

VIEWS OF SCHOOL MANAGEMENT TEAMS (SMT) ON ISSUES AND CHALLENGES THAT IMPACT ON THE MANAGEMENT OF PERFORMANCE IN THEIR RESPECTIVE SCHOOLS IN THE SOUTH CENTRAL REGION OF BOTSWANA



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A DISSERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN THE DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION IN THE FACULTY OF EDUCATION IN THE NORTH WEST UNIVERSITY - MAFIKENG CAMPUS

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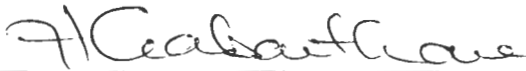
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July 2007.

DECLARATION

I Tamatie Esther Gabonthone declare that this is my work and that all the resources that I have used or quoted have been indicated and acknowledged by means of complete reference.

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ABSTRACT

The purpose of the study was to explore the views of school management teams' (SMT) on issues and challenges that impact on the management of performance in their respective schools in the south Central Region of Botswana.

There were two hundred and fifty (n=250) subjects of study and they constituted of School Heads, Deputy School heads, Heads of Departments and Senior Teachers Grade 1, all drawn from the South Central Region.

Research tools employed included a questionnaire that was distributed to two hundred and fifty respondents (n=250). Interviews were conducted on ten (n=10) School Heads to get their holistic impression and views on what they consider to be challenges in the management of performance in their respective schools.

Two hundred and fifty questionnaires were distributed and only two hundred and sixteen (n=216) were completed by members of school management teams. Results from respondents were analysed. Frequencies, percentages, and T-Test were used in the analysis of data.

The study revealed that there are indeed challenges to the management of performance in schools in the South Central Region of Botswana. The following were highlighted amongst others; non-visionary leadership, lack of motivation and resources, resistance to change, management of complex schools, failure to have planned targets, leadership without a compelling vision, and so forth.

The study further highlights the following about the management of performance,

- Performance management is a process of strategy implementation
- It is a continuous and evolutionary process.
- It is a process that constitutes of stages and it is a collaborative process.
- Performance feedback is a vital constituent of the process.

Finally, it is recommended that those that have been entrusted with the management of schools should be equipped with the relevant skills that would enable them to execute their managerial duties accordingly.

CHAPTER 1

1.0 ORIENTATION

1.1 INTRODUCTION

In response to today's rapidly changing world and the advent of globalisation, organisations are currently undergoing dramatic structural and functional changes in several ways. They are for example, focusing on managing and improving the performance of people or employees to meet key desired organisational objectives. According to Theodore (2003:8) performance management is increasingly being viewed as important by managers of non-profit organisations like schools.

Castetter (2002:328) states that performance ineffectiveness is an old-age problem and that its current pervasiveness is such that new approaches in performance management and performance culture are imperative. Schools as organisations have also assumed a similar stance of ensuring effective performance of those involved in the educative process.

It is however noted that, school management teams continue to be faced with challenges that adversely hamper their endeavour to lead schools into the ones that emphasise continuous improved performance.

This research paper therefore, endeavours to investigate and identify issues and challenges that school management teams are faced with that impact on the management of performance in schools. Consequently, the research paper also endeavours to identify strategies or ways that could be employed in the management of performance in the afore-mentioned schools.

1.2 STATEMENT OF THE PROBLEM

The management of performance in Botswana schools has for a long time been a serious concern for the government. Decline in learner performance, de-motivated teaching staff, increased discipline problems amongst both teachers and students are viewed as indicators of poor performance.

Uncertainty amongst stakeholders in education due to the introduction of some government policies aimed at improving quality education compelled the government to re-think of ways that could be employed to ensure both performance management and its improvement.

A number of initiatives have been put in place in order to ensure that effective performance and its management in schools are improved to desirable standards. For example, the introduction of School Management Advisors (SMA), The productivity movement, performance management system, parallel progression, performance based reward system, performance appraisal are some of the initiatives that the government deemed suitable to implement in the effort of boosting teachers' morale and eventually improving the management of performance in secondary schools (Magosi 2000&Kgosidintsi 2004).

It has, however been noticed that those who are entrusted with the responsibility of managing performance in schools continue to face challenges that impact adversely on the effective management of performance. Although change is a phenomenon that affects all aspects of a person's life, that brings alterations in both personal and employment spheres, its resistance is one of the variables that impact on the effective management of performance.

This is due to the fact that some teachers usually tend to cling to obsolete patterns of thinking and negative behaviour, thus making it extremely impossible for members of the school management team to manage performance effectively.

According to Van der Westhuizen (2003:219), teachers have a reputation for finding change difficult to accept. Magosi (2002) further indicates that resistance to change makes the management of performance problematic. Koontz and Weinrich (1994:430) also note that by resisting change, employees forfeit the opportunity of assimilation of new information and that of being exposed to new concepts that can ensure better output.

Lack of work motivation that results in high staff dissatisfaction and turnover also pose as a threat to effective management of performance in schools. Brighthouse (1999:74) sees the need for motivation when she states that, people need new experiences to keep them intellectually stimulated, they need to have the stimulation of a fresh slant on old ideas and the chance to learn new skills.

On the same note, Magosi (2000:1) views lack of motivation as another variable that makes management of performance difficult as the latter usually culminates into low staff performance. Consequences of low staff morale include, continuous absenteeism, which has a negative bearing on work performance.

Lack of role clarity that adversely affects continuous improvement in performance is another challenge that impact negatively on the management of performance in secondary schools. At times both internal and external consistency and control measures are inadequate.

Well thought of control measures in place are never realised fully due to the confusion that emanates from lack of role clarity of those in supervisory positions. Successful performance occurs, when employees know what to do, are able to do it, want to do it and equipped to do it (Dennis: 2004).

Poor planning where staff is not involved also pose as a major challenge to the management of performance in schools. At times supervisors fail to come up with well-defined strategies of how they will go about in executing their supervisory roles that will ensure effective performance.

Schools do not have clear objectives and sound processes for identifying, developing, measuring and reviewing these objectives. West and Ainscow (1999:41) indicate that well-intentioned goals that are not future oriented usually offset the effective management of performance. Teachers need to know what is expected of them, absence of clear objectives can compromise effective work performance and performance review.

Sometimes work performance grievances are not solved timeously. Koontz and Weinrich (1994:123) add that work related grievances that are not dealt with timeously might result in interpersonal conflict that would consequently impact negatively on performance. If the work environment is not conducive, this will in the process create room for teachers to use the situation to their ill-defined agenda of making effective supervision a futile effort of managing performance effectively.

Absence of work related incentives also impact on the management of performance. Money is regarded as the greatest motivator. According to Koontz and Weinrich (1994:477), if money is regarded as a motivator, people in various positions must be given salaries and bonuses that reflect their individual performance.

Training programmes in schools at times lack radical transformative impact because programmes are devoid of skills that are required by teachers. According to Nel (2004:427), training should be directed at improving the employees' performance in the organisations. Unfortunately, this is just but a dream as indicated earlier about the training programmes offered.

Coaching and mentoring should be provided by supervisors but are at times inadequately utilised as strategies for continuous performance improvement. Initial training is not supplemented, especially in areas where teachers have problems.

According to Humprey (2000:69), effective performance management has always required some coaching. He further notes that, coaching keeps the team headed in the right direction. Francis (1991:46) adds that training may on occasions not be related to performance, but for those not directly linked to what is desirable. On the same note, Brighouse (1991:77) adds that, if in-service programmes are properly planned, organised and provided for, subordinates are likely to be productive in their work.

The complexity of some secondary schools in Botswana has an adverse effect on the effective management of performance. It is not uncommon to find schools with an enrolment that exceeds

seven hundred (700). Koontz and Weinrich (1994:430) assert that today's organisations are characterised by complex relationships, people having in-compatible goals and a high degree of task interdependence that can cause friction.

Westhuizen (2003:114) adds that, schools are so populated by people and the ability of leaders to understand and predict human behaviour is still limited and interactions among different individuals and groups can be extremely complicated. David and Decenzo (2002) believe that, it is almost impossible for supervisors to have extensive knowledge of each employee, this according to David (2002) compromises effective performance management.

There are sometimes instances where networks for comparative bench marking are not fully utilised due to the diverse nature of duties to be executed by those in managerial positions. Partnership and links between the school management team and non-governmental organisations are not nurtured to strengthen understanding of a larger working environment. Due to this lack of professional growth and development, managing teachers' performance continue to be a mammoth task, which consequently fails to yield desired fruits of good performance.

Poor and ineffective communication that is not directed to performance in the form of feed-back is also cited as another variable that impacts negatively on the management of performance. Subordinates need to know what is expected of them. Most schools have not established a continuous dialogue between management and subordinates. In relation to this viewpoint, Koontz and Weinrich (1994:544), point out that management also needs to know specifically performance facts on what lower level employees are thinking.

A low level of confidence in the leadership of the day is viewed as another variable that may impact negatively on the management of performance. Those who are led usually have great expectations from their leaders; if this is not realised, frustration and low levels of performance are usually evident.

According to Koontz and Weinrich (1994:430), leaders should envision the future, inspire members of the organisation and chart the course of the organisation. Cushway (1994): indicates that the development of a performance culture in which results are given greater priority is the greatest feature of a successful performance management.

At times subordinates do not have a clear vision of where the organisation is heading. This lack of understanding of employee/manager expectation impacts negatively on the management of performance. According to Holden (2001:538) performance management ensures that employees and managers understand each other's expectations. This lack of purpose eventually contributes to poor performance and its management.

Fear of litigation is another issue that hampers effective management of performance in schools. Employee indiscipline is escalating at an alarming rate in schools but it is at times ignored because of the possible consequences attached to any course of action that might be taken by supervisors. Where litigation is used as an excuse for non-compliance and disregard for authority, teachers tend to ignore their work because of this attitude of total reliance on courts of law. According to Castetter (2002:324), court rulings have eroded the concept of "at will" disciplinary action of personnel.

Since schools are not fully equipped to bring about mindset revolution, effective management of performance continues to be just but a dream. Lack of resources, both human and non-human are not available to revolutionise people's way of thinking. Schools constitute of individuals who are still clinging to old ways of doing things. The culture is so intact that those with the vision of transforming schools are faced with great challenges.

Effective performance management is hampered by the fact that at times employees do not receive the support they require to perform to their fullest potential. Personal problems end up permeating one's work environment. Holden (2001:539) believes that, employee commitment and performance are secured through a mutually supportive environment.

Task interference is also another variable that impacts negatively on the management of performance. This is basically due to the diverse duties of teachers that force them to be thinly spread as a way of trying to meet the organisational expectations.

The study will be guided by the following questions:

- What are the challenges that impact on the management of performance?
- Are there any strategies that could be employed to ensure effective management of performance in schools?
- Are members of School Management Teams facing any challenges in managing performance in schools?

1.3 AIMS OF THE STUDY

1.3.1 AIM 1: To determine from literature the nature and scope of the management of performance.

1.3.2 AIM 2: To determine from literature challenges in the management of performance.

1.3.3 AIM 3: To determine empirically School Management Team Members' perceptions on issues and challenges in the management of performance in secondary school.

1.4 RESEARCH METHODS

1.3.3 LITERARY STUDY

Information for this paper was sourced from the Internet and literary works (both Primary and Secondary), using the following key words: -

- Performance
- Management
- Performance Management

1.4.2 EMPIRICAL STUDY

1.4.2.1 QUESTIONNAIRE

A questionnaire aimed at getting the perceptions of members of the School management team on the management of performance was used.

1.4.2.2 INTERVIEW SCHEDULE

Interviews were conducted with the aim of getting first hand information from the School Heads with regard to challenges they experience in the management of performance in their respective schools.

1.4.3 POPULATION AND SAMPLING

A total sample of 25 (twenty five) Community Junior Secondary schools out of fifty five (55) in the South Central region of Botswana was used. From each school, 10 (ten) members of the School Management Team were selected to respond to the questions resulting in a total of two hundred fifty (**n= 250**) respondents. A total of number of ten (**n=10**) School heads was randomly interviewed.

1.5 DATA ANALYSIS

Frequencies, percentages, means and modes were used to analyse data.

T-Tests were used to test the hypotheses. T-Score were used to determine whether to reject or accept the hypothesis.

1.6 DEFINITION OF TERMS

1.6.1 MANAGEMENT

Grace (1995:29) sees management, as the imposition of social controls in schools, required some form of organisational plan and mode of pedagogic operation... in addition to the moral force of leadership.

Everard and Morris (1990:4) define management in its broadest sense as being about setting direction, aims and objectives;

planning how progress will be made or a goal achieved; organising available resources (people, time and material) so that the goal can be automatically achieved in the planned way; controlling the process (i.e. measuring achievement against plan and taking corrective action where appropriate); setting and improving organisational standards

1.6.2 PERFORMANCE

According to de Cronje (2002:23), performance is the attainment of the organisation's goals by reaching the highest output with the lowest possible input of resources.

1.6.3 PERFORMANCE MANAGEMENT

French (1994:113) says performance management includes the planning of broad organisational matters (such as performance standards and quality of work life) and of specific human resources management processes, including performance appraisal and compensation.

Neale (1993:23) defines performance management as an integral process of objective setting, appraisal and pay determination, which supports the achievement of the company's business strategies.

According to French (1994:A40), performance management is the planning of broad organisational matters, such as quality of work life, and of specific human resources management process, such as performance appraisal and reward structures.

1.7 SUMMARY

This chapter focuses mainly on establishing literary and empirically issues and challenges that impact on the management of performance in some schools in the south central region of Botswana.

1.8 CHAPTER READINGS

Chapter 1 - Orientation
Chapter 2 - Literature study
Chapter 3 - Research method
Chapter 4 - Data analysis and interpretation
Chapter 5 - Summary, findings, recommendations and
Conclusions.

CHAPTER 2

2.0 NATURE AND SCOPE IN THE MANAGEMENT OF PERFORMANCE

2.1 INTRODUCTION

According to Drucker (1995:132) in every country, citizens complain ever more of mismanagement of institutions that are supposed to serve them. Research studies indicate that most successful organisations have now accepted the necessity of managing the employees' performance in order to manage the organisation's performance (1994:475). Nel (2004:485) also points out that it has been observed that, high performance institutions are the result of effective performance management.

2.2 FURTHER DEFINITION OF TERMS

2.2.1 PERFORMANCE

Hale (2004:2) defines performance as doing meaningful work in an effective and efficient way.

2.2.2 MANAGEMENT

According to Newstrom (1993), management refers to the process of obtaining, deploying and utilizing a variety of essential resources in support of an organisation's objective.

Westhuizen (2005:550) defines management as a specific type of work in education which comprises those regulative tasks or 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.

2.2.3 PERFORMANCE MANAGEMENT

According to Armstrong (2003:477), performance management can be defined as a strategic and integrated approach to delivering sustained success to the organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors.

De Cronje (2002:404) defines performance management as an instrument used to control an organisation's human resource. It entails evaluating employees and managers in the performance of the organisation: The performance of individuals and groups is assessed and compared with pre-determined standards.

Ristow and Ristow (2004:64) define performance management as a process that begins with translating the overall strategic objectives of the organisation into clear objectives for each individual employee.

2.2.4 PERFORMANCE PLANNING

According to Lee 1990:13) performance planning is the process of identifying the desired performance and gaining employees commitment to perform to those expectations.

2.2.5 BALANCE SCORE CARDS

According to Armstrong (2004:) a balance scorecard is defined as a set of measures managers use as a fast but comprehensive view of business.

According to Cushway (1994:91) a balance scorecard is an approach, which seeks to identify the key drivers of organisational performance, thereby seeking to minimise the problem of setting too many diverse objectives.

2.3 CONCEPTUAL FRAME WORK

In this section, a number of processes or models are employed to understand the nature of the management of performance, challenges that impact on the management of performance and strategies that may be employed in the management of performance.

2.3.1 THE SCOPE OF PERFORMANCE MANAGEMENT

According to Ristow (2004:227), managing performance effectively and consistently on a daily basis is no easy task. Armstrong (1998:145) further asserts that the concept of performance management emerged in the 1980s and was seen as a means of overcoming the weaknesses of traditional performance appraisal schemes.

In his recent work, Armstrong (2003:481) points out that performance management is about managing the organisation. It is not a strategy or a technique but a system, it concerns every one in the organisation and the processes are part of the holistic approach to managing performance.

2.3.2 CHARACTERISTICS OF PERFORMANCE MANAGEMENT

According to Gleeson (2001:22), there are four main characteristics of performance management, which are:

- ❖ It is a process rather than an event. It must permeate the school on a day-to-day basis and must not be considered as an annual form-filling exercise to gain instant reward.
- ❖ The process must be used to generate an increased understanding of what the organisation is trying to achieve and how this can be accomplished. Staff must have a good picture of how success looks like and what they are aiming to achieve.
- ❖ It is way of managing people to ensure that aims are met through appropriate lines of accountability.
- ❖ It is about people sharing in the success of the organisation to which they have contributed.

2.3.3 PRINCIPLES OF PERFORMANCE MANAGEMENT

Armstrong (2003:479), outlines the following as principles of performance management,

- ❖ It is a continuous and evolutionary process in which performance improves over time.
- ❖ It relies on consensus and cooperation rather than control or coercion.
- ❖ It encourages self-management of individual performance.

Kgosidintsi (2004:49) further outlines the following as principles of performance management;

- ❖ It helps clarity of corporate goals.

- ❖ It is a continuous and evaluator process which improves performance overtime.
- ❖ It relies on cooperation and consensus and cooperation rather than control.
- ❖ It encourages self-management styles that are open and honest and encouraging a two-way communication between supervisors and subordinates.
- ❖ It requires continuous feedback.
- ❖ Feedback loops enable the experiences and knowledge gained on the job by individuals to modify cooperative objectives.
- ❖ It measures and assesses all performance against agreed goals.

2.3.4 PURPOSES OF PERFORMANCE MANAGEMENT

According to Nel (2004:4750 and Armstrong (2003:479), there are generally five major purposes of performance management, which are:

- ❖ The process of strategy implementation.
- ❖ It is a vehicle for culture change
- ❖ It provides input to other Human Resource systems such as development and remuneration.
- ❖ It is a process for establishing shared understanding about what is to be achieved.
- ❖ It is a way for managing and developing people in a way that increases the probability that it will be achieved in the short and longer term.

Gleeson 2001:21 also points out that performance management works best when it is an integral part of the school culture and that the consequences are:

- ❖ Raised standards.
- ❖ Continuous professional development.
- ❖ Involvement of all staff in planning.
- ❖ Improved management.
- ❖ Equity through openness and fairness.

On the same note, Armstrong and Baron (1998:52) further note that performance management aims at the following;

- ❖ Helps in achieving sustainable improvements in organisational performance.
- ❖ Acts as a lever of change in developing a more performance oriented culture.
- ❖ Increases motivation and commitment of employees.
- ❖ Enables individuals to develop their ability to increase their job satisfaction.

2.3.5 CRITERIA FOR PERFORMANCE

According to Lee (1990:25), performance has the following distinct criteria:

2.3.5.1 PERFORMANCE IS OBSERVABLE

It can be seen, heard and in most cases touched.

2.3.5.2 PERFORMANCE IS MEASURABLE

Performance is measurable and quantifiable. It can also be compared to past performance levels.

2.3.5.3 PERFORMANCE IS RESULTS ORIENTED

Emphasise is on processes and results.

2.3.5.4 PERFORMANCE IS POSITIVE

This criteria focuses on what people are doing well, managers being more effective in identifying opportunities to close performance gaps. It also provides a positive framework for supervisors and employees positively with each other and aligns performance expectations with organisational goals.

2.4 MODELS IN THE MANAGEMENT OF PERFORMANCE.

2.4.1 GUINN'S MANAGEMENT PROCESS

According to Lee (2000:), the management process constitutes of three main components.

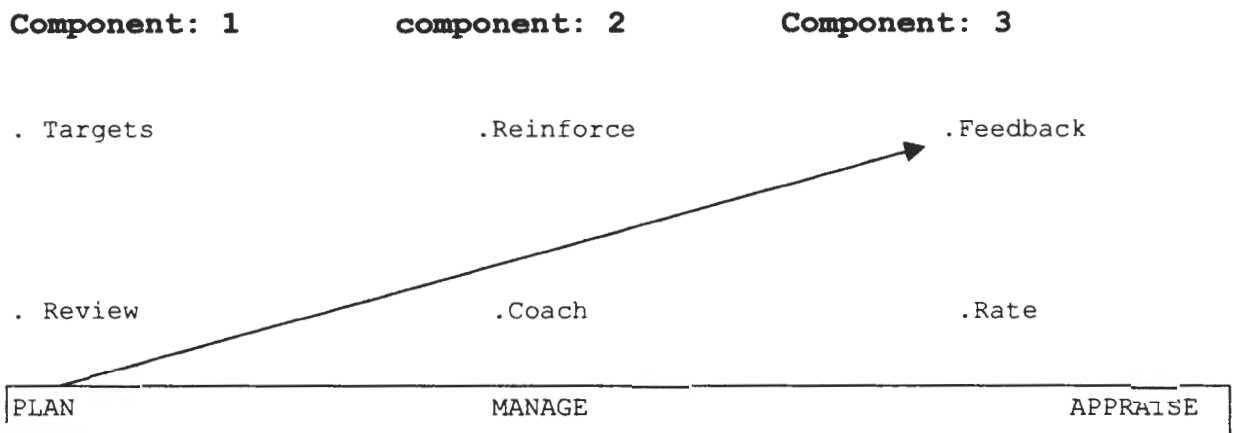


Fig 2.1: Guinn's management process.

Source: Lee: (1990)

2.4.1.1 COMPONENT 1 -PERFORMANCE PLANNING

According to Lee (1991:13), Brennam (1998:45) and Cushway (1994) performance planning focuses on results, what an individual achieves and how these results are achieved.

Performance planning clearly identifies the results, as well as behaviours and skills the individual is expected to demonstrate, provides a specific action plan aimed at clear targets. A planning strategy that solicits the active participation of subordinates in the process will build commitment and minimise conflict.

2.4.1.2 COMPONENT 2 - PERFORMANCE MANAGING

According to Lee (1991:13) and Brennam (1998:45), it is the daily process of working towards performance expectations established in the planning phase.

Together the manager and the employee review the employees' performance on a periodic basis. Whether it is on track or exceeding the expectations. The manager provides positive reinforcement to keep performance high. Coaching is done for trouble spots. Strategies are put in place to determine appropriate action plans.

2.4.1.3 COMPONENT 3 -PERFORMANCE APPRAISAL

This is the final step in the performance management process. It provides the opportunity to step back from to day activities, assess performance trends and plan for the future.

2.4.2 THE PERFORMANCE MANAGEMENT CYCLE

It comprises the following activities, which are carried out jointly by the manager and the individual (Armstrong; 1998:143).

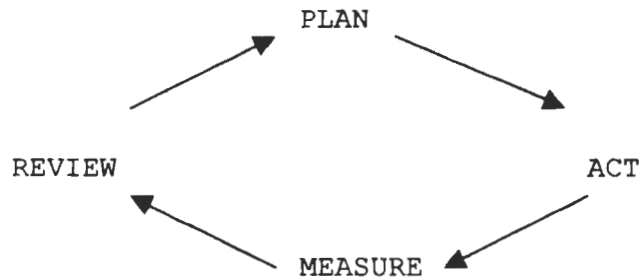


Fig:2.2 The performance management cycle

Source: Armstrong (1998:143)

Plan: The agreement of objectives, targets and needs for the development of competencies or capabilities of achieving objectives, improve performance and to develop capabilities.

Act: The implementation of the plan in the normal course of work and through special improvement and development programmes.

Review: This is about reflecting on how capabilities have developed and how well they have been applied

2.4.3 (a) THE PERFORMANCE MANAGEMENT PROCESS (Ristow's)

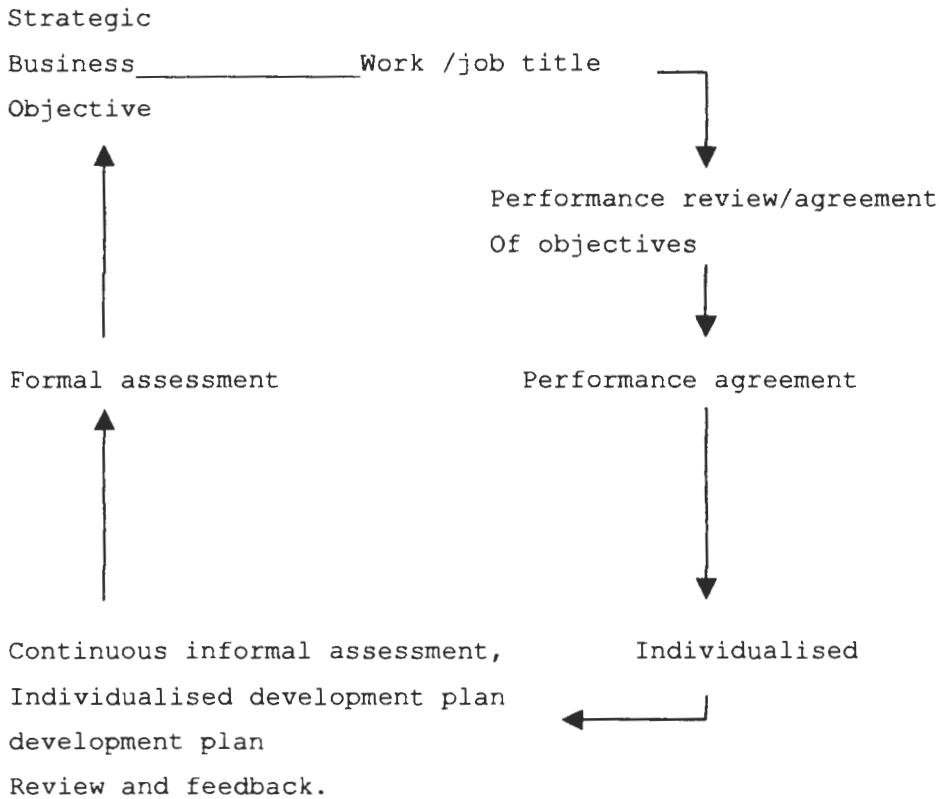


Fig: 2.3 The performance management process
Source: Ristow and Ristow (2004:65)

According to Ristow and Ristow (2004:65), Armstrong and Baron (1998:53) the performance management process has the following typical steps:

STEP 1: Strategic business objectives

These are overall objectives the organisation needs in order to become effective. The organisation has to ensure that it has a clear vision and purpose. These are cascaded down to other departments.

STEP 2: Meeting to agree on personal objectives.

Collaborative agreement on personalised objectives takes place. The outcome of the meeting is a signed performance agreement between the manager and the subordinate. The document typically details:

- ❖ Outputs of the job.
- ❖ Current individualised objectives.
- ❖ Performance standards.
- ❖ Performance indicators.
- ❖ Competency requirements.
- ❖ Possible barriers to performance.
- ❖ Resources needed to meet expectations of acceptable performance.
- ❖ Next review date.

STEP: 3 Assessing performance

This entails continuous assessment and reviewing the job performance of individuals and providing performance feedback. According to Ristow and Ristow (2004:68), and Holden (2001:542) say performance data can be collected using the following tools.

❖ Ranking

- ❖ Employees are ranked, best performer to poorest performer.

❖ Paired comparison ranking

This involves separately ranking employees. Forced distribution, allocation of employees to predetermined performance criteria.

❖ **Essay method**

The manager writes a report on individual employees.

❖ **Critical incident technique**

The manager maintains a diary or log of behavioural incidents related to specific targets. These are specific job related behaviour descriptions in the form of statements. The manager ticks those items they feel are descriptive of an employee's performance.

Kazanas (1989:101), and David (2002:272) further note that, critical incident technique involves the use of an assembled panel of knowledgeable people-supervisors, experienced job incumbents, or exemplary performers. He further notes that critical incidents are highly flexible and they reveal,

❖ Training needs.

This focuses on job behaviours and judge performance rather than personalities.

❖ Educational needs.

This focuses on career, promotion, or transfer matters.

❖ Employee development needs.

It focuses on important recurring problems that emerge in work groups.

❖ Non-employment development needs.

This focuses mainly on past company dealings with suppliers, customers, distributors, stakeholders or members of the general public.

Critical incidents also on a given employee provide a set of rich examples from which employees can be shown which

of their behaviours are desirable and which ones call for improvement.

❖ **Graphic rating scale**

The manager indicates on a scale the extent to which an employee possesses a particular characteristic relevant to the objective

❖ **360-degree feedback**

It is a multiple rater method. It utilises performance information from a variety of sources such as colleagues, peers, subordinates, superiors, and customers.

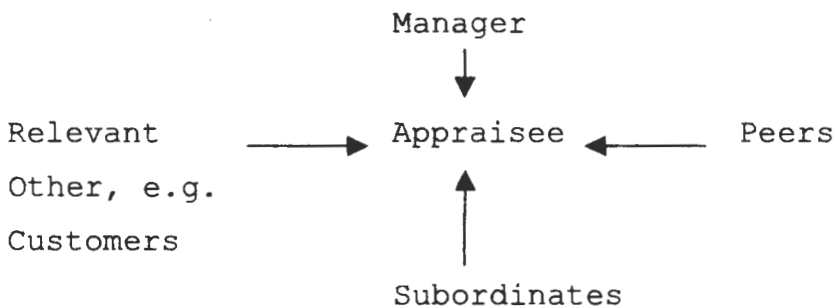


Fig: 2.4 360-degree feed back to a colleague.

Source: Nel (2004:478)

On the same note, Nel (2004:478) sates that 360-degree feedback has revolutionalized performance management. It is a questionnaire that asks many people to respond to questions on how well a specific individual performs a number of behavioural areas.360-degree feedback should be;

- ❖ Tested for reliability and consistency.
- ❖ Easy to use.
- ❖ Focused on a specific set of skills, competencies or behaviours.
- ❖ Generate clear detailed personalised feedback

STEP 4:MEETING TO REVIEW PERFORMACE

Past performance is reviewed based on assessment data, and new objectives are agreed on for the next performance cycle. Feedback is based on the report

2.4.3 (b) THE PERFORMANCE MANAGEMENT PROCESS (Nel'S)

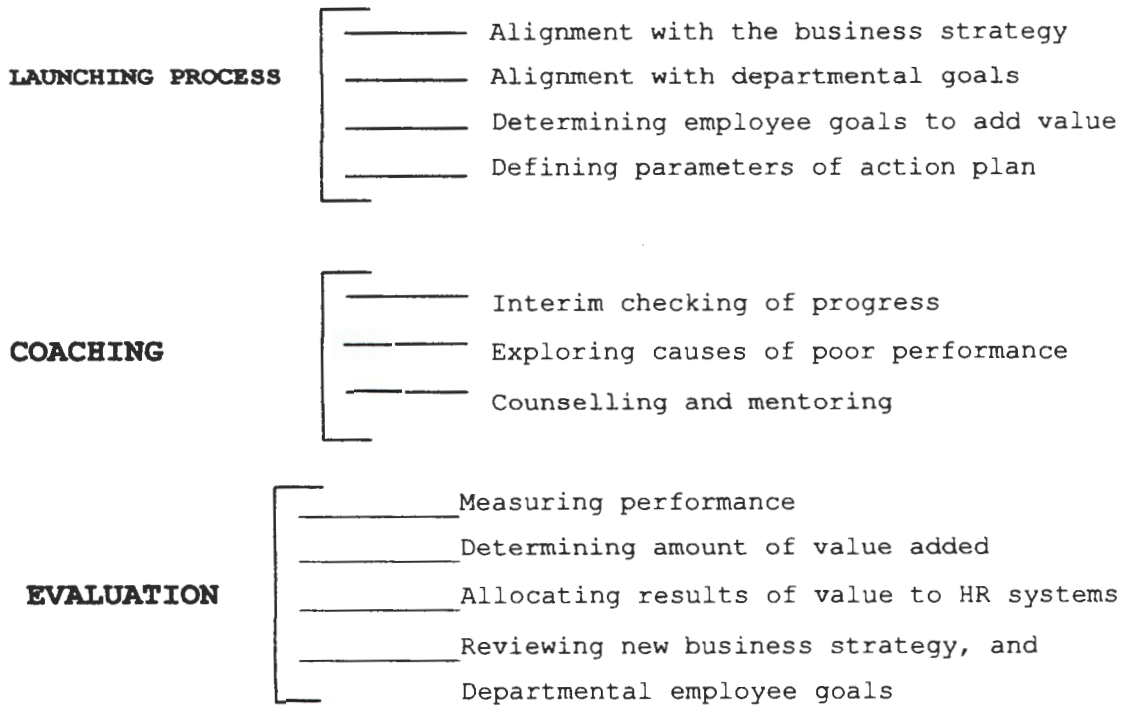


Fig: 2.5 The performance management process

Source: Nel (2004)

According to Nel (2004:476), the launching stage of the performance management process involves the following steps:

2.4.3.1 THE LAUNCHING STAGE:

STEP1: Manager and subordinate meet to jointly discuss how the organisations strategic goals must be adopted and adapted by the department and the individual.

STEP 2: Manager and subordinate jointly decide on the action plan to achieve the individual goals.

STEP 3: Manager and subordinate agree on specific times for formal checks to be made on progress towards goals.

STEP 4: Manager and subordinate agree to the type of value, and amount of value that will be added if the goals are achieved.

2.4.3.2 THE COACHING AND MENTORING STAGE

According to Nel (2004:477), interim reviews and coaching meetings are key elements in monitoring an employee's performance. The manager uses coaching skills to help the employee to improve, offers advice on changing behaviours and approaches and encourages progress towards achieving goals.

On the same note, Humprey (2000:87), states that most of the methods used by athletics coaches can also be used in the work place. In their roles as good supervisors lead people to perform beyond their expectations. He further says, coaching employees is one of the supervisor's greatest contributions to the organisation.

2.4.3.3 PERFORMANCE EVALUATION STAGE

Employee performance is measured on the basis of whether the type of judgement is relative or absolute.

Relative judgement requires supervisors to compare an employee's performance to the performance of other employees doing the same job.

On the hand Nel (ibid), continues to say, absolute judgements ask supervisors to make judgements about an employee's performance based solely on performance standards.

2.4.4 METHODS OF PERORMNACE EVALUATION

- ❖ The immediate supervisor
- ❖ Peers
- ❖ Subordinates
- ❖ Self appraisal
- ❖ 360 degree feedback

2.4.5 THE PINNACLE PERFORMANCE MANAGEMENT MODEL FOR EFFECTIVE LEADERSHIP

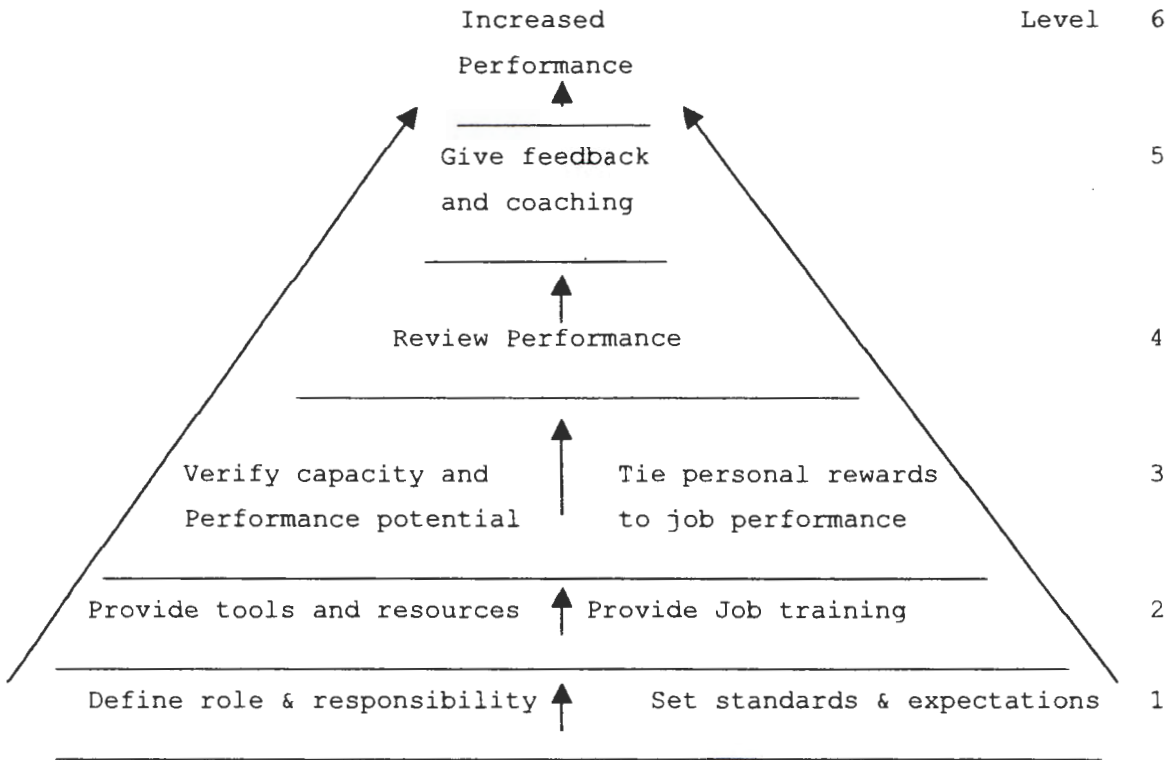


Fig: 2.6 Pinnacle performance model for effective leadership.

Source: Humprey (2000:92)

According to Humprey (2000:23), the Pinnacle Performance model is one process that is specifically geared towards winning results. The model identifies five levels of leadership effort. The sixth and final level reflects the increased performance results.

❖ **LEVEL 1**

- Do employees know what to do?
- Do employees know the results expected of them?

❖ **LEVEL 2**

- Do employees have everything they need to do the job?
- Do employees know how to do the job?

❖ **LEVEL 3**

- Can employees accomplish current tasks?
- Are they capable of more roles and tasks?
- Do employees understand the link between rewards and successful work performance?

❖ **LEVEL 4**

- Do employees understand what improvements are needed?
- Is there regular and honest communication between supervisor and employees?

❖ **LEVEL 5**

- Teach and model behaviour

❖ **LEVEL 6**

- Higher motivation and commitment.

2.4.6 (a) O'HARA'S PERFORMANCE MANAGEMENT MODEL

2.4.6.1 COMPONENTS OF A PERFORMANCE MODEL

Component: 1 Business and performance results

This constitutes of the operational (quantifiable) results of the business unit and the outcomes that the performer must achieve on the job.

Component: 2 Best practices

What effective performers actually do on the job to achieve performance results.

Component: 3 Quality criteria

The criteria used to measure performance results.

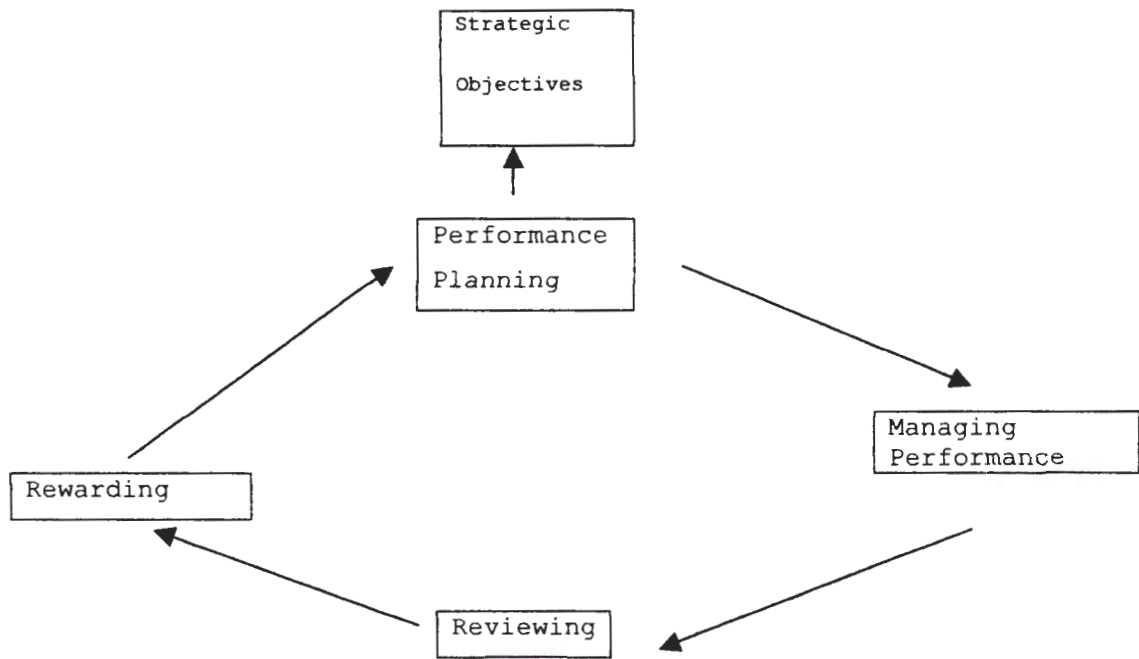
Component: 4 Work achievement obstacles

Forces within and outside that make the accomplishment of performance results difficult.

Component:5 Work environment enhancers

Forces within and outside that make accomplishment of performance results easy.

2.4.6 (b) O'HARA'S PERFORMANCE MANAGEMENT PROCESS



Training, career development etc.

Fig: 2.7 O'HARA'S PERFORMANCE MANAGEMENT MODEL.

Source: Cushway (1994:88)

PERFORMANCE MANAGEMENT STAGES

According to Cushway (1994:87), performance management process has four stages.

PLANNING PERFORMANCE

Setting of objectives derived from the organisation's overall direction and strategy, and from broad statements of intent, which will be gradually refined, cascading down the organisation, until they are translated into individual targets. Cushway further states that Balance scorecards and competency-based objectives are strategies used for planning performance.

MANAGING PERFORMANCE

This stage ensures that plans are acted on and that the required results are produced.

REVIEWING PERFORMANCE

This stage entails appraising performance.

REWARDING PERFORMANCE.

The stage seeks to give employees some kind of returns for achieving their targets.

2.5 ISSUES AND CHALLENGES THAT IMPACT ON THE MANAGEMENT OF PERFORMANCE

2.5.1 RESISTANCE TO CHANGE

Wikipedia Foundation (2006) says managers always find themselves having to deal with resistance to change. Westhuizen (2003:181) indicate that, when organisations fail to change and develop, entropy sets in, the organisation stagnates and eventually performance declines.

Kayce (2005) further says it is unfortunate that at some point people disconnect between or within its department, causing a rift in the flow of a once effective organisation. He continues to state that when this happens, an organisation will experience a degree of "pain", the pain often translates into employee apathy, confusion, resistance, anxiety or frustration.

According to Musaazi (1989:55), if the principal thinks of introducing drastic changes in the school, he would have to do it with extreme caution; otherwise he will meet with serious resistance from both staff and students. On the same note, Gleeson (2001:17) says if change is imposed on the teachers, they tend to resist and make the management of performance very difficult.

There is a tendency for people to cling to those behaviours that have made them what they are today. The thinking is "If it worked in the past, it will be successful in the future (Brennam; 1989:9).

According to Kayce (2005) resistance to change usually manifests itself in the following ways;

- ❖ Disagreement on a possible direction for a solution.
- ❖ Lack of agreement that the solution will truly address the problem.
- ❖ Concern that the solution will lead to new undesirable side effects.

2.5.2 LACK OF MOTIVATION

According to Leonard (2001:101), when the needs of employees are not satisfied on the job, many of them resort to behaviour patterns that are detrimental to their job performance. They look for personal satisfaction off the job and a content to do just enough to draw pay cheque, often absent, or break the rules as a way of trying to get back at situations they find frustrating.

Basing his argument on the Hawthorne effect, Lee (2001:99), points out that the mere act of showing people that you are concerned about them usually spurs them to better job performance. He further states that the Hawthorne effect subscribes to the view that the act of training people build their self-esteem and leads to improved performance.

According to Musaazi (1989:62), if the staff lacks a sense of duty, the organisation will surely fail to achieve its objectives. Conditions must be present for a positive work climate that provides fertile ground for practical performance; employees must be given supportive work environment free of unproductive interference (Brennam; 1989:5).

According to Gleeson (2001:113), teacher's self-motivation can sustain their teachers' high level of performance. In agreement, Hilgert (2001:104) points out that workers have a

perception of the relationship among effort, performance and reward, if a worker realises that there are no linkages, he will not be highly motivated to perform the work.

According to Wendel (1994:113), it seems reasonable to assume that the person who is highly dissatisfied on the job is less likely to perform at the peak levels. He further states that enhancing motivation can lead to improved performance and greater organisational success.

2.5.3 LACK OF WORK RELATED INCENTIVES

The school head stands at the apex of all school systems-major sources of incentives (praise, clear public recognition of achievement (Harris, 1996:56). Of the same view is (Westhuizen; 2002:455) when he states that payment should be related to work delivered and work should be related to the ability of the work. Subscribing to the scientific management theory, (Westhuizen; 2002:455), workers must be motivated by means of higher pay.

Many poor performers might have skills and motivation needed to accomplish the task, but they are held back by various obstacles, such as lack of incentives (Lee 2001:99).

According to Brennam (1989:10), work grievances are clear roadblocks that can interfere with successful performance management.

According to Lee (2001:99), people do not just work for fun of it; they work mostly for the money they need to buy their necessities and luxuries of life. Money is a powerful motivator-and a general one. As pay rises, so do visibility,

prestige, personal pride and self-esteem. Those attributes can be harnessed to motivate continuing good performance.

According to Kazanas (1989:66) people at times feel that there is no explicit linkage that exists between their performance and rewards they receive and this adversely impact on the management of their performance.

In addition Neale (1991:83) states that performance related pay might be the only option for employers wanting to hold on higher performers. He further argues that performance related pay is frequently used to support the performance-oriented culture.

Gleeson (2001:103) also states that pay is also an effective motivator in relation to improving work performance. He further notes that, supporters of the view contend that, ultimate goal; improved quality can only be achieved at a price.

According to Burnham (1994:239), managers must ensure that a sense of satisfaction is gained in the return for effort, managers must take the pains to reward performers in their quest for effective management. In addition, Cushway (1994:103) states that performance related pay has the following objectives:

- ❖ To motivate employees as they will see that their rewards are directly related to their efforts.
- ❖ To help develop a performance culture or to reinforce the existing culture.

2.5.4 NON-VISIONARY LEADERSHIP

According to Barth (1990), leadership determines the success of the school. It should,

- ❖ Share in the vision of the school
- ❖ Be sensitive to the needs of the people.
- ❖ Consult and involve staff in decision-making.
- ❖ Recognise and appreciates achievements at all levels.

Managing subordinates' performance can be rendered especially difficult when supervisors have a vague idea of what it is that their employees actually do (Lee 1990:21). Nel (2004:426) also asserts that one of the pressures of work management often becomes absolute in its outlook to new development in contemporary personnel management practices. This often affects an organisational detrimentally since it pervades the organisation and results in stagnation. He further notes that the vision must be compelling in order to ensure effective management of performance.

The Journal "leadership styles"(2006); indicate that, visionary leadership should define vision and strategy, without this it is impossible to work how one can work out step by step route of planning and managing performance. Effective leadership creates resonance and it can be achieved in the following ways:

- ❖ A coaching type
- ❖ An affiliative type
- ❖ A democratic type.
- ❖ A pace setter.
- ❖ A commanding type

Norton and Kaplan (1999:25) further state that leadership should help align individuals and cross-departmental initiatives to achieve a common goal. On the same note, Musaazi (1989:61) indicates that, if the leader lacks the initiative and originality of thought to give the necessary guidance, the organisation he leads cannot achieve its goals.

According to Nel (2004:512) the top leader must have a vision and an idea of where she wants to take the organisation. He further notes that for the organisation to survive in a highly competitive and developing market, it is essential to prevent obsolescence and develop managers to be abreast with new challenges, that is, management potential.

Harris (1996:45) further points out that the distinguishing characteristic of an effective leader of a school is having a sense of vision and commitment that could be communicated to all staff for better performance. He further notes that, the distinguishing characteristic of an effective leader of a school is a sense of vision that is communicated to all staff and pupils.

Nel (2004:476) indicates that leadership that does not have a compelling vision will definitely face performance management related problems. Effective management can operate when the vision of objectives is communicated to employees, it is necessary that performance targets are set, a formal review of progress towards targets is conducted and the whole process is evaluated to improve effectiveness.

On the same note, (Wendell, 1994: 81), states that constructive leadership, which provides vision and direction and furthers cooperation and productive group effort is essential to effective organisational performance.

Norton and Kaplan (1999:21) further state that leaders and executives must identify critical internal processes in which the organisation must excel so that there is customer satisfaction.

2.5.5 POOR PLANNING

If emphasis is on short-term results and the manager is not sold to the idea that appraisal is essential part of the job, he will find the management of performance difficult (Brennam; 1989:13). He further states that without planned targets, employees may act aimlessly or inaccurately, and future performance will not be adjusted according making the effective management of performance difficult. Nel (2004:427) also states that lack of purpose might contribute to management of performance in organisations.

2.5.6 LOW LEVELS OF CONFIDENCE IN THE LEADERSHIP

According to Dean (2000:30) effective performance management depends upon effective leadership and good management at all levels. Leadership comes from the headteacher whose vision for the school should empower the entire staff.

Beare etal (1989) in Dean (2002:31) further highlights traits of effective leaders as follows:

- ❖ Sense of responsibility
- ❖ Energetic
- ❖ Persistence
- ❖ Readiness to take risks
- ❖ Self confidence

- ❖ Capacity to handle stress
- ❖ Ability to influence others
- ❖ Good listener
- ❖ Provides feedback

On the contrary, Westhuizen (2003:1920), notes that, some leaders lack administrative knowledge and inadequate leadership and some have limited or faulty notion of how the school system function and what the principal's role is in that system, that eventually affect the organisation's performance adversely.

On the same note, Fullan (1992:69) indicates that the principal who does not place a high degree of importance on performance is a barrier to effective performance. According to (Lee: 123), nothing turns people off faster than the supervisor who preaches performance but does not practice what He preaches. Of the same view is Nel (2004:484) when He states that poor performance management can occur if supervisors are unfamiliar with the work of the subordinates.

Lee (1990:95) also adds that, the manager has a profound impact on the success or failure of subordinates. If he is unskilled, he leaves scars on the careers of young women and men, cuts deeply into their self esteem and distorts the image of them as human beings.

According to Newstrom (1993:365), people break the rules less often when the supervisor is a good leader. If the employee finds the work uninteresting and the supervisor unpleasant, effective performance management is compromised. He further states that it takes two to tango, and poor performance may be related to the supervisor's failure to provide clear-cut

standards, to train employees effectively, or to help with problems and changes as they occur.

In addition, (Nel 2004:477) says poor management is one of the reasons why employees can perform poorly. The manager who has received little or no training in how to appraise, evaluate, counsel or coach will face challenges in the management of performance.

According to Gleeson (2001:117), challenging and respected leadership that gives high quality teachers recognition for their efforts can sustain high performance.

Some managers hate to tell the truth about their subordinates' performance because they dislike upsetting subordinates or because poor performance may reflect on their own managerial inadequacy (Thompson; 1998:105). Cushway (1994:94) says that an important part of managing performance is also taking responsibility for one's own performance, it is important for managers to lead by example.

Ristow (2004:223) further says, the leadership with a predominantly passive management - by exception mindset will face challenges in the effective management of performance, since it tends to avoid conflict, it does not like intervening, takes no action unless the problem is chronic and operate predominantly in a reactive rather than a proactive manner.

2.5.7 TRAINING PROGRAMMES ARE NOT TRANSFORMATIVE

Training programmes should change individuals by furnishing them with new knowledge and skills pertaining to the work but career programmes that are not transformative and

comprehensive are just but a dream in the management of performance (Kazanas 1989:399).

According to Lee (1990:14), training programmes that do not help the employees' commitment and loyalty to the organisation do not increase motivation and productivity. On the same note, Newstrom (1993:207) indicate that one of the reasons why employee performance remains below par is that, they may not have received proper training despite the fact the most powerful learning takes place on the job (Nel; 2004 475).

Holden (2001:59) asserts that performance management is compromised by inavailability of training and developmental opportunities and resources. Rothwell and Kazanas (1989:397) and Nel (2004: 427) echo this view when they state that, training programmes should produce immediate changes in job performance so that supervisors and trainees themselves are able to see the difference between job performance before and after training.

According to Kazanas (1998:341), employee education is not truly future-oriented, because most educational efforts perpetuate notions based on experiences of others and on conventional wisdom about "right" and "wrong" ways of doing things "right" around here. It is for this reason that radical changes are imperative for transformational change geared towards effective performance management.

David and Decenzo (2002:227) say it would be nice if all organisations and companies could boast returns on investment in training as do Motorola Executives. The claim could not be without properly evaluating training. For training programmes to be transformative, they need to be evaluated as viewed by

David (2002). The following are cited as measures used in evaluating training programmes.

❖ The Post training performance method

This entails measuring the participants' performance after attending a training programme to determine if behavioural changes have been made.

❖ The pre post training method

Each participant is evaluated prior to training and rated on the actual job performance

❖ The pre post training performance with the control group

According to David (2002), this is the most sophisticated evaluative approach. Under this approach, two groups are established and evaluated on actual job performance. Members of the control group work on the job but, do not undergo instruction. The two groups are then re-evaluated. If the training were really effective, the experiential group's performance would have improved. The following are benefits of evaluating training programmes.

❖ Correction of instructional programme

❖ Influence on job performance.

2.5.8 COMPLEX SCHOOLS

According to Neale (1991:35), individuals are becoming sophisticated in their relationships with their managers therefore, compromising effective management of performance.

On the same note, Hilgert (2001:45) notes that given the complexity of jobs and information, it is nearly impossible for managers to make all the decisions, the person closest to the job should be the one deciding. He further points out that, diverse work force makes the management of performance difficult.

Musaazi (1989:55) further notes that, school population is not homogenous. Lack of homogeneity breeds complex schools.

According to Westhuizen (2003:192) and Gleeson (2001:I) schools are complex and at times School Heads are at loss about which personnel to assign tasks that affect them.

On the same note, Kayce (2005) notes that, an organisation is made up of many components of which all are interdependent, all interrelated, every department relies on each other to succeed, if this is not realised performance and its management will be drastically compromised.

According to Slocum (2002:28), the shape and size of organisations is changing, at times managers are responsible for supervising and managing performance of people they seldom see. This further echoed by Nel (2004:427) that, due to the pressure of work, management often becomes obsolete in its personnel management practices. He further says this often affects an organisation detrimentally since it pervades the whole organisation and results in stagnation. For the organisation to survive in a highly competitive and developing market, it is essential to prevent obsolescence and develop managers to keep abreast of new challenges.

2.5.9 FEAR OF LITIGATION

According to Nel (2004:485), dismissal on the grounds of poor performance can only be justifiable in terms of labour law, not with the manager's discretion. Fear of litigation that is compounded by ignorance of legal statutes on steps to be taken on the grounds of poor performance is a challenge to the management of performance.

Adams (1992:i) also points out that public and political interest in schools and the resulting legislation have combined to make the task of those who manage schools, whether governors, Heads or assistant staff more complicated and difficult as teachers are aware of their rights.

On the same note, Cheatle (2001:126) says precedents of case law can substantially stretch the boundaries of the original procedures and litigants often use it to test the interpretation of the law.

2.5.10 POOR COMMUNICATION

According to Burnham (1994:239), feedback on work performance helps to start to effect task strategies and to be motivated toward self-efficacy and to reveal discrepancies between the goal set and present performance (performance gap).

According to Nel (2004: 487), communication involves a vision of objectives to employees, setting departmental and individual performance targets, and conducting a formal review of performance. He emphasises that, if employees or subordinates are not given a chance to jointly diagnose organisational problems and come up with solutions thereof,

managing their performance effectively will be but just a dream.

He further notes that, because so many changes are taking place in educational institutions, effective communication is more than ever critical for effectiveness-mistakes are often made because communication is not seen as a two-way exchange, but as a directive from above.

On the same note, Humprey (2000:95) points out that in order for employees to perform effectively, they need feed-back. On the same breath, Kazanas (1989:218) states that, a major reason for the failure of many planning systems is lack of sufficient communication to make the system work. After all, changes and improvements in the capacities of human beings to do work . . .are changes and improvements in communication.

In agreement, Nel (2003: 475) says if a vision of objectives is not communicated to employees, performance management will suffer, as people would not know the direction and route to follow.

According to Drucker (1995:133), regular feedback is essential to improve employee performance to provide recognition that will motivate employees to sustain satisfactory performance.

Poor performance management could be attributed to the fact that sometimes workers are kept in the dark or even misled about the adequacy of their performance. If upward communication is not in place, supervisors will not be able to get valuable feed back from the employees. They will be denied the opportunity to get reactions to the organisations' policies and procedures and will not be able to assess their own management abilities (Brennan; 1989:8).

On the same note, Pettinger (1982:134), says effective communication is a vital tool of management because without it all attempts to carry on the activities of an organisation must fail. No instruction can be given, no orders taken, no contact made with superiors or subordinates and no information provided or received. He further says, lack of communication or inadequate communication always leads to problems in the organisation.

According to Brennam (1998:14), supervisors should get valuable feedback from employees. They should hear about the employees' problems, get their reactions to the organisations policies and procedures and receive information that will help them assess their leadership abilities and effectiveness.

2.5.11 TASK INTERFERENCE

According to Brennan (1998:8), task interference is the most common reason for inadequate performance and its management. It places obstacles in the way that prevent or discourage people from doing the job right. Task interference can wreak havoc with employee performance and consequently with the employees' performance management. De Cronje (2000:328) further adds that leaders can actually obstruct high performance due to their interference.

2.5.12 PERFORMANCE STRATEGIES THAT ARE NOT CLEAR

According to Holden (2001:538), strategies that are aimed at the achievement of objectives are usually not clear, therefore making it very difficult for managers to manage and evaluate performance. He also asserts that performance management ensures that all employees and managers know how to meet the objectives.

He further says that objectives (targets/ goals) are generally agreed upon jointly by the employee and manager and used to measure and assess employee performance.

Performance measures strengthen management, inform decision-making and provide feedback to employees on their performance and they are a central element of the effective approach or strategy to performance management, this feedback is usually provided by performance measures as a strategy for measuring performance (Poister, 2003:12).

2.5.13 LACK OF STAFF SUPPORT SERVICES

According to Van der Westhuizen (2003:11) staff support services are a vital component of the education system. They are specialised services that are needed to improve the quality and effectiveness of educational activities. According to Westhuizen (2003:11), specialist workers such as, speech therapists, social workers, psychologists work in an organised fashion to support learners, educators and school.

On the contrary, there is lack of support services for staff, a variable that impacts negatively on the effective management of performance and service delivery in the teaching field. Employee support groups should be used if employees encounter social or work related problems.

Cheatle (2001:160) points out that the support that is given to employees who have difficulties and problems is not sufficient. The problems usually manifest themselves in a number of different ways that affect the employee's performance.

They include:

- ❖ Poor time keeping.
- ❖ Poor attendance.
- ❖ Poor job performance.

2.5.14 PERFORMANCE NOT REVIEWED ADEQUATELY.

According to Holden (2001:542), performance review should be a jointly process in which both parties provide feed back to each other and identify what support is needed to improve performance and its management. Current performance should be reviewed against expected performance.

Brennan (1989:44) further says performance review is at the core actions to provide feed back, appropriate consequences and corrective measure on certain aspects of performance. Lee (1991:13) further notes that feedback in the form of coaching for "trouble sports" is essential.

Sometimes performance evaluation is not done or if it happens to be done, it is usually regarded as an event. Jerome (1997:5) states that evaluating performance is not an event. It is a process that includes up front planning and regular maintenance. Performance evaluation is a continuous cycle that managers can use to manage individual and team performance.

According to Armstrong (2004:496), performance review discussions enable a perspective to be obtained on past performance as a basis for making plans for the future. It also enables those involved to engage in a performance dialogue.

Of the same view, is Armstrong and Baron (2000:243) when they state that individuals and teams should be clear about targets and standards of performance required and that they should be able to track performance against those targets and standards through out the period of which performance is being reviewed.

2.5.15 INAVAILABILITY OF INDIVIDUAL OR GROUP PERFORMANCE PLANS

According to Jerome (1997:8), performance evaluation provides an opportunity for the person and their team members to talk about what they are doing on the job. Performance plans provide the opportunity to mutually develop work objectives and ways to achieve them.

According to Armstrong (2004:483), managing performance is mainly concerned with individual performance and development. According to Poister (2003:xv), performance plans and performance measures help to;

- ❖ Strengthen management,
- ❖ Inform decision-making,
- ❖ Achieve results and
- ❖ Improve overall performance and increase accountability.

2.6 RESEARCH FINDINGS IN THE MANAGEMENT OF PERFORMANCE

2.6.1 MANAGEMENT OF PERFORMANCE IN DEVELOPED COUNTRIES

2.6.1.1 MANAGEMENT OF PERFORMANCE IN THE UNITED KINGDOM

According to Asia-Pacific Journal (2006), in common with all education systems world wide, those of the United Kingdom have been subject to rapid change and development in recent years. Much of this management of this change has been supported by methods including performance management of individuals borrowed from industrial and commercial spheres of activity.

This has led to a re-definition of concepts of teacher professionalism whose main emphasis is on Staff development and teachers professionalism.

2.6.1.1.1 MANAGEMENT OF TEACHER PERFORMANCE IN THE UNITED KINGDOM

According to Gleeson (2001:i), the Labour government has ambitions and extensive plans for the reform of the United Kingdoms' teaching profession by constructing performance management as technical. The "Green paper" developed the government's perception of what is called "The Imperative Modernisation".

This includes;

- ❖ An introduction of performance threshold.
- ❖ Progression beyond which introduces performance related pay for experienced staff.
- ❖ New models of professional development

2.6.1.1.2 VISION OF NEW PROFESSIONALISM

According to the "The Green Paper", Teachers are expected to be prepared to meet pre-defined levels of performance

Teachers must exhibit:

- ❖ High expectations of themselves and the pupils.
- ❖ Accept accountability.
- ❖ Take personal and collective responsibility for improving their skills and subject knowledge.

2.6.1.1.3 PRE DEFINED EXPECTATIONS: THRESHOLD STANDARDS

These are a pre-requisite for teachers qualifying for performance related pay. These according to the "Green paper" will have a pervasive effect on teacher culture and teacher development.

2.6.1.1.4 EXPECTATIONS AND IMPROVEMENT: TARGET SETTING AND REVIEW

The annual cycle of performance management provides the basis for acknowledged continuing development.

2.6.1.1.5 THE INTRODUCTION OF PROGRAMMES FOR PERFORMANCE.

Targets are set annually in the performance management cycle for both Head Teachers and teachers who have successfully passed a performance threshold Under performance management regulations, governors are required to at least two "clear, concise and measurable" objectives for Head Teachers each year, one that must relate to pupil progress and to leadership and management.

According to **Teacher Net**, <http://www.teacher.net.gov>. (1995-2006), in addition to the above strategies of managing and improving teacher performance, The Department of Education has the following programmes in place in their effort to manage and improve performance in United Kingdom schools.

2.6.1.1.6 CONTINUING PROFESSIONAL DEVELOPMENT (CTD)

This is concerned with development of teachers in their first five years (5 years). It is about making progress in teacher performance. Continuing Teacher Development constitutes of,

- ❖ Professional and Career Development of Teachers on line tool.
- ❖ Early Professional Development (EPD).
- ❖ Induction for newly qualified teachers that also involves the use of appraisal forms.

PERFORMANCE APPRAISAL

According to David & Decenzo (2002) performance appraisal is one of the key approaches used in the management of performance in developed countries. It helps the organisation achieve its goals by developing productive employees. The appraisal process constitutes of the following established standards:

- ❖ Establishing of performance standards with employees.
- ❖ Measuring actual performance.
- ❖ Comparing actual performance with standards.
- ❖ Discussing appraisal with the employee.
- ❖ If necessary initiating corrective action.

2.6.2 THE MANAGEMENT OF PERFORMANCE IN JAPAN.

According to Cartin (1999:3), it has taken the Japanese years to demonstrate the value in changing from managing to leading, listening to members, then setting goals and objectives that members will be committed to. Leaders are gaining trust and providing a cohesive and motivated workforce.

2.7.2.1 APPROACHES USED IN THE MANAGEMENT OF PERFORMANCE IN JAPAN

❖ Mentoring

Thompson (1998:111) asserts that mentoring is used to steer employees in the right direction. Carrel et al (2002:262) in Nel (2002:446) also notes that a mentor can 'show the ropes' to the prote'ge'. Nel (2002) further notes methods of mentoring used as follows:

❖ Learner controlled instruction

This method allows trainees to decide on the pace at which they choose to learn as well as the specific methods used and the sequence of learning steps.

❖ Behaviour modelling

This according to Nel (2002) is also referred to as observational learning and refers to how people learn from the experience of others.

According to Bendel (1993:53), the success of the Japanese in using western technology to benchmark their own performance against theirs is evident by their international reputation.

A tremendous amount of foresight has been shown by the Japanese in utilising the benchmark information to their advantage to improve and manage performance.

Baron and Armstrong (2000:265), share their views by stating that, benchmarking involves analysing the performance of comparable businesses under appropriate headings in the quest to manage and improve performance.

2.6.3 MANAGEMENT OF PERFORMANCE IN THE UNITED STATES OF AMERICA

Like all education systems of the world, Departments of education in the United States of America has instituted the following programmes to manage and improve teacher performance.

2.6.3.1 TEACHER TO TEACHER INITIATIVE

The Secretary of State launched an effort to support teachers in their day-to-day execution of their tasks by initiating a programme referred to as Teacher-to-Teacher initiative. This programme is held annually for teachers from different states in the United States. The main objective of these meetings is to promote and to facilitate information sharing on issues pertaining to teaching as a profession.

This programme also equips teachers with work improvement strategies in the following areas, learner discipline, classroom management and so forth (Ed.gov.US-April 2004).

2.6.3.2 OUTSTANDING TEACHERS' HONOUR

The U.S Department of Education honours outstanding classroom teachers through the American Stars of teaching programme. This is a programme that recognises the effort that teachers put into their work. It is a highly recognised programme whose aim is to motivate teachers to better

performance. The programme also recognised those who had been serving in the education sector for period of time, this ~~again~~ is aimed at ensuring that teachers are retained in the profession by way of recognising them **(Ed.Us.gov-April 2004)**

2.6.3.3 SUMMER WORKSHOPS

These workshops are held for kindergarten to grade twelve (k-12) pupils and principals. To ensure that learners do not miss on the teaching time, the workshops are held when schools are in recess. The main objective of the workshops is to equip teachers with relevant skills and attitudes that will enable them to better perform their duties. The workshops also aim at providing a forum for experience sharing, a move that encourages bench marking of practices and ideas in the teaching profession.

2.6.3.4 BENCHMARKING

According to Cartin (1999:218), American organisations occasionally use benchmarking as a comparison process. It is used for the following purposes;

- ❖ Discovering what the leader's best practices are, to adopt or adapt them into their organisations.
- ❖ Becoming the best of the best.

United States organisations have demonstrated that bench marking has several benefits, which include;

- ❖ Wakening the management and employees to the need for change.
- ❖ Being used to motivate the organisation to know that it is performing as well or better than others.

2.6.3.5 MANAGEMENT BY OBJECTIVES (MBO)

According to Slocum (2001:379), management by Objectives (MBO) is another strategy used by organisations to manage performance in the United States of America. He states that it is a participative goal setting technique used. The process begins with a conversation between the manager and the employee,

- ❖ To review past performance.
- ❖ Objectives or goals for the future are identified.
- ❖ Future performance evaluations and rewards will reflect the employees' progress towards the agreed goals.

David & Decenzo (2002) point out that management by objectives makes use of objectives to evaluate employees on how well they accomplish a set of objectives which have been determined as critical in the successful completion of their job.

Management By Objectives uses the following components:

- ❖ Goal setting
- ❖ Identification of critical goal
- ❖ Agreeing on set goals
- ❖ Planning.

2.7 MANAGEMENT OF PERFORMANCE IN DEVELOPING COUNTRIES

According to Gleeson (2001:1), world governments are trying to reform their education systems in the face of national and global change.

2.7.1 MANAGEMET OF PERFORMANCE IN BOTSWANA.

2.7.1.1 USE OF THE BALANCE SCORECARD

According to Armstrong (2004) and Roy, et al. (2003:7) Kaplan and Norton took the view that what you measure is what you get" and they emphasise that 'no single measure provide a clear performance target or focus on the critical areas of the business, also indicate that "You can't tell when you are winning if you don't keep score. The balance score card helps to track your hits and misses."

The use of balance scorecards is relatively a new tool used in the management of performance in Botswana's educational institutions.

Literature reveals that, since 1992, interest in the score-card has become widespread. According to Wetter et al (1999), the balance scorecard concept is an aid in the essential process of arriving at a shared view of business environment and of the company.

Balance scorecards measure performance. The approach emphasises that the mission of management is about much more than money, In other words, knowledge, the trust of customers and employees, and the question of what future business to be in.

2.7.1.2 THE BALANCE SCORECARD

According to Kaplan and Robert (1996: 24), state that a balance score card provides executives with a comprehensive framework that translates a company's vision and strategy into coherent set of performance.

Olve and Goran (1999:vi) further state that the concept of balance scorecard made its first appearance in 1992 and since then, companies have tested the idea embodied in the concept.

- ❖ A tool used for mapping the plan of an organisation or individual.
- ❖ It balances the strategy of the business operations within four interrelated perspectives- Finance, customer/ stakeholder, Internal processes and Learning and growth.
- ❖ Derived from the organisations vision and strategy, the balance scorecard aligns / links the aspirations of the different parts of the organisation.

A number of models are used and link the measures used to the company's overall strategy

2.7.1.3 BALANCE SCORECARD MODELS

2.7.1.4 THE BALANCE SCORECARD

The balance scorecard of Kaplan and Norton (1996:25) as used in Botswana schools to manage and improve performance comprises of four perspectives.

The four perspectives of the Balance score card permit a balance between short and long term objectives, between

outcomes desired and drivers of those outcomes, and between hard objective measures and softer more subjective measures.

According to Olve et al (1999:6) and Kaplan and Norton (1996:26), the four perspectives are as follows.

2.7.1.5 FINANCIAL PERSPECTIVE

The financial perspective is valuable in summarising the readily measure of economic consequences of action taken. Financial performance measures indicate whether a company's strategy, implementation, and execution are contributing to the bottom line improvement.

Financial objectives represent long term of the organisation: to provide superior returns based on the capital of that unit.

2.7.1.6 HOW THE FINANCIAL PERSPECTIVE IS APPLIED IN THE MANAGEMENT AND IMPROVEMENT OF PERFORMANCE IN SCHOOLS.

Schools are expected to assess their individual situations and come up with strategies that would enable them to take into consideration their shareholders if they are to succeed financially. Shareholders in this case refer to learners, parents, the government and non-government organisations interested in the country's education system.

- To succeed with our vision, how should we look to our customers?

2.7.1.7 CUSTOMER PERSPECTIVE

In the customer perspective, managers identify the customer and market segments in which the business unit will compete and the measures of the business unit performance in these targeted segments. According to DGLSM Strategic plan 2006, The customer perspective entails, ensuring that the organisation is effective in its day-to-day operations. Provision of regular feedback, the establishment of cordial relations and provision of skilled manpower.

2.7.1.8 HOW THE CUSTOMER PERSPECTIVE IS APPLIED IN THE MANAGEMENT AND IMPROVEMENT OF PERFORMANCE IN SCHOOLS.

According to Kaplan and Norton (1996), business units should ask themselves this question, "to satisfy our shareholders and customers", at what internal business must we excel?

They further indicate that the customer perspective enables the school to articulate the customer and market based strategy that will deliver future financial returns. Norton and Kaplan's perspective of the Balance scorecard of customer/stakeholder can be realised in the following manner in a school setting.

PROVISION OF REGULAR FEEDBACK

This can be ensured through, staff meetings, Parents teachers meetings, Student Council meetings and meetings of other stakeholders.

ESTABLISHMENT OF CORDIAL RELATIONS

To ensure the realisation of this perspective, schools will have to ensure that the following are put in place, inviting the community to school based activities, there is need, for proper communication on developments taking place in schools.

The core outcome measures of this perspective include:

❖ CUSTOMER SATISFACTION

Schools are expected to put in place policies and procedures that will ensure that all stakeholders derive satisfaction from the services offered by schools. Learners, parents, the government, employers and teachers should be taken into consideration in the daily operations of schools.

❖ CUSTOMER RETENTION

This outcome measure would be evident in schools when pupils are retained in the system until the time of completion of their stipulated time in the school. Teachers as well would be motivated to continue providing their services as dictated by the education system. The numbers of parents wishing to transfer their children to other schools would think otherwise.

❖ NEW CUSTOMER ACQUISITION

Schools would ensure that their practices and daily operations are geared towards luring new stakeholders to partake of the offered services. More parents will be interested in sending their children to school. Suppliers of services would also show keen interest in the to day operations of the school.

❖ **CUSTOMER PROFITABILITY**

Customer profitability would entail that stakeholders in education see the benefits of investing in education by educating the future labour force of the country.

2.7.1.9 INTERNAL BUSINESS PROCESS PERSPECTIVE

According to Kaplan and Norton (1996:27), and Wetter in the internal business process perspective, executives identify the critical internal processes in which the organisation must excel. This process enables the business unit to:

- ❖ Deliver the value propositions that will attract and retain customers in targeted market segments.
- ❖ Satisfy shareholder expectation of excellent financial returns.

The Internal Business Process perspective focuses on the internal processes that will have the greatest impact on customer satisfaction and achieving an organisation's financial objectives.

2.7.1.10 HOW THE INTERNAL BUSINESS PROCESS PERSPECTIVE IS APPLIED IN SCHOOLS

The school has to identify the critical processes that it needs to engage on in order to ensure that employees possess desired skills for effective implementation of the vision and strategies in place. According to DGLSM strategy Plan 2006, this perspective is all about ensuring that operational systems in the organisation are efficient and effective.

2.7.1.11 LEARNING AND GROWTH PERSPECTIVE

To succeed with our vision, how shall we sustain our capacity to learn and to grow? According to Norton and Kaplan, this perspective entails that for business units to excel in executing the strategy, they should be competitive in their operations and should build a high performance culture.

2.7.1.12 HOW THE LEARNING AND GROWTH PERSPECTIVE IS APPLIED IN SCHOOLS.

This perspective focuses mainly on capacity building. Schools as organisations have to ensure that they come up with continuous programmes that will ensure continuous learning in the work environment. This is achieved in the following ways,

- ❖ Vacation workshops
- ❖ Inservice training in the form of school based workshops.
- ❖ Teachers are sent for further training
- ❖ Lesson observations, with the expectation of giving performance feedback
- ❖ Inter-school competitions
- ❖ Schools are given copies of newsletters on current educational issues.

2.7.1.13 THE BALANCE SCORE CARD PROCESS

A continuous process centred on the scorecard combines the four perspectives; in it the role of the scorecard is to highlight what should be the focal points of the school's efforts.

The balance scorecard approach emphasises the following key constituents as vital components of balanced performance:

- ❖ Vision and strategy
- ❖ Communicating and linking
- ❖ Feedback and learning
- ❖ Planning and target setting

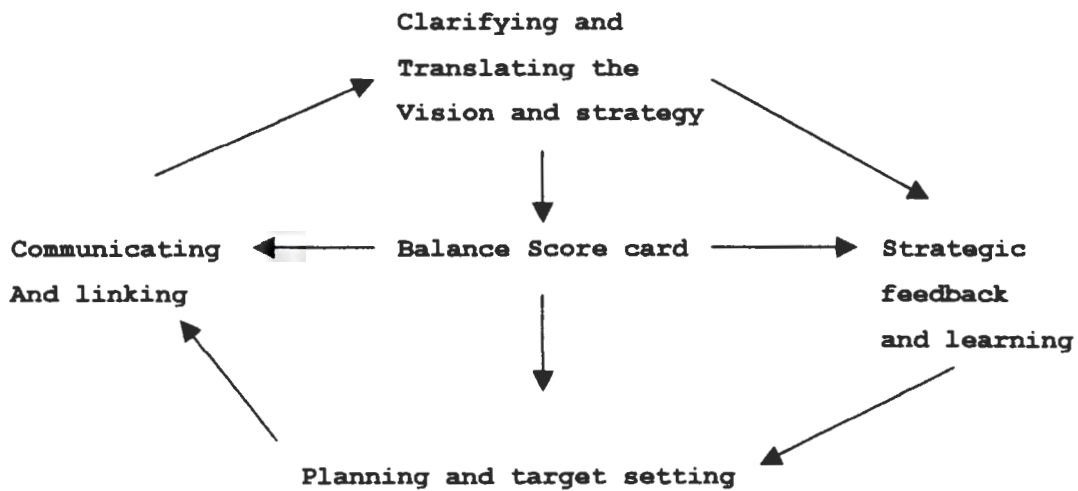


Fig: 2.8 The balance scorecard process.

Source: Wetter (1999:18)

2.7.1.14 USE OF BALANCE SCORE CARDS TO IMPROVE AND MEASURE PERFORMANCE IN BOTSWANA SCHOOLS.

According to Kaplan and Norton (1994:25) and Wetter (1999:17) the balance scorecard translates the mission and strategy into objectives and measures, organised into four perspectives or zones.

- ❖ Finance
- ❖ Customer
- ❖ Internal Business process
- ❖ Learning and growth.

Each school is expected to come up with its vision and mission statement. The ministry of education came up with four key

result areas (KRAs) to be adopted by all government schools. From these KRAs, schools developed goals and objectives. Individual teachers are also expected to come up with individual performance plans based on their areas of specialisation in which they would be assessed.

2.7.1.15 TOOLS FOR MONITORING EFFECTIVE PERFORMANCE

According to Poister (2003:xvi), performance measures have the following benefits in any given organisation in the effort to effectively manage performance.

- ❖ Organisations have a high probability of achieving their goals and objectives.
- ❖ Avoids replication of failure.
- ❖ Performance measures focus attention throughout the organisation on that priorities set by top management.
- ❖ Performance measures act as catalysts that can actually bring about performance improvements
- ❖ Performance measures motivate both supervisors and supervisees.

The Form DPSM 6 referred to as "Performance and Development Plan and Review Document" is used to review performance and reward it accordingly. The constituents of the process include,

Part A -Employee information

Part B -Performance objectives (Output Measures, performance results and comments by the supervisor)

Part c - Development objectives (Individual Development objectives, expected results, followed by the supervisor. This is basically a contract where both the employee and the supervisor have to commit themselves.

2.7.1.16 ALTERNATIVE MODELS

According to Wetter et al (1999:17) and Armstrong (2004) all score cards measure performance.

2.7.1.16.1 MAISEL'S BALANCE-SCORECARD MODEL

Maisel defines four perspectives from which the business should be measured. He uses a human-resource perspective. He believes that management should measure, the effectiveness of an organisation and its people.

Teacher effectiveness is measured in the following ways in Botswana schools:

- ❖ Lesson planning
- ❖ Scheme of work
- ❖ Lesson observation
- ❖ Terminal pupils results
- ❖ Appraisal meetings
- ❖ School open days

2.7.1.16.2 THE PERFORMANCE PYRAMID

The pyramid has four different levels and provides a structure for a two-way communication system, which is needed to institute the company's comprehensive vision at various levels. Objectives are translated downward through the organisation, while measures are translated upwards.

2.7.1.16.3 EP2M (EFFECTIVE PROGRESS AND PERFORMANCE MEASUREMENT) MODEL.

- ❖ It measures what the company does in four areas.
- ❖ External measures - serving customers and markets
- ❖ Internal measures - improving effectiveness and efficiency.
- ❖ Top down measures - breaking the overall strategy down and speeding the process of change
- ❖ Bottom up measures - empowering ownership and enhancing freedom of action.

Effective measures should permit review and provide decision makers and strategic planners with rapid feedback.

2.7.1.17 ANNUAL STAFF PERFORMANCE APPRAISAL

Staff annual performance appraisal is another tool is used by the Ministry of Education to manage and reward performance in Botswana schools.

Members of school management teams are expected to carry it out by virtue of their positions in the hierarchy of the school administration. According to Gerber (1999:173), supervisors should carry out the exercise, as they are better able to address areas of poor performance.

2.7.1.17.1 REASONS FOR USING PERFORMANCE APPRAISAL

- ❖ For performance improvement.
- ❖ Remuneration adjustments.
- ❖ Placement decisions and training.

- ❖ It gives the employer the opportunity to discuss with employees their performance and career goals.
- ❖ They measure how well an employee is performing a job.

The graphic rating scale provided in form called TSM3 is used. The performance evaluator receives a list of characteristics according to which evaluation should be done.

2.7.1.17.2 PERFORMANCE BASED REWARD SYSTEM

According to Seitshiro (2004:16), performance based reward system is the key aspect of performance management process. Its objectives are cited follows;

- ❖ To ensure alignment of objectives and focus on key areas
- ❖ To ensure clarity of work expectations
- ❖ To reduce subjectivity in assessing individual performance
- ❖ To build a continuous improvement of mindset.

2.7.1.18 USE OF PERFORMANCE BASED REWARD SYSTEM IN BOTSWANA

According to Foote (2004), implementation of PBRs constitutes of the following;

- ❖ Performance review
- ❖ Purpose of performance review
- ❖ Performance review preparation
- ❖ Implementation of peer review
- ❖ Performance observation
- ❖ Performance feedback.

According to Okumbe (2000:127), the basic principle of performance related pay is to reward employees consistently

and equitably as individuals or groups on the basis of their own improved performance in order to enhance productivity. Performance related pay has been adopted for the following reasons as outlined by Baron and Armstrong (2000:238), as follows;

- ❖ -It motivates people to perform better.
- ❖ -Develop skills and competencies.
- ❖ -Delivers the message that performance and competence are important.
- ❖ -It is fair and equitable to reward people differently according to their performance competence or contribution.

Botswana's education system reflects the British type of education. The introduction of performance based reward system was seen as a tool for complementing the current appraisal system. Performance based reward system as a tool of performance management is at its infantile stage in Botswana schools. Principals are being trained so that the information can cascade to the rest of the teaching force in the country.

2.7.1.19 SCHOOL INSPECTION

Officials from the Department of Secondary Education occasionally inspect schools. The Department is responsible for the effective running and financing of all the secondary schools in the country. The inspection usually consists of different subject specialists whom upon arrival at schools will inspect subjects within their areas of specialisation.

Tools used in the inspection include;

- ❖ Interviewing both teachers and learners
- ❖ Classroom observations.

Focus is made on all aspects of the school life, that is

- ❖ The academic life of the school
- ❖ Non-academic life
- ❖ Pastoral services.

2.7.1.20 ORGANISATIONAL STRUCTURES.

According to The Ministry of Education document "Pastoral Guidelines For Secondary School, 2005", each school has its own establishment that enables teachers to report to their immediate supervisors. There are subject departments, which are headed by senior members of staff, and he or she is responsible for the running of the department including teacher supervision.

2.7.1.21 MANAGEMENT BY OBJECTIVES (MBO)

This philosophy has been adopted to monitor and improve work performance in Botswana schools (MOE, 2005). The approach used is a constituent element of MBO, where teachers' performance development plans (PDPs) are derived from the school development plan. Performance of teachers is reviewed by the use of a performance review tool called 'DPSM 5'.

Of the same line of thinking is, Baron (1994:243) that individual performance plans provide those involved with the opportunity to reflect on past performance as a basis for making development and improvement plans. David and Decenzo (2002:279) believe that there is emphasises on periodic reviews that will inform future performance plans.

2.7.2 MANAGEMENT OF PERFORMANCE IN SOUTH AFRICA

According to Squelch (1994:vii), South African schools are new sites of radical change. School managers and teachers are faced with situations in which effective and efficient school management requires new and improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges. The challenges include; improving and maintaining high standards of education and being accountable to the communities they serve.

The new litigation in South Africa encourages organisations to invest in employee training in order to perform to world class standards and stay competitive, it is necessary for them to commit to employee training as well as the re-training of their workforce, [htt: www. Chameleon training.co.za](http://www.Chameleontraining.co.za)

2.8 SUMMARY

Literary works have explicitly highlighted the scope and nature of performance management. Challenges associated with the management of performance have also been highlighted and they include the following amongst others;

- ❖ Non-visionary leadership
- ❖ Lack of motivation and necessary resources
- ❖ Resistance to change

The following are also distinct about the management of performance as revealed by literature;

- ❖ It is a process of strategy implementation.
- ❖ It is an evolutionary process.

Of great value to this research paper is the fact that literature has indicated that there are indeed challenges that impact on the management of performance.

CHAPTER 3

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the empirical method of research used in this study. The methodology employed in carrying out this study has been stipulated as guided by the purpose outlined in chapter 1. The chapter also constitutes of measures taken to ensure the validity and reliability of the study.

According to Bell (1998:64), whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid.

Vulliamy (1990:47) further states that, the researcher has to make choices, predominantly on the basis of research questions, to select approaches and methods most likely to provide insight and explanation into matters of concern.

3.2 RESEARCH DESIGN

According to Legotlo (1998:21) the researcher has to select or design an instrument that will enable him to collect valid and reliable information about the variables he is investigating.

The study utilises the self-completion questionnaire and the face-to-face interview as research tools.

3.2.1 QUESTIONNAIRE AS RESEARCH INSTRUMENT

According to Bell (1993:76) questionnaires are a good way of collecting certain type of information quickly and relatively cheaply.

Mallick and Verma also (1999:117) state that the questionnaire is usually a vital tool in the collection of data and that the ones for self-completion are most widely used form. Reeves (1998:478) points out that a questionnaire is a self-report instrument used for gathering information about variables of interest to the investigator.

According to Johnson (1994:37), the essence of the questionnaire as a research tool is that, it is in the hands of the respondent and he or she completes it. She goes further to state that a questionnaire empowers the respondent, who may read all the questions before completing any, and complete and return the questionnaire at a time convenient to themselves, or fail to complete the questionnaire at all.

Despite the fact that the questionnaire was selected as the method of data collection, some scholars criticise against its use, while others argue to the contrary.

3.2.2 ADVANTAGES OF A QUESTIONNAIRE

Mallick and Verma (1999), Isaac and Michael (1995:137) outline the following as advantages of a questionnaire:

- ❖ Questionnaires provide data economically and in the form that lends itself perfectly to the purpose of the study.
- ❖ The questions asked provide the information sought.
- ❖ The respondents are able to answer all the questions and that as many as possible complete it.

Legotlo (1994:162) cites the following as advantages for utilising a questionnaire.

- ❖ Travelling and subsistence are minimal;
- ❖ The respondents names are not given;

- ❖ Information from many respondents can be obtained within a short space of time.

3.2.3 DISADVANTAGES OF A QUESTIONNAIRE

Although the questionnaire is commonly used as a research tool, some scholars criticise its use.

According to Isaac and Michael (1995:137) the following are cited as disadvantages of a questionnaire:

- ❖ A questionnaire only taps respondents who are accessible and cooperative.
- ❖ Questionnaires often make respondents feel special or unnatural and thus, produce responses that are artificial or slanted.
- ❖ Questionnaires arouse "response sets" such as acquiescence or proneness to agree with positive statement or questions.
- ❖ Questionnaires are vulnerable for over rater or under rater bias.
- ❖ There is no reassurance that the questions were understood

3.2.4 CONSTRUCTION OF A QUESTIONNAIRE

- ❖ According to Johnson (1997:38), Mallick and Verma (1999:20) Bell (1993:20) and Neuman (2000:250) the following are guidelines for constructing a questionnaire.
- ❖ The questionnaire should cover all aspects of the study.
- ❖ The questionnaire should be arranged in a logical sequence, so that related items are grouped together.
- ❖ Lay out the questions so that they are easy as possible to read and to complete.

- ❖ Do not hesitate to give instructions in bold type whenever it may be thought necessary, so that respondents are not left wondering what is it that they are expected to do.
- ❖ Avoid asking questions out of idle curiosity.
- ❖ Ensure that the questionnaire is clear and comprehensible to the desired respondents.
- ❖ Get the questionnaire in the hands of appropriate people.

3.2.5 THE STRUCTURE OF A QUESTIONNAIRE

3.2.5.1 FORMAT AND CONTENT OF A QUESTIONNAIRE

According to Bell (1997) and Newman (2002) question in a questionnaire are either open ended or closed.

3.2.5.2 CLOSED- ENDED QUESTIONS

Neuman (2000:261), Verma and Mallick (1999:118) point out the following as advantages and disadvantages of close-ended and open-ended questions.

3.2.5.2.1 ADVANTAGES OF CLOSE ENDED QUESTIONS

- ❖ Replication is easier.
- ❖ Less articulate or less literate respondents are not disadvantaged.
- ❖ It is quicker and easier for respondents to answer.
- ❖ The answers of different respondents are easier to compare.
- ❖ They are easier and quicker to respond to
- ❖ It is easier to compare answers of different respondents.

3.2.5.2.2 DISADVANTAGES OF CLOSE ENDED QUESTIONS

- ❖ Misinterpretation of questions can go unnoticed.
- ❖ Respondents with the opinion or knowledge can answer anyway.
- ❖ They can suggest ideas that they the respondents would not otherwise have.
- ❖ They are not restricted to matters of fact;
- ❖ They need to be framed with care to ensure that there is no misinterpretation of the question.

3.2.5.3 OPEN ENDED QUESTIONS

In open-ended questions, respondents are given the opportunity to express their own opinion or make a choice other than the ones listed.

3.2.5.3.1 ADVANTAGES OF OPEN ENDED QUESTIONS

- ❖ They permit adequate answers to complex issues.
- ❖ They also allow respondents an opportunity of creativity.
- ❖ Questionnaires could be used when the research is uncertain or has limited knowledge on the subject matter.
- ❖ They find which information the respondents are prepared to divulge.

3.2.5.3.2 DISADVANTAGES OF OPEN ENDED QUESTIONS

- ❖ Comparison and statistical analysis become very difficult.
- ❖ Answering takes a lot of time.

- ❖ They allow for detailed answers to complex topics and issues.

3.2.6 QUESTIONNAIRE DESIGN

According to Bell (1993:81), Johnson (1997:38), Mallick and Verma (1999:20) and Neuman (2000:250) outline the following as guidelines for constructing a questionnaire:

- ❖ The questionnaire should cover all aspects of the study.
- ❖ The questions should be arranged in a logical sequence, so that related items are grouped together.
- ❖ Lay out the questions so that they are as easy as possible to read and to complete
- ❖ Do not hesitate to give instructions in bold type whenever it may thought necessary, so that respondents are not left wondering what is it that they are expected to do.
- ❖ Avoid asking questions out of idle curiosity.
- ❖ Ensure that the questionnaire is clear and comprehensible to the desired respondents.
- ❖ Get the questionnaire in the hands of appropriate people.

3.2.7 FORMAT AND CONTENT OF THE QUESTIONNAIRE

The questionnaire was divided into three sections.

SECTION A (Questions 1-4) this section aimed at collecting both biographic and demographic data about the respondents, as it was imperative to know the background information of potential respondents.

SECTION B (Questions 5-17) the section consists of Close-ended questions whose purpose was to establish issues and challenges that school management teams experience that impact on the management of performance in their respective schools.

SECTION C: This section consists of six (**n=6**) open ended questions, whose sole purpose was to accord School Managers the opportunity to outline other issues and challenges that impact on the management of performance in their respective schools.

ATTITUDE SCALE

According to Isaac and Michael (1995), the Likert scale contains a set of items, all of which are considered approximately equal in attitude or value loading.

Mallick and Verma (1993), add that the Likert scale is the scale of possible ideas. The subjects respond with varying degree of intensity on a scale ranging between extremes such as;

-Agree-disagree

-Like-dislike and so forth. The score of the position responses for each separate scale are summed, or summed and averaged to yield an individual score.

For each item in section B, school management team members are asked to reflect on a four point Likert the degree to which they

1= strongly agree,

2= agree,

3= disagree or

4= strongly disagree with the questions on issues and challenges that impact on the management of performance in their respective schools.

3.2.8 DEVELOPMENT OF A QUESTIONNAIRE

Neuman (2000:264) and Bell (1999:119) outline the following points when developing a questionnaire.

❖ WORDING ISSUES

Use simple grammar and vocabulary to minimise confusion.

❖ LENGTH OF QUESTIONNAIRE

This is determined by the phenomena under study.

QUESTION ORDER OR SEQUENCE

Questions should be sequenced properly to avoid discomfort and confusion of respondents.

Further more, Moate (1996:131) and Johnson (1994:38), indicate the following steps as essential when a questionnaire is designed or constructed:

- ❖ The questions should be clearly worded for clarity;
- ❖ The questions should describe the information that one is seeking.

3.3 COVERING LETTER

Bell (1999:129) warns that a letter that is too ingratiating can have an adverse effect on response.

Mallick and Verma (1999:21) also state that a letter naturally accompanies each questionnaire. The letter should include the following aspects amongst others:

- ❖ Explain the purpose of the study to which the questionnaire relates.
- ❖ Point out the importance of study.
- ❖ Repeat the question of re-assurance of confidentiality given at the beginning of the questionnaire and emphasize that all information will be economised in any report arising from the study.

3.4 POPULATION AND SAMPLING

Probability sampling technique was used. According to Johnson (1995) and Gay (2000), simple random sampling allows every subject an equal chance of appearing on sample.

A total population of two hundred and fifty (**n=250**) members of school management teams in some twenty-five Community Junior secondary schools in the South Central region of Botswana were randomly sampled.

In addition ten (**n = 10**) community Junior secondary school Heads were interviewed to get first hand information on issues and challenges they feel impact on the management of performance in their respective schools.

3.5 QUESTIONNAIRE ADMINISTRATION PROCEDURES

According to Johnson (1995), questionnaires are a reserve tool, which perhaps are more than any other need a pilot run.

Piloting should be on who would be eligible to take part in the main study.

Bell (1993:84) further states that all data collecting instruments should be piloted to test how long it takes recipients to complete them, to check whether all questions and instructions are clear and to enable the researcher to remove any items that do not yield usable data.

3.7 PRE TESTING OF A QUESTIONNAIRE

According to Bourque and Fidler (1995:79), all questionnaires should be pretested or piloted. Barrat and Cole (1994:105) further add that pilot studies are most effective when carried out on people who are like those you will approach when you begin to distribute the questionnaire.

A pilot study was conducted with some twenty (**n=20**) members of school management teams from some schools in the South Central region of Botswana. This was a move to accord the researcher the opportunity to carry out preliminary analysis to determine whether the questionnaire will serve its intended purpose.

After the pilot run, two hundred and fifty (**n = 250**) questionnaires were hand delivered to teachers in twenty-five (n=25) schools in the South Central region.

Each school has on average ten (n=10) members of the Senior Management team. They were then collected after a few days.

3.8 INTERVIEWS AS A RESEARCH TOOL

According to Bogdan (1998:94), the interview is used to gather descriptive data in the subject's own words so that the researcher can develop insights on how subjects interpret some piece of the world.

Eichel Berger (1989:133) also says, an interview allows the researcher to pursue a person's response for more or better data about the issue under study.

According to Legotlo (1998:24) interviews can collect data of a subject. It is a method used to collect information from face to face situation

3.8.1 TYPES OF INTERVIEWS

3.8.1.1 THE STRUCTURED INTERVIEW

The more structured the interview, the easier it is to aggregate and quantify results Bell (1999:137).

3.8.1.2 FACE-TO-FACE INTERVIEWS

Neuman (2002:272) points out that well trained interviewers can ask all types of questions, can ask complex questions and can use extensive probes.

3.8.2 ADVANTAGES OF THE INTERVIEW

Bell (1999:135) outlines the following as major advantages of the interview:

- ❖ It is advantageous because of its adaptability. A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings that the questionnaire can never do.
- ❖ Responses in an interview can be developed and clarified.
- ❖ There is always eagerness to please the interviewer.

3.8.3 DISADVANTAGES OF THE INTERVIEW

According to Johnson and Johnson (1984), interviewing is not easy and many researchers have found it difficult to strike the balance between complete objectivity and trying to put the interviewer at ease.

Bell (1999:139) and Neuman (2002:272) point out the following as disadvantages of an interview;

- ❖ There is always a danger of bias creeping into interviews, largely because "interviewers are human beings and not machines".
- ❖ They are time consuming.
- ❖ It is a highly subjective technique and therefore is always a danger of bias.
- ❖ Analysing responses can present problems and wording questions can be demanding.
- ❖ Important questions may be left out.
- ❖ People who agree to be interviewed deserve consideration and so you will need to fit in with their plans.
- ❖ The appearance, tone of voice, question wording and so forth of the interview may affect the respondent.

Eichel Berger (1989:133) says,

- ❖ To interview someone for a study requires more skill and training.
- ❖ For the person to answer the question honestly and accurately, the situation must be supportive and the respondent must trust the interview.

3.8.4 PRETESTING THE INTERVIEW SCHEDULE

According to Bell (1993:139) preliminary interviews are held to give you ideas about topics to include in the study. She further states that piloting is necessary to ensure that questions mean the same to all respondents.

Of the same view is Eichel Berger (1989:134) when he states that a pilot test of the instrument or procedure with the people from the population to be studied is absolutely essential as it is difficult to know the types of problems someone might have with specific items in the interview.

Five (n=5) respondents were randomly interviewed in the pilot run. The study targeted ten (10) school managers for the interview.

3.8.5 THE INTERVIEW SCHEDULE

Neuman (2002:272) states that, the interview proceeds in three stages. It begins with introduction and entry, asking questions and recording answers and finally thanking the respondent and leaving.

Bell (1997:96) further says people who agree to be interviewed deserve some consideration, so you will need to fit in with their plans.

3.9 DATA COLLECTION

3.9.1 ADMINISTRATION PROCEDURES

The researcher was in possession of an introductory letter from the supervisory Department of Educational Planning and Administration (North West University-) Mafikeng campus.

Johnson (1984) says a letter is usually required explaining the purpose of the questionnaire, indicating that official approval has been given. Confidentiality and or anonymity is usually promised.

3.9.2 FOLLOW -UP

A follow up is necessary as it increases the return rate. According to Bell (1997:130), if it is decided to follow non- respondents. A second letter and questionnaire will be sent or delivered.

The researcher allowed a week for filling in the questionnaire. Distribution of questionnaires coincided with the administration of mid-year examinations. When a follow up was made, the above-mentioned problem was cited as the cause amongst others for non-response.

3.10 POPULATIONS AND SAMPLING

According to Bell (1999:14), great care has to be taken to ensure that the sample population is truly representative. Matshidiso (1999) further states that, it is impossible to predict how the respondents will interpret the questionnaire items unless the researcher pre-test the questionnaire to a small sample of respondents before starting the main study.

The population of the study constitutes of School Heads, Deputy Heads, Heads of Department and Senior Teachers grade 1 of the South Central Region. The above had been randomly sampled. According to Neuman (2002:517), in random sampling technique, elements in the population will have an equal opportunity of being selected.

Below is the summary of the respondents.

3.11 RESPONSE RATE

Table 3.1 Response rate

DESIGNATION	SAMPLE NUMBER	RESPONSE	PERCENTAGE
School management team	250	216	86.4

Table 3.1 indicate that 216 (86.4%) of respondents returned the questionnaire while 10 (4%) did not return the questionnaire.

Table 3.2 Interview Response Rate

DESIGNATION	SAMPLE NUMBER	INTERVIEWED	PERCENTAGE
School heads	10	10	100

Table 3.2 indicate that all sampled School Heads were interviewed. It also shows the effectiveness of face-to-face interview.

3.12 SUMMARY.

The chapter has presented the methodology used in this study. Self-completion questionnaire and face-to-face interview tools were used to collect data.

CHAPTER 4

4. DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The focus of this chapter is to present the findings of the empirical investigation, conducted to determine school management teams' views on issues and challenges that impact on the management of performance in junior secondary schools in Botswana (south central region).

4.2 REVIEWS OF SUBJECTS

A total of two hundred and fifty (n=250) questionnaires were administered to members of school management teams. Both closed and open-ended questions were used. Two hundred and sixteen (n=216) questionnaires were collected from respondents and were in a usable state.

Ten (n=10) school heads were interviewed to gather more information on challenges they encounter in their efforts to manage performance in their respective schools.

4.3 BIOGRAPHICAL AND DEMOGRAPHICAL DATA OF THE RESPONDENTS

Table 4.1 indicates the demographic and biographic characteristics of respondents. They are school heads, heads of departments (HOD) and senior teacher grade 1. The table further denotes the respondents' age, gender, teaching experience and post of responsibility.

TABLE 4.1 Description of the biographical data of the respondents

Age	Frequency	Percentage
No Response	4	1.9
Below 25	1	0.5
26-30	5	2.3
31-35	66	30.6
36-40	86	39.8
41-45	36	16.7
46+	18	8.3
Totals	216	100
Gender	Frequency	Percentage
No Response	5	2.3
Male	76	35.2
Female	135	62.5
Totals	216	100
Teaching Experience	Frequency	Percentage
No response	6	2.7
0-5	10	4.6
6-10	56	25.9
11-15	98	45.4
16+	46	21.3
Totals	216	99.9
Post of responsibility	Frequency	Percentage
No response	10	4.6
Head teacher	15	6.9
Deputy	20	9.3
Head of Department	36	16.7
Senior teacher 1	135	62.5
Totals	216	100

4.3.1 AGE

Table 4.1 shows that the majority of the respondents 140(64.8%) were aged 36 and above and the rest 72(33.4%)

were aged below 30. One point nine percent (1.9%) of the respondents did not complete this section of the questionnaire. This indicates that the majority of people who are managers are aged thirty (30) and above. Therefore, most of the school management teams found in the south central region are above 30. More importantly what is reflected by the statistics is that promotion of teachers to post of responsibility is done over the years after they had gained experience.

4.3.2 GENDER

Table 4.1 reveals that out of 216 respondents 76(35.2%) are male while 135(62.5%) are female. 5(2.3%) did not respond. This shows that the majority of the members of school management teams are female. This is also reflective of Botswana's population that is predominantly female, according to the National population Census.

4.3.3 TEACHING EXPERIENCE

According to table 4.1, only 10(4.6%) members of school management teams have a teaching experience of below five (5) years. Those that have more that sixteen years of teaching experience follow them at 46(21.4%), then comes those ranging between six (6) and ten (10) years at 56 (25.9%). Finally the last band is of school managers whose teaching experience range between eleven (11) and fifteen representing a mighty 98 (45.4%). 46 (21.3%) of members of school management teams have a teaching experience of (16) sixteen years.

The assumption therefore is that, one's age is regarded as one of the pre-requisites for promotion to a post of responsibility, which constitutes management teams in schools as reflected by the figures.

Another explanation is that the responses are from the targeted population, which are those who have been in the field longer and are entrusted with the responsibility of managing performance in their respective schools.

4.3.4 POST OF RESPONSIBILITY

In accordance with table 4.1, the majority of the respondents, that is 135(62.8%) had the position of Senior Teacher grade 1, followed by heads of department at 35(16.3%), then follows 20(9.3%) Deputy School Heads. 15(6.9%) were school Heads. Only 10(4.7%) of the targeted respondents did not respond.

According to the statistics, the majority of members of school management teams are Senior Teacher grade 1. This is not surprising as it is the current trend in schools in the southern region that, out of the fifteen (15) members of the SMT, the majority are senior teachers. This is so because senior teachers grade 1 are subject specialists and their mandate is to supervise and manage the performance of teachers in their respective subject areas and have also been entrusted with teaching in their areas of specialisation. This is so they can also constitute the teaching cadre.

4.4 ISSUES AND CHALLENGES THAT IMPACT ON THE MANAGEMENT OF PERFORMANCE

The respondents were asked to indicate with a tick the degree to which they agree or disagree with the statement on what they perceive to be issues and challenges that impact on the management of performance in their respective schools. This was done on a four-point Likert scale.

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

4.4.1 Characteristics of Performance Management

Table 4.2 shows the respondents views on characteristics influencing performance management.

Table 4.2 Characteristics of Performance Management

Characteristics of performance management	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
5.1 A process rather than event	11	5.1	81	37.5	104	48.1	5	2.3	7	3.2	8	3.7
5.2 A way of managing people	10	4.6	92	42.6	81	37.7	20	9.3	5	2.3	8	3.7
5.3 About people sharing in the organisation to which they have contributed	12	5.6	85	39.4	90	41.7	15	6.9	5	2.3	9	4.2
5.4 The process must be used to generate an increased understanding of what the organisation is trying to achieve	7	3.2	91	42.1	109	50.5	5	2.3	2	0.9	2	0.9

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 5.1 It is process rather than event

Table 4.2 indicates that 184(85.6%) agree and strongly agree that it is a process rather than an event, while 12(5.4%) disagree with the statement. The implication is that for performance to yield better results, it has to be managed over time.

Performance feedback and evaluation should also be taken into consideration. Literature indicated that performance management is a process rather than an event.

Item 5.2 It is a way of managing people

As indicated in table 4.2, 172(80%) which is the majority of the respondents agree and strongly agree that managing people is a characteristic of performance management. This implies that SMT members are well conversant with what constitutes performance management. People can only yield good results if they are effectively managed. SMT members are likely to manage performance more effectively.

Item 5.3 It is about people sharing in the organisation to which they have contributed

According to table 4.2 the majority of the respondents 174(81%) strongly agreed and agreed that sharing in the organisation in which people have contributed is a characteristic of performance management and only 20(9.3%) strongly disagreed and disagreed with the statement. Therefore the proposition is that respondents are aware of the benefits of improved performance, for instance, organisational growth that has its own benefits like staff growth, staff satisfaction and motivation, can lead to better performance.

Item 5.4 The process must be used to generate an increased understanding of what the organisation is trying to achieve

As shown on table 4.2, 200(92.6%) of the respondents strongly agree and disagree that increased understanding

of what the organisation tries to achieve is a characteristic of performance management. However, 7(3.2%) disagree with the statement. Therefore the implication is that respondents are conscious that organisations exist for particular purposes and they can only be achieved through this understanding that each individual has a role to play. The implication therefore is that, those that have been entrusted with the management of performance should coach and mentor all those they supervise to instil in them a sense of belonging and self worth.

4.4.2 Purpose of Performance Management

Table 4.3 shows the respondents' view on the subject.

Table 4.3 Purpose of Performance Management

Purpose of performance management	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
6.1 It is the process of strategy implementation	5	2.3	111	51.4	80	37	7	3.2	4	1.9	9	4.2
6.2 It is a vehicle for culture change	7	3.2	100	46.3	75	34.7	13	6	8	3.7	13	6
6.3 It provides input to other human resource systems	8	3.7	111	51.4	68	31.5	13	6	3	1.4	13	6
6.4 It contributes to continuous professional development	10	4.6	74	34.3	115	53.2	8	3.7	4	1.9	5	2.3
6.5 It raises standards	7	3.2	81	37.5	114	52.8	5	2.3	3	1.4	6	2.8
6.6 Staff is involved in planning	11	5.1	96	44.4	96	44.4	5	2.3	4	1.9	4	1.9
6.7 It is a process for establishing shared understanding	16	7.4	106	49.1	77	35.6	9	4.2	2	0.9	6	2.8
6.8 It is a way of managing and developing people	9	4.2	101	46.8	90	41.7	10	4.6	2	0.9	4	1.9

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 6.1 It is the process of strategy implementation

As reflected by table 4.3, 191(88.4%) respondents strongly agree and agree that performance management is the process for strategy implementation. The minority 11(5.1%) disagreed with the statement. This therefore points to the fact that well planned strategies must be put in place to ensure effective management of performance. SMT members are conversant with the prerequisites that determine the realisation of organisational objectives.

The findings are in agreement with Poister (2003) that, managers of non- profit organisations are increasingly viewing performance management as important.

Item 6.2 It is a vehicle for culture change

Table 4.2 reflects that 175(81%) of the respondents strongly agreed and agreed that performance management is geared towards a change in performance culture.16 (9.7%) of the respondents however disagreed with the statement. The implication is that there are benefits to the management of performance including changing the culture of non- performance.

Item 6.3 It provides input to other human resource systems

According to table 4.2, the majority of respondents 179(82.9%) of the respondents strongly agree and agree that performance management provides input to other human resource systems while 16(7.4%) disagree with the view.

The implication is that the majority of respondents do not view the management of performance as an isolated process, but as one that has distinct benefits in informing human resource systems where better output is desired. For example, on staff welfare issues like motivation, conflict resolution and staff relations.

Item 6.4 it contributes to continuous professional development

According to table 4.3, 186(87.5%) of the respondents agree that performance management contributes to professional development. 12(5.6%)however view this statement on the contrary. This indicates that the majority of the people see the need for professional development. Professional development will ensure better inputs and outputs in the work environment and subsequently, if employees are developed, it is assumed that their holistic approach to work would change and so resistance to work will become non existent.

Item 6.5 it raises standards

As shown by table 4.3, 195(90.3%) of the respondents strongly agree and disagree that performance management raises standards. Only a small number of 8(3.7) disagree with the concept. This therefore implies that respondents are aware that performance cannot improve without any strategies in place; plans and targets are needed as pillars for focused performance. Performance management is a process of strategy implementation (cf 4.2.6.1)

Item 6.6 Staff is involved in planning

Table 4.3 reflects that 192(88.9%) of the respondents strongly agree and agree that performance management

involves the involvement of staff in planning. 9(4.2%) Disagree with the account.

This therefore shows that if performance management is executed accordingly, all its constituents will ensure that those who are involved will be brought on board. For example, setting targets and those objectives call for thorough planning by individuals.

Item 6.7 It is a process for establishing shared understanding

According to table 4.3, 183(84.7%) of respondents strongly agree and agree that performance management ensures establishment of shared understanding. The minority of the respondents 11(5.1%) viewed the statement to the contrary.

The statistics therefore indicate that in order to ensure effective management of performance both the supervisor and the supervisee must have agreed on performance objectives and standards. These are the processes that bring them together through mutual parties that are geared towards benefiting both parties.

Item 6.8 It is a way of developing and managing people

Table 4.3 reflects that 191(88.4%) of respondents agree and strongly agree that performance management is for developing and managing people. Having a divergent view is 12(5.6) of the respondents. The implication is that the majority of respondents are aware of strategies of performance management that may be utilised to develop and manage teachers in their respective department

4.4.3 Performance Management Process

Table 4.4 below shows the respondents view on performance management process

Table 4.4 Performance Management Process

Performance management process	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
7.1 The organisation needs strategic business objectives to become effective	5	2.3	81	37.5	115	53.2	2	0.9	1	0.5	12	5.6
7.2 The organisation should have a clear vision and purpose	7	3.2	70	32.4	131	60.6	1	0.5	5	2.3	2	0.9
7.3 A collaborative agreement on personalised objectives must take place	7	3.2	106	49.1	75	34.7	11	5.1	7	3.2	10	4.6
7.4 Performance must be assessed and data collected	8	3.7	81	37.5	117	5.1	4	1.9	1	0.5	5	2.3
7.5 There should be a meeting to review performance based on assessment data	9	4.2	81	37.5	119	55.1	1	0.5	3	1.4	3	1.4
7.6 there should be an agreement on new objectives for next performance cycle	8	3.7	96	44.4	99	45.8	6	2.8	4	1.9	3	1.4

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 7.1 The organisation needs strategic business to become effective

As revealed by table 4.4 196(90.7%) of the respondents agree that strategic business objectives are needed by the organisation in order for it to be effective. Of a different perception are only 10(4.6) of the respondents. This therefore suggests that school managers are conversant with the needs of the organisation they are leading. They are likely to be effective as it is assumed that these managers know what is expected of them. That is to say as managers they need strategic objectives that will focus their efforts in the desired direction.

7.2 The organisation should have a clear vision and purpose

As indicated in table 4.4 201(93.1) of the respondents agree and strongly agree that organisations should have a clear vision and purpose. Only 6(2.8%) of the respondents hold an opposing view.

These findings therefore suggest that the respondents observe visioning as a prerequisite to succeed in managing performance effectively.

A clear vision promotes commitment among members as it is regarded as a collective 'video' of the future. The majority of the respondents are in agreement with Smit and De Cronje (2003:113) that for top managers to lead

the organisation to success in the future, it needs a dynamic vision that everybody in the organisation shares in and is excited about it.

Item 7.3 A collaborative agreement on personalised objectives must take place

According to table 4.4 181(83.8) of the respondents agree that since PMS is a process, a collaborative agreement and personalised objectives must take place. Only a few 18(8.3) respondents hold a divergent view. The majority have a positive response since the process constitutes of processes that entail contribution by both the supervisor and the supervisee, that is, when the objective and performance measures are set. Performance feedback also requires a collaborative agreement. Effective performance can also be realised when units work together as a team to achieve a common goal.

Item 7.4 Performance must be assessed and data collected

As shown by table 4.4 198(91.7) of the respondents agree that performance must be assessed and data collected, but only 5(2.3%) of the respondents disagree. One may conclude that future assessment depends on availability of previous performance data. This is aimed at intervention measures if performance is not satisfactory or on reinforcement if it is positive. This also implies that SMT members view assessment of performance as a vital process that may contribute to improved performance and professional growth (C.f 6.0.6.4)

Item 7.5 there should be a meeting to review performance based on performance data.

Table 4.4 reflects that 200(92.6) of the respondents agree that meetings based on assessment data are crucial. Only 4(1.9) of the respondents disagree with the perception. This therefore implies that teachers are aware of the need to infer substantive data when performance is reviewed. It should not be done haphazardly. It also indicates that assessment is viewed as an integral part of performance if professional improvement is expected as desirable outcome.

Item 7.6 there should be an agreement of objectives for next performance cycle

According to table 4.4, 195(90.3%) of the respondents strongly agree and agree that an agreement on new objectives for the next cycle of performance must be set. Only 10(4.6%) respondents disagree.

The implication is that senior managers are conscious of the fact that performance management is a developmental and ongoing process where the future performance is dependant on the former.

It is further implied that, previous performance data should be utilised fully to inform all decisions in preparation for future performance management.

4.4.4 Lack of work related incentives

The table 4.5 below shows the respondents view on this subject

TABLE 4.5 Lack of work related incentives

Lack of work related incentives	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
8.1 People must be given salaries and bonuses that reflect individual performance	5	2.3	63	29.2	130	60.2	8	3.7	3	1.4	7	3.2
8.2 Work grievances can interfere with successful performance management	4	1.9	71	32.9	126	58.3	3	1.4	5	2.3	7	3.2

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 8.1 People must be given salaries and bonuses that reflect individual performance

According to table 4.5 193(89.4%) of the respondents agree that people (teachers) must be given salaries and bonuses that reflect individual performance. However, 11(5.1%) of the respondents disagree with the view. One can therefore deduce from these statistical figures that managing performance effectively is hampered by absence

of incentives. Managers feel that they need to be motivated to better performance management.

Item 8.2 Work grievances can interfere with successful performance management

As reflected in the table 4.5, 197(91.2%) of the respondents agree that work grievances can interfere with successful performance management. 8(3.7%) Respondents disagree with the statement.

What is implied by this analysis is that for performance management to be effective, work environment must be conducive. There should not be any issues that will derail people from their core business of managing performance because of dissatisfaction associated with their work.

4.4.5 Non - visionary leadership

The table 4.6 beneath represents the respondents view on this issue

TABLE 4.6 Non - visionary leadership

Non visionary leadership	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
9.1 leadership should define vision and strategy	6	2.7	80	37	115	53.2	8	3.7	2	0.9	5	2.3
9.2 lack of the leaders' initiative and originality render the organisation ineffective	6	2.7	86	39.8	104	48.1	9	4.2	2	0.9	9	4.2
9.3 Leadership that does not have a compelling vision is faced with performance management problems	7	3.2	91	42.1	100	46.3	9	4.2	3	1.4	6	2.7
9.4 low levels of confidence in the leadership	25	11.6	76	35.2	79	36.6	9	4.2	5	2.3	22	10.2

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 9.1 Leadership should define vision and strategy

According to table 4.6, 195(90.3%) of the respondents agree that leadership should define vision and strategy, while 10(4.6%) respondents hold a divergent view, that is

they disagree. This implies that leadership should be conversant with what the organisation is trying to achieve so that all human endeavour are geared towards the same destination.

It can also be deduced that performance management can be effective if the school leadership is committed to the vision and also having strategies that can be employed in ensuring effective management of performance. Strategy implementation would also call for planning which is a vital ingredient in the management of performance

(Cf 6.0.6.6)

Item 9.2 lack of leaders initiative and originality render the organisation ineffective

According to table 4.6, the majority of the respondents 190(90%) agree that lack of leaders initiative and originality render the organisation ineffective while 11(5.1%) disagree with the view. This analysis therefore implies that school managers are aware of the need to be initiative and original when executing their leadership roles. They need to chart the way for those they lead. If this is not the case, then effective management performance will be hampered drastically, so this on its own is a major challenge those in leadership positions.

Item 9.3 Non-visionary leadership usually faces management related problems

As reflected on table 4.6, 191(88.4%) of the respondents agree that non-visionary leadership usually faces management related problems. 12(5.6%) Respondents do not agree with the view.

The implication is that senior managers in schools are aware that if leadership is not visionary, effective performance management would just be a far fetched dream. What also surfaces, as an analysis to this view is that poor performance management may be viewed as a management related problem, so the leadership has to chart a way and put in place strategies that would enable effectively managed institutions (schools)

Item 9.4 Low levels of confidence in the leadership

As shown by table 4.6, the majority of the 155(71.8%) agree that a low level of confidence in the leadership is a challenge that impacts on the management of performance.14 (6.5%) Respondents disagree with this statement.

An analysis from the majority point of view is that, leadership should be seen as informed in a number of management practices. Followers look up to the leader to chart and lead the way. If this were not the case peoples effort would not be channelled to a common course.

The above findings could further be analysed by stating that, leadership should be ready to take risks that are geared to ensuring the realisation of intended courses, it should be exemplary and understanding of all issues that pertain to personnel management.

4.4.6 Training programmes that lack a radical impact

School leaders were asked whether they agreed or disagreed that one of the challenges that impact on performance management was training programmes that lack a radical impact and their views are represented in the table 4.7 below

TABLE 4.7 Training programmes that lack a radical impact

Training programmes that lack radical transformative impact	No response		1		2p		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
10.1 training programmes should have a radical informative impact	10	4.6	105	48.6	74	34.3	7	3.2	5	2.3	15	6.9
10.2 training programmes do not produce immediate changes in job performance	8	3.7	101	46.8	43	19.9	31	14.4	19	8.8	14	6.5
10.3 some training programmes are devoid of skills required by teachers	13	6	76	35.2	69	31.9	24	11.1	8	3.7	26	12

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

10.1 Training programmes should have a radical transformative impact

According to table 4.6, 180(83.3%) of the respondents agree that training programmes should have a radical transformative impact so that supervisors can be better equipped with the challenges of effectively managing performance. Only 12(5.6%) of the respondents indicated that they disagree with this view.

The deduction from the given statistics is that, those in managerial positions believe that although they have been through training, they are not well and adequately equipped to manage performance of their subordinates, hence compromising effective performance. In-service training may be seen as a solution to close performance gaps created by inadequacy of post service training

Item 10.3 Some programmes are devoid of skills required by teachers

Table 4.6 indicate that 144(66.7%) of the respondents agree and strongly agrees that some programmes are devoid of skills required by teachers and only 32(14.8%) disagree with this view.

The implication is that challenges that impact on the management of performance are due to the fact that those who are entrusted with the responsibility of driving and implementing performance strategies are not conversant hence compromising its effectiveness.

This further implies that, those with few years in the teaching field but hold posts of responsibility may be

the ones who lack managerial skills resulting in inadequacy in the effective management of performance.

4.4.7 Complex schools

The table below summarises the respondents' views on this issue

TABLE 4.8 Complex schools

Complex schools	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
11.1 pressure of work renders managers obsolete in personnel management	10	4.6	104	48.1	46	21.3	33	15.3	6	2.8	17	7.9
11.2 people with complex relationships and incompatible goals render the management of performance difficult	9	4.2	96	44.4	78	36.1	14	6.5	9	4.2	10	4.6
11.3 populated schools make it difficult for leaders to predict diverse human behaviour	8	3.7	96	44.4	60	27.8	32	14.8	7	3.2	13	6

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 11.1 pressure of work renders managers obsolete in personnel management practices

According to table 4.7, 150(69.4%) of the respondents agree that the pressure of work renders managers obsolete in personnel management practices, while 39(18.1%) disagree with the view.

This therefore implies that indeed there are challenges that impact on the management of performance as managers have other administrative issues to focus on. School managers are on a day to day basis grappling with wars of ensuring that personnel (staff) is satisfied, but this is not the case due to the pressure of work.

Item 11.2 People with complex relationships and incompatible goals render the management of performance difficult

As denoted by table 4.7, 174(80.6%) of the respondents agree that teachers with complex relationships render the management and incompatible goals render the management of performance difficult. The minority of the people 23(10.6%) view the above statement to the contrary.

The deduction that one can make is that school managers have a lot to deal with, especially in situations where they have to act as mediators whenever there are sour and unhealthy relationships amongst staff. The manager has to work as a team builder on a continuous basis and at the same time ensuring that the core business of the existence of the organisation is not ignored.

Item 11.3 Populated schools make it difficult for leaders to predict diverse human behaviour

As shown by table 4.7 156(72.2%) of the respondents agree that populated schools make it difficult for leaders to predict diverse human behaviour. On the other hand, 39(18.1%) disagree with the view.

This does not come as a surprise since enrolments in Botswana schools are very high.

The number of students, teachers and non-teaching staff exert a lot of pressure on school heads, as they have to ensure that the school environment is conducive to both learning and teaching, that the welfare of the school population is taken care of, and that resources are availed. Lastly they ensure that all stakeholders are also accommodated. These diverse responsibilities may derail the attention of the managers from focusing on the management of performance.

4.4.8 Resistance to change

The table below outlines the respondents view on the above statement

TABLE 4.9 Resistance to change

Resistance to change	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
12.1 imposed change renders the management of performance difficult	8	3.7	101	46.8	83	38.4	17	7.9	4	1.9	3	1.4
12.2 people have a tendency of clinging to obsolete ways of doing things	6	2.8	101	46.8	80	37	13	6	6	2.8	10	4.6
12.3 resistance to change results in decline of performance	9	4.2	86	39.8	102	47	9	4.2	5	2.3	5	2.3
12.4 it causes 'pain' that results in employee apathy	7	3.2	90	41.7	99	45.8	9	4.2	6	2.8	5	2.3

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 12.1 Imposed change renders the management of performance ineffective

According to table 4.8, 184(85.2%) of the respondents were in agreement with the statement that imposed change renders the management of performance ineffective. Only 21(9.7%) disagree with the perception.

What is implied therefore is that that, if people are not receptive to new ways of doing things they are likely to perform poorly. They may not even accept any performance feedback given to them due to their dissatisfaction on the way performance related change had been imposed on them, they need to own to whatever change is deemed beneficial to the improvement and management of performance.

Item 12.2 people have a tendency of clinging to obsolete ways of doing things

Table 4.9 illustrates that out of 216 respondents, 181 (83.3%) respondents agree and strongly agree that people have a tendency of clinging to obsolete ways of doing things and in doing so render performance management ineffective. 19 (8.9%) of the respondents do not embrace this view.

This implies that resistance to change has been in existence in schools. If people fail to accept change it means that even new innovations intended to improve performance and make the organisation a performing one, will fail. Resistance to change even stagnates professional development. This may also be deduced to mean that if people continue to hold up to past

experience, they may end up displaying behaviour patterns detrimental to improved performance and its management

Item 12.3 resistance to change results in decline of performance

According to the table 4.8 188(87%) of the respondents strongly agree and agree that resistance to change results in decline of performance. On the other hand 14(6.5%) disagree with the perception.

It is therefore deduced and noted that resistance to change may be equated to resistance of new ideas and innovations. Performance would definitely decline if teachers do not accept changes geared towards performance improvement and its management.

Item 12.4 resistance to change causes 'pain' that translates into employee apathy, confusion and frustration

As denoted by table 4.8 an overwhelming majority of 189(87.5%) respondents agree with the view that resistance to change causes pain that translates into employment apathy, confusion and frustration. Only 10 (4.6%) of the respondents disagree with the statement.

One may therefore deduce that if teachers do not accept or own what is meant to guide their day to day operations they are likely to be frustrated and eventually vent their frustration on other systems operational in the school including the management of performance.

4.4.9 lack of motivation

The table 4.10 underneath reflects the respondents view on lack of motivation

TABLE 4.10 lack of motivation

Lack of motivation	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
13.1 Leads to behaviour patterns detrimental to the job performance	8	3.7	107	49.5	85	39.4	5	2.3	5	2.3	6	2.8
13.2 Motivated people are usually spared for better performance.	9	4.2	75	34.7	117	54.2	7	3.2	4	1.9	4	1.9
13.3 Lack of motivation leads to personal satisfaction 'off' the job	11	5.1	75	34.7	82	38	16	7.4	11	5.1	21	9.7
13.4 The person that is highly dissatisfied on the job is less likely to perform	7	3.2	70	32.4	130	60.2	5	2.3	3	1.4	1	0.5

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 13.1 Leads to behaviour patterns detrimental to job performance

As shown in table 4.9 above, an overwhelming majority of 192(88.9%) agree that lack of motivation leads to behaviour patterns detrimental to job performance, while only 10(4.6%) respondents disagree. This therefore implies that for managers to perform to the expected standards, they should be motivated to do so. Work environment should be enabling so that better results are yielded.

Item 13.2 Motivated people are usually spurred for better performance

Of the total number of respondents, the table 4.9 indicates that 192(88.9) agree that motivated people are usually spurred for better performance and only 11(5.1%) disagree. It can therefore be concluded that people need recognition and want to feel valued if they are to give their best in terms of job performance. The analysis also denotes that job satisfaction go hand in hand with provision of incentives, which could either be tangible or not.

Item 13.3 lack of motivation leads to personal satisfaction 'off' the job

According to table 4.9 196(90.7%) of the respondents agree that lack of motivation leads to personal satisfaction 'off' the job. 27(12.5%) Disagree. The implication is that one cannot disassociate performance

from motivation, either extrinsic or intrinsic. Human beings are endowed with the desire to achieve better in life, if this is not achieved, frustration sets in and other means of satisfaction are employed.

Item 13.4 The person that is highly dissatisfied on the job is less likely to perform

In accordance with the analysis in table 4.9, 200(92.6) of the respondents agree that a person who is highly dissatisfied on their job is less likely to perform. Only a handful 8(3.7%) disagrees. This therefore implies that work motivation is a prerequisite to improved work performance and its management.

4.4.10 Poor communication

The table 4.10 below represents the respondents' views on the subject

TABLE 4.11 Poor Communication

Poor Communication	No Response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
14.1 Lack of feedback on performance contributes to poor performance management	4	1.9	95	44	10	50.9	3	1.4	2	0.9	2	0.9
14.2 In order for employees to perform effectively they need feedback	7	3.2	70	32.4	135	62.5	2	0.9	1	0.5	1	0.9
14.3 Performance strategies that are not clear	37	17.1	70	32.4	77	35.6	5	4.5	2	0.9	20	9.3
14.4 If a vision of objectives is not communicated to employees, performance management suffers	7	3.2	86	39.8	107	49.5	12	5.6	1	0.9	3	1.4
14.5 Inavailability of performance plans	24	11.1	84	38.9	76	35.2	7	3.2	5	2	20	9.3
14.6 Sometimes workers are misled and kept in the dark about adequacy of their plans	11	5.1	92	42.6	88	40.7	7	3.2	5	2.3	13	6

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 14.1 Lack of feedback on work performance contributes to performance management

As denoted by table 5.0, an overwhelming 205(94.9%) of the respondents agree that lack of feedback on work performance contributes to poor performance management. 4(1.9%) Disagree with the statement. This means that employees do not support only managerial activity that is clouded with secrecy. Transparency in the form of performance feedback may motivate them to improved performance and its management. Provision of feedback is seen as an indication that people's efforts are appreciated.

14.2 In order for employees to perform better, they need feedback

As reflected by table 5.0 205(94.9%) of the respondents need feedback to perform better, to which only 3(1.4%) respondents disagree. The implication of this analysis is that the former must inform future performance strategies that employees endeavour to embark on. Feedback may be equated to planning, a management function that charts the way for future endeavours. Performance feedback may be used to identify performance inefficiencies and gaps that are detrimental to its improvement and subsequently its management.

14.3 Performance strategies that are not clear

According to table 5.0 147(68.1) respondents agree that performance strategies that are not clear contribute to poor communication that eventually impacts negatively on

the effective management of performance. 12(5.6%) Respondents disagree with this view.

This implies that people need to be clear on what is expected of them in order to yield desired results. If this is not the case there may be confusion and frustration whenever tasks are executed.

14.4 If a vision of objectives is not communicated to employees, performance management suffers

As indicated on table 5.0, 193(89.4%) of the respondents agree that a vision of objectives should be communicated to employees, while 13(6%) disagree.

This implies that objectives are required as they focus ones attention and energy on what needs to be done. Objectives may be used to gauge ones performance and used as a tool to evaluate performance.

Item 14.5 in availability of performance plans

According to table 5.0 160(74.1%) of the respondents agree and see the need to have performance plans in place, while only 12(5.6%) disagree. The analysis reveals that planning is a vital activity that one cannot do without. Having performance plans in place would also assist in the evaluation exercise, as reference would be made to them to guard against any deviation. Proper planning channels one's energy and effort towards intended goals.

Item 14.6 sometimes workers are misled and kept in the dark about the adequacy of their performance

According to table 5.0, 180(83.3%) of the respondents agree that workers are misled and kept in the dark about the inadequacy of their performance. 12(5.6%) Respondents disagree with this statement and the implication therefore is that teachers see the need to be informed about their performance, whether it is satisfactory or not. It is therefore hoped that once they are informed, they would take appropriate action to improve where it is inadequate.

This may be further deduced that incompetent managers view provision of performance feedback as a platform to expose their own inadequacies.

4.4.11 Fear of litigation

The respondents' views on fear of litigation are represented in the table 5.10 below

TABLE 4.12 Fear of litigation

Fear of litigation	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
15.1 Poor performance management is attributed to the mangers' inability to dismiss at his own discretion	14	6.5	93	43.1	62	28.7	14	6.5	9	4.2	24	11.1
15.2 Public and political interest in the way schools are run make management of performance difficult	10	4.6	90	41.7	66	30.6	20	9.3	15	6.9	15	6.9
15.3 Current legislation make the management of schools difficult as teachers are aware of their rights	13	6	55	25.5	63	29.2	44	20.4	12	5.6	29	13.4

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 15.1 Poor performance management is attributed to the managers' inability to dismiss non-performers.

According to table 5.1, 155(71.8%) of the respondents agree that poor performance management is attributed to the managers' inability to dismiss at the manager's own discretion. Only 23(0.6%) of the respondents disagree. This may be inferred to mean that school managers need to be empowered in order to deal with behaviour patterns detrimental to improved performance and its management.

Item 15.2 public and political interest in the way schools are run make the management of performance difficult

As reflected on table 5.1, 156(72.2%) of the respondents agree that political interest in the way schools are run make the management of performance difficult. A minority of 35(16.2%) respondents do not however agree with this. It may be deduced that school managers do have the authority to execute other managerial activities for fear of victimisation. Non-performers are aware that no drastic action may be taken against them as their supervisors do not have such authority, and in the process improved performance and its effective management are drastically hampered.

Item 15.3 current legislation make the management of schools difficult as teachers are aware of their rights

According to table 5.1 118(54.6%) respondents are in agreement that current legislation make the management of schools difficult, as teachers are aware of their rights.

Nonetheless, 56(25.9%) of the respondents disagree with this.

These findings therefore imply that action cannot be taken freely on non-performers, as they are aware that their supervisors have not been empowered to do so. The other deduction that may be made is that performance and its management are likely to deteriorate as no one would like to be dragged before courts of law.

4.4.12 Task interference

The table 4.12 below represents respondents' view on the issue

TABLE 4.13 Task interference

Task interference	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
16.1 It is the reason for inadequate performance and its management	8	3.7	98	45.5	50	23.1	25	11.6	6	2.8	29	13.4
16.2 Leaders can obstruct high performance and its management due to their interference	9	4.2	50	23.1	57	26.4	18	8.3	7	3.2	15	6.9

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 16.1 It is the reason for inadequate performance and its management

As shown in table 5.2, 148(68.5%) of the respondents agree that task interference is the reason for inadequate performance and its management. 31(14.4%) Respondents disagree with the statement.

The denotation of the above results is that in executing their tasks, people want to be given the platform to prove what they are worth. Interference according to the analysis renders one dissatisfied, inadequate and eventually this impacts on performance and its management.

16.2 Leaders can obstruct high performance and its management by interference

According to table 5.2, 167(77.3%) of the respondents agree that leaders can obstruct high performance and its management by their interference, while on the other hand, 25(11.6%) disagree with the view.

This implies that although supervisors have been entrusted with the authority over their subordinates, at times it is necessary to give them the space to execute their duties as this does not only improve their self esteem but may be used as a 'mirror' to ones performance. It may also create room for professional growth.

4.4.13 Lack of support services

The table below illustrates the different responses of the respondents on the above statement

TABLE 4.14 lack of support services

Lack of support services	No response		1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%	F	%
17.1 Workers must be motivated by higher pay	11	5.1	88	40.7	86	39.8	21	9.7	4	1.9	6	2.8
17.2 Lack of staff support services manifest in poor job performance	5	2.3	89	41.2	105	48.6	9	4.2	4	1.9	4	1.9

Scale

- 1-Agree
- 2-Strongly agree
- 3-Disagree
- 4-Strongly disagree
- 5-Undecided

Item 17.1 Workers must be motivated by higher pay

It is revealed in table 5.3 that 174(80.6%) of the respondents believe that workers must be motivated by higher pay in order for them to perform satisfactorily. On the contrary, 25(11.6%) of the respondents do not agree with this view.

The implication is that money has always been seen as a motivator. If people are motivated, they are likely to excel in whatever task they engage in.

Item 17.2 Lack of staff support services manifest in poor job performance

According to table 5.3, an overpowering 194(89.8%) of the respondents agree that lack of staff support services manifest in poor job performance. 13(6%) Respondents do not agree with the statement.

This implies that, if people are dissatisfied, active performance is compromised as attention is given to what it is believed to be beneficial. People are not likely to perform according to set standards if they are aware that their efforts are not appreciated.

SECTION C

Other factors that impact on the management of performance in schools

School Management Teams members were asked to reflect on factors that impact on the management of performance other than those included in the questionnaire. They were requested to give six (n=6) responses to the question.

It was noted that the majority of respondents highlighted the following as issues and challenges that impact on the management of performance under this section. They indicated the following amongst others, lack of work related incentives, resistance to change, lack of communication and fear of litigation.

The following table shows in ranking order, other issues and challenges that impact on the management of performance on the twenty-five schools that were used in

this study. The percentage is calculated out of 216 questionnaires.

4.4.14 What other issues impact on the performance of management in schools?

TABLE 4.15 Other Issues

	F	%
1. Performance gaps are not given attention due to the diverse duties of managers	39	18.1
2. Feedback is not provided adequately to teachers by use of performance measures	37	17.1
3. Performance management is not seen as important by most junior staff in schools	36	6.7
4. There is a high rate of dissatisfaction on issues of staff welfare	36	16.7
5. Absence of clear objectives and sound processes for managing performance	33	15.3
6. Performance standards are not used as a yard stick for performance but are instead clouded by favouritism	29	13.4
7. In-service training is inadequate and ineffective	29	13.4
8. Teachers negative attitude towards supervision and performance monitoring	25	11.6
9. Inadequate induction of managers on first appointment	21	9.7
10. School managers have limited authority to deal with non-performers in the school	21	9.7
11. Lack of involvement in the day to day affairs of the school by stakeholders	21	9.7
12. Budgetary constraints	25	11.6
13. Inadequate drivers of PMS	20	9.3
14. Lack of support for managers by supervisory department (ministry of education)	19	8.8
15. Obsolete policies and their inadequate implementation	18	8.3
16. Over delegation of duties	17	7.9
17. Absence of reward provision at school level	17	7.9
18. Stringent procurement procedures	8	3.7
19. Unresolved interpersonal conflicts in the school	2	0.9
20. Absence of resources to carry out school activities	25	11.6

Table 5.4 shows that 39(18.1%) of the respondents indicated that one of the challenges that impact on the management of performance is that performance gaps are not given attention due to the diverse duties of school leaders. Other administrative issues derail their

attention from ensuring that performance is managed accordingly.

It is further revealed by the table 5.4 that 37(17.1%) of the respondents feel that performance measures are not used when teachers are given feedback. They further indicate that it is even inadequate and therefore impacting negatively on the management of performance. Performance feedback is a crucial component of performance management as it is used as a yardstick for future performance.

Table 5.4 has discloses that the respondents are of the view that if performance management is not seen as important by the junior members of staff it obviously poses a challenge to its effectiveness. Performance management as a process entails that there should be participation and collaboration to ensure its effectiveness. If teachers view it as less important this may be viewed as a serious challenge to performance improvement and its management.

The table 5.4 further indicates that 36(16.7%) of the respondents believe that there is a high rate of staff dissatisfaction on issues of their welfare. This obviously in their opinion is a major challenge on the management of performance. Demotivation does not spur people to better performance, but rather urge them to seek satisfaction 'off' their job.

It is also disclosed by the table 5.4 that 36(16.7%) respondents believe that at times there are no clear objectives and sound processes for managing performance. This in their view is a challenge to the effective

management of performance. Objectives ensure that everyone is focused on the intended course. They further enable people to evaluate their work. According to school leaders, if these are absent the effective management will be greatly challenged.

A sound process will also ensure that people understand the requirement that constitute the management of performance but if these are not clear, school leaders are bound to work in 'summise', which has a negative impact on the management of performance.

Table 4.15 indicates that 29(13.4%) of the respondents view favouritism as a challenge to the management of performance. School leaders must be assessed and rewarded accordingly but in some instances, favouritism clouds the supervisors' judgement when they deal with performance management related issues. Those that feel that they are not favoured resort to behaviour patterns that will compromise the effectiveness of performance management.

Table 5.4 further indicates that 29(13.4%) of the respondents indicated that absence of 'in-service' training pose a challenge to the management of performance. The finding is that school leaders are ill informed about the dictates of performance management.

It is further revealed that 25(11.6%) of the respondents stated that teachers' negative attitude towards supervision and performance is a major challenge to the management of performance. Another 25(11.6%) of the respondents indicated that absence of resources to carry out school-based activities has adverse effect on performance management, while 25(11.6) noted that

budgetary constraints as another serious challenge to the management of performance.

4.4.15 ANALYSIS OF RESULTS FROM SCHOOL HEADS' INTERVIEWS

An interview was conducted on ten (n=10) school heads from schools in the South Central region. The purpose of the interview was to get a holistic impression of what school heads regard as challenges that impact on the management of performance in their respective schools.

4.5 ANALYSIS OF T-TEST OUT-PUT

A statistical package (SPSS) was used to conduct three T-Tests: one by teaching experience; the second by gender; and the last one by age.

The following were the hypothesis used in the tests;

- ❖ There is no significant difference in the responses between male and female school managers.
- ❖ There is no significant difference between responses given by managers of all age groups.
- ❖ Teaching experience does not influence the nature of responses given.

Responses under every heading were summed and grouped to represent the heading. To facilitate the analysis of the T-Test, school managers were divided into two groups per test.

Table 4.16 below shows a summary of the groups

Hypothesis	Group 1	Group 2
1	Male Managers	Female Managers
2	11-15 years 0-5 years	16 years and above 6-10 years
3	School Heads Heads of Department	Deputy Heads Senior Teacher Grade 1

The level of significance in the three groups was 0.05%

The output of the three tests is shown in the appendix section of the dissertation.

ANALYSIS OF THE FIRST HYPOTHESIS

There is no significant difference in the responses between male and female managers. A comparison of responses by gender as indicated by the T-Test denotes that gender had no bearing on the responses given. Therefore, there is no difference, whether one is male or female. This was true at more than 0.05% level of significance for all the questions. Empirical investigations also revealed that, gender did not influence the responses given.

ANALYSIS OF THE SECOND HYPOTHESIS

There is no significant difference between responses given by managers of all age groups. A comparison of responses given by managers of all age groups as shown by the T-test output indicates that there is a significant difference with the responses on the following questions.

Question 6: Purpose of performance management

The level of significance was 0.014%

Question 7: Performance management process

The level of significance was 0.016%

Question 12: Resistance to change

The level of significance was 0.010%

From the above finding, it is therefore appropriate to conclude that age group had a bearing on the way school managers responded to the above question.

ANALYSIS OF THE THIRD HYPOTHESIS

Teaching experience does not influence the nature of responses given by school managers. The level of significance for all responses is above 0.05%. The following are levels of significance for some questions;

Question 5: Characteristics of performance management

The level of significance was 0.356%

Question 6: Purpose of performance management

The level of significance was 0.212%

Question 7: Performance management process

The level of significance was 0.528%

This therefore, indicates that, according to the T-Test, all responses given were not in any way influenced by teaching experience. It is therefore appropriate for one to further state that it is evident from the findings that teachers are aware of the challenges that impact negatively on the management of performance, irrespective of the position they hold in the school set up.

4.6 Interview questions

1.1 State the challenges that impact on performance management in your school

Table 4.16 below shows the respondents' view on the question above

TABLE 4.17 Challenges on Performance Management

	F	%
Size of the school	8	80
Health status of staff members	6	60
Teachers studying part-time	7	70

According to table 4.16, 8(80%) of the respondents indicated that, the school size, health status of workers and teachers studying part time are challenges they face in their respective schools in their effort to manage performance. This is therefore a clear indication that there are problems in schools that are related to the management of performance that school leaders are grappling with.

2.1 Do training programmes offered to teachers have any radical transformative effect?

Table 4.17 below shows whether or not the respondents agree with the above-mentioned question

Table 4.18 Training Programmes for Teachers

	F	%
Yes	4	40
No	6	40

As shown by table 4.17, 6(60%) of the respondents agree that training programmes offered to teachers have a radical transformative impact while 4(4%) hold a divergent view. This may imply that the problem is existent in schools and that something needs to be done to improve the quality of training programmes offered so that they best address the problem they are intended to.

3.1 .How does the management of complex schools have an influence on the management of performance?

Table 4.18 reveals the respondents' views on how the management of complex schools have an influence in the performance management.

TABLE 4.19 Management of Complex Schools

	F	%
A big number of staff (both teaching and non teaching) make supervision a very difficult task	9	90
Due to a high number of students and staff, there are many disciplinary and pastoral issues which sometimes come in expense of lessons	6	60

According to table 4.18, the overwhelming majority of 9 (90%) of respondents indicated that the management of complex schools is made very difficult by a big number of staff and 6 (60%) indicated escalating indiscipline as a reason for the difficulty in the management of performance. The implication is that schools with big enrolments are not easy to manage due to the diversity of the population, both learners and staff.

4.1 Are there any support services for teachers that are geared at their motivation?

In response to this, responses are given in table 4.20 below:

TABLE 4.20 Support Services for teachers

	F	%
Staff development programmes within the school	8	80
Recognising teachers achievements through letters of appreciation and recognition in staff meetings	9	90

As reflected by table 4.19, respondents indicated that there are programmes geared at the teachers motivation. 8 (80%) of the respondents indicated that there are staff development programmes in the school and 9 (90%) of the respondents cited recognition of teachers' achievements in the form of letters of appreciation as ways of motivating teachers. It is therefore evident from this analysis that something can be done to remedy the situation in schools.

5.1 Does political interest in the way schools are run instil fear of litigation in effectively managing performance in your school?

The respondents view on the above question has been represented in the table 4.20 below:

TABLE 4.21 Political Interests in Schools

	F	%
Political interest in the way schools are run instil fear in effectively managing performance, because teachers are now politicised through their unions	10	100

As indicated by table 4.20, all the targeted respondents, 10(100%) stated that political and public interest in the way schools are run instil fear of litigation as teachers are now politicised through their unions. This therefore the implication is that indeed school managers have a lot to deal with to ensure better performance. This again calls for support from the Department of Secondary education so that managers can execute their duties without fear. School managers must be re-assured of the support.

6.1 How do teachers react to the introduction of change in the school?

Table 4.21 unravels the responses' view on the above-mentioned question

TABLE 4.22 Reaction to Introduction of Change

	F	%
Negatively	8	80
Positively	2	20

According to table 4.21, the overwhelming majority of school heads interviewed believe that teachers react negatively to the introduction of change. This may mean that the management

of effective performance is therefore hampered by this negative attitude. However, only 2(2%) of respondents believe teachers react positively to change, this is not representative of the targeted population for generalisation purposes.

7.1 Is performance feedback adequately given to teachers?

Table 4.22 (a) states the number of people who answered in both the affirmative and the negative.

TABLE 4.22(a) Performance Feedback

	F	%
Yes	10	100
No	0	0

As reflected by table 4.22, all the school heads interviewed (100%) believe that adequate feedback is given to the teachers. It was cited earlier that, performance management is faced with challenges; the implication is that, where it sees the dawn of the day to be managed, teachers are given feedback related to their performance.

7.2 If yes, how often?

TABLE 4.22(b) Frequency of Performance Feedback

	F	%
Every time after performance assessment	10	100

According to table 4.22(b), 10(100%) of respondents indicated that performance feedback is given every time after performance assessment. This would therefore influence future performance positively as corrective measures would be put in place prior to future performance.

7.3 Does it motivate them to better performance?

TABLE 4.23(c) Motivation to Perform Better

	F	%
Yes because they feel that their effort is being appreciated	10	100

As indicated by table 4.22, 10 (10) agree that performance feedback motivate teachers to better performance. This implies that if school manager lead by example, the response from teachers would always be a positive one.

8.1 Do teachers view the management of performance as an on going developmental process?

TABLE 4.23 Performance as a Developmental Process

	F	%
Yes they do	10	100

Table 4.23 reflects that all the respondents, 10 (10%) indicated that performance is an on going developmental process. The implication is that teachers are well informed of the latest developments in managerial issues and that they appreciate whatever innovation is geared towards bringing change in the teaching profession. If well managed, it is assumed that they would also play their professional role in the way schools are run.

4.7 SUMMARY

This chapter has vividly outlined the impirical investigations conducted to determine issues and challenges that impact on the management of performance in some secondary schools in the south central region of Botswana. Members of school management teams responded to

the questionnaire. In addition, school heads were interviewed.

The findings indicate that there are indeed challenges that impact negatively on the management of performance in schools. They include the following amongst others:

- ❖ Training programmes that are not transformative
- ❖ Resistance to change
- ❖ Lack of work related incentives
- ❖ Fear of litigation
- ❖ Non-Visionary leadership
- ❖ Lack of confidence in the leadership
- ❖ Poor communication
- ❖ Inadequate resources
- ❖ Managing complex schools.
- ❖ Lack of teacher support services.

It is also worth noting that, the empirical study highlighted the following suggestions as remedies that might address the situation.

- ❖ Teachers should be given salaries commensurate with their job as a way of motivating them.
- ❖ Provision of adequate resources to help in the execution of tasks.
- ❖ Training programmes should be evaluated for relevance.
- ❖ Ways of motivating teachers should be established.
- ❖ The establishment of teacher support services is imperative.

CHAPTER 5

5.0 Summary, findings and recommendations

5.1 Introduction

This chapter presents a brief summary of all previous chapters. A reflection of major findings of the study with recommendations for effectively managing performance in schools in the South Central Region is presented.

5.2 Summaries

Chapters in this research study are summarised as follows:

In chapter 1, the researcher outlined the statement of the problem. The main purpose of the study was to investigate issues and challenges that impact on the management of performance in some schools in the South Central Region of Botswana.

Chapter 2 outlines the nature and scope of performance management. A number of models that have been discussed to inform the researcher about what is entailed in the management performance. Research findings from developing and developed countries on how performance is managed have been highlighted.

Chapter 3 outlines the research design followed by how data was collected. An explanation has been made on the rationale behind the choice of the methodology employed, how the research was conducted and the steps taken to ensure the validity of the research study. In the empirical investigation of the research study, both the questionnaire and interview were employed as tools for data collection.

In chapter 4, data analysis and interpretation were done. The quantitative data collected through investigations were summarised and discussed.

An empirical investigation was conducted to establish challenges that school leaders perceive as having an impact on the management of performance in their respective schools.

The study has revealed that there are indeed challenges experienced by school managers in their effort to manage performance; therefore there are findings that emerged as to how the management of performance may be done to ensure its improvement and better ways of its management.

5.3 Research Findings

Findings on Aim 1:

To determine from literature the scope and nature of performance management. The following findings were made:

- ❖ Performance management is a process that begins with translating the overall strategic objectives of the organisation into clear objectives for each individual employee. (Cf 2.2.3)
- ❖ Performance management is not a strategy or a technique but a system and it concerns everyone in the organisation (c.f.2.3.1)
- ❖ Performance management is a continuous and evolutionary process in which performance improves overtime. (C.f.2.3.3)
- ❖ The major purpose of performance management is that it is a process of strategy implementation (c.f 2.3.4)

- ❖ Performance management is a process that constitutes of various stages, that is, planning, reviewing and rewarding performance. (C.f. 2.4.8.1-2.4.8.4)

Findings on Aim 2

To determine from literature, issues and challenges that impact on the management of performance. The following findings were made:

- ❖ When organisations fail to develop, entropy sets in, the organisation stagnates and eventually performance declines (c.f. 2.5.1)
- ❖ When the needs of employees are not satisfied on the job, many of them resort to behaviour patterns that are detrimental to their job performance. (C.f. 2.5.2)
- ❖ Many poor performers might have skills and motivation needed to accomplish the task, but various obstacles, such as lack of incentives, hold them back.
- ❖ Managing subordinates performance can be rendered especially difficult when supervisors have a vague idea of what it is their employees actually do. (C.f. 2.5.4)
- ❖ Leadership that does not have a compelling vision will definitely face performance management related problems. (C.f.2.5.4)
- ❖ Failure to have planned targets will result in employees acting aimlessly and inaccurately and future performance and its management will not be adjusted accordingly. (C.f.2.5.5)
- ❖ The manager that has received little or no training on how to appraise, evaluate, counsel or coach will face challenges in the management of performance. (C.f.2.5.6)

- ❖ Absence of performance plans and measures will compromise strengthening of management, informed decision-making and improvement of overall performance and increased accountability. (c.f 2.5.15)

Findings on Aim 3:

To determine empirically school management teams' views on issues and challenges that impact on the management of performance in Botswana schools. The following findings were made:

- ❖ In-service training is inadequate to equip school leaders with skills to improve and manage performance.
- ❖ Lack of work related incentives to spur teachers to better performance and its management.
- ❖ Poor and ineffective performance feedback.
- ❖ Diverse duties of managers that derail them from effectively managing and monitoring performance.
- ❖ School leaders have limited authority to deal with non-performance.
- ❖ Work performance grievances are not solved timeously.
- ❖ Resistance to change by subordinates.
- ❖ Training programmes are sometimes not transformative.
- ❖ Non-visionary and informed leadership.

5.4 RECOMMENDATIONS

According to research findings, it has surfaced that indeed the management of performance in schools is faced with diverse challenges. Findings also revealed strategies that could be employed to address the problems. The following are some of the recommendations prompted by the findings and are as follows;

Recommendation 1

The Ministry of Education should intensively train all school managers on educational management in order to equip them with relevant skills that would enable them to manage the human resource under their care effectively. This qualification should be used as one of the pre requisites to qualify for a managerial position in schools.

Recommendation 2

Provision of adequate resources by the Ministry of Education is imperative. The educative process can only be effective if resources are available, both human and non human.

Recommendation 3

There is need for recognition of managers in accordance with their performance. Performance Based reward system should be resuscitated so that performing school managers are recognised. Annual teachers' awards should not be discriminatory, but should be extended to all teachers irrespective of the length of service so that they are also motivated to continuously improve their performance.

Recommendation 4

Structures should be established at all levels of the Ministry of Education to ensure proper dissemination of vital information. Directives, Savingrams, newsletters and any official information should reach the teachers on time as they have a direct bearing on their welfare. Performance feedback

should be availed to teachers so that they can better their future performance.

Recommendation 5

Staff support services should be established and funded accordingly to address work and social problems experienced by teachers. Specialists in related fields like, psychologists, social workers, subject specialists should be placed at strategic places where teachers can meet them for expert advice.

Recommendation 6

Training programmes should be re-engineered to be able to address the needs of a diverse teaching force. They should be evaluated for relevance to the teaching cadre. Stakeholders should be brought on board to solicit a diverse representation of views. Teachers, learners, teachers, non-governmental organisations, experts, academicians should participate in the process. Substantive data should be used to establish whether the programmes are transformative.

5.5 Conclusion

It is of no doubt that there are benefits to the effective management of performance in schools. However it has been noted that the process is riddled with challenges that adversely impact on its effectiveness.

It is imperative that both school managers and those they supervise are conversant of the dictates of this valuable process. Both parties should have the consciousness that

performance management is a process and requires continuous commitment and dedication so that it can serve its purpose.

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APPENDIX 1

INTERVIEW QUESTIONS

1. State the challenges that impact on the management of performance in your school.

2. Do training programmes offered to teachers have any radical transformative impact?

3. How does the management of complex schools have an influence on the management of performance?

4. Are there any support services for teachers that are geared at their motivation?

5. Does political interest in the way schools are run instil fear of litigation in effectively managing performance in your school?

6. How do teachers react to the introduction of change in the school?

7. a) Is performance feedback adequately given to teachers?

B) If yes does it motivate them to better performance?

C) If no, do you have any other measures that motivate them?

Do teachers view the management of performance as an on going developmental process?

APPENDIX 2

QUESTIONNAIRE

TOPIC: A STUDY ON ISSUES AND CHALLENGES THAT IMPACT ON THE MANAGEMENT OF PERFORMANCE IN SOME COMMUNITY JUNIOR SECONDARY SCHOOLS IN THE SOUTH CENTRAL REGION OF BOTSWANA

SECTION A

BIOGRAPHICAL AND DEMOGRAPHIC DATA

Please answer the following questions by ticking the appropriate block.

1. AGE

- 1.1 Below 25
- 1.2 26-30
- 1.3 31-35
- 1.4 36-40
- 1.5 41-45
- 1.6 46 and above

2. GENDER

- 2.1 Male
- 2.2 Female

3. TEACHING EXPERIENCE

- 3.1 0-5 years
- 3.2 6-10
- 3.3 11-15
- 3.4 16 years and above

4. POST OF RESPONSIBILITY

- 4.1 School Head
- 4.2 Deputy school Head
- 4.3 Head of department
- 4.4 Senior Teacher 1

SECTION B

RESPONDENTS VIEWS ON ISSUES AND CHALLENGES THAT IMPACT ON THE MANAGEMENT OF PERFORMANCE

Please indicate your opinion by ticking the appropriate corresponding box number.

Key:

- 1. Agree
- 2. Strongly agree
- 3. Disagree
- 4. Strongly disagree
- 5. Undecided

5.0 Characteristics of performance management

	1	2	3	4	5
5.1 It is a process rather than an event					
5.2 It is a way of managing people					
5.3 It is about people sharing in the organisation to which they have contributed					
5.4 The process must be used to generate an increased understanding of what the organisation is trying to achieve					

6.0 Purpose of performance management

1 2 3 4 5

6.1 It is the process of strategy implementation					
6.2 It is a vehicle for culture change					
6.3 It provides input to other human resource systems					
6.4 It contributes to continuous professional development					
6.5 It raises standards					
6.6 Staff involvement in planning					
6.7 It is a process for establishing shared understanding					
6.8 It is a way for managing and developing people					

7.0 Performance management process

1 2 3 4 5

7.1 The organisation needs strategic business objectives to become effective					
7.2 The organisation should have a clear vision and purpose					
7.3 A collaborative agreement on personalised objectives must take place					
7.4 Performance must be assessed and data collected					
7.5 There should be a meeting to review performance based on assessment data					
7.6 There should be an agreement on new objectives for next performance cycle					

ISSUES AND CHALLENGES THAT IMPACT ON THE MANAGEMENT OF PERFORMANCE

8.0 Lack of work related incentives

1 2 3 4 5

8.1 People must be given salaries and bonuses that reflect individual performance					
8.2 Work grievances can interfere with succesful performance management					

9.0 Non visionary leadership

1 2 3 4 5

9.1 Leadership should define vision and strategy					
9.2 Lack of the leaders' initiative and originality render the organisation ineffective					
9.3 Leadership that does not have a compelling vision is faced with performance management related problems					
9.4 Low levels of confidence in the leadership					

10.0 Training programmes that lack radical transformative impact

1 2 3 4 5

10.1 Training programmes should have a radical transformative impact					
10.2 Training programme do not produce immediate changes in job perfomance					
10.3 Some training programmes are devoid of skills required by teachers					

11.0 Complex schools

1 2 3 4 5

11.1 Pressure of work renders managers obsolete in personnel management practices					
11.2 People with complex relationships and incompatible goals render the management of performance difficult					
11.3 Over-populated schools make it difficult for leaders to predict diverse human behaviour					

12.0 Resistance to change

1 2 3 4 5

12.1 Imposed change renders the management of performance difficult.					
12.2 People have a tendency of clinging to obsolete ways of doing things.					
12.3 Resistance to change results in decline in performance.					
12.4 Resistance to change causes 'pain' that translates into employee apathy, confusion and frustration					

13.0 Lack of motivation

1 2 3 4 5

13.1 Leads to behavior patterns detrimental to the job performance.					
13.2 Motivated people are usually spurred for better performance.					
13.3 Lack of motivation leads to personal satisfaction off the job					
13.4 The person that is highly dissatisfied on the job is less likely to perform					

14.0 Poor communication

1 2 3 4 5

14.1 Lack of feedback on work performance contributes to poor performance management					
14.2 Inorder for employees to perform effectively they need feedback					
14.3 Performance strategies that are not clear					
14.4 If a vision of objectives is not communicated to employee, performance management suffers					
14.5 Inavailability of performance plans					
14.6 Sometimes workers are misled ans kept in the dark about adequacy of their performance					

15.0 Fear of litigation

1 2 3 4 5

15.1 Poor performance management is attributed to the mangers' inability to dismiss at his own discretion					
15.2 Public and political interest in the way schools are run make management of performance difficult					
15.3 Current legislation make the management of schools difficult as teachers are aware of their rights					

16.0 **Task interference**

1 2 3 4 5

16.1 It is the reason for inadequate performance and its management					
16.2 Leaders can obstruct high performance and its management due to their interference					

17.0 **Lack of staff support services**

1 2 3 4 5

17.1 Workers must be motivated by higher pay					
17.2 Lack of staff support services manifest in poor job performance					

SECTION C

What other issues impact on the management of performance in schools? Please state six.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

THANK YOU VERY MUCH

APPENDIX 3

Letter to School Leaders

University of the North West
Private bag X2046
Mmabatho
2735
South Africa

Dear School leader

My name is Tamatie Esther Gabonthone and I am currently reading for Masters Degree in Educational Planning and Administration with the University of the North West. The purpose of this questionnaire is to obtain views of the school management team on issues and challenges they view as impacting on the management of performance.

This letter therefore serves as a humble request to voluntarily provide information on the topic. Confidentiality of all the information given is guaranteed. The questionnaire would be collected after a week.

Thank you for your valued participation in this research.

Yours faithfully

Tamatie Esther Gabonthone.

APPENDIX 4 T-Test Tables

TEST OF SIGNIFICANCE BETWEEN RESPONSES GIVEN BY BOTH MALE AND FEMALE MANAGERS

Group Statistics

	gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Q5total	male	10	8.80	5.534	1.750
	female	18	8.44	5.193	1.224
Q6total	male	10	16.80	8.715	2.756
	female	18	15.50	8.522	2.009
Q7total	male	10	12.40	6.687	2.115
	female	18	12.72	6.027	1.421
Q8total	male	10	4.10	1.449	.458
	female	18	3.94	1.893	.446
Q9total	male	10	7.80	4.614	1.459
	female	18	8.50	4.382	1.033
Q10total	male	10	6.80	3.736	1.181
	female	18	8.28	3.786	.892
Q11total	male	10	6.90	3.900	1.233
	female	18	7.06	4.007	.944
Q12total	male	10	7.60	4.300	1.360
	female	18	7.72	4.056	.956
Q13total	male	10	7.60	4.600	1.454
	female	18	8.89	5.257	1.239
Q14total	male	10	13.10	7.923	2.505
	female	18	13.17	6.042	1.424
Q15total	male	10	7.10	3.281	1.038
	female	18	8.56	4.076	.961
Q16total	male	10	4.20	2.781	.879
	female	18	5.50	3.618	.853
Q17total	male	10	3.80	2.150	.680
	female	18	4.11	2.518	.593

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Q5total	Equal variances assumed	.170	26	.867	.356	2.096	-3.952	4.663
Q6total	Equal variances assumed	.384	26	.704	1.300	3.388	-5.663	8.263
Q7total	Equal variances assumed	-.130	26	.897	-.322	2.470	-5.400	4.756
Q8total	Equal variances assumed	.225	26	.824	.156	.691	-1.265	1.576
Q9total	Equal variances assumed	-.398	26	.694	-.700	1.761	-4.319	2.919
Q10total	Equal variances assumed	-.994	26	.329	-1.478	1.486	-4.533	1.577
Q11total	Equal variances assumed	-.099	26	.922	-.156	1.566	-3.374	3.063
Q12total	Equal variances assumed	-.075	26	.941	-.122	1.634	-3.480	3.236
Q13total	Equal variances assumed	-.649	26	.522	-1.289	1.987	-5.374	2.796
Q14total	Equal variances assumed	-.025	26	.980	-.067	2.663	-5.541	5.407
Q15total	Equal variances assumed	-.966	26	.343	-1.456	1.507	-4.552	1.641
Q16total	Equal variances assumed	-.983	26	.334	-1.300	1.322	-4.017	1.417
Q17total	Equal variances assumed	-.329	26	.745	-.311	.945	-2.254	1.632

ANALYSIS OF VARIANCE FOR RESPONSES OF MANAGERS FOR ALL AGE GROUPS

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Q5total	Between Groups	128.076	2	64.038	2.638	.091
	Within Groups	606.781	25	24.271		
	Total	734.857	27			
Q6total	Between Groups	556.417	2	278.208	5.067	.014
	Within Groups	1372.548	25	54.902		
	Total	1928.964	27			
Q7total	Between Groups	286.131	2	143.065	4.869	.016
	Within Groups	734.548	25	29.382		
	Total	1020.679	27			
Q8total	Between Groups	4.019	2	2.010	.661	.525
	Within Groups	75.981	25	3.039		
	Total	80.000	27			
Q9total	Between Groups	176.888	2	88.444	6.421	.006
	Within Groups	344.362	25	13.774		
	Total	521.250	27			
Q10total	Between Groups	41.421	2	20.711	1.515	.239
	Within Groups	341.829	25	13.673		
	Total	383.250	27			
Q11total	Between Groups	22.305	2	11.152	.719	.497
	Within Groups	387.695	25	15.508		
	Total	410.000	27			
Q12total	Between Groups	136.683	2	68.342	5.522	.010
	Within Groups	309.424	25	12.377		
	Total	446.107	27			
Q13total	Between Groups	123.167	2	61.583	2.811	.079
	Within Groups	547.690	25	21.908		
	Total	670.857	27			
Q14total	Between Groups	166.595	2	83.298	2.044	.151
	Within Groups	1018.833	25	40.753		
	Total	1185.429	27			
Q15total	Between Groups	44.874	2	22.437	1.611	.220
	Within Groups	348.090	25	13.924		
	Total	392.964	27			
Q16total	Between Groups	52.340	2	26.170	2.611	.093
	Within Groups	250.624	25	10.025		
	Total	302.964	27			
Q17total	Between Groups	2.100	2	1.050	.177	.838
	Within Groups	147.900	25	5.916		
	Total	150.000	27			

ANALYSIS OF VARIANCE FOR RESPONSES OF MANAGERS FOR TEACHING EXPERIENCE

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Q5total	Between Groups	58.234	2	29.117	1.076	.356
	Within Groups	676.623	25	27.065		
	Total	734.857	27			
Q6total	Between Groups	224.841	2	112.421	1.649	.212
	Within Groups	1704.123	25	68.165		
	Total	1928.964	27			
Q7total	Between Groups	50.771	2	25.385	.654	.528
	Within Groups	969.908	25	38.796		
	Total	1020.679	27			
Q8total	Between Groups	1.200	2	.600	.190	.828
	Within Groups	78.800	25	3.152		
	Total	80.000	27			
Q9total	Between Groups	25.742	2	12.871	.649	.531
	Within Groups	495.508	25	19.820		
	Total	521.250	27			
Q10total	Between Groups	2.727	2	1.363	.090	.915
	Within Groups	380.523	25	15.221		
	Total	383.250	27			
Q11total	Between Groups	12.608	2	6.304	.397	.677
	Within Groups	397.392	25	15.896		
	Total	410.000	27			
Q12total	Between Groups	19.584	2	9.792	.574	.571
	Within Groups	426.523	25	17.061		
	Total	446.107	27			
Q13total	Between Groups	2.665	2	1.332	.050	.951
	Within Groups	668.192	25	26.728		
	Total	670.857	27			
Q14total	Between Groups	40.936	2	20.468	.447	.644
	Within Groups	1144.492	25	45.780		
	Total	1185.429	27			
Q15total	Between Groups	1.241	2	.621	.040	.961
	Within Groups	391.723	25	15.669		
	Total	392.964	27			
Q16total	Between Groups	20.534	2	10.267	.909	.416
	Within Groups	282.431	25	11.297		
	Total	302.964	27			
Q17total	Between Groups	18.392	2	9.196	1.747	.195
	Within Groups	131.608	25	5.264		
	Total	150.000	27			