

An investigation into the realization of Performance Management Practices in Schools (a case of two secondary schools in Gaborone Botswana)

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**Dissertation submitted in partial fulfilment of the requirements for the degree
Masters in Business Administration
at the Mafikeng Campus of the North-West University**

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October 2012

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ACKNOWLEDGEMENT

I give my gratitude to the Almighty God who has guided me throughout life.

I would like to express my gratitude towards Prof. Lukas Ehlers for the guidance, advice, support and encouragement that he gave me from the day I started this research project until the day I completed it.

I would like to offer a heartfelt thank you to my wife Tekanyo Lore, and my parents for their encouragement and support during my entire study period.

The assistance from Dr Bulawa and Mr. Alex is greatly appreciated.




Lastly I want to thank the teachers at Sir Seretse Khama and Gaborone West schools who took the time and effort to complete the questionnaire.

DEDICATION

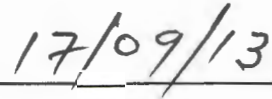
Lovingly dedicated to my late daughter, Katlo Lore.

AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the Regulations of the North-West University. The work is original except where indicated by special reference in the text and no part of the dissertation has been submitted for any other degree. The dissertation has not been presented to any other University for examination either in South Africa, Africa or overseas.



Mokgosi Lore



Date

ABSTRACT

Title: An investigation into the realization of Performance Management Practices in Schools (A case of two secondary schools in Gaborone Botswana)

Key terms: Performance Management System, Performance appraisal, Performance Management Process, evaluation feedback,

In 1999 the Botswana government decided to implement a Performance Management System (PMS) across the entire public service sector, including in public schools. Teachers in Botswana had to be appraised using the Performance Management System, and this Performance Management System became such a valuable tool that no school could function without it.

This research sought to determine whether the implementation of the Performance Management System in schools are effectively utilised. A case study of two secondary schools located in Gaborone was undertaken to describe the extent to which the Performance Management System was implemented and utilised. Data collection was through structured self-administered questionnaires, comprising of ten questions.

The research indicated that there was awareness of Performance Management System within the two schools. Subordinates seemed to be involved in the planning process as well as the setting of performance objectives. The introduction of Performance Management System however had not succeeded in improving the performance of teachers without facing certain challenges. The Performance Management System does offer evaluation feedback, but the problem is that the feedback is based on the complete utilisation of the system.

The research identified a lack in sufficient support by the superiors to their subordinates on the use of the Performance Management System. Commitment from the supervisors was questionable. The Performance Management System needs complete support from leadership in order to operate efficiently and effectively. A few reasons were found to be the keyroot why schools are unable to implement the performance management system properly. The movement of teachers between schools is another challenge that affects the continuous implementation of Performance Management System. The teachers are of the opinion that promotions are not linked to the Performance management system as was intended.

The main recommendations of the study are that the schools need to improve on the formalisation procedures of the feedback process. Performance Management System feedback has to be documented and formalised. This will allow employees to view the performance management process as an integral part of their work and also as part of organisational processes.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Performance in the public sector in Botswana has a long history of existence in theory, but not in practice. Interest in performance management and the need to develop appropriate performance management processes and measures have increased dramatically in the past two decades. In an effort to improve performance, efficiency, accountability and effectiveness of public sector organizations, governments have adopted a variety of public sector reforms (Dzimhiri, 2008).

Performance management has become a key element in modern public sector governance. In 1999 the Botswana government took a decision to implement a Performance Management System (PMS) across the entire public service sector including schools. Teachers in Botswana had to be assessed by means of a performance management system. The Performance management system became such a valuable tool that no school could operate without it; and each school had to write a strategic plan. The strategic plan determined the vision and mission of the individual schools. This is helpful in giving each school a sense of direction.

Sir Seretse Khama secondary school and Gaborone West Secondary School are part of this system. These two schools are situated in Gaborone, the capital of Botswana. Together they have about 80 teaching staff members which are supervised by the school heads through senior teachers and heads of departments.

Since its introduction in schools the Performance Management System has initiated mixed reactions. The implementation of the Performance Management System has met several constraints such as lack of leadership support, insufficient capacity and non-commitment by employees.



1.2 Statement of the problem

The government of Botswana was concerned about the quality of its service delivery. In response to this concern the government introduced the Performance Management System (PMS) which intended to link individual employee performance to reward in an effort to encourage good performance, and discourage poor or non-performance.

The Performance Management System in schools is a procedure that is still vague for both the supervisors and the supervisees. The Performance Management System was intended to assist schools in achieving excellent quality results. According to Jenny Ozga (2003) Performance

management has become the key instrument used by policy-makers to improve the education system, to raise levels of attainment and to increase the accountability of teachers.

A Performance Management System requires teachers to be more accountable. It forms the foundation for the promotion of teachers, salary increments and other related benefits. Monyatsi (2006) maintains that teacher appraisal is important as it leads to improvement of teacher performance and motivation in the interest of enhanced and relevant learning opportunities for all learners.

The Performance Management System is an initiative aimed at benefiting both the individual and the school in pursuit of quality education. It is therefore essential for the Performance Management System to be administered as professionally and as transparently as possible to get the best support out of the teachers. Teachers on the other hand seem displeased about this new initiative as they argue that this was introduced without any proper planning and that things are done in a haphazard manner. Teachers further argue that their supervisors are not properly skilled in using this system as a means of assessing them.

The purpose of this study is:

- to investigate the realisation of Performance Management Practices in two secondary schools at Gaborone (Botswana);
- to examine the extent to which teachers understand the Performance Management System in these schools; and
- to identify and determine the factors which make a successful implementation of a Performance Management System possible in schools.

1.3 Research objectives

The following objectives were pursued:

1. To identify challenges teachers meet in implementing performance management in schools
2. To find out how performance management system is being implemented in schools
3. To investigate if the promotion of teachers to senior positions is based on their performance
4. To investigate if financial reward for performance is practiced in schools
5. To investigate the teachers perceptions towards the introduction of Performance Management System as an appraisal tool.

1.4 Research questions

The study aims to address the following research questions:

1. What was the major challenges regarding the implementation of performance management system?
2. Is it relevant to link the performance of the school with the performance of teachers?
3. How is Performance Management being implemented in schools?
4. What are the perceptions of teachers towards Performance Management as an appraisal tool?
5. Is it necessary to link financial reward with the performance of teachers?

1.5 Significance of the study

This study will be a measuring tool for policy implementers with reference to future implementation strategies. The study will also contribute a lot on the ongoing debate on Performance Management Systems by highlighting factors that can help or impede the implementation of a Performance Management System in schools. The study will also be informative on the role of teachers towards the implementation of PMS.

1.6 Limitations of the study

One limitation of the study was time. Since this study was carried out during office hours it was not possible to give questionnaires to all staff members. However the questionnaires were made very straightforward. The other limitation with the research instrument is that it was only designed with closed questions. Respondents were not given the opportunity to express themselves in open questions.

1.7 Delimitation of the study

The study was delimited to only two secondary schools in Gaborone, the capital of Botswana.

1.8 Ethical requirement

The researcher complied with all the academic requirements expected of him in order to produce sound research. The researcher first requested ethical approval from the North-West University to

conduct the research. This included an official letter authorising the researcher to conduct research. During the data collection the researcher used questionnaires which were strictly confidential and used all data collected for academic purposes. The researcher did not force any participants to take part in this research; all participants participated voluntarily.

1.9 Overview of chapters

The chapters are outlined as follows:

CHAPTER 1: INTRODUCTION

This chapter includes the introduction to the research study, comprising of the problem statement, background and objectives of this research project. It also includes the research question.

CHAPTER 2: LITERATURE REVIEW

This chapter focuses mainly on the related literature on performance management. Performance Management is described in this chapter.

CHAPTER 3: METHODOLOGY

This chapter contains an explanation of the research methodology. The design of the study and data collection is discussed here. The sampling and target population are discussed in this chapter.

CHAPTER 4: FINDINGS AND DISCUSSION

All the findings are presented in this chapter. The chapter focuses on the presentation of the findings found by the research. The interpretations and discussions of the findings are considered in this chapter.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

Chapter 5 is a summary of the key points of the research in relation to the objectives of the study. Recommendations towards the improvement of Performance Management in schools are suggested to enhance the efficiency of PMS.

1.10 Chapter Conclusion

The researcher considered:

- the statement of the problem,
- the significance of this study,

research questions,
research objectives; and
other important introductory aspects to the research.

In the next chapter the researcher examines available literature on Performance Management
5.

CHAPTER 2

LITERATURE REVIEW

2.1 Literature review

2.1.1 Introduction

In this chapter the researcher reviews literature on Performance Management Systems as it is used in schools to evaluate and manage the performance of teachers. This chapter also outlines how different authors think about Performance Management Systems and how it should be conducted and how it can best be implemented. This chapter also outlines the attitude of teachers towards a Performance Management System.



2.1.2 Defining Performance Management System

There has been much debate in educational literature as to whether PMS had benefitted teachers on their personal and professional growth. Marr (2009) states that performance management is creating an environment in which organizational performance becomes part of your daily work routine.

Armstrong (2006) argues that performance management means preventing poor performance, and working together to improve performance (Armstrong, 2006:9). Rao (2004) stated that performance management can be implemented at various levels, and can either improve an individuals' performance, a units' performance or the organizations' total performance. Kable (2001) on the other hand indicates that performance management drives improvement by effectively monitoring all levels and focusing on priorities.

It is very important to understand that if any organization wants to reach projected results then its objectives should be stated and communicated very clearly in order for the people to know what must be achieved. These objectives should be both measurable and achievable.

Performance is a change and quality management process that facilitates a comprehensive management of performance at all levels in an organization (Republic of Botswana, 2002). It is clear that a Performance Management System is geared towards the attainment of established goals as well as efficient service delivery.

Davies (1999) defines Performance Management as a system which links organizational goals to work procedures, appraisals, capacity development, remuneration and incentives for individuals as well as teams.

Dzimhiri (2008) points out that a Performance Management System focuses on future performance planning rather than on retrospective performance appraisal.

Different organisations have been encouraged to increase their levels of performance to achieve better output; and London and Mowe (2009) defined performance management as the process of goal setting, performance monitoring for feedback and the development and performance appraisal for evaluation as input to compensation and other administrative decisions. One is inclined to agree that performance management enables organisations to improve their results through achieving set goals and standards.

Performance management:

- identifies and develops strategies,
- makes it possible to transform these strategies into operations, visions and action,
- it clarifies roles and responsibilities,
- exhibits political and managerial expectations of the institution and the individual;
- and improves accountability and participation. (Van der Walt, 2004).

Bacal (1999) defines performance management as an on going communication process, undertaken in partnership between an employee and his supervisor and involves establishing clear expectations and mutual understanding. One should take note that performance management should be done in partnership with the employee, because it benefits all role players as well as the organisation, and is best done in a collaborative and cooperative way.

Performance management refers to managing all elements of the organizational process that affect how well employees perform (Dessler, 2003). Performance management therefore still remains the key process through which work is completed; and it is considered the "Achilles' Heel" of managing human capital (Pulakos, 2009).

Performance management is a process of:

- defining,
 - measuring,
 - appraising,
 - providing feedback;
 - improving performance.
-

The skill of defining performance in behavioural terms is an essential first step in the performance management process. Once defined, performance can be measured and assessed. This information about performance can then be made available to the employee and used as a basis for determining goals and establishing plans for improving performance. Positive performance behaviour can be rewarded and poor performance behaviour (negative performance) should be corrected (Quick and Nelson 2011).

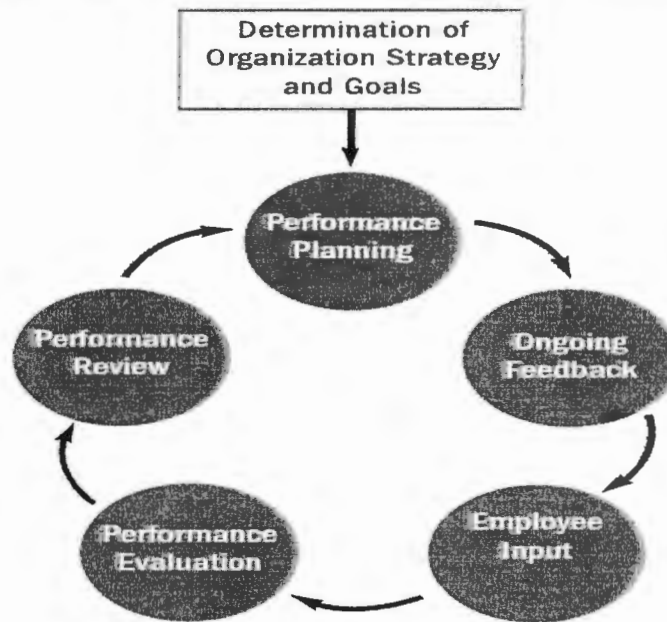
2.3 Performance Management Process

A Performance Management System that attempts to achieve too many objectives is likely to fail due to its lack of own focus and weight. There is not a single system that is best suited for all organizations. Different authors have different ideas on the performance management process.

When monitoring performance, Leech (2007) has indicated that it is essential to have a benchmark against which to assess performance. It might be a combination of work objectives, competencies, measurements and tasks as indicated in the job description. An effective performance management system has a well articulated process for accomplishing evaluation activities with defined roles and timeliness for both managers and employees. When the organization is using a Performance Management System it is important to ensure that all employees are treated in a fair and equitable manner. Most organizations manage the difference of the process as shown in figure 2.1 below.

Figure 2.1

Typical Performance Management Process



(Pulakos, 2004)

2.1.3 Performance Planning

At the beginning of the performance management cycle, it is important to review the performance expectations with the employees (including the behaviours employees are expected to exhibit as well as the results they are expected to achieve during the upcoming evaluation cycle). Behaviours are important because they reflect how employees function in their work environment.

Performance planning is mostly about clarifying task agreements for individual employees. It can provide a forum for discussing general issues with all employees. The purpose of performance planning is to reach a common understanding about the objectives, goals and standards of performance. This constitutes the employee's plan for the year.

2.1.4 Ongoing Feedback

During performance planning both behavioural and outcome expectations are set. Feedback provided on an ongoing basis throughout the evaluation period should be discussed. Periodic feedback, about day-to-day accomplishments and contributions, is also very valuable (Pulakos, 2004). Feedback must be a two-way communication process and a joint responsibility of managers and employees.

Open and ongoing communication allows managers and employees to work together to prevent problems, deal with any unforeseen circumstances and revise the performance agreement (as is often necessary in most workplaces). There are no fixed rules as to how communication should be executed.

Some common methods used to foster two-way communication include:

- Short monthly or weekly meetings with each employee,
- regular group meetings, in which employee reports on the status of his projects and job,
- informal communication; and
- special meetings arranged by the employee when a problem arises.

Pulakos (2004) observes that having effective, ongoing performance conversations between managers and employees is probably the single most important determinant of whether or not a Performance Management System will achieve its maximum benefits from a coaching- and development perspective.

2.1.5 Employee Input

Employee input involves employees providing self-evaluation ratings on performance standards. These ratings are then compared with the manager's ratings and discussed with the employee.

2.1.6 Performance Evaluation

The evaluation component consists of interim assessments of goal progress conducted by managers and employees. Evaluation is the standard reason for managing performance. People rarely state that their only rationale for managing performance is to evaluate performance, let alone acknowledge there may be other reasons. (Molefe, 2012)

2.1.7 Performance Review

The formal performance review should simply be a reiteration of what occurred throughout the rating period. Therefore there should be no revelations in the performance review. During the performance review it is an excellent opportunity to plan development activities with employees. Hartte (1997) argues that this is a critical step in the performance management process and provides the opportunity to step back from the daily activities, assess performance trends and plan for the future.

If all current job criteria are met, employees and managers can focus on the next levels' performance standards to identify requirements and develop areas to pursue in preparation for

improvement (Pulakos, 2004). In some organizations compensation, promotions and other administrative actions are also discussed during the performance review session.

2.2 PMS Model

Measuring performance is important because if it cannot be measured it cannot be managed. If the organization wants to expand the measurement system should originate from the organisations' strategies and abilities.

According to Nive (2006) the balanced score card (BSc) developed in 1990 by Robert Kaplan and David Norton, started as a measurement system; translating an organisations' strategy into an interconnected set of financial and non-financial measures used to communicate strategy, build alignment, inform, manage, power performance management and prioritise resource allocation. It is a management system that assists in decoding the business units' mission, and translates strategy into tangible objectives and measures. It provides a framework for establishing measures that represent a balance between external measures that create value for stakeholders and customers and internal measures necessary to sustain the unit, such as critical business processes, innovation, learning and growth.

The measurements of the balanced scorecard are used for various purposes such as outlining the organizational strategy, communicating the strategy and linking individual departmental and organizational initiatives. The balanced scorecard is used as a communication- and learning instrument, not as a control instrument.

According to Kaplan and Norton (1996) the balanced scorecard converts the mission and strategy of an organization into goals and measurements which can be classified according to (a) financial, (b) customer, (c) internal organizational processes and (d) lean and growth perspectives.

The four perspectives of the balanced scorecard strike a balance between the long- and short-term goals of the organization and between an objective and subjective measurement.

Mart (2009) further explains that the strategy map places the four perspectives into a causal hierarchy to show that the learning and growth perspective objectives support each other:

- Such as human capital, organizational capital and information capital – underpin the objectives in the internal process perspective which in turn underpin the objectives in the customer perspectives.

- Customer satisfaction – delivering the customer objectives should then lead to the achievements of the financial perspective and financial successes – which would mean prudent financial management of limited public resources and being responsive to the public been served.

2.3 Four Perspectives of the Balanced Scorecard

2.3.1 Financial Perspectives

The financial perspectives are retained because it summarises the economic consequences of actions taken by employees. Financial measurement refers to profitability and indicates whether the various functions and activities in an organization contribute to the organizations success (Molefe, 2012).

2.3.2 Customer Perspective

This perspective is used to identify customer and market segments within the organizations' competing market.



2.3.3 Internal Processes

This perspective is usually used by managers to identify critical internal processes that have to improve. The focus is on those processes that have the greatest impact on customer satisfaction and achievement of financial goals.

2.3.4 Learning and Growth Perspective

This perspective identifies the structure an organization should create in order to facilitate long term growth and improvement.

Organizations should empower their resources to keep up with technology improvements if they want to keep expanding. There is an increase in the global competition which forces organizations to improve their capabilities on a continuous basis. Organizations should empower their employees; and improve both the information system skills as well as procedures (Molefe, 2012).

2.4 Performance Management Process

Performance management strategy aims to provide the means through which improved results can be obtained from the Department, teams and employees by understanding and managing performance within an agreed framework of planned goals, standards and competence

requirements. It involves the development of processes for establishing shared understanding about what is to be achieved and an approach to managing and developing an employee in a way that increases the probability that it will be achieved in the short- and longer term. It is owned and driven by line management (Armstrong 2006).

These are the three major purposes of performance management (Nelet *al* 2005):

- It is a process for strategy implementation,
- it is a vehicle for culture change; and
- it provides input to their HR systems such as development and remuneration.

Performance management measures outputs in the shape of delivered performance compared with expectations expressed as objectives. In this respect, it is concerned with targets, standards and performance measures or indicators. But it also deals with inputs, knowledge, skills and competencies required for producing the expected results. It is by defining these input requirements and assessing the extent to which the expected levels of performance have been achieved by using skills and competencies effectively that developmental needs are identified (Armstrong 2006).

Halachmi (2005) states that the objectives of performance should include motivating performance, helping individuals develop their skills, building a performance culture, determining who should be promoted, identifying poor performers, and helping business to implement their strategies. For performance management to achieve its purpose Storey (2002) emphasizes that the organizational system installed needs to orchestrate, set targets, measure and reward; all of which need to be integrated in a coherent manner. However there should be clarity and transparency about the organization's goals, processes and performance.

When there is no effective performance management, organizational chaos ensues (Graham 2004). "*Performance management is used to drive improvement, with effective monitoring at all levels, and a focus on priorities*" (Kable: 2001:8). But how well educators perform depend on what the department wants to achieve. It is important that objectives should be stated very clearly so that people know what must be achieved. Those objectives must be both measurable and achievable. Gentle (2001) suggest that performance management should be about people sharing in the success of the organization to which they have made a contribution.

2.5 Performance Management System in Botswana

Following the review of the previous public service performance reforms, the Directorate of Public Service Management (DPSM) realized that there is a need for a new system and a new way of

carrying out government business. Performance Management System in Botswana is a fully government funded reform not imposed by any donor country or international organization. However the reform itself was imported from western countries and it was mainly influenced by Performance Management System as implemented in the public service in New Zealand and in the United States of America. The government assumed that since the Performance Management System had been widely used and tested by many successful and global leading organizations and governments elsewhere, it was a suitable reform for Botswana (Republic of Botswana, 2002). The decision to embrace Performance Management System as the transformation strategy of the Botswana public service was an initiative by the government and the public service to achieve Vision 2016 (DPSM, 2006 in Monnaesi, 2009). Permanent Secretaries in each Ministry was responsible for Performance Management System and was tasked to create an enabling environment for the implementation of Performance Management System and oversee ministerial action plan. Monitoring of Performance Management System is done mainly by Performance Improvement Coordinators. A Coordinator in each ministry will produce quarterly reports and briefings and advice on the way forward to ensure smooth implementation of Performance Management System.

According to DPSM (1992), Performance Management System was introduced in the public service in 1999 in an Endeavour to improve service delivery. DPSM stated that Botswana desperately needs to leap and forge ahead and the Performance Management System has been identified as the appropriate system to facilitate this necessary transition (Republic of Botswana, 2002). According to Molosiwa Performance Management System seeks to provide a planning and change management framework which is linked to a budgeting and funding process, to enhance government capacity, to encourage the culture of performance and accountability and to manage at higher levels of productivity so as to provide efficient service delivery (Republic of Botswana, 2002).

Performance Management System seeks to provide the public service with a holistic and sustainable approach to improve productivity, manage performance and achieve set goals and objectives (Republic of Botswana, 2002). Performance Management System is an improvement of individual and organizational performance in a systematic and sustainable way (Hope, 2003).

The main focus on public service reforms in Botswana has been to enhance efficiency by departments to effectively use limited and sometimes dwindling resources to provide services and to increasingly focus on customer needs (Magosi, 2005). Smith (2005) argues that the whole ethics of performance management rests on the assumption that if one can raise the performance levels of individuals, better organizational performance will follow. According to Mafunisa (2000)

performance management should also result in the development of a positive work ethic within an organization.

McAdamHazlett and Casey (2005) indicate that the objectives of performance management which are at the heart of the government reform agenda are:

- rationalization in terms of size, cost and functions,
- the introduction of a more effective system of financial accountability,
- greater transparency in the operation of public institutions,
- upgrading the skill base of the public sector and modernizing its functional, principles, procedures and systems,
- developing a realistic remuneration policy based on performance; and
- Briscoe and Claus (2008) states that performance is the system through which organisations set work goals, determine performance standards, assign and evaluate work, provide performance feedback, determine training and development needs and distribute rewards. Performance management is therefore conceived as a framework with system properties (Bonkaert and Halligan, 2008).

When conducting performance management, Leech (2007) has indicated that it is essential to have a benchmark against which to assess performance. It might be one or a combination of work objectives, competencies, measures and tasks in the job description. There are still educators who believe that the current system of teacher appraisal as carried out in some schools demoralised teachers as it was not carried out properly.

Monyatsi, Steyn and Kamper (2006) argue that the reason why educators do not understand is because performance appraisal is not taking place regularly. The performance Based Reward System provides a process that allows a linkage between the Performance Management System and individual accountability through the development of performance objectives and employee performance reviews in a manner that will encourage continuous improvement (DPSM, 2004).

Since the introduction of Performance Management System, there has been some improvement in the delivery of services to the public being served. In an attempt to demonstrate the impact of Performance Management System on the public servants particularly on those deemed to be performing below bar. It is fair to make a reference to the Ministry of Education given the fact that it served fourteen secondary school headmasters with letters in May 2007 declaring them non-performers, and who should showcase as to why they should not be forced to go on early retirement. According to Mmegi newspaper dated May 9th 2007, The Director of Teaching Service Management, OpeloMakhandlela is quoted saying that: *"These are issues of Performance Management System (PMS). Our concern is whether we are getting value for money from the*

service". Makhandlela went further to say that "we were following the trend of performance of the individual and we are not talking about a freak accident". As far as the ministry is concerned it can no longer continue keeping non-performers.

2.6 Performance Management System school contexts

The so-called Performance Management in Schools initiative has been described as the world's biggest Performance Management System. This might well be true, considering that it covers approximately 18,000 primary schools, 3,500 secondary schools, 1,100 special schools, 500 nursery schools, 23,000 head teachers, 400,000 teachers and an unknown number of ancillary staff. With so much money, time, risk to teacher morale and motivation associated with the initiative it is essential that its perceived effectiveness and indeed appropriateness are investigated (Brown 2005).

Down, Chadbourne and Hogan (2000) explain that in this Performance Management System teachers are assigned to a super ordinate manager and undergo an annual cycle of self reflection, planning, implementation, ongoing quality and timely feedback and review. Gratton, (2004) noted that in a large system urban secondary school it was ascertained how teachers' perceptions of the purpose of the appraisal system impacted its implementation. Gratton (2004) concluded that if teachers' perceptions about the purpose of the appraisal system were unclear, then the consequences may be found in how teachers went about implementing it.

The appraisal in Kenya indicated by Odhiambo (2005) revealed a pattern of apprehensiveness amongst teachers in their reaction to performance management. Odhiambo (2005) reported that both teachers and educational administrators were of the view that a lot of the money that was used for the appraisal system could have been better utilized to purchase essential school needs such as equipment and books, which were lacking in secondary schools in Kenya.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology adopted in this study.

Methodology has been described as a combination of all tools or methods used in research to collect and give meaning to the data.

The chapter explains the scope of research and how it was conducted. The chapter outlines the study population, method of data collection, sample of participants and the instrument which were used in the collection of data and ethical consideration.



3.2 Research Design

Research design is the plan a researcher follows in selecting subjects, research sites and data collection procedures to answer the research question(s) showing 'which individual will be studied, and when, where and under what circumstances (McMillan and Schumacher, 2001). A research design can also be defined as a master plan specifying the methods and procedures used in collection and analysis of the required information. It is a framework that plans the action for the research project or a description of the format and theoretical structure under which the study was carried out. This also includes the discussion of steps taken in order to safeguard the validity and authenticity of the findings.

The objectives of the study determined during the early stages of the research are included in the design to ensure that the information collected is appropriate for solving the problem. The researcher must also specify the sources of information, the research method or technique (exploratory, survey or experiment), the sampling methodology and the schedule and the cost of the research according to Zikmund (2003:65). A research design is the structure of the investigation so conceived as to obtain answers to research questions as indicated by Kerlinger (1986:279).

The researcher approached the School Heads of the two schools in order to get the permission and to ensure that the researcher have an access to information from all the participants. The researcher used the quantitative research approach.

The researcher realised that there will be analysis of numerical data and as such the quantitative research approach was the most appropriate approach. The researcher distributed questionnaires to the respondents and later analysed such data. According to Leedy and Ormrod (2007) quantitative research is used to answer questions about the relationships among measured variables with the purpose of explaining, predicting and controlling phenomena. The self administered questionnaire was preferred since it is an affordable and easy way to obtain data. The researcher did not visit the schools directly to monitor how they implement Performance Management system hence the use of quantitative approach.

3.3 Sampling

The researcher used quota sampling in order to get more accurate, reliable and valid information from more equal representatives of all people who are involved in the performance management of teachers. The sample involved teachers, senior teachers and school heads of the two schools.

Quota sampling is when the researcher specifies the composition of research sample. The quota composed of the school heads of the two schools, eight administrative/technical/support staff, twenty junior teachers, twenty senior teachers and ten section/departmental heads. The sample comprised of sixty research subjects. The quota was equally distributed between the two schools. The quota used in the research is as shown in the Table 3.1.

Category	Sir SeretseKhama CJSS	Gaborone West CJSS	Total
Administrative/technical/ support staff	4	4	8
Junior teachers	10	10	20
Senior teachers	10	10	20
Section/departmental heads	5	5	10
School Heads	1	1	2
Total	30	30	60

Table 3.1 Sample quota

The researcher used the school heads mainly because they are responsible for monitoring and giving direction to the implementation of Performance Management System in schools. On the other hand teachers are the implementers of any reform in the school. They are capable of providing more information on whether Performance Management System is correctly realised or not. Teachers are expected to provide information on activities related to development of Performance Development Plans, training provided by the management, classroom observation and the support they get from the School Management Team. This will assist in providing more information on whether the Performance Management System is correctly utilized or not. The researcher used the statistics of the teaching staff from two schools to get the correct number of participants that formed part of the study.

3.4 Instrumentation

The collection of data was done using questionnaires. The researcher used close-ended questions. The questionnaires were hand delivered to the two schools. Permission was requested from the researcher's supervisor to distribute the questionnaire throughout the two schools. Some of the questionnaires were distributed to all the participants through the School Head Office. The same process was followed when collecting the questionnaires from the participant. The researcher made a follow-up visit to ensure that the questionnaires were completed and returned. The questionnaires were also confidential. The advantages of administering the survey through questionnaires are that it saves time and is less costly; all things being equal the response rate can

be very high since a follow-up on questionnaires is always an option. Information can be analysed well after the research and will always be readily available.

The questionnaire was preferred for the following reasons:

- Respondents were free to express themselves in their best possible manner because the questionnaires guaranteed anonymity.
- The questionnaires were completely voluntary. Therefore respondents who accepted the questionnaires were willing and eager to supply information and give their views and opinions.
- The respondents were given at least two days to complete the questionnaires. This gave them a chance to clearly think over their responses.
- It is a fast, cost effective and convenient method of collecting data.
- There is always a record of data; therefore the data will always be readily available. The researcher had ample time to clearly analyse the responses given by the respondents.

Without overlooking their weaknesses, questionnaires also have limitations. The researcher used a close-ended questionnaire. The respondents did not get the chance to express their opinions, explain or justify their opinions.

3.5 Data presentation and analysis

The primary data was analyzed manually. As the data was collected from both schools, variations in the responses to questions were carefully examined. The data was presented, analyzed and interpreted through graphs, charts and tables.

The researcher read the questionnaire several times in order to validate the accuracy of the questionnaire and identify the emerging patterns and themes. As data was collected through a questionnaire, the researcher edited all the questionnaires. The other reason is to find out if all questions were answered and the accuracy of the answers. The editing was also done to determine if all the respondents interpreted the questions the same way. The researcher noted that if the respondents cannot interpret the questions in the same way, this may affect the validity of the results.

3.6 Limitations of the Research Methodology

In a questionnaire there is always the possibility of some participants being dishonest in their answers. Self-reporting biasness by the participants cannot be ruled out as some people usually

strive to give the researcher an impression that their organizations are doing everything that they are expected to do to implement the Performance Management System successfully. In other words, in an attempt to give the impression that they are not against the implementation of PMS, some of the respondents may have portrayed a promising picture of their organizations. An observation method of data collection was not used; however this could provide richer information. According to Adler and Clark (2008) an advantage in using observational techniques is that they would offer a human behaviour that is relatively unfiltered. It should also be noted that questions were close-ended which might have limited the answers of respondents.

The researcher is also a full time employee of the Republic of Botswana, employed as a teacher at Sir SeretseKhama Junior Secondary School. The research was also carried out in a short period of time. The researcher therefore had to work under immense pressure to meet the deadlines and at the same time ensuring that his delivery of daily duties was not compromised.

3.7 Validity and reliability of Data

Schumacher and McMillan (2001) define reliability as the extent to which the results are similar over different forms of the same instrument or occasions of data collection and validity as a judgement of a measure for specific inferences or decisions that result from scores generated. Silverman (2005) advises that it is very important that each respondent understands the questions in the same way and that answers can be coded without the possibility of uncertainty. The researcher verified the questionnaires thoroughly before they were interpreted.

3.8 Ethical Considerations

It is the responsibility of researchers to protect any person who is involved in any interview. Educational research deals with humans therefore the rights and welfare of subjects must be protected at all times and also additionally to avoid any legal action. To achieve these, the following procedures were followed:

- a) Permission to conduct the study was obtained from relevant authorities to ensure protection of participants and the confidentiality of their responses.
- b) Confidentiality and anonymity was maintained throughout the data collection, this was done by avoiding the use of names on the questionnaires.
- c) All sources of information or data indicated throughout the report were acknowledged to ensure rightful ownership and credibility.

In compliance with the ethical conduct of research, no participant was coerced into the study.

Participation was purely voluntary. Names of all the people who responded to the questionnaire were not revealed to anyone in order to maintain confidentiality. Any research study is supposed to be built on trust between the researcher and the participants and researchers have a responsibility to behave in a trustworthy manner, just as they expect participants to behave in the same manner (Gay, Mills and Airasian, 2006).



3.9 Chapter Conclusion

This chapter has presented the methodology that was used to collect data, how data was analyzed, how the researcher handled the validity and other important aspects of conducting a credible research.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

In this chapter the researcher will present his findings. The researcher will use tables, charts and graphs to clearly illustrate the data obtained during the field research. A total of 60 questionnaires were administered to a sample of 60 respondents from both Sir Seretse Khama Memorial Junior Secondary School and Gaborone West Junior Secondary School. The research data will be presented in the form of tables using raw data and charts in the form of percentages.

Out of the sixty questionnaires administered 49 responded. The response rate was therefore eighty two percent. The first section of the analysis of data will deal with the findings of biographical information of respondents. The second section will be dealing with the findings of the schools' performance management.

4.2 Section A

This section covers the biographical information of the respondents based on the responses received from the research subjects.

4.2.1 Responses from the two Schools

A total of sixty questionnaires were administered. The sample at Sir Seretse Khama Community Junior Secondary School had a sample of thirty respondents and Gaborone West Junior Secondary School also had thirty respondents in the sample.

Name of School	Number of Questionnaires	Responses Received	Response Rate
Sir Seretse Khama Community Junior Secondary School	30	26	87%
Gaborone West Junior Secondary School	30	23	77%
Total	60	49	82%

Table 4.2.1 Distribution of sample and responses received.

There was an eighty-seven percent response rate from Sir Seretse Khama Community Junior Secondary School and a seventy-seven percent response rate from Gaborone West Junior Secondary School. The response rate was good since questionnaires usually have a slow response rate. The average response rate was eighty-two percent. This is a good and satisfactory response rate.

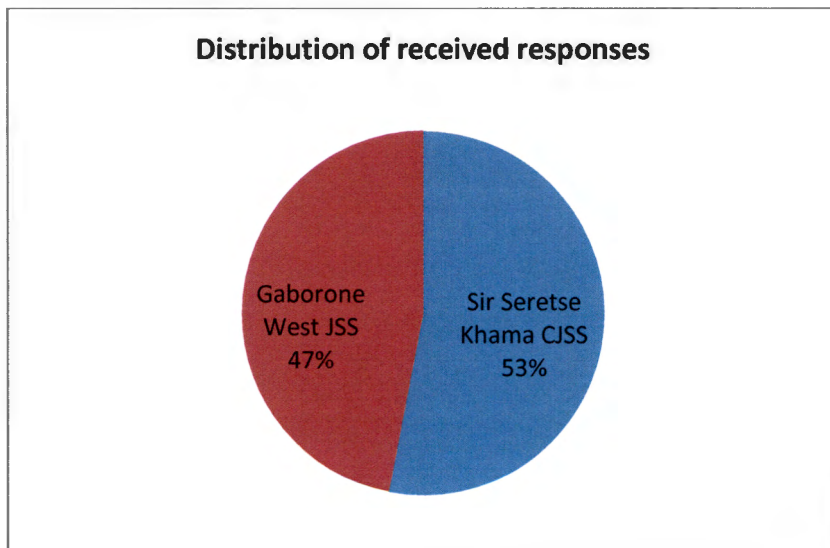


Figure 4.2.1 Distribution of responses from the two schools

Fifty-three percent of the responses were from sir Seretse Khama Community Junior Secondary School and forty-seven percent from Gaborone West Junior Secondary School.

4.2.2 Ages of Respondents

Age Group (in Years)	Less than 30	$30 < x \leq 39$	$40 < x \leq 49$	50 or more
Number of Respondents	11	19	18	1

Table 4.2.2 Age Distribution of Respondents

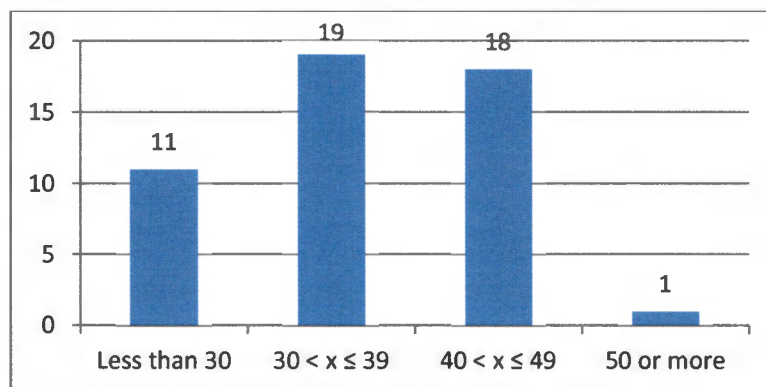


Figure 4.2.2 Bar Chart for Age Distribution of the Respondents

Most of the respondents were in the age category of thirty to thirty nine years old. This age category constituted 19 respondents, followed by the forty to forty-nine age categories which had 18 respondents. This was slightly below the model age group. The youngest age category younger than thirty years had eleven responses and the least responses were from the above fifty age category which had only one respondent.

4.2.3 Gender of Respondents

Gender	Number of Respondents
Males	22
Females	27
Total	49

Table 4.2.3 Gender Distribution of the respondents

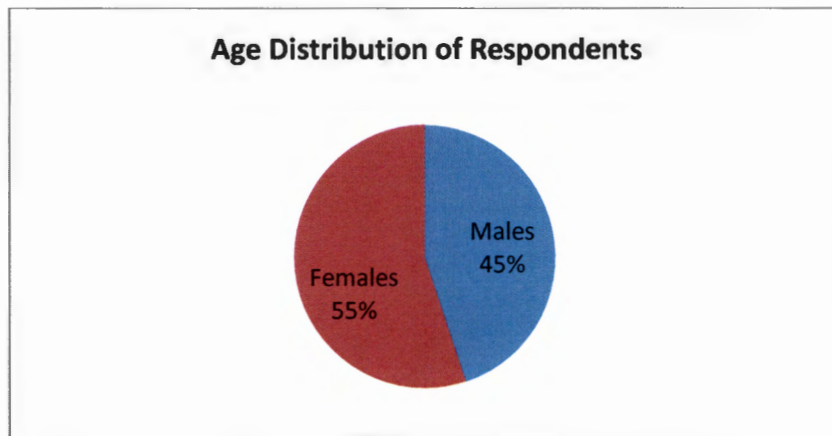


Figure 4.2.3 Pie chart showing proportions of sexes of respondents

Fifty-five percent of the respondents were females and forty five percent were males.

4.2.4 Qualifications of the Respondents

Highest qualification	Diploma	PGDE	Degree	Masters
Number of Respondents	14	9	25	1

Table 4.2.3 showing the highest qualification of the respondents

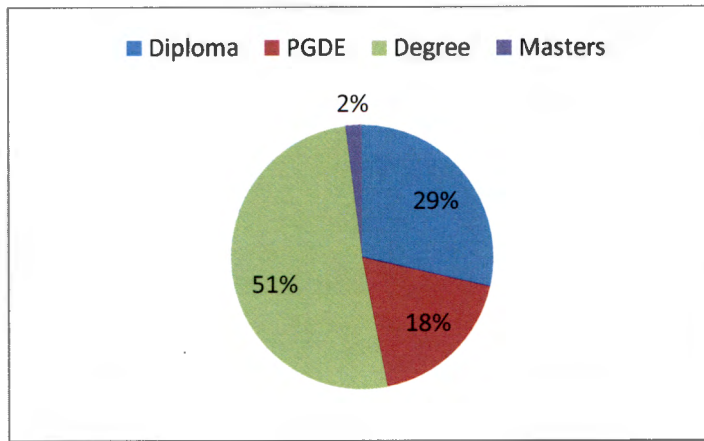


Figure 4.2.3 Pie chart showing qualifications of the respondents

All the respondents had at obtained a diploma. Only one person had a masters' degree. This constituted two percent of the responses. Eight percent of the respondents had a Post Graduate Diploma in Education qualification. The largest proportion of respondents was degree holders which constituted fifty-one percent. Twenty-nine percent were diploma holders.

4.2.5 Positions of respondents

Position	Administrative/ Technical/Support Staff	Junior Teacher	Senior Teacher	Section/ Department Head	School Principal
Frequency	3	20	20	5	1

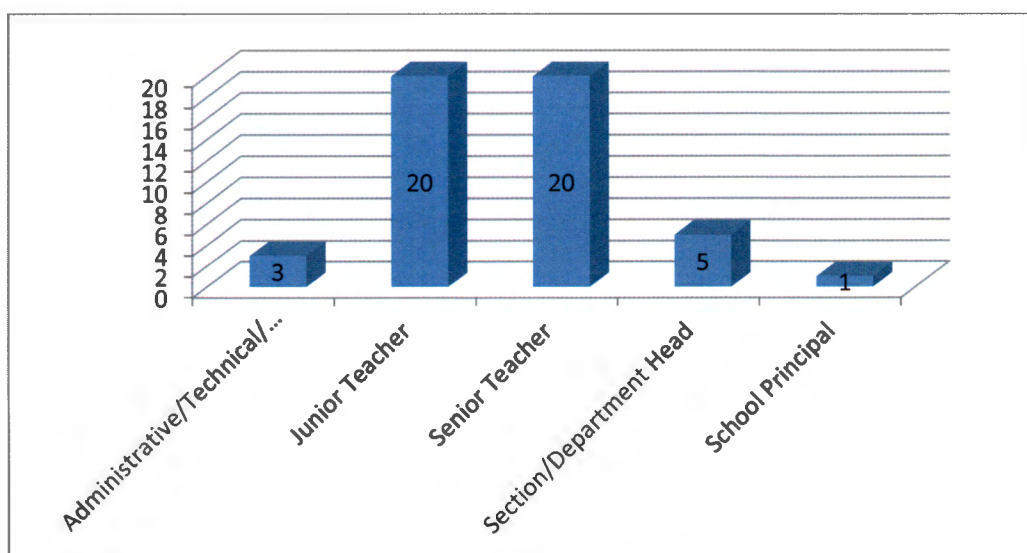


Figure 4.2.4 Bar chart for position of respondents at their schools

4.2.6 Years of Employment at the school

Years of work experience	Less than 5 years	$5 \leq x \leq 9$	$10 \leq x \leq 15$	More than 15 years	Total
Frequency	26	11	9	4	49

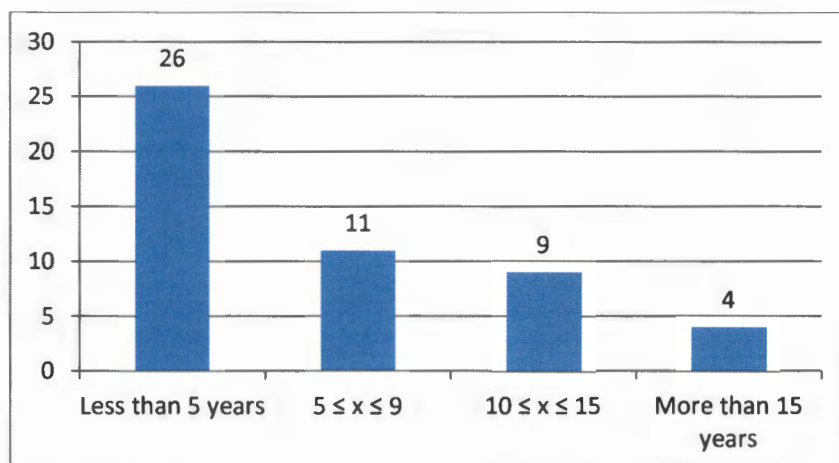


Figure 4.2.4 Bar chart for position of respondents at their schools

Most of the respondents have worked less than five years at their respective schools. The years of service at the school decreased as the years increase. There was therefore an inverse relationship between the number of years at the school and the time. Only four out of the forty nine respondents had worked for more than 15 years, nine had worked for ten to fifteen years; eleven respondents had worked for five to nine years and twenty six worked for less than five years. Most of the respondents were therefore relatively new to their school.

4.2.7 Years of Employment as a teacher

Years of work experience	Less than 5 years	$5 \leq x \leq 9$	$10 \leq x \leq 15$	More than 15 years	Total
Frequency	15	9	10	12	46

Table 4.2.6 showing years of experience of the employment as a teacher

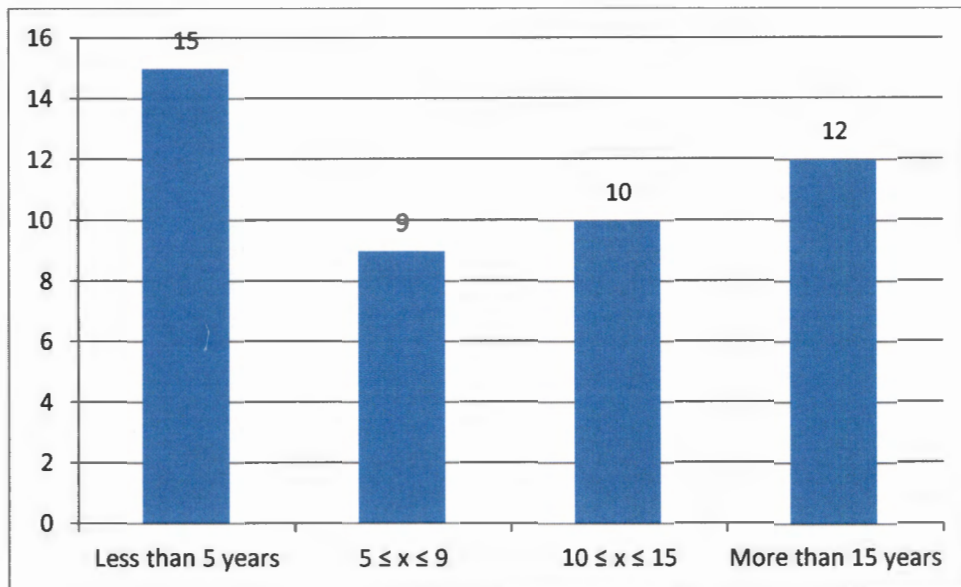


Figure 4.2.6 Bar chart for working experience of respondents as teachers

Forty six responses were received for this section. The three non-teaching staff did not respond. The highest proportion of teachers had a total working experience of less than five years. Twelve of the employees worked for more than fifteen years in their teaching career. Those that worked for five to nine years were nine, and ten respondents had a total working experience amounting from five to 10 years.

4.2.8 Number of Subjects taught

Number of Subjects	Frequency
1	36
2	10

Table 4.2.7 showing the number of subjects taught by each teacher

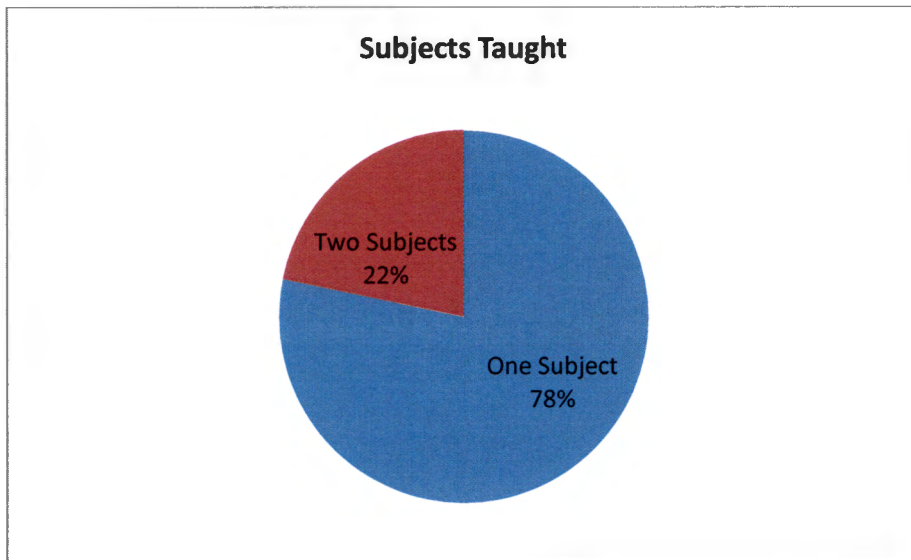


Figure 4.2.7 Pie chart showing proportions of teaching one or two subjects.

Twenty-two percent of the teachers teach two subjects and seventy-eight percent teach only one subject. This indicates that there is not a large workload on the teachers.

4.2.9 Period per week

Number of periods	Less than 5 Periods	5 to 9 Periods	10 to 14 Periods	15 to 19 Periods	20 to 24 Periods	25 + periods
Frequency	2	3	8	11	18	4

Table 4.2.8 showing the distribution of teaching periods for each teacher

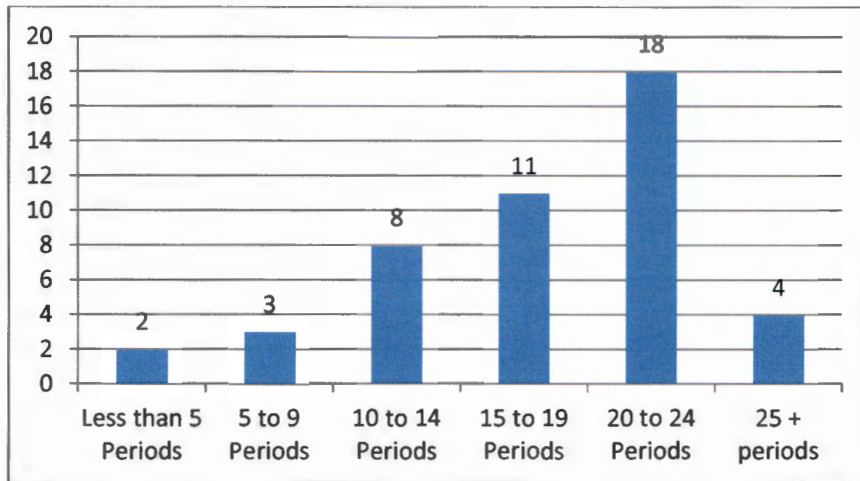


Table 4.2.8 showing weekly teaching periods of teachers

The number of teaching periods is highest in the category 20 to 24 teaching periods per week, where the lowest are less than five.

4.2.10 Considering Resigning



Opinion	Number of workers
Often	14
Sometimes	6
Rarely	19
Never	10

Table 4.2.9 Showing the employees' consideration on resignation

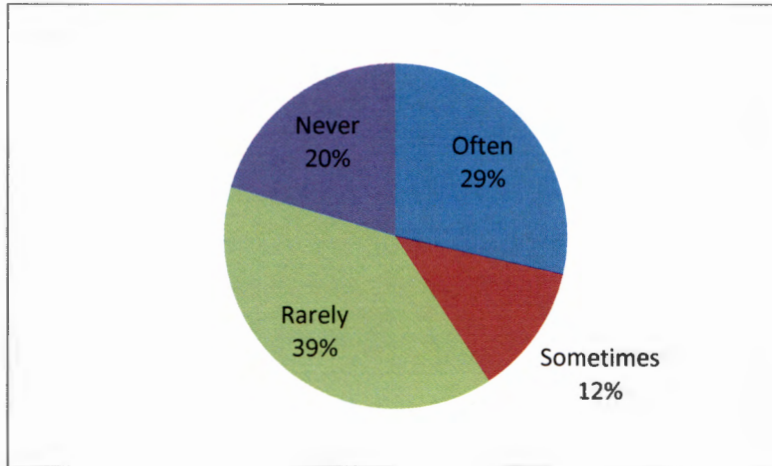


Figure 4.2.9 Pie chart showing employees' opinions on resigning

As indicated in the above pie chart the largest proportion rarely considers resigning (39%). Twenty percent of the respondents never considered resigning, twelve percent considers it sometimes and twenty percent consider resigning regularly.

4.3 Section B

This section examines the Performance Management System at the two schools. The respondents were given questionnaires in which they were to respond on their view on the performance management policies and practice.

The responses had options rating 0 to 4:

0: strongly disagree

1: disagree

2: uncertain

3: agree

4: strongly agree.

1. I discussed my job activities with my direct superior in the last twelve months, and know the specific performance outcomes of my job.

Strongly Agree	Disagree	Uncertain	Agree	Strongly Agree
2	5	12	26	4

Table 4.3.1 Showing opinions on whether subordinates discuss performance outcomes with superiors.

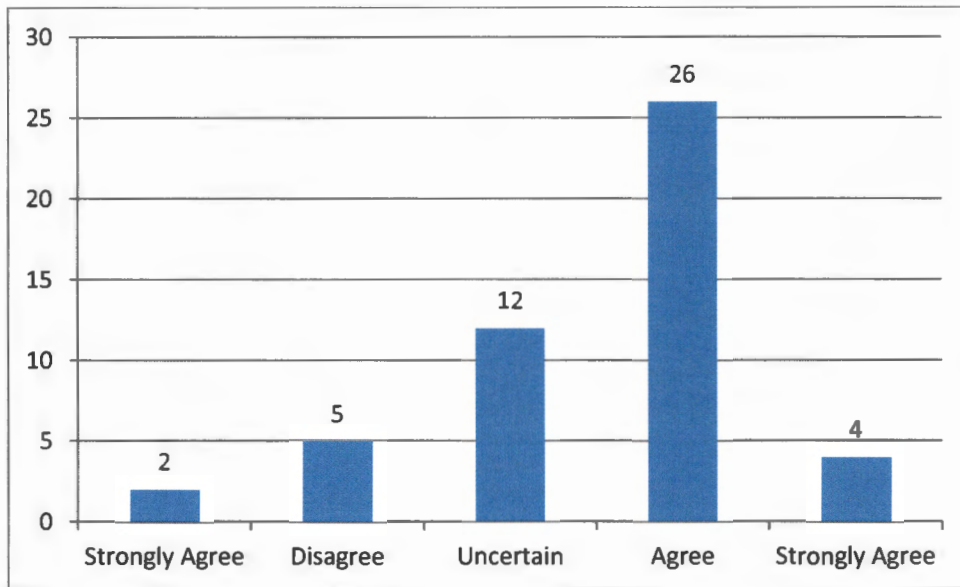


Figure 4.3.1 Bar chart showing opinions on discussions of performance outcomes.

Most of the respondents agreed to the statement that they their job activities and performance outcomes are discussed with superiors. Two respondents strongly disagreed, five disagreed, twelve were uncertain, twenty six agreed and 4 strongly disagreed.

2. My direct superior knows how well I perform due to his or her ongoing interest in the observation of my performance

Strongly Agree	Disagree	Uncertain	Agree	Strongly Agree
3	7	10	21	8

Table 4.3.2 Superiors' knowledge on performance of subordinates

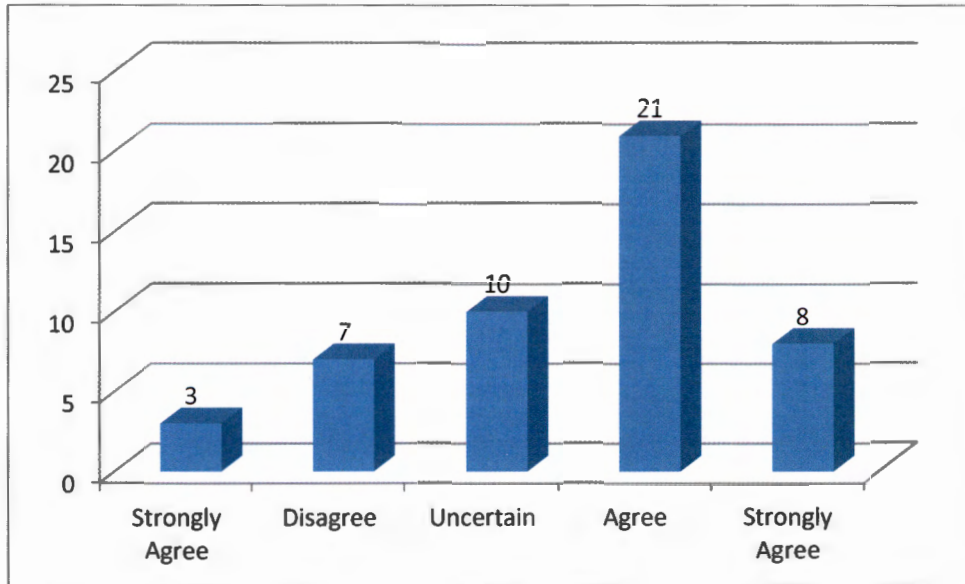


Figure 4.3.2 Bar chart showing feelings of subordinates about their opinions on superiors' knowledge about their job performance

Most of the respondents agreed that their superiors had knowledge about their job performance. Three respondents strongly agreed with the statement, seven disagreed, ten were uncertain, twenty one respondents agreed with the statement while eight strongly agreed.

3. My direct supervisor provided regular information feedback on my performance in the past three months

Strongly Agree	Disagree	Uncertain	Agree	Strongly Agree
8	8	13	17	3

Table 4.3.3 Opinions on provision of feedback

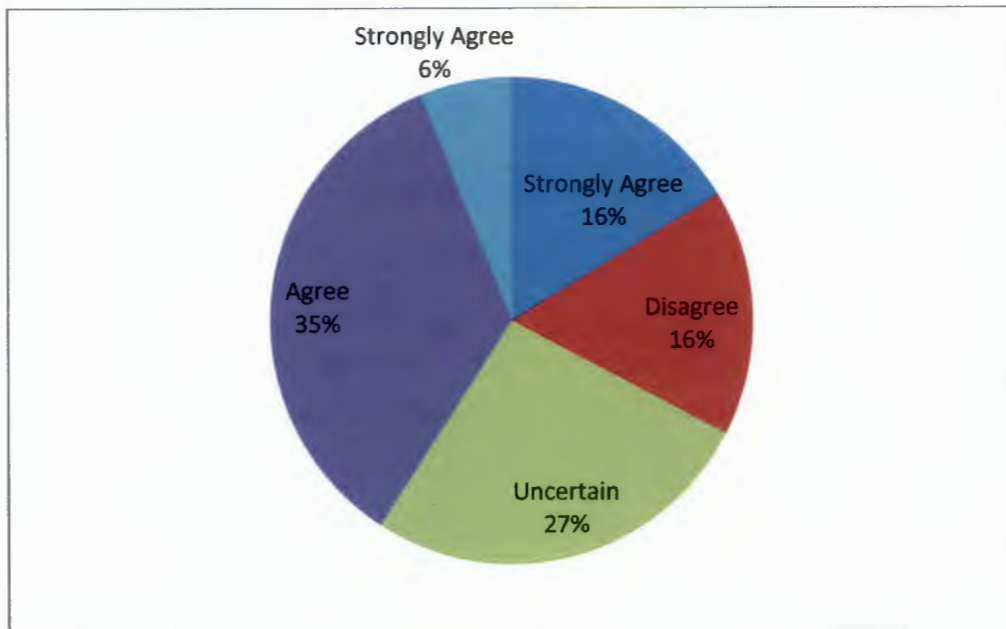


Figure 4.3.3 Pie chart showing respondents' opinions on feedback on their performance

The greatest portion constituting thirty-five percent of the respondents agreed with the statement that supervisors provided feedback on their performance. This was followed by twenty-seven percent who were uncertain. Those who agreed or strongly agreed were sixteen percent while only six percent strongly agreed.



4. My direct supervisor conducted a formal performance evaluation and provided written feedback on my performance, as expected by the ministry.
- 5.

Strongly Agree	Disagree	Uncertain	Agree	Strongly Agree
7	12	8	17	5

Table 4.3.4 showing details of formal performance evaluation and written feedback

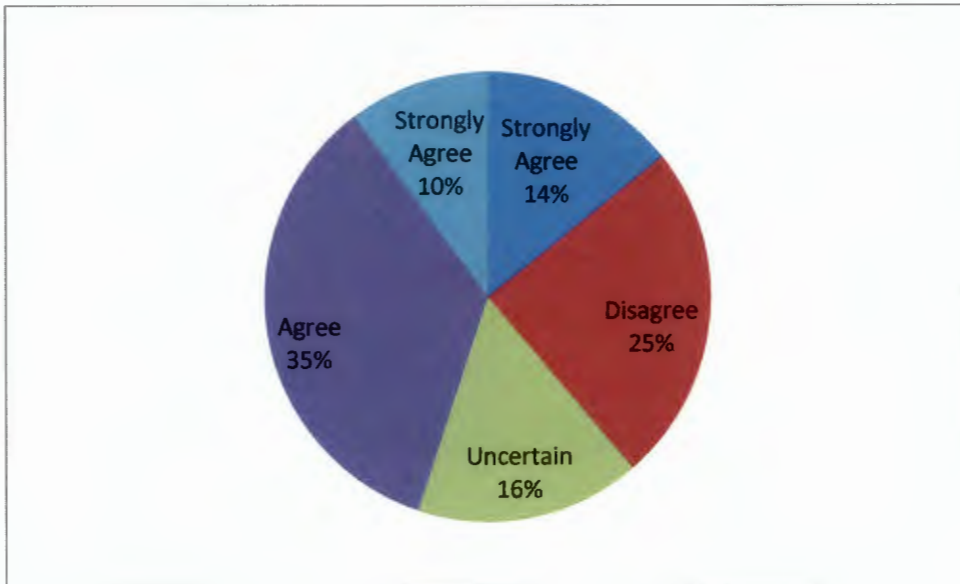


Figure 4.3.4 Pie chart showing details of formal performance evaluation and written feedback.

Thirty-five percent of the teachers agreed with the statement that their direct supervisors provide a formal performance evaluation process and that the supervisor provides written formal feedback. Sixteen percent were uncertain, twenty-five percent disagreed, fourteen percent agreed while ten percent strongly agreed with the statement.

6. My direct supervisor allows me to participate in performance planning and setting performance objectives

Strongly Agree	Disagree	Uncertain	Agree	Strongly Agree
2	3	8	26	10

Table 4.3.5 showing involvement of subordinates in performance planning and setting performance objectives.

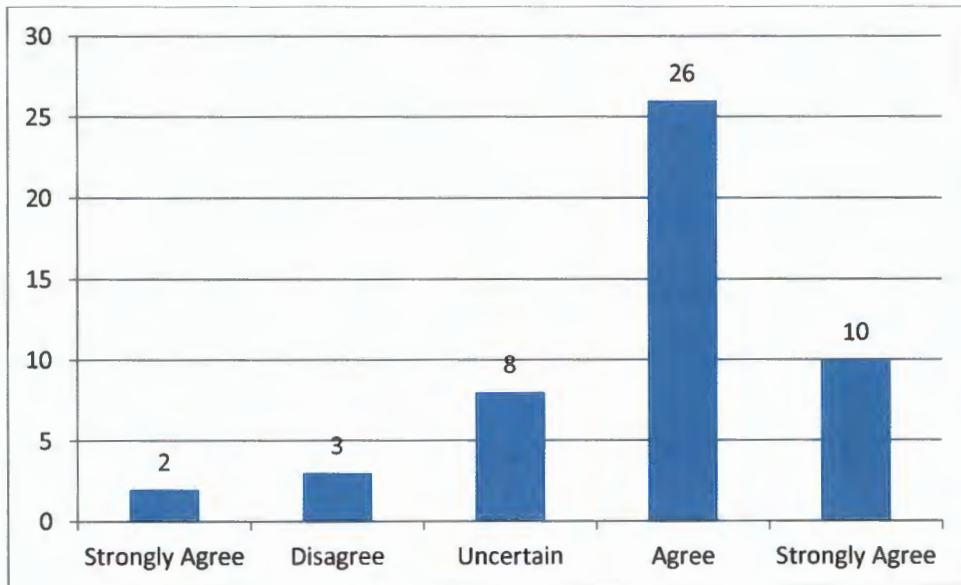


Figure 4.3.5 showing involvement of subordinate in performance planning and setting performance objectives.

Twenty-six out of the forty-nine respondents agree with the statement that their supervisors allow them to participate in the process of performance planning and setting of performance objectives. Ten strongly agreed with the statement. Eight were uncertain; three disagreed while two strongly agreed.

7. I am certain that I will be financially rewarded if my performance outcomes and ratings are good.

Strongly Agree	Disagree	Uncertain	Agree	Strongly Agree
20	4	10	9	6

Table 4.3.6 Awareness on financial rewards on good performance outcomes and ratings

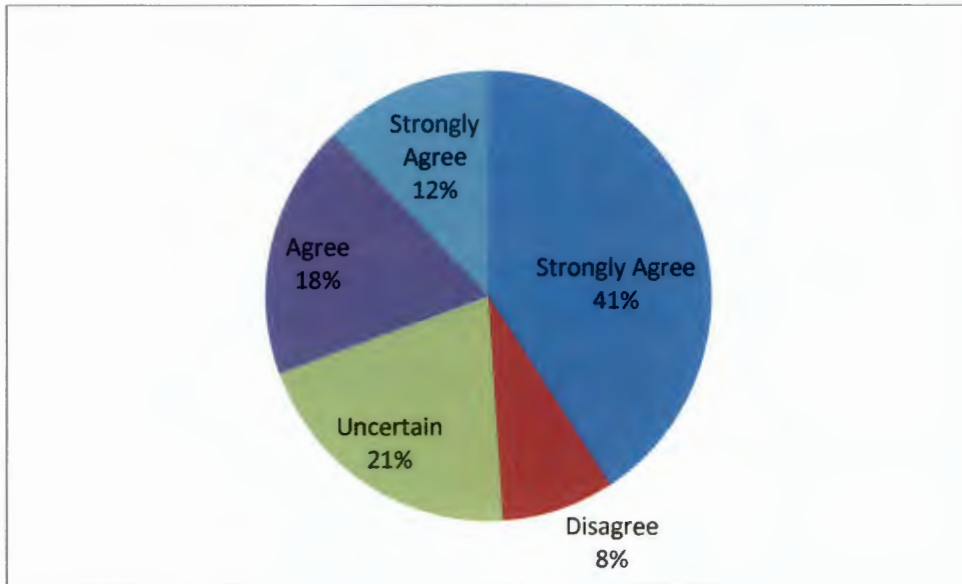


Figure 4.3.6 Awareness of employees on financial rewards on good performance outcomes and good ratings

Forty-one percent were certain that they were certain that they will be rewarded if their performance outcomes and ratings are good. Eighteen percent agreed, twelve percent strongly agreed, twenty-one percent were uncertain

8. I am certain that I will be promoted if my performance outcomes and ratings are good.

Strongly Agree	Disagree	Uncertain	Agree	Strongly Agree
18	9	8	8	6

Table 4.3.7 Promotion opportunities on good performance outcomes and ratings

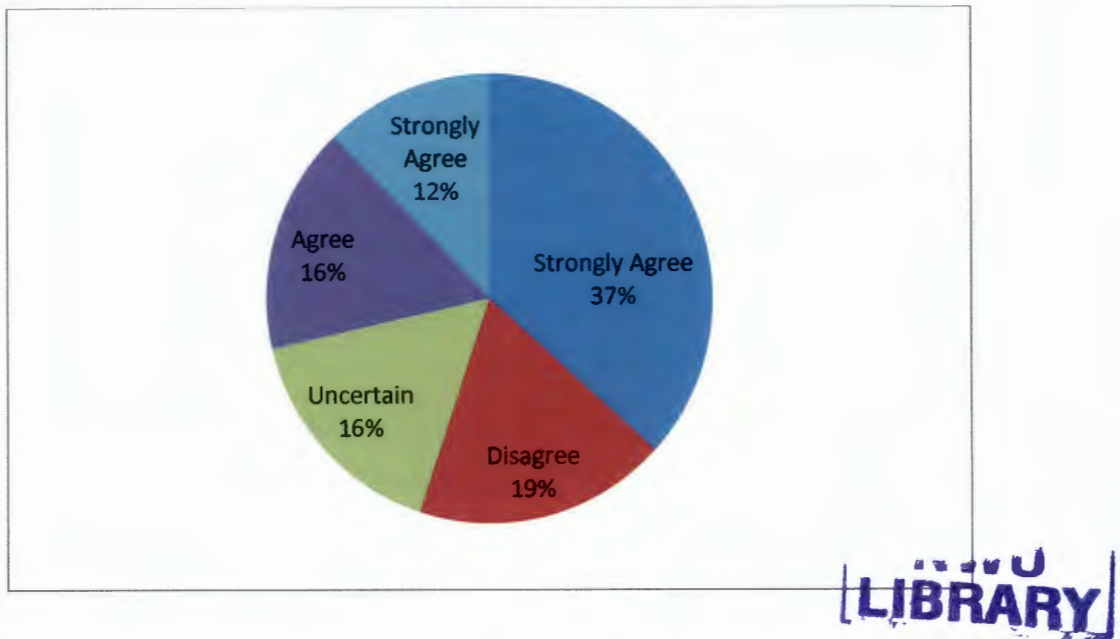


Figure 4.3.7 Promotion opportunities on good performance outcomes and ratings

When asked on their confidence on promotion if their performance outcomes and ratings are good thirty percent indicated that they were confident that they will be promoted while twelve percent strongly disagreed. Nineteen percent disagreed that they will be promoted if their performance ratings are good, sixteen percent agreed and another sixteen percent were uncertain.

9. The management team of the school generally supports me in my efforts to improve my performance.

Strongly Disagreed	Disagree	Uncertain	Agree	Strongly Agree
5	8	14	18	4

Table 4.3.8 Support from management to improve my individual performance

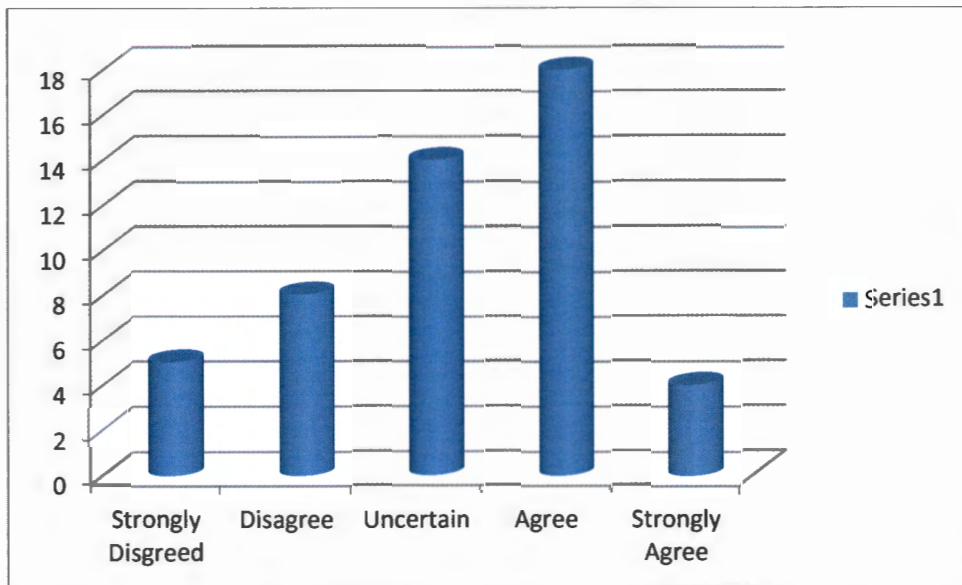


Figure 4.3.8 Support from management to improve my individual performance

Eighteen out of the forty-nine respondents agree that there are efforts to improve performance while four strongly agreed. Five respondents strongly disagreed; eight respondents disagreed while fourteen were uncertain.

10. My general performance in the last twelve months improved due to the efficiency of the performance management system.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
7	7	14	18	3

Table 4.3.9 The PMS helped to improve my general performance

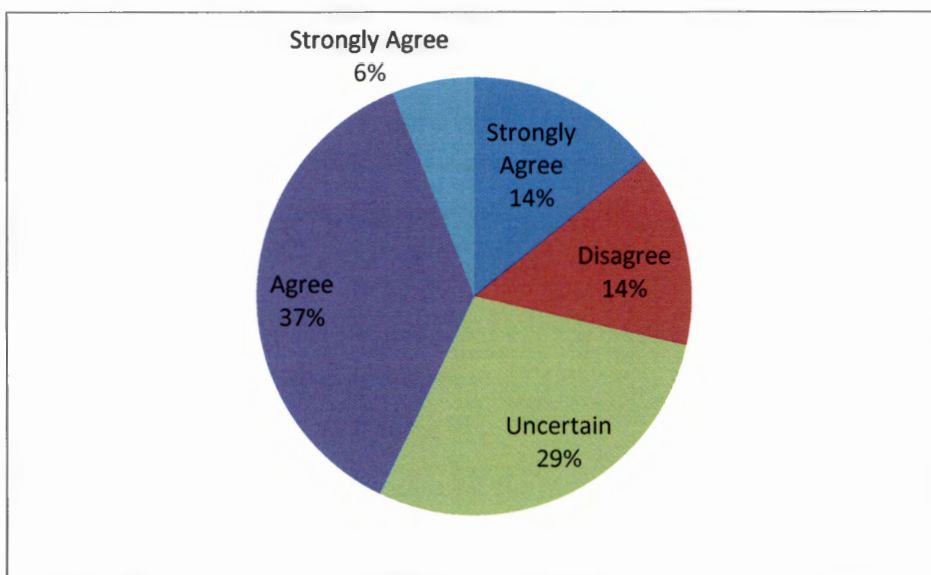


Figure 4.3.9 The PMS helped to improve my general performance

11. The general performance of the school in the last twelve months improved due to the efficiency of the performance management system.

Table 4.3.10 showing opinions about school performance as a result of the school's performance management system.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
7	10	19	10	3

Table 4.3.10 Showing opinions about school performance as a result of the school's performance management system.

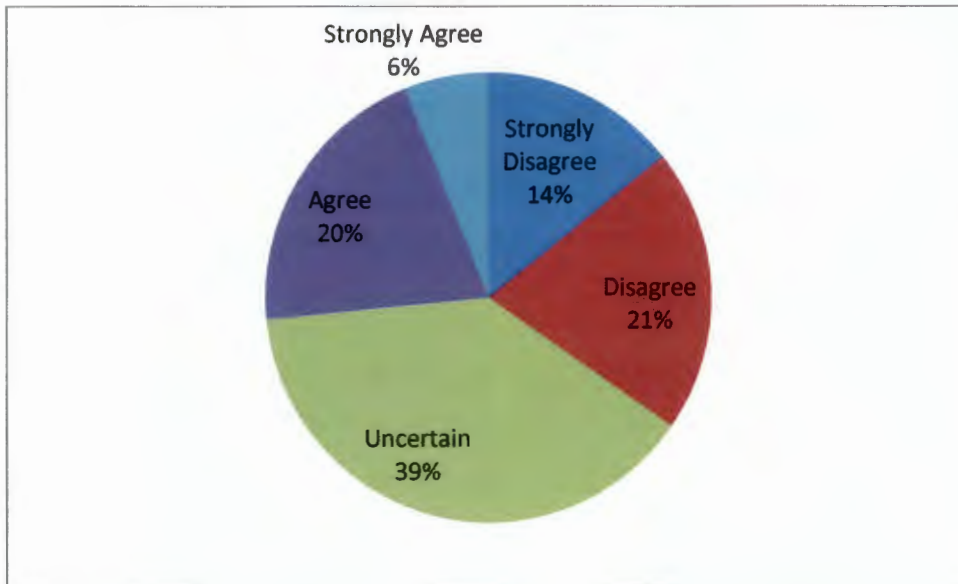


Figure 4.3.10 showing opinions of about school performance as a result of the school's performance management system

The largest proportion of respondents was uncertain that the school's performance improved as a result of the performance management system. This was thirty-nine percent of the respondents. Twenty percent and twenty-one percent agreed and disagreed respectively while six percent strongly agree and fourteen percent strongly disagreed.

4.4 Chapter Conclusion

This chapter looked at the data obtained from data analysis

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter Four presented and interpreted the findings of this study from the data that was collected through structured questionnaires. This final chapter sums up the key points of the thesis in relation to the objectives of the study. The recommendations that have been logically derived from the body of the thesis are also suggested in order to enhance the efficiency of Performance Management in schools. In conclusion, the chapter also provides recommendations for future research to further expand on the field.

5.2 Overview of the study

Botswana has not been left behind in introducing organizational performance management reform in its public sector. According to De Waal (2001) a performance management process enables managers to develop high-quality strategic plans, to set ambitious targets, and to track performance closely, and this in turn ensures the achievement of strategic objectives and thereby the sustained establishment of value. According to Armstrong & Baron (2005) through Performance Management System, employees within an organization are made aware of what constitutes high performance and how they need to behave to achieve it. This in turn results in the inculcation of a positive work ethic within organizations.

The Ministry of Education introduced Performance Management System in 1999. According to IDM (2006), Performance Management System is not only expected to facilitate more efficient delivery of public services to Botswana, but it is also expected to reduce the wastage of public resources and to result in greater cost efficiency in the implementation of government programmes – leading to cost savings or doing more with less in the implementation of the public sector development programmes.

The introduction of Performance Management System was a change process and change is not always easy and smooth. Its success depends on leadership and the mindset and attitudes of employees. If the Performance Management System cannot achieve the intended results, there is

nothing wrong in reviewing the whole system and conducting further research on other initiatives that can bring desired results. The introduction of Performance Management System should improve a teachers' performance. Over and above all this, schools can prosper and improve on the current performance provided that the performance of teachers is monitored, reviewed and managed. To date, it can safely be said that performance management is not implemented as planned. School Heads and teachers have also recognized the fact that there are more challenges that go with the implementation of Performance Management System than anticipated. The promotion and financial rewards are not linked to the actual performance of teachers. Most of the challenges that schools have, have not been addressed.

5.3 Finding

5.3.1 Finding on General and Biographical information in Schools

Most of the teachers are in the age category of thirty to forty-nine years. The age category is an actively employed age group. When properly motivated the employees have the potential to initiate dramatic improvements in school management systems. This age group represents an age group of employees that are still energetic to fully implement the Performance Management System. Most of the teachers are females. Female employees were slightly more than the male employees. This could be as a result of an imbalance in the demographic structure of Botswana. The country of Botswana has a higher proportion of females to males.

The study revealed sufficiency of education among the educators. Most of the employees had qualifications ranging from diplomas to degrees. These qualifications are sufficient for educators in a junior secondary school in Botswana. It is unlikely that the inefficiencies in school performance management system of schools can be due to the lack of proper education and qualifications among the educators. Employees in schools are mainly teachers. The outcome of the survey was consistent with the researcher's expectation. Schools are expected to have teachers as the highest proportion of employees. Other employees in the form of support and administrative staff are also important since they are part of the implementation of the schools' performance management systems.

The study revealed that most of the employees had spent less than five years at their respective school of employment. Although most of the teachers possess sufficient working experience, the few years they have spent at their respective places of employment can impact negatively on the schools' performance management systems' implementation. The high level of working experience and few years spent at a particular school indicates that teachers do not stay at the same school for a long time. Strategic planning and implementation of Performance Management System by the School Heads is therefore difficult.

There is no workload on the teacher. The research revealed that teachers teach an average of one or two subjects, with a modal number of subjects being one. Teachers are therefore able to plan well and effectively execute their work with no work overload. A major contributing factor to employee resignations is the working conditions. Many of the respondents indicated that they do not consider resigning. The modal number of periods taught by each teacher is in the range of 20 to 24 periods per week.

5.3.2 Findings on Performance Management System

The research revealed that employees are aware that there is a Performance Management System in place. Superiors are involved in the discussion of the Performance Management System with their subordinates. Educators are therefore aware of their expectations. They also revealed that their job performance expectations are known by their superiors.

The respondents were at variance whether written and formal feedback is provided by superiors. This suggests that there is no sufficient feedback provided by superiors in the Performance Management System. The Performance Management System has evaluation feedback in place but the problem is in the implementation of the System (particularly in the provision of feedback).

School management does not offer sufficient support to their subordinates on the implementation of the Performance Management System. Every system needs sufficient support for it to be able to operate efficiently and effectively. The result of a Performance Management System that is not fully supported is that its implementation will not be complete as some will feel that their superiors are not fully cooperating in improving their performance. However subordinates are involved in the planning process as well as setting of performance objectives



The Performance Management System is not linked to promotion and advancement of employees. A Performance Management System that is not directly linked to a reward of some sort is likely to be ineffective in the long run.

The research also revealed that individual performance is linked to the Performance Management System. Interestingly teachers are not able to link the overall performance of the schools to the Performance Management System. The systems approach requires all parts of a system to work in harmony in the attainment of common organizational goals (Armstrong, 2008). The efficiency of any system is therefore affected by the extent to which the individual parts work together, not to achieve their individual goals but the common organizational goal.

5.4 Conclusion

This dissertation sought to describe the extent to which the implementation of Performance Management Practices is being realized in schools. The dissertation also sought to explore challenges facing the implementation of Performance Management System in schools. The researcher obtained his conclusions based on the responses obtained from the respondents. The main purpose of this study was for the researcher to identify how schools are effectively implementing the Performance Management System. Employees of every school must be evaluated as part of an integral system established in 1999. Teachers therefore need to be evaluated so that they can be given necessary support where the need arises.

The researcher reached the conclusions of the study based on the review of literature and primary survey which was done through a questionnaire. Through the review of literature the researcher has identified that the expected Performance Management System can effectively be implemented where all support structures are in place that is from the ministry of education as well as within the schools. Full competency of staff is also important for the effective implementation of Performance Management System. Due to the lack of full staff compliment at times in educational institutions, the Performance Management System put in place is therefore lacking full implementation. Another important factor when implementing a Performance Management System is that there must be regular feedback provided to subordinates by their superiors.

The research has concluded that employees in schools are not getting sufficient feedback on their level of performance. This makes the Performance Management System not fully and efficiently effective. The current system used for performance management lacks performance review and this again reduces the effectiveness of the performance management system in place. The performance management system therefore cannot work flawlessly since there is a need for regular review of the performance of the teachers.

Schools must also have a full complement of the staff members and sufficient support must be provided. The performance of any management system greatly depends on the availability of full staff complement. It is therefore difficult to assess a system in which there are some unfilled positions because some of the staff members will have a work overload in trying to compliment staff duties of the vacant posts.

5.5 Recommendations

The implementation and evaluation of a school Performance Management System is very subjective and therefore difficult to achieve. Educational institutions are therefore continually faced with challenges on the implementation of the system. The researcher reached a number of

recommendations based on his findings of the Performance Management Systems at the two schools in Gaborone, namely; Gaborone West Junior Secondary School and Sir Seretse Khama Junior Secondary School.

1. The schools need to improve on their formalization procedures of the feedback process.

Performance management system feedback needs to be written and be made formally. This will allow employees to view the performance management process as an integral part of their work and also as part of organizational processes. It is important for employee to take the organization's Performance Management System as part of the whole organizational system aimed at the attainment of organizational goals.

2. Schools need to implement some staff retention strategies to enable experienced teachers to stay at one institution.

Even though the teachers may be highly experienced, attainment of goals and objectives can be hindered if the teachers do not stay for a reasonably long period of time at one school. Policy implementation becomes difficult. Schools and the Ministry of Education must have policies and strategies in place to ensure that teachers do not frequently move from one school to another.

3. Proper support must also be provided.

Schools need to develop policies that cultivate unity and teamwork among the educators. Superior subordinate relationships also need to be well supported. Rewards including performance need to be linked to performance. This calls for adjustments in the schools' Performance Management System. A holistic approach rather than an individualistic approach need to be introduced in the Performance Management System. The evaluation process needs to acknowledge teamwork as the basis for organizational success. This could be done through tying rewards to team effort rather than individual efforts.

5.6 Chapter Conclusion

This was the last chapter of the research. When the researchers' recommendations are followed there are likely to be improvements in the Performance Management System of Sir Seretse Khama Community Junior Secondary School and Gaborone West Junior Secondary School.

APPENDIX A

PERFORMANCE MANAGEMENT SURVEY

Thank you very much for your willingness to complete this questionnaire. It will assist us in our research into performance management at your school. Please read the instructions and complete both sections.

SECTION A: BIOGRAPHICAL INFORMATION

Please provide the following information:

a. Name of School where you teach:	a
b. Your age (Write number of years)	b
c. Your sex (Male – 1, Female – 2)	c
d. Your highest qualification:	d
e. Indicate your position in your organisation (Administrative/ Technical / Support staff – 1, Junior teacher - 2, Senior teacher - 3, Section/Department head – 4, School principal - 5)	e
f. For how many years have you been employed by the school? (Write number of years)	f
g. For how many years have you been a teacher? (Write number of years)	g
h. How many subjects do you teach?	h
i. How many classes do you teach per week?	i
j. Do you seriously consider resigning from your job because you do not like the way that performance management is conducted in the School? (Often - 3, Sometimes -2, Rarely-1, Never-0)	j

SECTION B: PERFORMANCE MANAGEMENT

The following statements are all related to performance management policies and practices in the school. Consider each statement, and indicate how strong you agree or disagree with each statement. Please use the following scale to select an option and write the chosen number in the space to the right of each question:

0 – Strongly disagree, 1 – Disagree, 2 – Uncertain, 3 – Agree, 4 - Strongly agree

STATEMENT	?	
<i>E.g. This place is in Botswana</i>	4	x
1. I discussed my job activities with my direct superior in the last twelve months, and know the specific performance outcomes of my job.		1
2. My direct superior knows how well I perform due to his/her ongoing interest in and observation of my performance.		2
3. My direct supervisor provided regular informal feedback on my performance in the past three months.		3
4. My direct supervisor conducted a formal performance evaluation and provided written feedback on my performance, as expected by the Ministry.		4
5. My direct superior allows me to participate in performance planning and setting performance objectives.		5
6. I am certain that I will be financially rewarded if my performance outcomes and ratings are good.		6
7. I am certain that I will be promoted if my performance outcomes and ratings are good.		7
8. The management team of the School generally supports me in my efforts to improve my performance		8
9. My general performance in the last twelve months improved due to the efficiency of the performance management system.		9
10. The general performance of the School in the last twelve months improved due to the efficiency of the performance management system.		10

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