosthuizen & du Toit (1999:213) in an empowering and developmental institution the contribution of educators is encouraged rather than status of individuals. Individuals are seen as capable of initiating action and therefore as worthy collaborators, and collective action is sought to mobilise individuals to attainment of institutional objectives (Oosthuizen & du Toit 1999:213). In the light of the preceding, participative management and employee empowerment involve leadership action such as couching, negotiating, sharing and facilitating collaborative action.

3.3.1 The nature of participative management

Faced with changing markets, advanced technology and increased competition, many educational institutions have to understand that corporate success requires not only capital and technological improvements, but also changes in the way educators are managed (Oosthuizen & du Toit 1999:214). To understand the nature of participative management, it is
necessary to compare it with the more familiar authoritarian management style. According to Oosthuizen & du Toit (1999:214), in an authoritarian system and particularly in education, managers think and employees do. In contrast, under participation management educators in different positions think at the same time about the same things, but not the same way. Similarly, in an authoritarian system, educators in senior positions are managers; they manage the workplace while in participative environment, most educators are self managing and they direct their own workflow.

Notably, in an authoritarian system, performance is often aimed at the short-term it and focuses on the financial gain of shareholders. In contrast, in a participative enterprise, performance focuses on the customer, on adding value, on beneficiation and on the ability to replenish. Educators everywhere in the education system are equally responsible for creating it and consequently, Maisela (1995: 20) states that participative management is a management style that actively seeks educator inputs, allowing the educators to contribute to the resolution of work related issues. Similarly, Marchant (1982:783) contents that participative management is much more than to share authority and decision-making since the confidence and trust their managers have in them is the most important aspect of participative management. Participative management is therefore clearly the opposite of autocratic management, and it may be defined as a system engaging educators as willing co-producers of a school’s future through mutual trust. In addition, when participatory management is implemented educators are acknowledged as valuable contributors and co-owners development of the school. A successful manager is not measured by what he can inspire others to do but by outcome of his inspiration (Maisela, 1995:20). Modern management theories advocate an increasingly collaborative, team-oriented environment where leaders need to serve as integrators and facilitators rather than as formal authority figures (Maisela, 1995:20). The school is
viewed as a people-driven enterprise typified by people-driven growth that results in the unlocking of potential and the creation of opportunities to contribute to its competitive edge.

The focus today is on managers who create a shared vision among employees and instead of commanding and controlling only provide advice when requested. The manager should also foster in people the belief that their destinies are very much in their own hands. Providing people with challenges and problems and not just pre-digested solutions, opens the door to individual growth.

3.3.1.1 Participative management: the broader perspective

According to Ang (2002:196), the concept of involving employees in decision-making is seen as a pragmatic approach to employee participation since it justifies employee involvement. Ang (2002:196) note that participative management should be viewed as a multidimensional or multiform concept which is essential for optimisation of potential and performance management. McLagan and Nel (1996:10) also points out that from a broader perspective participation is closely aligned with the spirit of a democratic society, [it] is a system of governance that requires all elements of an organisation to be redesigned in a common direction. Participative management can further be defined as a system of engaging employees as willing co-producers of, valuable contributors to, as well as co-owners of a better future (Oosthuizen & du Toit, 1999:214). McLagan and Nel (1996:45-53) refer to participation as a change from authoritarianism, describing it as “the shift to the new governance paradigm”. Marchant (1982:783) believes that participation involves much more than sharing authority and decision-making. A view shared by many writers is that participative management is a management style that actively seeks employee input, allowing the employee to contribute to the resolution of work-related issues as a way of
maximising their potential (Maisela, 1995). Appelbaum et al. (1999) in Ang (2002:193) asserts that the basic idea of participation represents a shift toward sharing control and power, founded on the assumption that providing employees with more control, information and responsibility improves worker satisfaction and increases productivity.

3.3.1.2 Employee involvement versus employee participation

In describing programmes associated with participative management, writers and researchers have used either employee participation or employee involvement. Webster’s Dictionary (1998, s.v ‘participation’) defines the noun ‘participation’ as “the act of taking part or sharing in something”, or ‘the act or state of participating, or sharing in common with others’. Webster’s Dictionary (1998, s.v ‘involvement’) defines the noun involvement as ‘the act of involving, or the state of being involved’, and the verb to involve as ‘to engage as a participant’, or ‘to occupy or engage the interest of (participants)’. These definitions show that the two terms lend meaning to each other and there is no real or significant difference in the concepts conveyed by them. Inherent in the definitions and descriptions used is evidence of synonymy between the two terms. As an example, Ang (2002:192) suggests that the term participation has been used to refer to the existence of organisational structures or mechanisms that give employees a voice in workplace decisions and to describe a wide variety of employee involvement programs.

A few writers have, however, attempted to delineate perceived differences between them. Kaler (1999) in Ang (2002) contends that in the organisational context, participation is any arrangement under which employees have some sort of share in some aspect of a business, not a specific kind of employee involvement. According to Ang (2002), some researchers have dealt with
employee participation primarily as a programmatic approach under traditional participative management. To this end Ang (2002:193) states:

... employee involvement views participation as a function of several basic organisational processes (information sharing, training, decision-making, and rewards)... whereas traditional participative management literature often tends to view the programme itself apart from other organisational processes; ... employee involvement implies that a greater degree of mutuality is present in the organisational relationship... Whereas traditional participative management typically takes just a programmatic approach to employee participation.

According to Ang (2002:192), employee involvement was and is still known and referred to by different writers under such headings as participative management, employee participation, and workers involvement. For the purpose of this discussion, it is the term that will be used instead of employee participation, and no distinction in meaning and concept is made between the two.

3.3.1.3 Employee involvement and empowerment

According to Ang (2002: 119-200), no expose' on employee involvement is complete without it being associated with empowerment. Although definitions abound, according to Cunningham and Hyman (1999) in Ang (2002) there is no single or simple definition of empowerment. Various writers have defined it in general terms as passing on previous withheld authority down the hierarchy. Earlier works equate it with participative decision-making (Ang, 2002) or attach to it the organisational development meaning of participation.

Some writers see empowerment as a recent and advanced manifestation of employee involvement, and as part of management strategy which contributes
directly to organisational objectives. Others, however, see it as a popular managerial initiative under the aegis of employee involvement (Holden, 1999) in Ang (2002). Similarly, Cunningham and Hyman, (1999) in Anthony (2002) contend that it is a pinnacle of employee involvement operationalised by way of a process consisting of four essential steps (informing, consulting, delegating, and empowering). In what may be seen as defining its scope, Cunningham and Hyman, (1999) in Anthony (2002) state:

...[a] means for involving team members as business partners in determining company success or failure... the real essence [of which] comes from releasing the knowledge, experience, and motivational power that is already in people but is being severely under-utilised. There are also those who are critical of the aims and outcomes of empowerment initiatives, seeing them as nothing more than serving as an emblematic device to reinforce rather than reallocate managerial authority.

According to Robbins (1997:406-7) employee involvement has been a convenient catch phrase and covers a variety of techniques. For instance, it encompasses such popular ideas as employee participation or participative management, empowerment, work-place democracy and employee ownership. Employee involvement is a participative process that uses the capacity of employees and is designed to encourage increased commitment to the organisation’s success. The underlying logic is that by involving workers in those decisions that affect them and by increasing their work roles, employees will become more motivated, more committed to the organisation, more productive and more satisfied with their jobs. Germany, France, Holland and the Scandinavian countries have firmly established the principle of industrial democracy and other nations, including Japan and Israel, have traditionally practiced some form of representative participation for decades (Robbins, 1997:407).
However, participative management and representative participation were much slower to gain ground in North American organisations, but nowadays employee involvement programs that stress participation have become the norm (Robbins, 1997:407).

It can be deduced from the preceding discussion that employee involvement and empowerment are related concepts. The following discussion focuses on participation as one aspect to enhance performance in an organisation.

3.3.2 Participative and employee empowerment

Most organisations that were created before the early 1980s were designed around the notion of division of work and separation of responsibilities and roles of management and workers (Robbins, 1997:19). In that arrangement managers were to do the planning and thinking, and workers were to do what they were told. While this approach made good sense in those days, it does not fit with modern organisation management (Robbins, 1997:19). Most organisations today redesign work and jobs so as to capacitate workers to make job related decisions that were previously made exclusively by managers. This transfer of job-related authority and responsibility from managers to work is called empowerment.

Present-day workers are far better educated and trained than they were in the early part of this century. In fact, because of the complexity of many jobs, workers are often considerably more knowledgeable than their managers about how best to do their jobs (Robbins, 1997:20). Secondly, global competitiveness demands that organisations be able to move fast. Companies must be able to make decisions and implement changes quickly. When the people who actually do the work are allowed to make their own job-related decisions, both the speed and quality of those decisions often improve (Robbins, 1997:20). Finally, there is the effect of dismantling organisational hierarchies. Organisations have
eliminated many middle-management positions and have flattened their structures in order to cut costs and improve responsiveness (Robbin, 1997: 20). This process has left many lower-level managers with a lot more people to supervise. A manager who had only six or eight employees to oversee could closely monitor each person's work and micromanage activities. Now that a manager is likely to have twenty or thirty people to oversee he/she can't possibly know everything that is going on. So managers have been forced by employee empowerment to let go some of their authority (Robbin, 1997: 20).

### 3.3.2.1 Empowering Employees

According to Robbin (1997: 43), consistent with their coaching role, today's managers are increasingly giving up authority and empowering their employees to do their work efficiently. As described above, (see 3.3.2) the trend to empowerment has become widespread. It is argued that managers have to adjust their management style to reflect the modern trend which requires that they expand their management to include empowerment. Empowering employees is not the only approach a manager needs, nor is it the appropriate style for every situation, but those situations in which it is the preferred choice have expanded significantly in recent years (Robbin, 1997: 43).

For new managers, the transition to an empowering style has been relatively painless (Robbin, 1997: 43). While that is not case for many experienced managers. Managers come from an age when effective managers were perceived to be those who 'take-charge' people and situations where giving employees opportunities to make independent, job-related decisions. was seen as a sign of weakness. These managers have difficulty giving up control and it is noted that in some cases managers who have been unable to give up 'being boss' were forced out of lost their jobs by changes in the labour market (Robbin, 1997: 43).
According to Gitlow et al (1995: 27-28), empowerment starts with leadership, and requires the commitment of all employees. Leaders need to provide employees with all five of the following conditions which Gitlow et al (1995:28) list as:

- increasing their training and knowledge of the system;
- participation in the development;
- standardization;
- improvement and innovation of methods that makes up the system; and
- and increase their latitude in decision-making within the context of best methods.

Individuals can also work to improve or innovate best methods, however, the efforts of individuals must be shared with and approved by the team. Empowerment can only exist in an environment of trust that supports planned experimentation concerning ideas to improve and innovate best-known methods. Ideas for improvement and innovation can come from individuals or from the team, but tests of ideas’ worthiness must be conducted through planned experiments under the auspices of the team. Anything else will result in chaos because everybody will do their own thing.

An essential aspect of participative management is that it empowers all role-players, thereby involving each one in the transformation processes. In organisations facing transformation empowerment is essential if not fundamental for organisational success and development. According to Gitlow et al (1995:27-28) empowerment is only possible if:

- agreements with staff members are of a win-win nature;
- financial accountability is important;
- the individual is equipped and ready to monitor himself;
- support systems and structures are in place; and
effective communication takes place to ensure mutual understanding.

The following discussion focuses on principles of group dynamics as an essential aspect of performance management and optimisation of potential.

3.3.3 The principle of group dynamics

Organisational changes and restructuring are possible through workgroups and not through individual effort. The rationale for this is that people in organisations work mostly in groups and therefore they adjust and change their behaviour in terms of the group behaviour and organisational norms (Van Kradenburg et al, 1996:225). The values, roles and norms of groups are changed and adjusted in terms of organisation value, roles and norms. For example, new norms may include new tasks, functions, procedures and standards for effective functioning and service provision and these will define new roles in terms of a new job description. It is apparent that job allocation in organisations relates to agreement with values in terms of what is acceptable to personnel at all levels.

It is indispensable for managers to orientate everyone involved in group dynamics. Personnel should be orientated about aspects of group dynamics like shared goals, allocation of roles, functions, decision-making and group cohesion as well as new norms, roles and values of the organisations (Van Kradenburg et al, 1996:225). In this way, the basis is formed for dynamic relationship and the release of energy in working groups during the process of change. Group dynamics undoubtedly enrich the development of the theory and practice of management.
3.4 Task participation

According to Keith (1994:637), task participation is defined as opportunities which management provides at a workplace level for consultation and delegation of responsibilities and authority for decision-making to subordinates either as individuals or as groups of employees relating to the immediate work or task and/or working conditions. With this conceptualisation, task participation is rendered timeless and what may be new now is that management is increasingly adopting new work organisation strategies, with greater urgency than heretofore, and defining the term of its implementation and operation (Keith, 1994:637). Having resisted many similar techniques in the past, employees are beginning to discuss the advantages of task participation with renewed interest. While this definition of task participation emphasises stress the role of managers in defining the terms of task participation, it must be understood that its ultimate shape, as it manifests itself on the shop floor or in the office, evolves through continuous negotiation and definition and it does not have automatic effect once implemented.

Existing institutions, formal or informal rules of behaviour, modes of understanding and ways of managing will have a bearing on the shapes assumed by task participation (Keith, 1994:638). However, task participation is not related to managers having a free hand to design task participation as they please. Task participation is an ongoing process, involving a given arena of opportunities and constraints with employees granted more control over their immediate work situation (Keith, 1994:638). In addition, employees are invited to participate in decisions which relate to the organisation of work at the point of productions. As a result, employees influence the manner in which work is allocated, the scheduling of work and when to take breaks. Once they are actively encouraged to seek solutions to the problems and to make suggestions aimed at improving the organisation’s efficiency. This, of course, means that employees are expected
to accept the products of the enterprise as their own and also that employee's interest and those of their employers are to be inextricably linked. It can be concluded that task participation is used as a means of generating employee commitment, motivation and co-operation in an organisation (Keith, 1994: 634).

Task participation in every organisation is linked to consultative participation which is important in managing performance in a school.

3.4.1 Consultative participation

Consultative participation will be discussed under the following headings:

3.4.1.1 Communication networks

There are different patterns or networks of relationships, which could influence communication in an organisation and special interest is shown in the contribution of the communication network to the centralisation of the communication process. Centralised communication networks are characterised by the different abilities of the participators to gather and spread information in the organisation if they are co-ordinated and controlled by a central person (Van Kradenburg et al. 1996:164). This is essential in the sense that the central person in communication is the conduit for the whole organisation. However in a negative sense performance management may be seen to be the responsibility of only one person.

In contrast with centralised networks, each person in a decentralised network has an equal opportunity to participate in the communication process. Consequently, participators in a decentralised network experience much more satisfaction, while participators in a centralised network experience the opposite. Wheel-shape network generate the lowest level of satisfaction, while the fully
connected network show the highest level of satisfaction (Van Kradenburg et al. 1996:164). The more participators have to rely on the information and decision-making of other participators, the less they enjoy the participation and consequently, employees see performance management as a foreign endeavour only in the hands of senior management. From the preceding discussion it can be concluded that decentralised communication ensures optimum effort exertion for quality assurance in every learning institution.

Centralised networks perform relatively simple and routine tasks more effectively and there are also fewer mistakes and they are completed sooner. More complex tasks, based on share information, are best performed in decentralised networks. Centralised networks are often exposed to information overload, because members in top management post management posts need more information to manage effectively. In decentralised networks information and decision-making are shared, thus preventing an overload of information (Van Kradenburg, 1996:165).

3.4.1.2 Quality circles

Quality circles have been one of the most popular forms of consultative participation initiatives adopted by British employers in recent years (Keith, 1994; 637). While there is no standard format for the operation of quality circles, quality circles typically involve a small group of employees, usually between six and eight people. In these circle employees are engaged in discussions seeking to resolve problems which are work-related. Quality circles members select the issues or problems they wish to address; collect necessary data and information; and use a variety of statistical techniques to solve the problems and suggest to management ways of overcoming them. Management, however, retains the right to accept or reject employees’ proposals and may request employees to desist from taking any further action (Keith, 1994; 637). Employee involvement in
quality circles leads to the procurement of new skills and teaches them to work in teams. Significantly, the practice of quality circle is an attempt on managements part to encourage people not only to identify with the quality of their work, but also with the managerial objectives of better quality and increased efficiency throughout the organization.

Having discussed task participation as one of aspect of optimisation of potential, levels of participation would be discussed as a way to measure performance in an organisation.

3.5 Levels of participation

Levels of participation refer to the extent to which educators (or their representatives) influence final decisions in an organisation. This can range from educators simply being informed about decisions by management and through a two-way communication up to a stage where educators have joint or full control over decisions (Oosthuizen & du Toit, 1999: 214). Richardson (1985: 33) uses a hierarchy based on three levels of involvement:

- The first level is reached when management makes a major effort to improve communication and attitudes, but still views employees as relatively passive;
- The second level is reached when management seeks to actively involve employees in productivity improvement and cost management; and
- At the third level, management views employees as partners in the enterprise and rewards efforts through gain sharing or profit schemes.

Participation in organisations can be direct, indirect or financial (Oosthuizen & du Toit, 1999:214). Direct participation is concerned with face to face (or written)
contact between school managers and their subordinates. In this arrangement educators are involved on an individual level, rather than through representatives. Similarly, in indirect participation educators are involved in the process of management decision-making via their representatives (unions), who are typically elected by and from educators groups (Oosthuizen & du Toit, 1999: 214). On the other hand financial involvement relates to the success or failure of the enterprise, for example through share ownership or profit sharing schemes. Evidently, these forms of participation make educators feel significant, team spirited and excited about their work and therefore maximise their level of potential in their various spheres of operation.

According to Oosthuizen & du Toit (1999: 214), the diverse workforce in modern enterprises offers opportunities for collaborative ventures that bring together people with different attributes, skills and expectations. When school managers and subordinates share authority, synergy between management expectations and educator aspiration ensues. It is noteworthy that collective authority of the school manager and the group is greater than the authority of the manager and the group taken separately. Maisela (1995, 20) states that a successful management style can best be measured not by what managers do but what they can inspire others to do.

The extent to which educators influence final decisions in an organisation is influence by effectiveness of participative management

3.5.1 Effectiveness of participative management

According to (Oosthuizen & du Toit 1999:215), participative management derives its effectiveness from the following:

- Interrelatedness of an information system that is used to give immediate feedback on organisational performance;
- Dynamic leadership capable of aligning the enterprise around a common vision;
- Systematic representation of all levels in the decision-making process; and
- Organisational leaders' believe in the creativity and responsibility of employees.

According to research done by Marchant (1982:783) on participative management in information services, there is an improvement of when staff is involved in decision-making. In this context, management is released from routine functions to concentrate on for broader, more important activities in an organisation. Some of the personal benefits of participative management that many participants cited in the research done by Marchant (1982:783) were greater job security, increased pride in their work and increased profit sharing. In the same survey the social benefits were seen to be generally less important than personal or job related benefits. It would appear that participative management eliminates or lessens the feeling of hostility towards orders imposed by management and it helps employees to drop their defences and expand their energy productivity (Machant, 1992:784).

After having discussed how effectiveness of participative management enhances performance management, the discussion on the success of participative management would follow.

3.5.2 The success of participative management

Before participative management can successfully be implemented the entire management team must be trained and prepared to change its management style (Maisela, 1995:20). In an education situation educators and subject heads should be allowed to voice opinions, give suggestions and provide input about
their participation and roles without the threat of retaliation or criticism by top management. Otherwise, when there is no room for educator’s contributions they will be reluctant to contribute to and participate in the process. Maisela (1995) further points out that it is difficult to implement participative management if there are serious problems with educators morale as indicated by excessive complaints, grievances, staff turnover and absenteeism. As it appears, a high level of trust among all parties is necessary before successful implementation of participative management is possible. Evidently, participative management in itself is more demanding since managers have to abandon traditional practice in which they monopolised power over organisational returns. From the above discussion, it can be concluded that if various levels of participation are taken into cognisance in educational institutions the level of potentials of role players will also rise.

3.6 Employee involvement continuum

According to Shapiro (2000) in Ang (2002:198), numerous researchers have noted how organisations implement employee involvement initiatives to different degrees, and how the extent to which staff are encouraged, enabled, and empowered contributes to the improvement process that can be mapped into a continuum, the employee involvement continuum. In the lowest end of the continuum, there is minimal involvement, with employees being informed of decisions but playing no part in these decisions. Such involvement reflects a traditional, more Tayloristic management approach. Further along the continuum is what Shapiro (2000) refers to as parallel suggestion involvement, characterised by suggestion schemes, quality circles and other types of problem solving groups. As part of these schemes, employees are involved in identifying, analysing and solving problems that will have an influence on the operation of the organisation. The furthest along the employee involvement continuum is job involvement; in which the focus shifts towards work redesign, thereby
necessitating some changes in the basic organisational structures (Ang, 2002:198). It is noted that workgroups and teams are the primary units of this sort of involvement and this approach represents a shift away from viewing employee involvement in terms of specific initiatives.

3.7 Summary

Organisational effectiveness is the subjective evaluation of a school’s productive capacity to change and to desire to change. The school delivers a variety of products and services in terms of teaching, learning and extra-curricular activities. The relative quality, quantity and effectiveness of these results from facet of the components of total efficacy.

The greatest challenge facing institutions of learning is how to implement performance management system and optimise potential in a climate of shrinking resources. It is not sensible for institutions to argue that they cannot manage performance which will result in optimum potential. On the contrary no institution in South Africa in the 1990’s can afford not to implement equity programmes. The challenge is to evaluate radically what is possible within existing means. What needs to be done must be, but in a manner which enhances the institutional capacity to continue to strive for excellence in research teaching and extension services is that many frills will need to be trimmed. In addition, all managers would be called on to perform at a higher level to ensure efficiency within the limited means at their disposal. Change is always painful. Since it challenges old habits of all those involved. It is note that survival strategies nurtured over time need radical surgery to enable educators to participate effectively in the changing reality. So too, those used to function within certain comfort zones would need to venture out into the unknown. All those who are engaged in the education enterprise need to change their old
ways to promote effective participation in the transformation of institutional social relations.
CHAPTER 4

OPTIMISATION OF POTENTIAL IN EDUCATIONAL INSTITUTIONS

We are all born with intrinsic motivation, self-esteem, dignity, an eagerness to learn. Our present system of management crushes that all out.

CHAPTER 4

OPTIMISATION OF POTENTIAL IN EDUCATIONAL INSTITUTIONS

4.1 INTRODUCTION

In recent years there has been much talk about the prospects for greater employee participation in organisational development. However, since these initiatives are recent, evidence of their nature and the extent of their success are sparse and have varied quality. Similarly, the term ‘team working’ as used in modern organisations varies in context. For example, team working is espoused by some as the form of a rousing cry to summon all team members to the necessity of promoting the company’s interest (Gitlow et al, 1995:27). In the same vein, in educational institutions teamwork is seen as a vehicle for promoting efficiency and effectiveness. It is argued that through teamwork the potential of educators would be realised and consequently the need for maximisation of potential would show up. It is apparent that the interests of employees and organisations are seen to be one and the same, hence the necessity and not just the requirement that everyone works as a team (Gitlow et al, 1995:27). In other instances, team working refers to a team at work where people from a variety of functions and departments may come together to produce a particular product or service. Gitlow et al (1995: 27) notes that team working may also be accompanied by new working practice or may at least aid in their introduction.
Team working is thought to lie at the heart of many organisations’ responses to competitive pressures. In its purest sense team working refers to the granting of autonomy to workers by management to design and prepare work schedules, to monitor and control their own work, tasks and methods, to be more or less self-managing. Teamwork may also ensure considerable flexibility between different skills categories, such that skilled employees would receive additional training to permit them to assume responsibility for more skilled tasks (Gitlow et al, 1995:27). Similarly, management in teamwork may rotate employees of comparable skills between different tasks on a production line or in a cell. Teamwork also ensures the integration of maintenance trades into cells and teams assume responsibility for maintaining a particular group of machines. Flexibility may be confined within comparable skill grouping and in between there is likely to be a diversity of practice (Gitlow et al, 1995:27). From the preceding discussion it can be construed that through team works in every school, managers would be sure of optimum potential exertion by every individual team member.

4.2 The nature of teamwork and its impact on performance management

West-Burnham (1992:125) highlights the importance of the ability of the individual to function as a member of a team when he states that in schools, teams are traditionally formed on grounds of the individual’s experience or status, e.g., structural teams, such as the management team or a subject committee. However, in other instances teams may be formed through voluntarily participation as in ad hoc teams like quality cycles. Seldom, team members acquire membership on account of their skills and ability to function as members of a team. It is noted that skills are important since decisions taken can be significant for the school community, and in particular for the welfare of the learners.
4.2.1 The characteristics of effective teams

Although the application of separate characteristics of a team has great potential to enrich, West-Burnhum (1992:120-124) notes that it as important that the characteristics should be connected with each other in order to form a unit. The following discussion focuses on characteristics of effective teams.

4.2.1.1 Explicit and shared values

A team cannot function effectively without a set of distinct values, which should be accepted by all those involved and regarded as a mission (Van Kradenburg et al, 1996:197). The team members’ personal values should be mutually known to avoid unnecessary discussion thereof (Van Kradenburg et al, 1996:197). For optimum workforce potential and quality assurance there should be a link between values of organisations, values of teams’ and values of individual. If all these value were integrated as a unit organisational mission would be realised.

4.2.1.2 Pride in the team

West-Burnman (1992) notes that for optimisation of potential, every team member should have pride in the team and therefore show commitment to and involvement for the success of the team to reflected high morale and loyalty. The team members’ confidence, their confidence in the other team members and the team as a whole will often is referred to inside as well as outside the confines of the team. Abundance of pride in the team encourages other team members to maximise there potential for better team quality output. The team, therefore, has a strong and positive belief in itself when there is team coherence. In an educational institution, such a team can positively influence other individuals and teams to engage in team activities. It can be deduced that a proud team always
provides feedback and review to the organisation as whole (Van Kradenburg et al, 1996:197).

4.2.1.3 Feedback and review

In a school situation school managers provide feedback or delegate other management member to provide feedback. Provision of feedback depends on the type of individual teams on who to choose to provide feedback e.g. in subject teams. Feedback by clients and from own ranks, as well as reflection on completed activities and the processes through which the team wants to complete the task, should be applied with the purpose to learn from that (Van Kradenburg et al, 1996:197). The processes, e.g., accurate budgeting, good timing and successful negotiation with clients, are regarded as more important than the task itself. Feedback members of the organisation develop confidence in their leadership and therefore their confidence will result in of their potential being optimised.

4.2.1.4 Openness and candour

Transparency and open discussion breed mobility in every institution of learning (Van Kradenburg et al, 1996:197). School managers and other school leaders should to engage all stake holders in open discussions for collective decision making. Through open discussions, the relationship of trust and openness in an develop organisation and therefore role players exert maximum potential for quality production. In any organisation discussions should be held open and without hidden motives. Team members feel free to make suggestions, raise ideas, provide information and deliver constructive criticism in a relaxed and supportive climate. According to West- Burnham (1992:123), criticism should be aimed at the problem and not a person, with the solution of the goal.
4.2.1.5 Lateral communication

According to Van Kradenburg et al (1996:158), in lateral communication messages are sent between employees at the same level. This kind of communication forms the basis of co-ordination in the organisation. Lateral communication differs with vertical communication in a sense that in it does not involve hierarchical structures that create fear for the lower level communication. A characteristic of effective teams is that communication takes place between team members without the permission or knowledge of the leader. The leader regards lateral communication as an enrichment mechanism and not as a threat. Through lateral communication the institution is in a position to easily attain its perceived objectives.

4.2.1.6 Collaborative decision-making

Collaborative decision-making is a process where every individual in an organisation is involved (Robbins, 1996). Collaborative decision-making implies that all decisions should actually be compromised when circumstances are that they should be compromised. This implies that the functioning of the educational institution should be improved by means of, among others, group techniques and think tanks (Robbins, 1996) since the best decisions are taken by utilising the skills and knowledge of the team members. In the process the team considers the contributions of individual members, and differences are ironed out making voting unnecessary. Since it is a team decision, members see to it that joint decision making is implemented. The result of the implementation of joint decision-making has been that school managers in such schools encounter new values, new decision-makers, new managerial decisions and managerial responsibilities (Robbins, 1996). It is important that all role players be
encouraged to voice their opinions regarding the handling of the problem situations. In this regard, one could also consider having a more flexible agenda for the discussion of the problem. This may contribute to the recognition of similarities between the present and previous problem situations, especially if this could aid in solving the present problem by adaptations owing to insight gained previously (Van Kradenburg et al. 1996:174). From the preceding discussion it can be deduced that though collaborative decision-making all role players are involve and this would further optimise their potential and produce the best for educational quality

4.2.1.7 Emphasis on action

According to Van Kradenburg et al. (1996:174), decisions are confirmed by the execution thereof. The members of an effective team know what the plan of action is and by whom and when it will be executed. Rather than keeping minutes of meetings, they perform the tasks, which they have agreed to do (Van Kradenburg et al. 1996:174). The task and the process of execution are regarded as equally important. In every organisation the entire plan for effectiveness and efficiency should be put into practice. Keeping plans and not putting them into practice lead to the failure of the educational institutions mission and vision

Having provided a discussion on the nature of teamwork and its impact optimisation of potential in schools, focus will now be on productivity gain sharing approaches to teamwork.

4.3 Productivity gain sharing approaches to teamwork

According to Tosi & Rizzo (1995:263-4), gain sharing plans provide bonuses to employees based on profit improvement, cost savings or productivity increases
achieved as a result of the employees’ contribution of ideas or more productive work effort. Gain sharing is assessed by measuring the difference between the market value of the product and the costs of materials, supplies and services used in the production process. As the value of the product increases, workers receive a percentage of the increase. The Scanlon plan is one of the more widely known and oldest form of the gain sharing approaches (Tosi & Rizzo, 1995:264). The Scanlon plan is developed as a way to integrate the interests of the workforce with the interest of the company so that there would be a strong spirit of cooperation between labour and management. In the Scanlon plan, gain sharing is achieved by creating an environment in which the employees have a good deal of information about the company’s situation, both problems and success and an opportunity to contribute to the solution of the problems (Tosi & Rizzo, 1995:264). A key element of this plan is that the employees benefit through pay from the problems that they help to solve. Similarly, in educational institutions educators are being rewarded with awards from provincial to national level during awards giving as a form of incentive from the inputs emanating from their sphere of operation. It is as a result of these incentives that educators become motivated and therefore their potential is optimised.

4.3.1 The Scanlon plan

According to Tosi & Rizzo (1995:263), the Scanlon plan is a participatory philosophy of performance management that involves using a pay incentive system and a suggestion system. One may also argue that the plan is not simply a method of incentive payment, such as a sale commission plan. It requires not only a commitment to participative decision-making and joint problem solving, but also an organisational structure and management style that are congruent with participative decision-making and joint problem-solving (Tosi & Rizzo, 1995).
The Scanlon plan is operationalised effectively in organisational climate characterised by high level of trust between the workers and management. In this situation workers and management are both willing to take responsibility for their actions and to share the responsibility of decision-making (Tosi & Rizzo, 1995:264). This leads to the second step, the participative opportunity in which workers and management seek together ways to improve the operational plans in order to increase in their organisation. Improved production is linked to a bonus to the workers and thus, it is evident that workers are responsible for the bonus (Tosi & Rizzo, 1995:264), and this leads to a sense of equality since workers share in the gains of the organisation.

4.3.2 Employee retention is a priority

According to Brindle (2003), a great measure of stability and confidence appears gradually to be making itself felt among organisations coming to terms with the exigencies of business competitiveness and legislative compliance. This is inferred from Salary Moves and Labour Trends survey recently published by Deloitte & Touche Human Capital Corporation in which about 67% of organisations take into account the unstable rate of inflation when determining annual pay increases, while some 26% are taking into account the high increases in healthcare benefits (Brindle, 2003).

Performance plays an ever more important role with 73% of survey participants paying employees for results, a factor which promotes greater loyalty and increased turnover. "Most organisations withhold increases from employees who are not performing at an acceptable level, which would tend to encourage improved productivity," Brindle 2003." It is noted that growth opportunities and career advancement above good motivators for a successful retention strategy. This trend of employee retention is reflected in the way companies market themselves to prospective employees in striving to be recognised as the best company to work for.
Attraction of high-calibre staff requires a progressive employee-oriented image which emphasises personal and career development (Brindle, 2003).

4.3.3 Gain sharing to increase involvement

Tosi & Rizzo, (1995:264) highlight that productivity gain sharing is an attempt to increase the involvement of workers and management more directly in the performance of the organisation by giving them a greater stake in its profitability. In all gain sharing programmes, workers and/or managers get an income which is more than their usual wages and salaries as a result of increased production which is the result of their contributions. However, of these managerial motivation strategies are complex and may be difficult to implement effectively in some organisations (Tosi & Rizzo, 1995). Since they demand a great deal of managerial knowledge and persistence.

From the preceding discussion it can be deduced that in order to maximise human potential, the appraisal of human resource should be carried out with objectives.

4.4 Appraisal as a performance management strategy

Appraisal implies making judgements and decisions on the quality or effectiveness of a programme, project, a thing or set of actions (SADTU, 1998:9). It is noted that there are two kinds of appraisal namely: judgemental (summative) appraisal and developmental (formative) appraisal. Judgemental appraisal refers to those decisions that make judgements and do not necessarily help to improve things (SADTU, 1998:9. Developmental appraisal is an appraisal process which is presumed to result in the development in both the skills and career prospects of the individual educator and it leads to improvement at school or institutional level (SADTU, 1998:9).
4.4.1 Developmental appraisal and optimisation of potential

According to SADTU (1998:55) the notion of appraisal is aimed essentially at an acknowledgement of the positive aspects of educators’ performances. It rests on the belief that nobody is just full of faults and nobody is only and totally unproductive. Appraisal of educators’ performance therefore also needs to note the things that they do that are good and the positive aspects of their practices. As a result, appraisal is tied decidedly to a more developmental approach and it is the direct opposite of judgemental evaluation of educators’ work. DAS is linked to the formative form of evaluation since not only focus on what the educator does not do right, but also on what the educator does right. In this form of appraisal, there is recognition of the fact that teaching and learning are complex processes, and the reasons why desirable results may not be achieved may be due to various reasons (SADTU, 1998).

Since appraisal is located within developmental approach it seeks to build on the strengths that educators have. Using what exists in educators’ performances, the developmental approach attempts to address the weak aspects of an educators’ performance by providing ways in which such weakness may be addressed in a developmental way on the basis of the strengths that exist (SADTU, 1998). In this process, the DAS ensures that the person being appraised is part of the appraisal process, and that the person is able to contribute to the decisions about his person’s performance and ways in which it may be improved.

4.4.1.1 The Developmental appraisal system and Whole Institution Development

Legislation such as the Labour Relation Act of 1995, the National Education Policy Act of 1996, the South African schools Act of 1996 and Employment of Educators Act of
1998 all attempt to transform the education sector so that it is in keeping with the provision of the new Constitution of South Africa. They all put into place ways in which democracy, human rights and justice may be upheld in educational management and resource utilisation.

Similarly, SADTU (1998:68) notes that programmes such as the Culture of Learning, Teaching and Service Campaign, the training of school governing bodies in new forms of democratic school governance and on outcomes based education and Curriculum 2005 are also part of the same initiative. These programmes are also informed by the understanding that in order to facilitate change in education one cannot only target one aspect of the institution but work with the institution as a whole. One needs to deal with governance levels, management levels, educators, learners, curriculum, pedagogy, school-community relations as well as resources and facilities in order to enact sustainable and meaningful school change. This whole institution development approach ensures that comprehensive changes do occur and that all people and levels within the school are involved in this process (SADTU, 1998:68).

In relation to the whole institution development approach, the developmental appraisal system is a useful way in which schools and departments of education can determine what the actual needs are among educators. Because the developmental appraisal system is formative and developmental in nature, it is able to identify where educators need to be given support in order to improve and maximize their potentials (SADTU, 1998:68). Through this new developmental appraisal system, a school or district office will be able to know if support is needed mainly in training educators with regard to Curriculum 2005 or developing management and administration skills among them. The new developmental appraisal system also identifies needs of office-based personnel in order to enhance potential. In this way, overall educational improvement and quality may be facilitated meaningfully.
4.4.2 Performance appraisal

The main aim of a positive performance appraisal system is to place the manager in a position to develop the initiative, creativity and personal responsibility of subordinates in such a way that each one will be motivated to realize the objectives and eventually the goal of the enterprise (Kroon, 1990:159). Performance appraisal can be seen as an orderly and systematic method of determining the present and future efficiency of employees in an enterprise. Not only is the idea of the employee’s performance in his present position obtained, but an opinion is also formed about his potential for future development (Kroon, 1990:159).

According to Westerman & Donoghue (1981:101-110), management spends a great deal of its time monitoring investment in buildings, equipments and services. However, the Westerman & Donoghue, (1981) suggest that appraisal of human resource investment in terms of performance against results, is not carried out with some objectivity. Even in those schools where appraisal procedures are in operation, there is no guarantee that the performance of educators is subject to effective review. Although there is a growing attention to performance appraisal procedures within organisations and an increasing number of organisations are introducing appraisal at all organisation level, the approach appears to have minimum impact within the school settings (Westerman & Donoghue, 1981:101-110).

Westerman & Donoghue (1981) further argue that much damage has been done to the concept of performance appraisal by formalized schemes, which suggests everyone should be appraised once a year. The school manager reasons given for carrying out appraisals of this type are the needs to evaluate each individual
in terms of salary, promotion or career development in order to maximise their potential (Westerman & Donoghue, 1981:101-110). These schemes tend to concentrate on evaluating personal characteristics instead of focusing on the value added by each individual during the process of carrying out their work. The appraisal panel is faced with a task of completing multi-page documents, which purport to assist in the appraisal of each individual reporting to them.

Long lists of ambiguous terms are provided to describe aspects of personality most of which can only be judged subjectively. The person being appraised sees the whole process as a personal attack and moves into a defensive stance. Instead of appraisal being a means of giving positive guidance, it becomes reduced to a pat on the head or pulls your finger out session. Reward and punishment schemes not only undermine the value-added activities of those being appraised, but they can generate negative pressure on the panel carrying out the appraisals (Westerman & Donoghue, 1981:101-110).

From the preceding discussion it can be deduced that appraisal should not be viewed with the idea of process done and documentation for the school but in the light of optimisation of human potential. The objectives of an appraisal should be to improve the abilities of the individual for increasing value-added performance, to identify any obstacles, which restrict this improvement, and agree on a plan for achieving the projected improvement. It is imperative that this is done through the joint setting of objectives (Westerman & Donoghue, 1981:101-110).

It is important to realize that the effectiveness of appraisal is totally dependent upon the skills of the appraiser. The procedure can help or hinder in the process, but the primary factor is the professional ability of the appraising panel in carrying out the appraisal. There are many benefits for the appraisal panel and the person being appraised:
• improved performance of individuals and departments,
• better communication;
• more effective relationship;
• identification of strengths and weaknesses;
• discovery of existing and potential problems;
• identification of training and development needs
• clarification of jobs and roles; and
• increased opportunities to express views.

The organisation receives a wide range of benefits including improved value-added performance of individuals and departments, improved quality, and better understanding of labour turnover, all of which lead to improved profitability (Westerman & Donoghue 1981:101-110). From the preceding discussion it be concluded that positive approach to performance appraisal is a vehicle towards maximisation of potential in education.

4.4.3 Setting effective performance standards

According to Westerman & Donoghue (1981:101-110), the key to successful standards is the identification of appropriate criteria and the availability of information describing the performance. Management must give careful thought to how information about performance is to be collected. Many good intentions have collapsed into confusion because of the data collection problems. The detailed activities are more complex, but the essence of successful implementation is contained in the four words i.e., validity, agreement, realism, and objectivity as indicated by Westerman & Donoghue (1981):

• Validity: The standard must be valid in terms of value-added component.
• Agreement: Standards should not be imposed but they should be mutually agreed. If a standard is imposed, then everyone runs to look for reasons why the
standard cannot be achieved. When a standard is agreed, everyone attempts to overcome difficulties should they rise.

- **Realistic**: A standard must be realistic. There is a little point in striving for performance if it cannot be achieved. The balance has to be between too low standards, which do not extend, and too high standards, which result in demotivating the individual.

- **Objectivity**: There must be objective measures to assess or appraise performance. The absence of objective measures means that performance can only be judged subjectively— which will lead to much conflict and a reduction in the value-added component (Westerman & Donoghue, 1989:101-110).

It is the researcher's view that once performance standards are set in an educational institution school managers will be in good standing to evaluate their effects in optimising potential of educators.

### 4.4.4 Behaviour and performance

Underlying the way performance is managed are certain assumptions about employee behaviour, or motivation (Walker, 1992:259). It suffices to state that job performance is affected by how people respond to conditions influencing their work. Conditions may be such that they constrain employee to respond in certain ways to their work schedules which may impede performance. In managerial, professional, and technical positions, signs of employee dissatisfaction—expressed in the form of low labour turnover, absenteeism, and verbalized attitudes—are often more visible than performance problems. Managers also assume that job satisfaction is the key factor in motivation (Walker, 1992:259) and that they should recognise outstanding performance to enhance staff morale and better output from educators.
However, according to Walker (1992:259) research studies over the years have shown little relationship between measures of job satisfaction and performance outputs. For example highly satisfied workers may be poor performers; while highly dissatisfied workers may be good performers. The relationship among these variables is compounded by a number of other variables such as work design and organisational context. Management controls certain variables, which influence performance such as work design (the tasks or activities to be performed, job content), organisational context (e.g., supervisory style, organisation of the work, physical working conditions, commutation, hours of work, etc.) and performance objectives (presumably related to organisational objectives). The above listed factors have a direct effect on the extent and nature of an individual's efforts devoted to a job.

Walker (1992) further states that individual competence is also an important variable for high performance. Hard-working individuals lacking the necessary skills, abilities, or knowledge are not likely to achieve much on their jobs. Also, effort is a prerequisite for performance, which may be defined as the accomplishment of certain defined tasks or objectives. Performance is a function of both efforts and abilities and there may be some trade-offs, as one compensates for the other. Performance is the result of outcomes, productivity for the organisation and personal rewards in the form of pay, benefits, job security, recognition from co-worker and superiors, and promotional opportunities for individual employees. Employees often measure their job satisfaction largely in terms of these rewards, which are the most tangible ones received from the job (Walker, 1992). It is evident that individuals get job satisfaction from a personal sense of accomplishment through work and also from feedback about their performance.
If performance is a function of effort and competence, then it is important that the individuals believe that they are able to perform at the desired level (Nadler & Lawler, 1971). There are indicators that potential depends on:

- Positive or negative feelings about the outcomes or rewards associated with performance
- Expectancy that effort will result in accomplishment of defined tasks
- Expectancy that accomplishment will obtain or avoid certain outcomes or rewards (Walker, 1992:260)

According to Walker (1992:260), this form of “expectancy theory” on performance motivation implies that employees’ perceptions and values are important determinants of their effort in job performance. In this context motivation is merely the reinforcement of a positive effort to performance and rewards experienced. Seemingly, future effort and behaviour are influenced by past outcomes. Motivation itself is meaningful only as a summary factor – “a label for the determinants of the choice to initiate effort on a certain task, the choice to expend a certain amount of effort, and a choice to expend effort over a period of time” (Campbell & Pritchard, 1976 in Walker, 1992:260).

From the preceding discussion it can be deduced that in order to maximise human potential, the workforce planning should be carried out with objectives

**4.5 Workforce planning**

The human resource management (HRM) function is a key-supporting element in the management of organisations (Khoong, 1996:26). From the perspective of corporate objectives, human resource management is responsible for ensuring that the right people are available at the right places and at the right times to execute corporate plans and manage performance with the highest levels of quality. Such a role is also often referred to as workforce planning, and it is
reasonable to state that workforce planning is the core of human resource, supported by other aspects of HRM (Khoong, 1996:26). Process and system improvements to workforce planning imply benefits to the HRM function and to the organisation as a whole.

According to Khoong (1996:26), the extent of computerisation in workforce planning in organisations is typically limited to traditional database management systems which do not take advantage of advances in computer technology in the 1990s. Such systems serve the purpose of maintaining the records on employee data and for generating management reports on the state of the workforce establishment. Indeed, even in large organisations which employ thousands of employees a significant technology gap may exist between workforce planning function and other functions in the organisation. Such a gap may be surprising, but even more surprising is that the gap is rarely raised as an issue in corporate planning (Khoong, 1996:26). Evidently, it is not uncommon to find workforce planning being handled entirely manually in many large organisations.

Closing the workforce planning technology gap has significant long-term benefits to the organisation, above and beyond the support it can provide to HRM (Khoong, 1996:26). To this end, the crucial first step is to understand the different perspectives in workforce planning, and the interactions among these perspectives. By perspectives it is meant a particular view of information, which leads to a particular set of decisions over the information.

4.5. I Workforce planning defined

According to Cowling (1990), workforce planning can be defined as a method of trying to establish an organisation’s workforce requirements in terms of quality and quantity for a specific period of time, and determine how these requirements might be met. Workforce planning is about reducing future uncertainties and this is equally
important for an organisation and for its employees. This is evident in school where educators are misplaced in terms of their qualification. Similarly unforeseen educator surpluses or shortages can both badly affect an organisation’s competitiveness, and be very difficult to rectify. In addition, future skill requirements should not be a manner of random guesswork, or decided suddenly in reaction to some crisis it planned before hand. It is observed that major changes in education take place overnight and cannot to some extent be anticipated even in a volatile teaching environment. However it is advantageous to anticipate changes and effect them as gradually and as painless as possible on the basis of more long term with less spectacular plans (Cowling, 1990)

The researcher is of the opinion that people are not passive objects to be manipulated but subject to the vagaries of individual behaviour. In the same vein workforce planning encourages the development of a better understanding of how people behave in an organisational setting, a worthwhile exercise in itself from an employee relation’s point of view (Cowling, 1990). Just as any individual’s behaviour may not be predictable, behavioural trends can be predicted with a high degree of accuracy, given sufficient information and careful analysis. The implication hereof is that through workforce planning optimisation of employee potential and performance management would be enhanced.

Workforce planning is not purely a question of matching workforce supply and workforce demand but also managing performance (Cowling, 1990). In planning what may well be an organisation’s most expensive resource, especially in labour-intensive industries, productivity considerations and the most efficient use of workforce should be part of any workforce plan. Workforce planning in the past has often failed because it has become too much the domain of the statistician and the economist and divorced from business plans (Cowling 1990). Surely, workforce planning is a statistical exercise conducted without reference to the objectives of the organisation, but as an integral part of corporate strategy (Cowling, 1990).
Major perspectives in workforce planning include:

- Establishment requirements planning (at various levels of workforce stock aggregation);
- Career progression planning (at various levels);
- Staff movement planning (at various levels);
- Personnel assignment;
- Posting projection;
- Succession planning;
- Recruitment, retention, staff promotions, postings, and training (Khoong, 1996:26).

4.5.2 Policy-focused approach

According to Castley (1996:15), macro planning conveys an aggregate and holistic approach in workforce planning and it also suggests implementation by a central authority. Psacharopoulos (1985) in Castley (1996:15) notes that in very few countries workforce (or employment) plans have been implemented due to the inherent contradiction between intention and implementation primarily because it is not possible (nor necessary) to cover the totality of overall and specialized labour market training needs on all aspects of employment, unemployment and underemployment. Psacharopoulos (1985) recommends a switch from planning to policy analysis and formulation on the grounds that the optimism implicit in the central planning of the post-Second World War years has collapsed, as it is evident from the contrasting economic performance of countries that attempt to plan (ranging from India to the Soviet Union) and of laissez-faire economics such as those of the United States and Hong Kong (Castley, 1996:15). Similarly, in educational institutions workforce planning need to be directed by macro-
planning from provinces with the focus on information from school institutional level.

Recent neo-liberalism has tended to discourage an active role by the state in the economy and subsequently there has been a shift from economic planning to analysis of macro-economic issues (Castley 1996:16). Given the dilution of national and provincial plans a more effective approach would be to concentrate on policies when planning workforce. Moreover, policy in manpower planning is a narrower concept and has a more limited scope than macro-plan (Castley 1996:16). As Psacharopoulos (1985) states, policy has more modest short-term pretensions than planning and analysis should be used as an instrument of policy. The emphasis on policy and analysis, instead of planning, is not such a dramatic step since HR planning was supposed to be an instrument of policy making. The HR planner’s skill should be more finely tuned towards policy analysis (Castley 1996:16). Nevertheless, although policy orientation should be the main focus when planning a workforce, it should not be exclusive. There is still a role for monitoring and sectoral plans. It can be concluded that for efficiency and effectiveness in institutions of learning both policy and macro planning should concomitantly be referred to for workforce rationalisation to be effected. The policy and macro planning would have an impact on performance management.

Castley (1996:16) notes that although politicians expect prescriptive cures to specific problems, cures are very difficult to determine and often may not work for a variety of reasons, most of which will be beyond the domain of the human resource analyst (henceforth referred to as the HR analyst). Hence, solid analyses and explanations of key problem areas are of value, especially if other agencies (either internal or external) can use the analyses to formulate effective policies. The job of an HR analyst, inter alia is to explore and analyse a problem for policy purposes. In determining suitable policies, the analyst
needs to identify key issues selectively, or problem areas which policy should address in three broad areas of human resource development, education, training and employment (Castley 1996:6).

4.5.3 The present workforce situation

According to Kroon (1990:324), before any estimates of future workforce needs can be made, a thorough survey and analysis of the present workforce situation must be done. Similarly, in education the department Deloitte and Touche was instituted to conduct a survey and analysis of the manpower in schools. Such a data bank provided information in connection with the following aspects:

- Biographical particulars of employees in different grades, for example name, age and sex;
- Qualifications and training levels of employees; and
- Performance, promotion prospects and career planning details of employees (Kroon, 1990:324).

In an educational enterprise the generating, storage and updating of the above information has largely been facilitated by the use of modern computer technology (Kroon, 1990:324).

4.6 Interacting perspectives in workforce planning

Khoong (1996:27) lists the following approaches for workforce planning:
4.6.1 Planning perspectives

The various workforce planning perspectives listed may be defined as follows:
(Khoon, 1996:27)

- Establishment requirements planning (ERP): This determines workforce requirements levels over multi-year horizon, given projections of the organisation’s workloads and growth policies. Establishment requirements’ planning is sometimes referred to as workforce requirements forecasting in the literature;

- Career progression planning (CPP): This determines steady state progression rates for each age-grade-stream combination (also called the career prospectus) in the workforce stocks, and the change in career prospectus over time given the current age-grade-stream profile of the workforce stocks. CPP is sometimes referred to simply as career planning in the literature;

- Staff movement planning (SMP): SMP determines the mix of various staff movements required over a multi-year horizon to transform the workforce stocks from its current state towards various staff holdings targets;

- Personnel assignment (PA): From the perspective of operational staffing requirements of functional units in the organisation, PA distributes new recruits to units and handles job rotations across units for staff already in service;

- Posting projection (PP): This determines for each individual the list of posts that he or she can possibly move to. The list may be sorted in terms of suitability of posts and expected time needed before movement to each post;

- Succession planning (SP): SP determines for each post the list of potential successors. The list may be sorted in terms of suitability...
of individuals and expected time needed before succession by each individual; and

- Recruitment, retention, staff promotions, postings and training: These are well-known basic operational activities of the HR function that support workforce plans. Collectively, we refer to these near term events in workforce planning.

From the researchers point of view, workforce planning perspectives could be a recommendation to the education department to institute it in order to overcome the problem of understaffing and overstaffing which constantly breakout in schools and other education institutions. It is therefore further assumed that through workforce planning perspective school managers would identify their planning flaws and further work towards maximisation of potential of educators.

4.7 The framework for workforce planning and performance management

According to Cowling & Mailer, (1992:240), workforce planning is a subsystem of corporate strategy and provides a sensible framework for management action in areas such as recruitment, training, pay and rewards and employee relations. To a large degree workforce planning is concerned with the reconciliation of supply and demand.

4.7.1 Forecasting the demand for workforce

According to Cowling & Mailer (1992:242), demand for workforce can only be forecast with any degree of accuracy in the very short term. Most school managers are aware of what their current requirements are (or should be) and have a reasonably good idea some months into the future. Cowling & Mailer (1992) states that the analysis of workforce demand is an important area of human resource in education. Planning to meet future needs for skills is the most frequently cited

Some forecasting is however necessary even if it is less than precise. The art of school management is to make the best decisions possible in situations of uncertainty. The contribution of workforce planning to this process is to investigate what useful information is available to assist the school manager with these tasks (Cowling & Mailer, 1992:242). The starting point for workforce planning is with the organisation's corporate plans to give a broad indication of the human resources required. Demand forecasting can be approached from two different angles, either by analysis of the change in workforce demand arising from changes in productivity levels which alter overtime (Cowling & Mailer, 1992:242). It can be concluded that for school managers to optimise the potential of educators in educational institution a forecast should be made on the demand for workforce. Four ways of tackling forecasting are executive judgments, statistical techniques, productivity indices and work-study (Cowling & Mailer, 1992:242).

4.7.1.1 Executive judgment is the simplest method

According to Cowling & Mailer (1992:242), through executive judgement individual managers state their estimate workforce requirement for some future date and the results are then pieced together and assessed for the whole unit or enterprise. An executive judgement may be processed from the bottom-upwards, starting first with junior managers and moving up through the organisation, when board level is reached a composite picture of the labour force should emerge. Alternatively, top management can pass down a discussion document to be revised and commented upon by lower levels of management (Cowling & Mailer, 1992:242). The principal advantage of the approach apart from its simplicity is that managers feel a sense of involvement in the planning process, which can lead to greater commitment to organisational success (Cowling & Mailer, 1992:242).
4.7.1.2 Statistical analysis

According to Cowling & Mailer (1992:242), statistical analysis can establish whether significant quantitative relationships have operated in the recent history of the organisation between workforce and other factors of production. Data may be tabulated, and projected into the future in order to provide a forecast. Factors that have been found to vary in relation to numbers employed include sales, level of production, power consumed, wages, and the general level of economic activity.

4.7.1.3 Simple projects of historical trends

Simple projects of historical trends are likely to ignore the important influence of changes in productivity just as improved productivity may lead to a decline in the demand for workforce. Productivity itself expresses the relationship between volume of production and workforce used since it is a dynamic variable influenced principally by technological change and workforce utilisation (Cowling & Mailer, 1992:242). The Department of Education guide (1991) considers that ‘workforce’ forecasting using productivity measurement is satisfactory so long as two variables, output and input, are fairly easy to quantify and the rate of change in productivity over a forecast period can be predicted with some confidence (Cowling & Mailer, 1992:242). However, measurement can pose serious problems, since managers who have been involved with productivity bargaining will be only too aware of productivity measures. Productivity depends on the will to work and to operate new machinery and procedures just as much as it does on new capital investment, and these must also be taken into account (Cowling & Mailer, 1992:242).
4.7.1.4 Work-study represents a more traditional approach to estimate the demand for labour.

Work-study contributes two major techniques: the first of these, method study, checks on and aims to improve method of work, and the second, work measurement, makes use of time study, synthesis and analytical estimating to the standard time required for each job and hence the number of man hours required for each class labour (Cowling & Mailer, 1992:242). Provided accurate sales and production forecast are available, which can be converted into detailed production schedules, the demand for workforce can then be calculated in terms of ‘man hour’ and ‘man days’. Complications arise in dealing with ‘indirect’ workers whose work cannot be so easily measured, or where new technology and work methods are needed work study is particularly suitable for production line work and short term estimate, and it has the added advantage that many firms already possess well established systems of cost and work measurement (Cowling & Mailer, 1992:242). To improve productivity in educational institutions, executive judgements, statistical techniques, productivity indices and work study as the ways of tackling forecasting the demand for workforce should be utilised to optimise the potential of educators.

4.7.2 Demand analysis - Knowing what you need

According to Pope (1992:57), demand analysis ensures that the HR implications of anticipated or planned organisational changes are addressed in order to effectively manage performance. For example, new technologies or applications, new products and services, phase out of products or services, organisational restructuring, legislative changes such as health/safety, workforce diversity/employment equity programmes, economic impacts, expansion of domestic or international markets, cultural changes such as a move toward total quality management, and special workforce needs or projected staff dislocation make demands on organisations. In
addition, through demand analysis managers are able to ensure that potentials of employees are fully optimised.

4.7.2.1 Recruitment

After the enterprise's qualitative and quantitative requirements have been determined, these requirements are aggregated into recruitment activities. The enterprise's recruitment drive can be influenced by certain internal factors such as seasonal fluctuations, external factors existing legislation, the labour market, and recruitment policies. In general a policy of equality of race, sexes and religious affiliation may be is adhered to when recruiting (Kroon 1990:325). In educational institutions recruitment is a strategy that allow mangers to reinforce the existing workforce and thereby making performance management easier.

4.7.2.2 Evaluation

According to Kroon (1990:327), it is important that the enterprise undertakes an evaluation of the effectiveness of its recruitment activities from time to time and it through this evaluation that performance would be managed. Not only should the source of workforce concerned be evaluated, but also the techniques being used to exploit the source and to optimise the potential of employees. Criteria that can be used for this aim, are for example performance appraisals, time in service and work absentee figures, as well as the cost of the particular technique being used.

4.7.3 Forecasting the supply of workforce

The supply of workforce is provided firstly by the existing stock of human resources and secondly by replenishing from the external labour market (Kroon 1990:325). Supply is also influence by the mount of potential exerted by the
existing workforce in an organisation. Naturally these can in a free economy choose to leave to work elsewhere, but managers in their turn, can influence these decisions and predict their occurrence with some degree of confidence.

4.7.3.1 Supply analysis

Supply analysis is a projection of the internal and external availability of various employee groups within the organisation (Kroon 1990:325). It takes into account age and skills mix of the workforce, annual turnover rates, early and normal retirement projections, plus external data such as enrolment levels at relevant training institutions (Kroon 1990:325). The data are used to forecast employee availability over the short and long term, as defined by the organisation's needs. Input from the performance review, career development, and succession planning processes are also taken into account, as are employment equity representation rates. This gives an indication bench strength and ability to staff from within. Related data may include retiree listings as a potential source of part-time or contract employment (Kroon 1990:325).

4.7.4 Measuring the gap - Matching demand with supply

Measuring demand and supply for the various job categories gives the organisation a clear picture of current and projected shortages or surpluses before they become critical. This step allows for contingency planning to meet current and future needs, for example, contingency plan might include recruitment in foreign countries or recruiting retirees for part-time positions. The gap may also indicate downsizing and training or retraining needs that can be reviewed on a corporate basis as part of the overall strategies HR plan (Pope, 1992:61).
4.7.5 Workforce information

According to Cowling & Mailer (1992:244) a workforce information system in schools is built up from data about individual educator. In educational institutions it is the responsibility of the personnel department to maintain up to date records containing relevant information about each employee, including personal particulars, position in the organisation, place of work, pay, qualifications, skills and career history (Pope, 1992:61). The objective is to create a system which is confidential and secure, but which will allow line management direct and immediate access to data concerning their own subordinates. Duplication of personal records should be avoided where possible. In order to keep this information accurate and up to date it is sensible to provide employees with no opportunity to examine what is recorded against their name at regular intervals. From the above discussion it can be deduced that for educational institutions to function effectively with optimal enforcement of potential the framework of workforce planning which includes forecasting the demand and supply for workforce should be a reference to school managers.

4.8 The transition from workforce planning to labour market analysis

According to Castley (1996:16), the switch in emphasis from skilled workforce to the total labour force requires an entirely different approach, namely from workforce planning to labour market analysis. The latter approach is a much wider concept since it includes not only enrolment guidance but also the unemployment and underemployed and therefore requires additional functions. The transition from workforce planning to labour market analysis involves many changes (Psacharopoulos, 1991), namely:

- Measuring wages (as a possible cause of skill shortages);
- More emphasis on household surveys (to monitor the unemployed as well as the employed);
- Tracer studies (to study the effects of training courses on the labour market);
- More emphasis on educational profiles (since many occupational categories do not translate easily into educational profiles and occupation itself is not a policy variable);
- More attention to the informal sector (where, in some countries, the majority of workers are found);
- Greater concern for issues of poverty and equity;
- More emphasis on general training rather than specific vocational/technical qualifications, which is considered more cost effective in the long run;
- Shift of the cost of training from the general taxpayer to the direct beneficiaries; and
- Encouraging the development of private training institutions, which are considered to be more cost conscious and market responsive.

Labour market analysis, in particular, is more flexible and responsive. As Psacharopoulos (1991) states, historically workforce planners have locked themselves into long-term horizons which leave little room for flexibility. In contrast, labour market analysis is constantly adjusting short and medium term analyses to reflect changing conditions, while keeping the long term in mind (Mugtada & Hildeman, 1993:68. Such an approach seems attractive. Many countries experience enormous changes in the labour market as a result of structural adjustment programmes, promotion of exported manufacturers, adoption of new technologies, new systems of production and work organisation, growing urban populations, etc. for which labour market analysis would appear to be more appropriate (Mugtada & Hildeman, 1993:68. There is a whole range of issues that fall within the purview of labour market analysis, and one has to
discern which ones are relevant in the economy's context (Mugtada & Hildeman, 1993:68). Moreover, the LMA, unlike workforce requirements approach lacks any unique method of analysis of labour markets (Mugtada & Hildeman, 1993:5). Indeed, it does seem that LMA is based on a labour market monitoring system which is designed to capture signals of changing employment scenarios, labour mismatches and changing labour market conditions (Mugtada & Hildeman, 1993:7).

According to Castley (1996:17), labour market analysis does not provide a satisfactory framework on which to base planning. There is very little, as Mugtada & Hildeman (1993:68) admits, to suggest how and to what extend LMA can deliver in terms of providing appropriate signal to HR planners. The big questions are who is to decide on the issues, how is the analysis/planning to be undertaken and what institutional arrangements should be made. This discussion attempts to devise an approach, which partly addresses mechanisms of maximising the potential and managing performance in an organisation.

4.9 Salient internal parameters

According to Mayo & Zeffane (1994:38), in the context of the supply-demand equation, a range of internal factors require consideration for the purpose of evaluating existing (or anticipated) supply from within the organisation. In the light of consideration of arrange of internal factors for the purpose of evaluation of supply the managers are opportune to manage the performance of employees. The supply side issues that HRP should address include the organisation's policy on growth from within or by means of outside recruitment; the policy on pay and remunerations, and the organisation's view on employee development. In this context, the conventional human resource plans take into consideration a series of supply side statistics, such as company-growth, the age distribution of employees, skill levels, turnover ratios and the overall profile/distribution of
employment across job categories (Mayo & Zeffane, 1994:38). Among series of supply side statistics, age and retirement are emerging as important considerations in workforce planning in the current socio-economic climate. These factors (i.e. age and retirement) are strongly related in the sense that retirement takes place on the attainment of a certain age. Catering for age is necessary and is becoming increasingly the subject of more elaborate mathematical modelling for workforce planning. Additionally, HRP has to take into consideration the total corporate plan, which would incorporate set or anticipated productivity standards.

Mayo & Zeffane (1994:38), further states that the more contemporary approaches to HRP need to consider current (and anticipated/future) changes in the make-up and aspirations of the workforce. Long-term macro-level forecast seem to suggest that people in the future will have a greater desire for self-development and discovery. These aspirations will trigger requirements for changes in existing corporate structures and management systems (Mayo & Zeffane, 1994:38). As a result, employee may be more creative and self-motivated, but they also will face the problem of developing an environment that should attract and hold such individuals.

4.9.1 Downsizing, Resizing or Rightsizing: The Dominant staffing issues of the 1990s.

According to Mayo & Zeffane (1994:58), reorganisation, realignment, and restructuring seem to be the most pertinent corporate strategies of the 1990s in the education department. Consequently, when an organisation enjoys sustained growth in business, it needs to develop and communicate a supportive human resources strategy underlining the acquisition of the appropriate number and type of employees to support the growth. This amount to senior management outlining
an overall development effort by clearly communicating what the new demands are/should be.

The fulfilment of additional staff entails engaging in the process of recruitment and selection. Where additional intakes are significant, this practice may be referred to as resizing. Conversely, in recent times there has been a greater emphasis on reducing (rather than increasing) personnel levels (Mayo & Zeffane, 1994:38). In an education department and other organisations, these changes have resulted in an intense increase in the number of highly skilled, educated, and talented people being made redundant. This trend is commonly referred to as downsizing and a distinct strategy from downsizing or conventional resizing is rightsizing which advocates a strategy strictly guided by a carefully worked out human resource (Mayo & Zeffane, 1994). As a result, rightsizing procedure within the education system, yield fear and uncertainty in educators about their future, and this has become a common problem that yields reluctance to perform to maximal potential.

Mayo & Zeffane (1994) further note that downsizing is an approach that takes into consideration both economic and social costs. By observing a rightsizing philosophy, the current upheavals caused by over-emphasized personnel downsizing might be significantly minimized. In other words, by pursuing a human resource plan mounted on the fundamental principle of rightsizing, managers may refrain from using ad hoc functional evaluation approaches to outline their restructuring strategies.

4.9.2 A human resource management perspective on downsizing

According to Balkin et al (2000:37), a strategy of downsizing does not always mean using layoffs as the appropriate approach for improving organisational efficiency and productivity. However, layoffs are selected in most instances because they can produce immediate savings of labour costs. Some observers of downsizing have
concluded that even institutions carrying it out have not always viewed it positively. According to Balkin et al (2000:37), the reasons likely to lead to downsizing are the result of ineffective management decision-making, such as poor decisions that impact on the growth of the institution rather than the traditional cause of increased market competition. However, the results of the productivity gains that immediately follow a downsizing are mixed.

Bulkin et al (2000) further note that a study that examined the long-term effects of the stock prices of downsizing institutions reported that following an initial increase in stock value, after two years, in two-thirds of the cases, the stock prices were lagging those of comparable institutions in the industry by 5 to 45 percent, and in more than half of cases, stock prices lagged the general market by amounts ranging from 17 to 48 percent (Laabs, 1999) in Bulkin et al (2000). This result is not surprising in the context of other research that indicates that downsizing does not necessarily increase an institution’s productivity or profitability.

Based on a recent literature review, Burkin et al (2000) concluded that downsizing is more likely to fail than succeed in reaching its financial and performance goals. Similarly authors such as Kets de Vries and Balazs (1997) are highly critical of downsizing. As a result, the morale of the school managers, as the bearers of the bad news to the rank and file of educators may be negatively affected by downsizing. Similarly, in educational institutions downsizing showed for the first time that it is not only educators who suffer but also school managers who implemented downsizing policy.

4.9.3 Human resource practices used in downsizing

Bulkin (2000) suggests that human resource managers should be strong advocates for employees and try to convince executives who are developing downsizing plans to avoid laying off employees, if possible. There are numerous alternative tactics.
that can be used to reduce costs in the education department without dismissing employees such as not filling job vacancies from employee turnover (attrition), retraining or redeployment of employees to implement a downsizing while treating people as important assets and maintaining morale and trust.

According to Balkins et al (2000:38), the literature clearly indicates that HR professionals have a well-specified role to play in clarifying the risks involved in downsizing and also to communicate the benefits of long-term staffing plans. There are certain good business reasons to downsize in certain situations. However, companies that are simultaneously dismissing and hiring employees may need to rethink and redistribute their resources more strategically.

HR strategies for implementing downsizing depend on the institution’s culture and Balkin et al (2000:38) have identified two forms of downsizing which are the “push” and “pull” strategies. The push strategy is more direct in its approach to dismiss employees that are considered redundant. The selection of layoff candidates is made in accordance with layoff criteria that are applied to the workforce. The pull strategy, on the other hand, uses economic incentives to influence employees to leave the company voluntarily during a sign-up period called a window (Balkin et al, 2000:38). The incentive package for leaving consists of a lump sum of separation pay, early retirement incentives and continuation of some other benefits such as health insurance. The pull strategy gives employees more control over the decision to leave. However, there is a risk that the most marketable employees may voluntarily sign up to leave since the organisation may not in some jurisdictions legally restrict employees from taking the separation package to only employees of its own choosing.

Survivors of a downsizing also experience a post-layoff drop in morale. Balkin, et al (2000:38) asserts that conditions of uncertainty nourish rumours that are often represented by a mixture of real facts and fantasy. Rumours may persist that a future downsizing will take place, which may disrupt surviving employees’ focus on their work.
Consequently, open and honest communication on the part of management is an important remedy to reduce survivors' negative reactions to real and imagined events. Institutions, which are able to provide full information about their vision and what the future holds for the employees, even on issues the employees may not find favourable, are more likely to re-engage the survivors, who accept their new roles in the downsized organisation structure.

4.9.4 Improving staff utilisation

Under conditions of rapid change, it is important to continually pursue opportunities for improvement in staffing, rather than perpetuating past practices. Special efforts are needed to promote innovative thinking about staffing and staff utilisation and improvement in staff costs, staffing levels and mixes, and effective utilisation of employee talents is vital (Bulkin, et al 2000).

A number of people on the payroll may not directly reflect the capabilities being applied to the achievement of organisational objectives. To manage costs and provide employees with more challenging work assignments, managers need to examine ways to utilize people more fully (Bulkin, et al 2000). In order to examine talent utilisation, it is necessary to focus on the work activities, not on people. Similarly, to reduce staffing requirements, work activities need to be reduced, eliminated, or performed more efficiently. According to Bulkin (2000), these questions may be addressed:

- How may work be streamlined or simplified?
- How may work be restructured or reassigned to provide a more effective use of talent?
- What activities may be eliminated, consolidated, automated, or contracted out?
- What work can be performed more efficiently (at a lower cost) by others?
- How may skills can be applied more effectively?
- What skills need to be added or emphasised to improve utilisation?
These broad questions are addressed through analysis of activities performed – the utilisation of time by employees and managers may have direct knowledge and opinions regarding these opportunities. In addition, data may be collected and analysed on actual on-the-job activities using profile questionnaires or team analysis. This indicates what really they do and how they perceive opportunities for improved utilisation.

From the preceding discussion it can be deduced that improving utilization of staff will breed optimization of potential.

4.10 Summary

The interest of employees and organisations are seen to be one and the same, hence the necessity and not just the requirement, that everyone works as a team. In other instances team working refers to a team at work where people from a variety of functions and departments may come together to produce a particular product or service. Teamwork also relies on levels of participation, employee involvement and other aspects such as appraisal and workforce planning.

Team working is thought to lie at the heart of many organisations’ responses to competitive pressures. In its purest sense team working refers to the granting of autonomy to workers by management to design and prepare work schedules, to monitor and control their own work, tasks and methods, to be more or less self-managing. Teamwork may also ensure considerable flexibility between different skills categories, such that skilled employees would receive additional training to permit them to assume responsibility for more skilled tasks.
CHAPTER 5
RESEARCH METHODOLOGY

5.1 INTRODUCTION

This chapter briefly explains the method used to conduct the study. It explains the rationale behind the methodology employed, how the research was conducted and what steps were taken to ensure the validity and reliability of the study. The aim of the study as stated in chapter 1, was to investigate the essence of performance management (cf 1.4) and optimisation of educators' potential in primary schools in the Bojanala West Region.

5.2 Research instruments

According to Legotlo (1996), the questionnaire and individual interview are the most common instruments for data collection in survey research. In the empirical investigation of this study, the questionnaire was employed as a tool for collecting data.

5.2.1 Questionnaire as research instruments

Survey research is the administration of questionnaires to a sample of respondents selected from some of the population. Self-administered questionnaires may be completed by respondents themselves.

The questionnaire is the measuring instrument used to collect data and it has the greatest influence on the reliability of the data collected (Legotlo, 1996). It is important that great care be taken when designing a questionnaire because an improperly laid out questionnaire can lead respondents to miss questions and also can confuse them about
the nature of the data desired. Ary et al (1990:422) regarded constructing a good questionnaire as difficult and a time-consuming task, but a well-constructed questionnaire is more likely to elicit a good response than a poorly constructed one.

According to Wisniewski and Stead (1996:85), items for a mailed questionnaire:

- Should be constructed in a way that reflects quality;
- Should be brief so that they require a minimum of respondents’ time;
- Should be phrased in such a way that they can be understood by every respondent; and
- Should be phrased in order to avoid bias that might predetermine a respondent’s answer.

5.2.2 Format and content of questionnaire

A questionnaire was formulated to gather information from educators, HoDs and school managers. The purpose of the questionnaire was to gather information about the significance of optimisation of human potential in primary schools in the Bojanala West Region. A questionnaire was divided into two sections: section A which sought biographical data of respondents and section B which had (30) items (cf appendix). For each item the respondents were asked to reflect on a five point Likert scale (strongly disagree, disagree, uncertain, agree, and strongly agree).

5.2.3 Pre-testing the questionnaire

A pilot study is a small-scale preliminary investigation designed to acquaint the researcher with the flaws and problems that need attention before the major study. It offers the researcher the opportunity to pre-test the instrument. The major purpose of a pilot-study is to detect the problems that must be solved before the major study (Legotlo, 1996).
The questionnaire was pre-tested using a sample of (N=5) that is (1) school manager, (2) HOD (Head of Departments) and (2) educators. The five respondents were asked to comment on points that might need to be considered to improve the instruments (Borg & Gall, 1989). The pre-test was taken into consideration to improve the questionnaire. The population of the pre-test was not used in the final study.

5.2.4 Final questionnaire

The questionnaires were administered to 300 respondents (140 educators, 80 HoD’s and 80 school managers/deputy manager) in Bojanala West Region. The questionnaires were delivered personally by the researcher to all selected primary schools and given to school managers to deliver to the respondents.

5.2.5 Covering letter

The covering letter is a tool employed to introduce the questionnaire to the respondents. The purpose of this covering letter is to:

- Identify the person conducting the study;
- Tell why the study is important and should be conducted;
- Tell why is it important that the respondents answer the questionnaire; and
- Assure the respondents that there are no right or wrong answers, that they will not be identified and that their answers will be treated confidentially (Cohen & Manion, 1985).

A covering letter (cf appendix) was received from the supervisor and was distributed to schools.

5.3 Administrative purpose

Permission to access schools was granted by the Regional Manager of Bojanala West Region. The list of primary schools of the Bojanala West Region and their location was
obtained from the Regional Office in Rustenburg. This information helped the researcher to deliver the questionnaire to the schools.

5.4 Follow ups

Ary et al (1990:43) state that, in order to research the maximum percentage of returns in a mailed questionnaire survey planned follow-up mailings are essential. The researcher made some follow up by going to the schools where the questionnaires were distributed and if the respondents lost their questionnaires, other copies were given to them and collected on the same day.

5.5 Population and sampling

The survey population was drawn from primary schools in the Bojanala West Region. The list of 142 primary schools of the Bojanala West Region was compiled and n=80 primary schools were randomly selected (cf 1.6.1). The random sampling of respondents (educators, HODs and school managers/deputy managers) was done with the aim of gathering information about optimisation of educators’ potentials and performance management in primary schools in Bojanala West Region. Table 5.1 shows the distribution of a sample of 300 respondents (80 represented school managers, 80 represented the HOD and 140 represented educators).

<table>
<thead>
<tr>
<th></th>
<th>Sample Population</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School managers/deputy</td>
<td>80</td>
<td>26.6%</td>
</tr>
<tr>
<td>HOD’s</td>
<td>80</td>
<td>26.6%</td>
</tr>
<tr>
<td>Educators</td>
<td>140</td>
<td>46.6%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>
5.6 Summary

The main survey instrument used in this research to collect relevant data, relating to optimisation of educators' potential and performance management in primary schools is the questionnaire. The significance of utilisation of the questionnaire was that it was timesaving and less expensive than other research instruments. However, the researcher acknowledges the essence of a well-constructed questionnaire since it eliminated confusion on the part of respondents.

Likewise the chapter provided the rationale for pre-testing the questionnaire. The pre-test was used to improve on the quality of the questionnaire. A covering letter identifying the researcher was also sent to schools with the questionnaire.
CHAPTER 6
DATA ANALYSIS AND INTERPRETATION

6.1 Introduction

Completed questionnaires were collected from respondents and the data was duly analysed and interpreted. Three hundred (300) questionnaires were distributed to three hundred respondents in eighty primary schools (80) in the Bojanala West Region in order to collect school related data. Two hundred and seventy-eight questionnaire (278), which is ninety-two percent (92.3%) of the three hundred (300), was received from respondents. The difference of twenty-two (22) questionnaires which is 7.3% was not received. The researcher therefore used two hundred and eighty (278) as hundred percent (100%) to analyse data.

The researcher analysed data with the aim of relating the responses to the empirical investigation on the extent to which performance management is implemented in primary schools in Bojanala West Region. For precise data analysis the researcher requested consultants from North West University (Dept of Statistics) to analyse and compute data. A computer program, STATISTICAL PACKAGE FOR SOCIAL SCIENTISTS 11.0 was used to analyse data. The following tools were also applied in data analysis:

- Graphs: to depict biographical data on age, gender educational qualification, location and teaching experience.
• Tables: to depict biographical data, item analysis, t-Test and Chi-square.
• Cross tabulation: to show gender and location
• T-test: to show the standard deviation and variables between samples.
• Chi-square test: to test the observed data coming from a hypothesised set of population.

The following discussion presents data analysis on the empirical investigation.

6.2 Biographical data

The data collected through an empirical study was collated and depicted in:
• Tables to depict responses on frequency, valid percentage and cumulative percentage and
• Graphs on: age, gender, qualification and location.

6.2.1: Age categories

The respondents were requested to indicate the age category in which they fall and in the 278 questionnaires which were distributed only one (1) respondent did not indicate the age category as indicated in table 6.1.

Table 6.1 ages in years

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 25-30</td>
<td>2</td>
<td>.7</td>
<td>29.9</td>
<td>29.2</td>
</tr>
<tr>
<td>31-35</td>
<td>81</td>
<td>29.9</td>
<td>39.9</td>
<td>39.9</td>
</tr>
<tr>
<td>36-40</td>
<td>111</td>
<td>39.9</td>
<td>29.9</td>
<td>99.6</td>
</tr>
<tr>
<td>40-over</td>
<td>83</td>
<td>99.6</td>
<td>4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td></td>
<td></td>
<td>.7</td>
</tr>
<tr>
<td>Total</td>
<td>278</td>
<td>100.0</td>
<td></td>
<td>30.0</td>
</tr>
</tbody>
</table>

129
The majority of respondents 111 (39.9%) + 83 (29.9%) which equals 194 (69.8), are in the age category of 36-40 while only 2, (0.7%) of respondents are in the age category 25-30. The researcher observes that educators in the age category 31-35 make up out 29.1% of the entire population. This may be due to the fact that employment of new educators has slowed down tremendously in the last ten years. However, from the data on age categories as depicted in Table 6.1, it can be inferred that there is potential for personal development among educators. The information on age is also indicated in the form of a graph in order to show the distribution of respondents according to age grouping.

Figure 6.1: Age of educators in years

From the data depicted in the graphic representation, it can be construed that the majority of respondents are in the age category 36-40. The least number of respondents are found in the age category of 25-30. This may be ascribed to the centralisation of educator employment.
6.2.2 Gender

Respondents were classified according to gender in order to compare employment rate of male and female educators in primary schools as indicated Table 6.2.

Table 6.2: Gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Male</td>
<td>102</td>
<td>36.7</td>
<td>36.8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>175</td>
<td>62.9</td>
<td>63.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>277</td>
<td>99.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>278</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

While the researcher attempted to have a representative sample the majority of respondents 175, (62.9%) are females while males make up 36.7% of the entire population. From the data collected there is evidence that primary schools employ more females than males. This may be ascribed to employment patterns and a belief in society that females can do a better job in raising children. However, it can be construed that in the light of affirmative action, as promoted by Government, most of the female educators in primary schools stand a better chance to undergo further training as a means of optimising their potential.

The preceding information on gender is also depicted in the form of a graph as indicated in figure 6.2.
The graphic representation indicates that the majority of respondents are females. Surely, one may conclude that primary schools attract more female educators than male educators.

6.2.3 Highest Qualification

According to Norms and Standards for Educators (Department of Education, 2001) a qualified educator should be on National Qualification Framework (NQF) level 13. The following data contained in Table 6.3 shows categories of professional qualifications in primary schools.

Table 6.3: Highest qualification

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>26</td>
<td>9.4</td>
<td>9.4</td>
<td>9.4</td>
</tr>
<tr>
<td>Teaching certif</td>
<td>101</td>
<td>36.3</td>
<td>36.5</td>
<td>45.8</td>
</tr>
<tr>
<td>Diploma</td>
<td>113</td>
<td>40.6</td>
<td>40.8</td>
<td>86.6</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>37</td>
<td>13.3</td>
<td>13.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>277</td>
<td>99.6</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>278</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>1</td>
<td>.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>278</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6.3 shows that the majority of respondents 113,0 (40.6%) have Bachelor's Degree and 37, (13.3%) postgraduate degree. It is also noticed that 9.4% of respondents have Teaching Certificate. In terms of Norms and Standards for Practicing Educators these educators may be declared to be under-qualified. This suggests that there is sufficient ground for further training to ensure attainment of required qualification. This information on highest qualifications is also depicted in the form of a graph as indicated in figure 6.3.

![Image](chart.png)

Figure 6.3: Highest qualification

The graphic representation indicates that majority of educators have Diplomas and Bachelor's degree. It can be concluded that the level of professional development is high and therefore improvement of quality in education is eminent.

6.2.4 Location of school

The respondents were classified according to location of schools where they teach in order to understand how demographics impact on educators' perceptions (cf table 6.4).
Table 6.4: Location of school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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</tr>
</thead>
<tbody>
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<tr>
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<td>Urban</td>
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</tr>
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<tr>
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<tr>
<td>Total</td>
<td></td>
<td>278</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The majority of the respondents 231 (83.1%) are from urban areas as compared to 46, that is 16.5%. This indicates a skewed provision of schools since most primary schools are found in the urban areas. For example, Retlakgona, Abana, Letsibogo, Bana Pele, Tshirologang and Vukuzenzele in the Bojanala West Region are all at a parting distance of three kilometres. On the other hand, in villages such as Kanana there are two primary schools which indicate that there are fewer primary schools rural areas than in urban areas. Low number of learners resulted in merging of most primary schools eg Bootkloppers and Naupoort secondary school. It can be construed that in the light of government policy of reconstruction and development, improvements in rural areas should be a priority for retention of educators. The information on the location of educator is also depicted in the form of a graph as indicated in figure 6.4

Figure 6.4
The graphic representation indicates that the majority of respondents 81.1% are from urban area. It can be concluded that educators young and old prefer to work in urban areas because schools are more resourced than in rural areas. Advanced mode of transport and better housing are also motivating factors for an increase in the population in urban areas.

6.2.5 Teaching Experience

Teaching experience is an instrument which may be used to gather information on how to optimise potential. Table 6.5 details the teaching experience of the research population.

Table 6.5: Teaching Experience

<table>
<thead>
<tr>
<th>Frequency</th>
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<tr>
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<td>77.9</td>
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<tr>
<td>16 &amp; Over</td>
<td>46</td>
<td>16.5</td>
<td>16.7</td>
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<tr>
<td>Total</td>
<td>278</td>
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<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>.7</td>
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</tr>
<tr>
<td>Total</td>
<td>278</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The majority of respondents 215 (77.3%) are educators with teaching experience ranging between 11-15. This indicates that the majority of respondents are sufficiently experienced and they understand daily operations of the school such as record keeping, assessment, and classroom management. In this context, it performance management might be easily effected. The information on the teaching experience of educators is also depicted in the form of a graph as indicated in figure 6.5.
The graphic representation indicates that majority of educators have between 11-15 years of teaching experience. It can be construed that experienced educators would be amenable to change as they understand daily school operations.

6.2.6 Summary of Biographical Data

From the data presented it can be concluded that the since the majority of respondents 175 (63.3%) fall in the age category 36-40 schools have matured personnel. There are more possibilities for optimisation of potential since managers work with experience people. Similarly, data on gender indicates that female educators are in majority in primary schools. The concept of affirmative suggests that more personnel would get opportunities to improve their qualifications.

Data on representation on professional qualifications reveals that majority of respondent have diploma and Bachelor's degree this is an indication that educators are more knowledgeable and can work independently and therefore managers can easily manage performance in a school. The majority of educators
231 (83.1%) are from urban areas where there are resources and better housing.

6.3 Item analysis: Performance management and optimisation of potential

Item 1: *The success of an educational institution is assessed according to the attention given to its human resources.*

The quality of teaching depends on the quality of educators in the school. The respondents affirmed this assertion as indicated in Table 6.6

Table 6.6: Assessment of attention given to its human resources.

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</tr>
</tbody>
</table>

The majority of respondents 239 (86%) agree that the success of an educational institution is assessed according to the attention given to its human resources. School managers should encourage educators to develop themselves professionally and conduct themselves according to their professional code of conduct. This suggests that optimisation of potential may be enhanced when educators are treated well as professionals.
Item 2: Productivity and performance are increased in an environment where abilities of educators are most effectively utilised.

When the abilities of educators are most effectively utilized quality in school systems will be eminent. This assertion is affirmed by majority of educators as indicated in table 6.7.

Table 6.7: Abilities of educators are most effectively utilised

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<th>Frequency</th>
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<td>3.2</td>
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<td></td>
<td>A</td>
<td>182</td>
<td>65.5</td>
<td>65.7</td>
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<tr>
<td></td>
<td>SA</td>
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<td>30.6</td>
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<tr>
<td>Total</td>
<td>System</td>
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</tr>
</tbody>
</table>

The majority of the respondents 182 (65.5%) agree that productivity and performance are increased in an environment where abilities of educators are most utilised. It is the responsibility of school managers to ensure productivity through effective utilisation of educator's abilities. This suggests that potential of educators should be maximised to increase their productivity and performance.

Item 3: Personal growth and innovative thinking stimulate educator's work ethic.

The level of maturity of educators is assessed according to his growth and innovative thinking as indicated in Table 6.8.
Table 6.8: Personal growth and innovative thinking

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<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
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</tbody>
</table>

The majority of the respondents 122 + 121(87.4%) agree and strongly agree that personal growth and innovative thinking stimulate educators’ work ethic. School managers should ensure that educators participate in decision making of the school to increase the level of maturity and performance. This suggests that through optimisation of potential educators would develop personal growth and innovative thinking which stimulates work ethic.

Item 4: In optimum work surroundings, educators do not only experience job satisfaction but they also share responsibilities.

Shared responsibilities and job satisfaction are the basic requirements in an optimum work surroundings as stated in Table 6.9.
Table 6.9: Educators share responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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</table>

The majority of the respondents 142+99 (86.7%) agree and strongly agree that in optimum work surroundings, educators do not only experience job satisfaction but they also share responsibility. Managers should make sharing of responsibility part of their policy to increase the level of job satisfaction of educators. This is an indication that educators are motivated in an atmosphere which stimulates maximum potential utilisation.

Item 5: When educators are inspired to contribute in a meaningful manner towards attaining the goal of the organisation they do their work enthusiastically.

Motivation plays an important role in attaining certain school standards and goals as affirmed by majority of respondents in Table 6.10.

Table 6.10: Educators do their work enthusiastically

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<tr>
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<th>Frequency</th>
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<td>79.9</td>
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<td>SA</td>
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</tbody>
</table>

The majority of respondents 213 (76.6%) agree that when educators are inspired to contribute in a meaningful manner towards attaining the goal of the
organisation they do their work enthusiastically. School managers should motivate educators through provision of any form incentives to enhance their performance. This suggests that to exert optimum potential educators should be inspired to contribute in a meaningful manner towards attaining the goal of the organisation.

Item 6: Job satisfaction in your institution is conceived as the effective orientation of individuals towards work roles.

The quality of teaching depends on the satisfaction educators have with their jobs. The respondents affirmed this assertion as indicated in Table 6.11

Table 6.11: Job satisfaction and work roles

<table>
<thead>
<tr>
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<td>1.1</td>
<td>1.4</td>
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<tr>
<td>D</td>
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</tr>
</tbody>
</table>

The majority of the respondents 173 (62.2%) agree that job satisfaction in their institution is conceived as an effective orientation of individual’s work towards roles. The level of job satisfaction of educators should be maintained to improve the quality of teaching. This suggests that job satisfaction is an effective orientation of individual’s towards work role.
Item 7: Educators derive the satisfaction from completion of tasks and not from salaries they get.

The level of job satisfaction of educators determines the performance level of learners in the classroom. The majority of respondents affirmed this assertion as indicated in Table 6.12.

Table 6.12: Satisfaction from completion of tasks

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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<th>Cumulative Percent</th>
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<td>87</td>
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<tr>
<td></td>
<td>Total</td>
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</tbody>
</table>

The majority of the respondents 170 (61.2%) agree that educators derive satisfaction from completion of tasks and not from the salaries they get. School managers should ensure that educators receive job satisfaction from completion of task through performance management. This suggests that job satisfaction enhances completion of tasks in a work situation.

Item 8: Performance appraisal is systematically used to ensure efficiency of educators in your school.

For efficiency of educators in a school it is essential that educators be appraised systematically in schools. The assertion is affirmed by majority of educators as indicated in Table 6.13.
Table 6.13: Performance appraisal and efficiency of educators

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
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</table>

The majority of the respondents 81 + 144 (80.9%) agree and strongly agree that performance appraisal systematically used to ensure efficiency of educators in their school. School managers should use performance appraisal system to assess performance of educators. This suggests that performance management is essential for efficiency of educators in their schools.

Item 9: Performance appraisal is systematically used to ensure efficiency of educators in your school.

The effectiveness of heads of departments in a school depends on the know how of school managers on setting performance standards. The majority of educators as indicated in Table 6.14 affirm this assertion

Table 6.14: Setting up standards of performance

<table>
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</table>

The majority of the respondents 115 + 121 (84.9%) agree and strongly agree that many school managers know how to go about setting up performance standards
for heads of departments. It is essential for school managers to realise that standards of performance are essential for effectiveness of heads of departments. This suggests that for school to attain its vision school managers should be knowledgeable on how to set up performance standards for heads of departments.

Item 10: Ineffective handling of appraisal procedures leads to a build-up of suspicion amongst educators.

The success of appraisal depends on the ability and skills of appraisal team in handling appraisal. This assertion is affirmed by majority of respondents as indicated in Table 6.15.

Table 6.15: Ineffective handling of appraisal procedures

<table>
<thead>
<tr>
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<td>Total</td>
<td>278</td>
<td>100.0</td>
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</tbody>
</table>

The majority of the respondents 144+72 (77.7%) agree and strongly agree that ineffective handling of appraisal leads to a build-up of suspicion amongst educators. School managers should ensure that appraisal team receives workshops for mastery and handling of appraisal tools. This suggests that educators should be well trained on how to handle appraisal to ensure effectiveness in a school.
Item 11: Appraisal improves the abilities of the individuals for increasing value-added performance.

The positive effects of appraisal are increasing value added performance of educators. The majority of educators as indicated in Table 6.16 affirms this assertion.

Table 6.16: Appraisal improves value-added performance

<table>
<thead>
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<th>Frequency</th>
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<td>278</td>
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</tbody>
</table>

The majority of the respondents 179 (64.4%) agree that appraisal improves the abilities of the individuals for increasing value-added performance. Appraisal should be implemented in a school to enhance quality of teaching. This suggests that appraisal should be conducted in every school situation to improve the abilities of individuals.

Item 12: Effectiveness of appraisal is totally dependent upon the skills of the appraiser.

Appraisal will always be unsuccessful if educators are not well trained on how to handle appraisal.
Table 6.17: Effectiveness of appraisal

<table>
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<tr>
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The majority of the respondents 196 (70.5%) agree that the effectiveness of the appraisal is totally dependent upon the skills of the appraiser. Appraisal cannot be effectively implemented if all the role players are not skilled and knowledgeable with handling appraisal. This suggests that appraisers should be skilled with appraisal methods to enhance effective performance management.

Item 13: Appraisal will always be unsuccessful if educators are not well trained on how to handle appraisal.

The quality of performance of educators depends on how visionary the school managers are. The respondents affirm this assertion as indicated in Table 6.18.

Table 6.18: School managers and attainment of the school's vision

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</table>
The majority of the respondents 98+140 (85.7%) agree and strongly agree that school managers should be able to predict the future and to plan actions necessary for attainment of the school's vision. School managers should be visionary to attain future plans of an institution. This suggests that attainment of school's vision depends on the school manager's ability to predict the future and to plan action.

Item 14: School managers are obligated to educate and improve themselves and stakeholders in their schools.

For quality in educational institutions professional development should be given priority. This assertion is affirmed by majority of respondents as indicated in table 6.19.

Table 6.19: School managers improve themselves

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</table>

The majority of the respondents 99+132 (83.1%) agree and strongly agree that school managers are obligated to educate and improve themselves and stakeholders in their schools. School managers should always strive for improvement of their qualifications. This suggests that school managers are obligated to educate and improve themselves and stakeholders in their schools for effective performance management.
Item 15: School managers treat educators with respect and empathy.

The quality of teaching and performance of educators depends on how they treated in a school. This assertion is affirmed by majority of educators as indicated in Table 6.20.

Table 6.20: Respect and empathy

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The majority of the respondents 103+140 (87.5%) agree and strongly agree that school managers treat educators with respect and empathy. School managers should create an atmosphere of understanding and respect in a school situation. This suggests that optimisation of potential may be enhanced when educators are treated with respect and empathy.

Item 16: The norms and cohesion of work groups require the pressure of an authoritarian school manager.

Democracy without autocracy as management style in a school situation does sometimes fail.
The majority of the respondents \(146+81\) (81.6%) agree and strongly agree that the norms and cohesion of work groups require the pressure of an authoritarian school manager. School should be versatile in his leadership style. This suggests that for effective performance school managers should exert authoritarian pressure.

**Item 17:** Transactional leaders focus on basic needs and extrinsic rewards as a source of motivation for optimum productivity.

The success of an educational institution depends on the type of leader the school principal is. The majority of respondents affirmed to this assertion as indicated in Table 6.22.
The majority of the respondents (62.9%) agree that transactional leaders focus on basic needs and extrinsic rewards as a source of motivation for optimum productivity. School managers should be agents of change for implementation of quality in schools. This suggests that basic needs and rewards are essential for optimisation of potential.

Item 18: Transformational leadership is necessary for optimisation of potential in schools.

Positively adopting to change, school management will enhance educators potential.

Table 6.23: Transformational leadership

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The majority of respondents (135+79) (77.0%) agree and strongly agree that transformational leadership is necessary for optimisation potential in schools. By adapting to recent changes school managers will also adopt to new management styles. This suggests that transformational leadership necessitates effectiveness in schools.

Item 19: Effective management gets exceptional results from resources especially when carried out in favourable unexceptional circumstances.

Good results in a school depend on the management and leadership style of a school management team. This assertion is affirmed by majority of respondents as indicated in Table 6.24.
Table 6.24: Effective management gets exceptional good results

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The majority of the respondents 172 (61.9%) agree that effective management gets exceptional results from unexceptional resources especially when carried out in favourable circumstances. School managers should utilise available resources effectively for better result. This suggests that favourable circumstances enhance optimisation of potential.

Item 20: The school manager’s job is to optimise the system of interdependence stakeholders.

The effective performance management depends on ability of school manager to ensure system of interdependence stakeholders. The majority of respondents as indicated in Table 6.25 affirms this assertion.

Table 6.25: Optimising the system of interdependence stakeholders

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The majority of the respondents 169 (60.8%) agree that the manager's job is to optimise the system of the interdependence of stakeholders. School managers should involve all stakeholders in the activities of the school to enhance quality performance. This suggests that for effective performance management managers should optimise the system of the interdependence of stakeholders.

**Item 21:** The school manager has the inclusive job of presiding over all that is happening in the school organisational set-up.

A visionary school manager participates in all decision making of the school. The majority of respondents affirmed this assertion as indicated in Table 6.26.

**Table 6.26: School organisational set-up**

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The majority of the respondents 174 (62.6%) agree that the school manager has the inclusive job of presiding over all that is happening in the school organisational set-up. School managers should account for any event that occurs within the school situation. This suggests that performance management is enhanced school manager's role of presiding over all that is happening in the school organisational set-up.
Item 22: Incentives should be given only when educators have done extraordinarily well.

Through performance management educational managers are able to assess the quality of teaching in a school. The assertion is affirmed by majority of educators as indicated in Table 6.27.

Table 6.27: Educators doing extraordinarily well

<table>
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The majority of the respondents 151+74 (80.9%) agree and strongly agree that incentives should be given only when educators have done extraordinarily well. Incentives are essential for optimisation of potential. This suggests that incentives enhance optimisation of potential.

Item 23: Participatory decision-making improves the input and output of all stakeholders.

A good school manager will always involve all stakeholders to ensure quality in a school. The majority of respondents as indicated by Table 6.28 affirm this assertion.
Table 6.28: Participatory decision-making

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The majority of the respondents 135+83 (88.5%) agree and strongly agree that participatory decision-making improves the input and output of all stakeholders. School managers should involve all stakeholders in decision making of a school. This suggests that for effective performance in a school all stakeholders should be involved in decision making.

Item 24: A skilled decision-maker gives careful consideration to the consequences of a decision.

The success of a school manager depends on his ability to make decisions. The majority of respondents affirmed to this assertion as indicated in Table 6.29.

Table 6.29: A skilled decision-maker and consequences of a decision

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The majority of the respondents 118+116 (84.1%) agree and strongly agree that a skilled decision maker gives careful consideration to the consequences of decision. School managers in a successful school make skilful decisions. This suggests that school managers should be skilled in decision making for effective performance management.

**Item 25:** *Schools should have flexible decision-making structures.*

Educators as decision makers should be agents of change. The majority of respondents affirmed this assertion as indicated in Table 2.30.

**Table 2.30: Flexible decision-making structures**

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The majority of the respondents 104+150 (91.4%) agree and strongly agree that schools should have flexible decision-making structures. School managers should be flexible in decision-making. This suggests that flexible decision making enhance optimisation of potential.

**Item 26:** *For quality and efficiency in schools managers should ensure that the potential of educators is fully optimised.*

School managers should always ensure that maximum potential is enhanced to maintain quality in a school. The majority of respondents affirmed to this assertion as indicated in Table 6.31.
Table 6.31: Quality and efficiency in schools

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The majority of the respondents 144+67 (75.9) agree and strongly agree that for quality and efficiency in schools, managers should ensure that the potential of educators is fully optimised. Quality becomes eminent when the level of potential is higher. This suggests that quality and efficiency are enhanced through optimisation of potential.

Item 27: Quality is measured in terms of the level of human potential.

The higher the level of potential of educators the better the quality of teaching in a school. The majority of respondents affirmed to this assertion as indicated in Table 6.32.

Table 6.32: Quality and level of human potential

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The majority of the respondents 126+106 (83.4%) agree and strongly agree that quality is measured in terms of the level of human potential. Efficiency of
educators is determined by assessment of their performance. This suggests that optimisation of potential determines the quality of performance management.

Item 28: Participative management actively seeks employee inputs, share of authority and decisions.

A good management team always seeks for cohesion and involvement of all stakeholders. The majority of respondents affirmed this assertion as indicated in Table 6.33.

Table 6.33: Participative management

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<tr>
<td>D</td>
<td>2</td>
<td>.7</td>
<td>.7</td>
<td>.7</td>
</tr>
<tr>
<td>U</td>
<td>47</td>
<td>16.9</td>
<td>16.9</td>
<td>17.6</td>
</tr>
<tr>
<td>A</td>
<td>79</td>
<td>28.4</td>
<td>28.4</td>
<td>46.0</td>
</tr>
<tr>
<td>SA</td>
<td>150</td>
<td>54.0</td>
<td>54.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>278</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The majority of the respondents 150 (54.0) agree that participative management actively seeks employee input, share of authority and decisions. School managers seek for shared authority and decision making in a participative management. This suggests that through participative management school managers would ensure effective performance management.

Item 29 Empowerment is a recent and advanced manifestation of employee involvement and part of management strategy.

Many school managers today empower educators by engaging them in decision making of a school. The majority of respondents affirmed this assertion as indicated in Table 6.34.
Table 6.34: Empowerment and management strategy

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>D</td>
<td>7</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>40</td>
<td>14.4</td>
<td>14.4</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>112</td>
<td>40.3</td>
<td>40.3</td>
</tr>
<tr>
<td></td>
<td>SA</td>
<td>119</td>
<td>42.8</td>
<td>42.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>278</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The majority of the respondents 112+119 (83.1%) agree and strongly agree that empowerment is a recent and advanced manifestation of employee involvement and part of management strategy. School managers should empower educators through decision making as part of management strategy. This suggests that optimisation of potential is enhance through employee involvement.

*Item 30: Employee involvement increases commitment to the organizations success.*

The quality of teaching depends on the level commitment of educators. The majority of respondents affirmed this assertion as indicated in Table 6.35.

Table 6.35: Employee involvement and commitment to success

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>D</td>
<td>32</td>
<td>11.5</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>19</td>
<td>6.8</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>99</td>
<td>35.6</td>
<td>35.6</td>
</tr>
<tr>
<td></td>
<td>SA</td>
<td>128</td>
<td>46.0</td>
<td>46.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>278</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The majority of the respondents 99+128 (81.6%) agree and strongly agree that the employee involvement increases commitment to the organisation's success.
Educators should be committed to all that leads to institutional success. This suggests that the more employees are involved the better their commitment to the organisation.

From the item analysis it can be concluded that optimisation of educator’s potential enhances performance management.

### 6.4 Difference and variance in response rates

The t-test was applied to show the standard deviation and variables between samples.

Formula applied: If p-value < 0.05 (i.e. 5%) level of significance, then there is a significant difference between the two groups at 5% level of significance.

A t-Test between young educators (under 40yrs: <=4) and old educators (over 40yrs: >4) was conducted as indicated in Table 6.36.
Table 6.36: Group Statistics

T-Test

<table>
<thead>
<tr>
<th>Age (in)</th>
<th>N</th>
<th>Mean (Mea)</th>
<th>Std.</th>
<th>Std. Mean</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal growth innovative stimulate work</td>
<td>&gt;= 4</td>
<td>194</td>
<td>4.23</td>
<td>.715</td>
<td>.051</td>
</tr>
<tr>
<td></td>
<td>&lt; 4</td>
<td>83</td>
<td>4.47</td>
<td>.650</td>
<td>.071</td>
</tr>
<tr>
<td>When educators inspired to contribute a meaningful towards attaining goal of the they do their enthusiasticl</td>
<td>&gt;= 4</td>
<td>194</td>
<td>4.13</td>
<td>.406</td>
<td>.029</td>
</tr>
<tr>
<td></td>
<td>&lt; 4</td>
<td>83</td>
<td>4.27</td>
<td>.543</td>
<td>.060</td>
</tr>
<tr>
<td>Appraisal improves abilities of</td>
<td>&gt;= 4</td>
<td>192</td>
<td>4.10</td>
<td>.602</td>
<td>.043</td>
</tr>
<tr>
<td></td>
<td>&lt; 4</td>
<td>83</td>
<td>3.92</td>
<td>.684</td>
<td>.075</td>
</tr>
<tr>
<td>The school job is to optimise</td>
<td>&gt;= 4</td>
<td>194</td>
<td>4.22</td>
<td>.606</td>
<td>.044</td>
</tr>
<tr>
<td></td>
<td>&lt; 4</td>
<td>83</td>
<td>4.37</td>
<td>.557</td>
<td>.081</td>
</tr>
<tr>
<td>The school has the inclusive job</td>
<td>&gt;= 4</td>
<td>193</td>
<td>4.16</td>
<td>.651</td>
<td>.047</td>
</tr>
<tr>
<td></td>
<td>&lt; 4</td>
<td>82</td>
<td>4.33</td>
<td>.546</td>
<td>.060</td>
</tr>
<tr>
<td>Employee increases</td>
<td>&gt;= 4</td>
<td>194</td>
<td>4.09</td>
<td>1.017</td>
<td>.073</td>
</tr>
<tr>
<td></td>
<td>&lt; 4</td>
<td>83</td>
<td>4.35</td>
<td>.876</td>
<td>.096</td>
</tr>
</tbody>
</table>

From the preceding table it is evident that there is no significant difference between the responses of young educators (under 40 yrs) and old educators (over 40yrs) as indicated by the column mean and std. It can be construed that on item analysed there is agreement that:

- Personal growth and innovative thinking stimulate educator’s work ethic.
- When educators are inspired to contribute in a meaningful manner towards attaining the goal of the organisation they do their work enthusiastically.
- Appraisal improves the abilities of the individuals for increasing value-added performance.
- The school manager’s job is to optimise the system of interdependence stakeholders

160
- The school manager has the inclusive job of presiding over all that is happening in the school
- Employee involvement increases commitment to the organisations success.

An independent sample test was also conducted to indicate the interval of difference. Table 6.37 captures the data analysed in the independent sample test.

<table>
<thead>
<tr>
<th>Table 6.37</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Independent Samples</th>
<th>Levene's Test</th>
<th>t-test for Equality of Means Difference</th>
<th>Std. Difference</th>
<th>90% Interval of Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>Personal growth innovative stimulate work</td>
<td>Equal assumption</td>
<td>.01</td>
<td>.90</td>
<td>27</td>
</tr>
<tr>
<td>When educators inspired to a meaningful towards attaining goal of the they do their enthusiasm</td>
<td>Equal assumption</td>
<td>24.03</td>
<td>.00</td>
<td>27</td>
</tr>
<tr>
<td>Appraisal abilities of individual increasing value</td>
<td>Equal assumption</td>
<td>.07</td>
<td>.78</td>
<td>22.22</td>
</tr>
<tr>
<td>The school job is to system interdepend</td>
<td>Equal assumption</td>
<td>1.00</td>
<td>.31</td>
<td>27</td>
</tr>
<tr>
<td>The school has the inclusive presiding over all happening in the</td>
<td>Equal assumption</td>
<td>.63</td>
<td>.50</td>
<td>27</td>
</tr>
<tr>
<td>Employee increases to the success</td>
<td>Equal assumption</td>
<td>.87</td>
<td>.34</td>
<td>27</td>
</tr>
</tbody>
</table>

The preceding independent sample test indicates that there is a correlation between the responses gathered between young respondents (under 40yrs) and old over 40yrs). For example, the mean difference score is -.24% when equal variance is assumed and -.24% when equal variance is not assumed. This suggests that there is a correlation between the expectations of young and old.
respondents for optimisation of educators’ potential and performance management in schools.

6.5 Cross tabulation Tables on responses as based on gender
A Chi-Square Test was used for cross tabulation tables on responses as on gender.
Formula: If p-value <0.05 (i.e. 5%) level of significance, then the row and column categories are not independent, i.e., there is a relationship between them

6.5.1 Crosstabs on gender

From the graphical representation it was evident that females in primary schools are in majority. Even though females are in majority the level of significance in the sample questionnaires in terms of responses is that there is a correlation between both males and females because the level of significance is less than 0.05%.

For the sake of easier interpretation of gender responses the following items on case processing summary table is provided.

Item 1: The norms and cohesion of work groups require the pressure of an authoritarian school manager.

The success of a school manager depends on his ability to bring all stakeholders together. The majority of respondents affirmed this assertion as indicated in Table 6.38.
Table 6.38: The norms and cohesion

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mal</th>
<th>Coun</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of</td>
<td>% of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1.8%</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>2.2%</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>2.2%</td>
<td>6</td>
<td>39</td>
</tr>
</tbody>
</table>

Majority of the male respondents 60 (21.7%) and females 85+54 (31.4%) agree and strongly agree that norms and cohesion of work groups require the pressure of an authoritarian school manager. School managers should ensure that there is harmony between working groups to enhance optimum potential. It can be construed that both male and females respondents agree that norms and cohesion of work groups require the pressure of an authoritarian school manager.

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>12.890*</td>
<td>4</td>
<td>.012</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>14.930</td>
<td>4</td>
<td>.005</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.145</td>
<td>1</td>
<td>.704</td>
</tr>
<tr>
<td>Association</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.21.

The level of significant in likelihood ratio is less than 0.05% it can be assumed that male and female respondents agree that norms and cohesion of work groups require the pressure of an authoritarian school manager.
Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal Contingency Coefficient</td>
<td>.211</td>
<td>.012</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is 0.012 which is less than 0.05 one can conclude that the null hypothesis, there is no significant relationship between optimisation of potential and performance management is not valid.

Item 2: Transformational leadership is necessary for optimisation of potential in schools. The majority of male and females affirmed this assertion in table 6.39.

For quality assurance a school manager is expected to be an agent of change.

Table 6.39: Transformational leadership

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>% of</th>
<th>Female</th>
<th>% of</th>
<th>Transformational leadership is optimisation of potential in</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coun</td>
<td></td>
<td>Coun</td>
<td></td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.7%</td>
<td></td>
<td></td>
<td>11.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.4%</td>
<td></td>
<td></td>
<td>10.8%</td>
<td>31.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1%</td>
<td></td>
<td></td>
<td>22.0%</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

The majority of males 47+22 (24.9%) and females 87+54 (52.0%) agree and strongly agree that transformational leadership is necessary for optimisation of potential in schools. For quality assurance school managers are expected to be agents of change. This suggests that transformational leadership is essential for optimisation of potential.
Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>9.197a</td>
<td>3</td>
<td>.027</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>9.071</td>
<td>3</td>
<td>.028</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>8.579</td>
<td>1</td>
<td>.003</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.10.

From the Chi-square test the level of likelihood ratio is less than 0.05% therefore it can be assumed that males and females agree that transformational leadership is essential for optimisation of potential

Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>Contingency Coefficient</td>
<td>.179  .027</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td></td>
<td>277</td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is .027%, which is less that 0.05%, one can conclude that the hypothesis, there is a significant relationship between optimisation of potential and performance management is valid.

Item 3: Incentives should be given only when educators have done extraordinarily well.

The outcomes of base line evaluation in schools determine pay progression. This assertion is affirmed by majority of respondents as indicated in Table 6.40.
Table 6.40: Incentives given educators.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>% of</th>
<th>Coun</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>52</td>
<td>25</td>
<td>9.0%</td>
<td>18.8%</td>
<td>9.0%</td>
<td>36.8%</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>2.2%</td>
<td>4</td>
<td>18</td>
<td>99</td>
<td>48</td>
<td>6.5%</td>
<td>35.7%</td>
<td>17.3%</td>
<td>63.2%</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2.2%</td>
<td>4</td>
<td>43</td>
<td>151</td>
<td>73</td>
<td>15.5%</td>
<td>54.5%</td>
<td>26.4%</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of males 52 (18.8%) and females 99 (35.7%) agree that incentives should be given only when educators have done extraordinarily well. School manager should implementation of base line evaluation in their schools for pay progression to be effected. This suggests that performance management is essential for provision of incentives.

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>14.805</td>
<td>4</td>
<td>.005</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>17.787</td>
<td>4</td>
<td>.001</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.050</td>
<td>1</td>
<td>.823</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.47.

From the Chi-square test the level of significance is less than 0.05% therefore, it can be concluded that male and female agreed that the best way of giving incentives is through base line evaluation.
Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>.225</td>
<td>.005</td>
</tr>
<tr>
<td>Contingency Coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is 0.005%, which is less than 0.05%, there is a significant relationship between optimisation of potential and performance management.

Item 4: A skilled decision-maker gives careful consideration to the consequences of a decision.

Decisions taken should always be revisited to clarify other related issues in a school. This assertion is affirmed by majority of respondents as indicated in table 6.41.

Table 6.41: A skilled decision-maker and consequences of a decision

<table>
<thead>
<tr>
<th></th>
<th>A skilled decision-maker gives consideration to the consequences of a decision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>Gende</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>% of</td>
<td>.7%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>79</td>
</tr>
<tr>
<td>% of</td>
<td>5.1%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>% of</td>
<td>.7%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

The majority of the males 39+35(26.9%) and female 79+80(57.8%) agree and strongly agree that a skilled decision maker gives careful consideration to the consequences of a decision. When making a decision a skilled school manager ensures that consultation is made to validate that decision. This suggests that effective performance management emanates from skilled decision-making.
Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>19.754</td>
<td>3</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>19.808</td>
<td>3</td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>13.435</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>275</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .74.

The likelihood ratio from the Chi-square test is .000%, which is less than 5% it can therefore be assumed that males and females agree that a skilled decision-maker gives careful consideration to the consequences of a decision.

Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>.259</td>
<td>.000</td>
</tr>
<tr>
<td>Contingency Coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>275</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significant is .000% which is less that 0.05% one can conclude that there is a relationship between optimisation of potential and performance management.

Item 5: Participative management actively seeks employee inputs, share of authority and decisions.

In a participative management all stakeholders should be involved. The majority of males and females affirmed this assertion as indicated in Table 6.42.
Table 6.42: Participative management

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male Coun</th>
<th>% of</th>
<th>Participative management actively seeks employee inputs, share of authority and decisions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>Male</td>
<td>.7%</td>
<td>2</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>9.7%</td>
<td>20</td>
<td>58</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td>47</td>
<td>78</td>
</tr>
</tbody>
</table>

The majority of males 53 (19.1%) and females 97 (35.0%) agree that participative management actively seeks employee inputs, share of authority and decisions. School managers should be visionary and share ideas with other stakeholders. It can be construed that optimisation of potential becomes evident when participative management is applied.

Chi-Square Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>16.360</td>
<td>3</td>
<td>.001</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>16.775</td>
<td>3</td>
<td>.001</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>5.276</td>
<td>1</td>
<td>.022</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 74.

From the Chi-square tests the level of significance in likelihood ratio is .001% which is less than 5% it can therefore, be assumed that males and females agree that participative management actively seeks employee inputs, share of authority and decisions.
Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>.236</td>
<td>.001</td>
</tr>
<tr>
<td>Contingency Coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is .001%, which is, less than .05% one can conclude that the null hypothesis: there is no relationship between optimisation of potential and performance management is not valid.

Empowerment is a recent and advanced manifestation of employee involvement and part of management strategy.

Item 6: **Empowerment is a recent and advanced manifestation of employee involvement and part of management strategy.**

In every organisation empowerment plays an essential role of bringing quality in an educational institution. The majority of respondents agree to this assertion as indicated in table 6.43.

Table 6.43: Empowerment is a recent and advanced manifestation of employee involvement and part of management strategy.

<table>
<thead>
<tr>
<th>Gende</th>
<th>Male</th>
<th>Coun</th>
<th>% of</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>24</td>
<td>33</td>
<td>43</td>
<td>102</td>
<td>36.8%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td>.7%</td>
<td>8.7%</td>
<td>11.9%</td>
<td>15.5%</td>
<td>63.2%</td>
<td></td>
</tr>
<tr>
<td>Femal</td>
<td>Coun</td>
<td></td>
<td></td>
<td>5</td>
<td>16</td>
<td>78</td>
<td>76</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td>1.8%</td>
<td>5.8%</td>
<td>28.2%</td>
<td>27.4%</td>
<td>63.2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Coun</td>
<td></td>
<td></td>
<td>7</td>
<td>40</td>
<td>111</td>
<td>119</td>
<td>277</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td>2.5%</td>
<td>14.4%</td>
<td>40.1%</td>
<td>43.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The majority of males 33+43(37.4%) and female 78+76(55.6%) agree and strongly agree that empowerment is a recent and advanced manifestation of employee involvement and part of management strategy. Management should empower all the stakeholders with all the activities in a school. This suggests that workshops should be conducted for efficiency and effectiveness of all the stakeholders.

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>11.866°</td>
<td>3</td>
<td>.008</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>11.523</td>
<td>3</td>
<td>.009</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>1.991</td>
<td>1</td>
<td>.158</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.58.

From the Chi-square test, the likelihood ratio is 0.008%, which is less than .05% therefore, it can be concluded that empowerment is a recent and advanced manifestation of employee involvement and part of management strategy.

<table>
<thead>
<tr>
<th>Symmetric Measures</th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal Contingency Coefficient</td>
<td>.203</td>
<td>.008</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>

* a. Not assuming the null hypothesis.
  
  b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significant is .008% which is less than 0.05% it can be concluded that there is a relationship between optimisation of potential and performance management.

171
Item 6: Employee involvement increases commitment to the organisations success.

Optimisation of potential and performance management is enhanced through employee involvement. The majority of respondents as indicated in Table 6.44 affirms this assertion.

Table 6.44: Employee involvement increases commitment to the organisations success

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Coun</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of</td>
<td>21.6%</td>
<td>11.0%</td>
<td>11.6%</td>
<td>27.7%</td>
</tr>
</tbody>
</table>
| D     | 8    | 10     | 6.5% | 19.0%
| U     | 29   | 70     | 35.7%| 46.2%
| A     | 44   | 84     | 46.2%| 63.2%
| SA    |      |        |      | 100.0%

The majority of males 29+44 (26.4%) and females 70+84(55.8%) agree and strongly agree that employee involvement increases commitment to the organisations success. To enhance optimisation of potential all the stakeholders should be involved. This suggests that school managers should ensure that the rate of involvement is increased to performance of stakeholders.

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>14.603a</td>
<td>3</td>
<td>.002</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>14.147</td>
<td>3</td>
<td>.002</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>8.461</td>
<td>1</td>
<td>.004</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.63.
The likelihood ratio from the Chi-square test is 0.003%, which is less 5% therefore, it can be assumed that males and females agree that employee involvement increases commitment to the organisations success.

<table>
<thead>
<tr>
<th>Symmetric Measures</th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal Contingency Coefficient</td>
<td>0.224</td>
<td>0.002</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is .002% which is less that 0.05% one can conclude that there is a relationship between optimisation of potential and performance management.

Having provided data analysis and interpretation on gender the following data analysis and interpretation will be based on location.
### Table 6.45: Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th></th>
<th>Missin</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Location of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators derive satisfaction completion of tasks not from salaries they</td>
<td>276</td>
<td>99.3%</td>
<td>2</td>
<td>.7%</td>
<td>278</td>
<td>100.0</td>
</tr>
<tr>
<td>Location of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance systematically used ensure efficiency educators in your</td>
<td>277</td>
<td>99.6%</td>
<td>1</td>
<td>.4%</td>
<td>278</td>
<td>100.0</td>
</tr>
<tr>
<td>Location of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transactional focus on basic needs extrinsic rewards as source of motivation optimum</td>
<td>273</td>
<td>98.2%</td>
<td>5</td>
<td>1.8%</td>
<td>278</td>
<td>100.0</td>
</tr>
<tr>
<td>Location of School * school manager's to optimise the system interdependen stakeholder</td>
<td>277</td>
<td>99.6%</td>
<td>1</td>
<td>.4%</td>
<td>278</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Item1:** *Educators derive the satisfaction from completion of tasks and not from salaries they get.*

After action satisfaction. The majority of respondents affirmed the assertion as indicated in Table 6.46.
### Table 6.46: Educators and completion of tasks

<table>
<thead>
<tr>
<th>Location School</th>
<th>Rural Coun</th>
<th>% of</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.7%</td>
<td>2.5%</td>
<td>13.4%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Urban</td>
<td>1</td>
<td>.4%</td>
<td>1</td>
<td>7</td>
<td>10</td>
<td>80</td>
<td>132</td>
<td>230</td>
</tr>
<tr>
<td>% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.5%</td>
<td>3.6%</td>
<td>29.0%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>.4%</td>
<td>7</td>
<td>12</td>
<td>87</td>
<td>169</td>
<td>276</td>
<td>276</td>
</tr>
<tr>
<td>% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.5%</td>
<td>4.3%</td>
<td>31.5%</td>
<td>61.2%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of respondents 80+132(76.8%) agree and strongly agree that educators derive the satisfaction from completion of tasks and not from salaries they get. Visionary school managers always check on performance of educators for quality assurance. It can be concluded that to enhance optimisation of potential managers should ensure task completion by educators.

### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>9.579a</td>
<td>4</td>
<td>.048</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>11.557</td>
<td>4</td>
<td>.021</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>6.643</td>
<td>1</td>
<td>.010</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>276</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .17.

From the Chi-square test at likelihood significance of .021%, it can be assumed that educators derive the satisfaction from completion of tasks and not from salaries they get.
Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>.183</td>
<td>.048</td>
</tr>
<tr>
<td>Contingency Coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>276</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate is .048% which is less than 0.05% one can conclude that there is a relationship between optimisation of potential and performance management.

Item 2: Performance appraisal is systematically used to ensure efficiency of educators in your school.

The level of quality in a school is determined by performance appraisal. The majority of respondents affirmed this assertion as stated in Table 4.47.

Table 4.47: Performance appraisal ensure efficiency of educators

<table>
<thead>
<tr>
<th>Location School</th>
<th>Rural Coun</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>Coun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Coun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of urban respondents 71+118(68.2%) agree and strongly agree that performance appraisal is systematically used to ensure efficiency of educators in your school. School managers should conduct workshops related to appraisal for effective handling of appraisal. This suggests that all educators should be abreast with how to conduct appraisal in a school.
Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>11.224</td>
<td>3</td>
<td>.011</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>8.445</td>
<td>3</td>
<td>.038</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.282</td>
<td>1</td>
<td>.595</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .33.

From the Chi-square test the level of significance is 0.038% therefore it can be assumed that performance appraisal is systematically used to ensure efficiency of educators in your school.

Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>.197</td>
<td>.011</td>
</tr>
<tr>
<td>Contingency Coefficient</td>
<td>277</td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is .011% which is less than 0.05% one can conclude that there is a relationship between optimisation of potential and performance management

Item 3: Transactional leaders focus on basic needs and extrinsic rewards as a source of motivation for optimum productivity.

The success of an educational institution depends on the type of leader the school principal is. The majority of respondents affirmed the assertion as indicated in Table 6.48.
Table 6.48: Transactional leaders focus on optimum productivity

<table>
<thead>
<tr>
<th>Location</th>
<th>School</th>
<th>Transactional leaders focus basic needs and extrinsic as a source of motivation optimum</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>Rural</td>
<td>Coun</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>% of</td>
<td></td>
<td>1.1%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Urban</td>
<td>Coun</td>
<td>34</td>
<td>137</td>
</tr>
<tr>
<td>% of</td>
<td></td>
<td>12.5%</td>
<td>50.2%</td>
</tr>
<tr>
<td>Total</td>
<td>Coun</td>
<td>37</td>
<td>174</td>
</tr>
<tr>
<td>% of</td>
<td></td>
<td>13.6%</td>
<td>63.7%</td>
</tr>
</tbody>
</table>

The majority of the respondents from urban area 137+56 (70.7%) agree and strongly agree that transactional leaders focus on basic needs and extrinsic rewards as a source of motivation for optimum productivity. School manager are agents of change and therefore should accede to changes. This suggests that extrinsic rewards as a source of motivation enhances optimisation of potential.

**Chi-Square Tests**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>6.715</td>
<td>2</td>
<td>.035</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>7.293</td>
<td>2</td>
<td>.026</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.108</td>
<td>2</td>
<td>.742</td>
</tr>
<tr>
<td>Association</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>273</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.23.

At the significance likelihood ratio of .026, which is less than .05% from the Chi-square test, it can be assumed that agree that transactional leaders focus on basic needs and extrinsic rewards as a source of motivation for optimum productivity.
Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal</td>
<td>.155</td>
<td>.035</td>
</tr>
<tr>
<td>Contingency Coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>273</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is .035% which is less that .05% one can conclude that there is a relationship between optimisation of potential and performance management.

Item 4: The school manager's job is to optimise the system of interdependence stakeholders.

The effectiveness of performance management depends on the ability of school managers in ensuring system of interdependence. The majority of respondents affirmed this assertion as indicated in Table 6.46.

Table 6.49: Optimise the system of interdependence stakeholders

<table>
<thead>
<tr>
<th>Location</th>
<th>Rural Coun</th>
<th>% of</th>
<th>SD</th>
<th>U</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoo</td>
<td>6</td>
<td>2.2%</td>
<td>31</td>
<td>11.2%</td>
<td>3.2%</td>
<td>9</td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>10%</td>
<td>137</td>
<td>49.5%</td>
<td>30.0%</td>
<td>83</td>
<td>83.4%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>16%</td>
<td>168</td>
<td>60.6%</td>
<td>33.2%</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of respondents 137+83(79.5%) which are from urban area agree and strongly agree that the school manager's job is to optimise the system of interdependence stakeholders. School managers should involve all the
stakeholders to enhance performance management. This suggests that optimisation of potential enhance performance management.

### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>8.749</td>
<td>3</td>
<td>.033</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>8.302</td>
<td>3</td>
<td>.040</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>6.125</td>
<td>1</td>
<td>.013</td>
</tr>
<tr>
<td>Association</td>
<td>277</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .17.

From the Chi-square test at significance likelihood ratio of .040%, it can be assume that urban respondents agree that the school manager’s job is to optimise the system of interdependence stakeholders.

### Symmetric Measures

<table>
<thead>
<tr>
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<th>Value</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal Contingency</td>
<td>.175</td>
<td>.033</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Since the approximate significance is .033%, which is, less than 0.05% one can conclude that there is a relationship between optimisation of potential and performance management.

### 6.6 Summary

The data collected was analysed and interpreted to come up with the following preliminary findings:

- There is a correlation between the expectations of young and old respondents for optimisation of educators' potential and performance management in schools (cf 6.2.1 and cf 6.36)
• According to what has been deduced from graphic representation on highest qualifications, there is sufficient ground for further training to ensure optimum potential and efficient performance (cf 6.3).

• Majority of educators are sufficiently experienced and they therefore understand about the daily operations of school such as record keeping, assessment, and classroom management (cf 6.2.5).

• The more previously disadvantaged schools are beginning to be affected by affirmative action equity act hence provision of resources (cf 6.2.4).

• Optimisation of potential becomes evident when participative management is applied (cf 6.33).

• Educator involvement increases commitment to the school’s success (cf 6.9).

• The school management has the inclusive job of presiding over all that is happening in the school organisational set-up (cf 6.26).

• Transformational leadership is necessary for the optimisation of potential in schools (cf 6.23).

• School managers should be able to predict the future and to plan actions necessary for attainment of the school vision (cf 6.18).
CHAPTER 7

SUMMARY, FINDINGS, RECOMMENDATION AND CONCLUSION

7.1 INTRODUCTION

Optimisation of potential enhances and promotes performance management. The study, as conducted in the Bojanala West region indicates that, in most schools and other private sector organisations, the human resource component is essential in organisational success. Furthermore, a literature study on optimisation of educators' potential and performance management as gathered from various sources i.e. primary and secondary sources and also through the Internet services, indicate that the attention given to the human resource component is fundamental for success in modern organisations (cf 6.6).

In the research methodology a quantitative research approach was opted for to guide the research study (cf 1.6.1). All materials used were carefully recorded in the bibliography section of this document. Furthermore, in the empirical study of the research, questionnaires were used as a tool for collecting data. Questionnaires were distributed personally to various primary schools after obtaining permission and names of sampled primary school form the institutional support officer. After a period of three weeks questionnaires were collected from various respondents for data analysis. The data analysed was done with the aid of computer program SPSS 11.0 for windows at the University of Northwest (Statistics Department). The data analysed was interpreted and thereafter findings and recommendations were made on optimisation of educators' potential and performance management in primary schools.
7.2 SUMMARY

In chapter one (1), the aim for the study (cf 1.4), statement of the problem (cf 1.5), research methodology (cf 1.6), explanation of concepts (cf 1.7) and demarcation of the study were outlined (1.8). The concern for optimisation of potential was expressed with particular focus on performance management in primary schools.

Chapter 2 outlined the nature of performance management and optimisation of educators' potential, the scope of optimisation of educators' potential in general. The chapter was discussed under the following headings or topics:

- Nature of performance management and optimisation of potential (cf 2.2).
- The role of effective leadership and management in performance management (cf 2.3).
- Practices for effective performance management (cf 2.5).

Chapter 3 outlined the literature review in general on optimisation of educators' potential and performance management in primary schools. The discussion revolved around the following issues:

- Schools managers and performance management (cf 3.2).
- Participative management (cf 3.3).
- Task participation (cf 3.4).
- Levels of participation (cf 3.5).
- Employee involvement continuum (cf 3.6).

Chapter 4 outlined the optimisation of potential and performance management in education. The chapter was discussed under the following headings:

- The nature of teamwork and its impact on performance management (cf 4.2).
• Productivity gain sharing approaches to teamwork (cf 4.3).
• Appraisal as performance management strategy (cf 4.4).
• Workforce planning (cf 4.5).
• Interacting perspective in workforce planning (cf 4.6).
• The framework of workforce planning (cf 4.7).
• The transition from workforce planning to labour market (cf 4.8).
• Salient internal parameters (cf 4.9).

In Chapter 5, an empirical investigation was conducted. It detailed the methodology of the study under the following procedures (5.2, 5.3, 5.4, 5.5, 5.6, 5.7) that are employed to address the research questions:

• Questionnaire
• Format and content of questionnaire
• Pre-testing the questionnaire
• Final questionnaire
• Covering letter
• Administrative purpose
• Follow ups
• Population and sampling
• Response rate
• Data analysis

Chapter 6 concentrated on the analysis and interpretation of data that was collected. Data was depicted under the following headings:

• Biographical data (cf 6.2).
• Item analysis (cf 6.3).
• Difference and variance in response rate (cf 6.4).
• Cross tabulation on response based on gender (cf 6.5)
• Cross tabulation on location (cf 6.5.2)
7.3 RESEARCH FINDINGS

The research findings herein contained have been consolidated from Aim 1 namely: To show from literature the nature and scope of optimisation of educators' potential and performance management in primary schools and Aim 2 namely: To undertake empirically research on the extent to which performance management is implemented in primary schools in the Bojanala West Region of the North West Province.

7.3.1 Finding 1: The human factor and the organisation are indistinguishable from each other.

There is a close correlation between quality performance of an organisation and the quality of its human resource (cf 2.3.4; 2.3.5; 2.4; 2.5; and 3.2.1). From the above assertion one can conclude that the quality of an organisation depends on the quality of its human resource. In addition, the success of any organisation depends on the type of employees that organisation employs (cf 2.3.4; 3.2.3.2; 3.4 and 4.2). There are arguments that the quality of the employees the organisation engages has an impact on optimisation of potential and performance management in that organisation (cf 3.6; 4.5.2; 4.6.1; 4.9.4). School managers should that right educators are employed in the right institutions. Lastly, educator involvement increases commitment to the school's success (cf 3.3; 3.4; 3.5 3.6; 4.2).

7.3.2 Finding 2: The human resource component is the most valuable asset of any organisation.

The success of an educational institution is assessed according to the attention given to its human resource (cf 3.2.4; 3.6; 4.4.2; 4.4.4). The lesser the attention given to organisational human resource the poorer the quality of
performance. It can be construed that productivity and performance are increased in an environment where abilities of educators are most effectively utilised (cf 3.3; 3.5; 3.5.2; 3.6) Similarly, the school managers has the inclusive job of presiding over all that is happening in the school organisational set-up (cf 2.3; 2.3 1; 2.3.1.1; 2.3.1.2) and ensure quality through performance management.

7.3.3 Finding 3: The efficiency and effectiveness of an organisation depends on the quality of the people involved no matter their position and responsibility in the organisation.

In optimum work surroundings educators do not only experience job satisfaction but they also share responsibilities (cf 4.3; 4.5.1; 4.5.2). Sharing of responsibility increases quality in every institution. There are arguments that for quality and efficiency in schools, managers should ensure that the potential of educators is fully optimised (cf 3.2.4; 3.3; 3.3.3). Similarly transformational leadership is necessary for the optimisation of potential in schools (cf 2.3.1.3; 2.3.1.2). Educational managers are agents of transformation and therefore strive for quality performance.

7.3.4 Finding 4: School managers should be able to predict the future and to plan actions necessary for attainment of the school’s vision.

Many school managers know how to go about setting up standards of performance for educators in a school (cf 2.4.1; 2.5; 3.2.2.4; 3.2.3.2; 4.4.3). The school as an organisation should set desired standards of performance for quality assurance. There are arguments that norms and cohesion of work groups require pressure of an authoritarian school manager (cf 3.4; 3.5; 4.2). In every organisation authoritarian leadership should be coupled with democratic leadership. Similarly, school managers are obligated to educate and
improve themselves and stakeholders in their school to be able to manage performance and ensure optimum educator potential (cf 4.9.4). A school manager is a student at all times and therefore it is important that he keeps himself abreast with changes within the new dispensation.

7.3.5 Finding 5: Employee involvement increases commitment to the organisations success.

When educators are inspired to contribute in a meaningful manner towards attainment the goal of the organisation they do their work enthusiastically (cf 2.5.1.5; 3.2.2.3). Incentive kind of motivation is essential to enhance performance of educators. To enhance optimisation of educators potential and performance management schools should have flexible decision making structures (cf 2.3.7). A progressive school manager is a good decision maker and therefore an agent of quality. Similarly, participative management actively seeks employee input, share of authority and decisions that are aimed at improving employee potential and performance management (cf 3.3; 3.3.1.2)

7.4 Recommendations

7.4.1 Recommendation 1: School management teams should ensure that educators are involved and committed to the success of the school.

The SMT should to hold regular meetings with educators, parents and other stakeholders with a view of gathering information on what might hamper their involvement in the school success. Involvement in school can be direct, indirect or financial. Direct involvement is concerned with face to face (or written) contact between school managers and their subordinates. School managers and educators should not be seen as separate organs but as one solid unit towards the success of the school. Similarly, in indirect participation educators are
involved in the process of management decision-making via their representatives (unions), who are typically elected by and form educators groups. Evidently, this form of participation make educators feels significant, team spirited and excited about their work and therefore maximise their level of potential in their various spheres of operation.

Communication channels, clarity of roles and empowerment of personnel increases accountability in organisations. Therefore structures such as school management team; developmental appraisal team, sports committee etc should be put in place for strategic activities in the school. In addition, the creation of management structures is necessary for ensuring the efficacy of the school to meet its targets and to be competitive and thus assists in performance management. Pay and incentives are about attracting, retaining and enhancing commitment of the staff to the organisation. Notably the implementation of performance related pay would also assist in increasing educator commitment to the school.

7.4.2 Recommendation 2: School managers should treat educators with respect and empathy to enhance maximum potential of educators and performance management.

The Institutional support officers (ISO) should arrange workshops to capacitate school managers on human resource and staffing aspects. School managers should develop interest and empathy on educators' work and other aspects of social life. School managers should ensure that structures are in place, which deal particularly with social problems of educators for example death in the family, and other cultural activities. In addition educators should feel full appreciation for work done and sympathetic understanding of personal problems. They should also feel all the incentives that seem to be related to affiliation and
recognition motives. School managers should recognise and appreciate work done by all stakeholders to enhance potential and performance management.

7.4.3 Recommendation 3: School managers should use performance appraisal to blend high quality educators to ensure organisational efficiency and performance management.

To eradicate the fears in educators about baseline evaluation or appraisal, workshops and not advocacies should be conducted from area project office level and school level to be fully understood. It is important to realise that the effectiveness of appraisal is totally dependent upon the skills of the appraiser. The professional ability of the appraising panel in carrying out the appraisal is the primary factors in the success of appraisal hence the need for workshops and advocacies.

In addition setting effective performance standards contribute to the unlocking of effective performance appraisal. School managers should identify appropriate criteria and the availability of information describing the performance for successful performance standards. Positive performance appraisal system place the manager in a position to develop the initiative and personal responsibility of subordinates in such a way that each one will be motivated to realise the objectives and eventually the goal of the enterprise.

7.4.4 Recommendation 4: School managers should be key personnel in ensuring that school's vision is attained.

For effective performance management and optimisation of educator's potential school's vision and mission should be made clear to all role players. School managers should ensure that educators participate in the formulation of the school's vision and mission for them to feel that they influence strategy of an
organisation. Such participation ensures that there is a common understanding of school’s strategic plan. Ownership of and collaboration in institutional development depends on the degree to which employees influence and participate in the development of an institution’s strategic plan. By understanding the vision and mission of a school by educators, the school manager would be in the position to determine the level of performance and formulate strategies to manage that performance.

Another important way to attainment of schools’ vision and mission is to enable educators to perform effectively by eliminating from their jobs the least productive tasks relatively to their talents, the costs entailed, and the value to the school. By redesigning the work to continually strengthen and refocus activities on the most valuable tasks, managers should help educators make the highest possible performance contribution to attribute to school mission accomplishment.

7.4.5 Recommendation 5: School managers should ensure that educators are involved in decision-making and implementing changes quickly.

All educators parents and other stakeholders should be empowered and thereby involving each one in the transformational processes. Collaborative decision-making implies that all decisions should actually be compromised in a school. This implies that the functioning of the educational institution should be improved by means of among others group techniques and think tanks. The best decisions are taken by utilising the skills and knowledge of the team members. In the process educators considers their contribution as recognised and excel in their performance. When involving educators in decision-making structure such as sport committee etc should be in place in a school situation to enable managers to identify areas of development and thereby ensuring optimum performance management. Educators involved in these structures develop skills
and knowledge on how these structures operate and as a result this enable managers to implement changes quickly.

7.5 Conclusion

Optimisation of educators potential and performance management is one of the most challenging objectives of the school administration. This study explored how optimisation of educators’ potential was associated with performance management. The result provided some evidence to link between these two notions, and showed that optimisation of potential is characterised by commitment, participation, trust relationship, professional code and teamwork and leadership, management, mobilisation of resource, motivational theories and workforce planning was related to performance management.

The result of the present study may apply to schools in general, and to educational institutions that attempt to enhance optimisation of educator’ potential and performance management in particular. Certain school forms and structures, such as site based management and community schools, view optimisation of potential and performance management as a major component of school life. The present study offered a more comprehensive approach, taking the whole school as an analytic unit. In doing so, it joined other studies that try to explain optimisation of potential with a particular view on performance management. Further studies, however need to continue to weave optimisation of potential related variables into research on performance management in order to gain knowledge of the added value of optimisation of potential and achieve a more comprehensive understanding of performance management in schools.
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Cologne: Konemann.

Cologne: Konemann.

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APPENDIX

SECTION A
Make a cross in the appropriate block

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<td>36-40</td>
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<td>Over 40</td>
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**LOCATION OF SCHOOL**

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**GENDER**

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<tbody>
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**SECTION B**

Please answer the following questions.

Rate your responses to the following questions using the scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Uncertain
- 2 = Disagree
- 1 = Strongly Disagree

Make a cross in the appropriate block.

1. The success of an educational institution is assessed according to the attention given to its human resources.

<table>
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<th>4</th>
<th>3</th>
<th>2</th>
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2. Productivity and performance are increased in an environment where abilities of educators are most effectively utilised.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
3 Personal growth and innovative thinking stimulate educators' work ethic.

| 5 | 4 | 3 | 2 | 1 |

4 In optimum work surroundings, educators do not only experience job satisfaction but they also share responsibilities.

| 5 | 4 | 3 | 2 | 1 |

5 When educators are inspired to contribute in a meaningful manner towards attaining the goal of the organisation they do their work enthusiastically.

| 5 | 4 | 3 | 2 | 1 |

6 Job satisfaction in your institution is conceived as the effective orientation of individuals towards work roles.

| 5 | 4 | 3 | 2 | 1 |

7 Educators derive the satisfaction from completion of tasks and not from salaries they get.

| 5 | 4 | 3 | 2 | 1 |

8 Performance appraisal is systematically used to ensure efficiency of educators in your school.

| 5 | 4 | 3 | 2 | 1 |

9 Many school managers know how to go about setting up standards of performance for heads of departments.

| 5 | 4 | 3 | 2 | 1 |
3 Personal growth and innovative thinking stimulate educators' work ethic.

5 4 3 2 1

4 In optimum work surroundings, educators do not only experience job satisfaction but they also share responsibilities.

5 4 3 2 1

5 When educators are inspired to contribute in a meaningful manner towards attaining the goal of the organisation they do their work enthusiastically.

5 4 3 2 1

6 Job satisfaction in your institution is conceived as the effective orientation of individuals towards work roles.

5 4 3 2 1

7 Educators derive the satisfaction from completion of tasks and not from salaries they get.

5 4 3 2 1

8 Performance appraisal is systematically used to ensure efficiency of educators in your school.

5 4 3 2 1

9 Many school managers know how to go about setting up standards of performance for heads of departments.

5 4 3 2 1
10 Ineffective handling of appraisal procedures leads to a build-up of suspicion amongst educators.

| 5 | 4 | 3 | 2 | 1 |

11 Appraisal improves the abilities of the individuals for increasing value-added performance.

| 5 | 4 | 3 | 2 | 1 |

12 Effectiveness of appraisal is totally dependent upon the skills of the appraiser.

| 5 | 4 | 3 | 2 | 1 |

13 School managers should be able to predict the future and to plan actions necessary for attainment of the school’s vision.

| 5 | 4 | 3 | 2 | 1 |

14 School managers are obligated to educate and improve themselves and stakeholders in their schools.

| 5 | 4 | 3 | 2 | 1 |

15 School managers treat educators with respect and empathy.

| 5 | 4 | 3 | 2 | 1 |

16 The norms and cohesion of work groups require the pressure of an authoritarian school manager.

| 5 | 4 | 3 | 2 | 1 |
17 Transactional leaders focus on basic needs and extrinsic rewards as a source of motivation for optimum productivity.

18 Transformational leadership is necessary for optimisation of potential in schools.

19 Effective management gets exceptional results from unexceptional resources especially when carried out in favourable circumstances.

20 The school managers' job is to optimise the system of interdependence stakeholders.

21 The school manager has the inclusive job of presiding over all that is happening in the school organisational set-up.

22 Incentives should be given only when educators have done extraordinarily well.

23 Participatory decision-making improves the input and output of all stakeholders.
24 A skilled decision maker gives careful consideration to the consequences of a decision.

25 Schools should have flexible decision-making structures.

26 For quality and efficiency in schools managers should ensure that the potential of educators is fully optimised.

27 Quality is measured in terms of the level of human potential.

28 Participative management actively seeks employee inputs, share of authority and decisions.

29 Empowerment is a recent and advanced manifestation of employee involvement and part of management strategy.

30 Employee involvement increases commitment to the organisations success.
To: District Managers
   Circuit Managers
   Principals
   Educators

Research Project Field Work

The department of Educational Planning and Administration hereby requests you to grant Mr Jacob Bonang Maule, an M.Ed student at the above-mentioned University to conduct research in schools under your jurisdiction.

   Topic: Optimisation of Educators’ potential in primary schools with particular focus on performance management in Bojanala West Region.

Thanking you in anticipation

Yours sincerely

[Signature]

I R Mathibe
[HoD]