AN ANALYSIS OF PERFORMANCE MANAGEMENT SYSTEMS FOR EDUCATORS IN THE MADIBOGO CIRCUIT SCHOOLS

by

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DECLARATION

I declare that this research project of the Masters Degree in Business Administration (MBA) North West University hereby submitted and has not previously been submitted by me for a degree at this or any other university. This is my own work in design and execution and that all materials taken from other sources contained herein have been acknowledged.

Signature.....

MM Mphahlele

Date....08/03/2006.....

DEDICATION

To God the Almighty for the good health, strength, patience and courage He provided me with through the study.

To Professor Louw, my supervisor for the support and guidance he provided me throughout the study.

Tumisang Tselane, thank you for the patience you had in collecting and submitting the chapters to my supervisor.

ABSTRACT

The aim of this study was to investigate the views of educators on Performance Management Systems in the Department of Education, with special reference to Madibogo Circuit Schools. The views of 40 educators from School Management Teams were obtained regarding the system.

The findings of the study revealed that there are inadequate Performance Management Systems in place for educators in the North West Department of Education. This is a challenge facing Human Resources Management Practitioners and relevant stakeholders in the Department, because the primary orientation of Performance Management is developmental through effective response to consistent inadequate performance as well as recognising outstanding performance.

Failure to implement and manage Performance Management Systems will result in low motivational levels, which in turn will lead to unsatisfactory performance and high turnover.

Therefore the researcher suggests some recommendations based upon the results of the study to address the problems inherent in the current status quo.

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The Stellenbosch Business School indicates that, the application of performance management Systems is still observed as a serious matter in human resources development, which needs organisation's immediate attention. Managers still complain that they do not have enough time for people management because they are too busy delivering services. Meanwhile, employees report that they receive little attention and, their pays neither are nor related to their performance. Employees also complain that they receive almost no developmental directions (Penet 1998 p:251).

The same situation described by Penet exists in the National Department of Education. Educators feel that performance assessment is punitive as indicated by Guerra (2001:40). Hence, the Department of Education is planning to implement an Independent Quality Management System (IQMS) with effect from 2004. IQMS is an integration of Developmental Appraisal, Whole School Evaluation and Performance Management. This system focuses on educator and school performance (Circular no. 129, 2002:1).

1.2. THE PROBLEM STATEMENT.

(i) The main problem

(a) The main problem investigated by this study performance management programmes that are in place at Madibogo circuit schools , and the manner in which they are administered by educators and the management .

(ii) Sub -problems.

(a) Poorly administered Performance Management deflects the organisation's purpose of existence as a result, the organisation looses the direction in which it is going.

CHAPTER 1

ORIENTATION

1.1. INTRODUCTION

Performance management is a broad term that has emerged to indicate the set of practices through which work is defined and reviewed, capabilities defined and rewards distributed (Carrel et al 1997:259).

The National Department of Education in South Africa has been searching for performance management systems that are not judgemental or subject to rating error but systems that are developmental and highly motivational (Circular no. 23 of 2000 Department of Education). Organisations have been struggling to have compensation systems that will appropriately reward the best performers and motivate behaviours that are critical to organisational needs (Spanberg 1998:30). The National Department of Education is also still looking for training and development systems that will provide educators with relevant skills required.

Similarly, the University of Stellenbosch Business School in 1997 released a rather bleak picture of the way performance is managed and rewarded in South Africa. Major problems were identified during the survey by the Business School including the existence of a negative work culture whereby changes in strategy did not result in a corresponding behaviour change; insufficient line management support was detected regarding periodic and formal performance review. Further, over- emphasis on the appraisal of the following aspects became apparent; lack of follow-ups to performance reviews; overemphasis of appraisal at the expense of development; inadequate performance information and maintenance of objectivity (Spanberg 1998:33).

(b) Inadequate Performance management systems deny an organisation a chance to develop strategies to achieve its mission.

(c) Few performance review programmes do not show adequate performance qualities and competencies against which individuals are expected to perform.

1.3. DESCRIPTIVE HYPOTHESES.

(i) Schools do not adhere to their mission statement.
(ii) Strategies to achieve the mission are ignored.
(iii) School's objectives are inadequately communicated.
(iv) Organisational values do not state clearly what the schools regarded as important and how to conduct their affair.
(v) Performance Indicators are not clearly defined.
(vi) Criteria used for the performance review are not clearly stated.
(vii) Pay is not related to performance.
(viii) There is inadequate performance improvement programmes.

1.4. OBJECTIVES OF THE STUDY.

The main objectives of this study were:

(i) To investigate whether schools adhere to their mission statements to enhance performance.
(ii) To determine whether schools have strategies are in place to achieve their missions.
(iii) To investigate whether the objectives are clear and adequately communicated.

(iv) To find out whether the values of schools indeed state clearly what the school regard as important and whether there is guidance on how to conduct their affairs.

(v) To establish whether performance indicators are clearly defined to enable evaluation of the final results.

(vi) To investigate whether the criteria used for performance review are well understood by educators.

(vii) To find out whether pay is related to performance.

(viii) To determine whether there are performance improvement programmes.

1.5. THE IMPORTANCE OF THE STUDY.

This study will help the Department of Education to identify the sources or contributing factors in performance management of educators. The Department would also be made aware of Performance Management Systems relevant for educators and the extent to which these systems are effective and appreciated by educators.

1.6. LIMITATIONS TO THE STUDY.

The results of this study cannot be generalised to other populations. The sample size of 40 respondents is too limited to be generalised to the whole of the Northwest Province

1.7. RESEARCH METHODOLOGY.

(i) The organisation.

The research was conducted in the Madibogo circuit which has 27 schools, five High schools, seven middle schools, and 15 primary schools. Each school has a School Management Team (SMT), and Post Level 1 (PL1s) educators. The number of

learners at each school determines the numbers of the above personnel per school. SMT categories are: principal/s, deputy principal/s and heads of department (HOD/s).

(ii) The research design.

The survey research method was applied. Survey Research is administered in three ways namely:self-administered questionnaires; face-to-face interviews; and telephone interviews (Van Lill and Visser 1998:14). The quantitative method was applied to administer the above survey.

(iii) The target population.

The population of interest was the SMT members because they are involved in school management and classroom activities.

(iv) The sample and sampling technique

Out of 27 schools, three High Schools, five Middle schools and 13 Primary Schools will be randomly selected. Simple Random Sampling was used so that each school to have a chance of being selected. (Van Lill and Visser 1998:34). Simple random Sampling allows each participant to have an equal probability of being chosen for the sample without showing any biasness for their characteristics (Babbie 1982:203). stratified random sampling was also used for school category (high, middle, and primary schools) and also for job category (principals, deputy Principals and HODs). stratified random sampling is obtained by separating the population into non-overlapping groups called strata as stated by (Bailey 2002:91).

(v) Techniques of data collection

Self-administered questionnaire was used to gather data. Close-ended items were included for respondents to give the most appropriate response. Multiple choice

questions was be applied. The questionnaire was sent to schools to be filled by educators. The advantage of questionnaires is that they can describe characteristics of a large population. They are also flexible because many questions could be asked on a given topic allowing flexibility in analysing data. Van Lill and Visser (1998:14) argue that no other quantitative method of observation can provide this general capability.

Methods of statistical analysis used were the T-Test and the parametric analysis technique of variance (ANOVA) to test association and significance of association. The Chi-square was also applied for different schools and job categories. The results were presented in tables, charts and graphs.

1.8. CONCLUSION.

Precisely, it is evident that Performance Management Systems need immediate attention, to give employees compensation systems that are rewarding good performance and motivating necessary behaviour. Performance review techniques should also be developmental and give a true feedback, because performance systems that are judgemental demotivate employees. Also, a Performance System that has no Performance Improvement technique is ineffective.

Chapter two reflects on the literature for the study about performance management systems. The review focuses on literature related to the problems investigated.

The literature review will make it easy to compare the findings of this study with those of other studies as stated by (Jankowics 1995:131).

CHAPTER 2

LITERATURE SURVEY

2.1. INTRODUCTION

Schools and teachers are faced with a number of challenges. David Miliband detected two of the most significance challenges, namely a variation in performance between similar schools and a variation in performance between teachers with similar pupils (http:// www.labour.org.uk/new). According to Bently (1996:22) focus on the aims and operation of performance management is critical in narrowing the gap and helping all children and teachers fulfil their potential. Because performance management is a way to recognise and promote excellence and professionalism as stated by Bacal 1999:201), therefore it should be closely monitored by organisations.

Again, performance management serves to improve the quality of the teacher's performance. It promotes daily pupil achievement, for which annual appraisal is done for the purpose of continuous review and improvement. Professional needs of teachers need to be identified and met therefore. Also, teachers are entitled to honesty and transparency; they have the right to know where they have developed, and a right to feedback where they did well. Performance management is also about reassuring parents and other taxpayers that the educational service is idealistic and professional when coming to promoting high standards. The following discussion focuses on what performance management really entails.

2.2. DEFINITION OF TERMS

2.2.1. Performance management

Performance Management indicates the set of practices through which work is defined and reviewed, capabilities developed and rewards distributed (Carrel et al 1997:259). Miliband (the school standards minister of Britain further defines

Performance Management as a way of recognising and promoting excellence and professionalism in four ways, namely:

(i) Improving the quality of work

(ii) Identifying professional needs and following through by meeting those needs individually or as part of a team.

(iii) Right of employees to transparency in terms of feedback, celebrating job well done and knowing where they went wrong.

(iv) Reassuring clients about the promotion of higher work standards (http:// www.labour.org.uk/new).

A comprehensive definition is given by (Spanberg 1994:109). Spanberg refers to performance management as "a continuous process whereby the manager and his/her staff jointly identify within their vision and mission, the employee's individual focus area (responsibilities) and the output expected from the individual and then use these as standards to assess the performance and behaviour of the employee at a later stage".

2.2.2. Performance

Scheiner et al (1991:279) defines performance as the measurement of results. The authors further state that to read the employee, the manager together with the employee must agree on criteria for measuring their performance of the units and reward accordingly.

2.2.3. Performance appraisal

Performance appraisal is described as a continuous process of purposeful observation of the worker who is to be evaluated in order to form an objective image of his or her abilities, interests, aptitudes, preferences and limitations for utilization and development (Government Gazette no.22, 2000).

2.2.4. . Other terms used as defined by the Government Gazette no.22, 2000.

(i) Required capability.

Required capability is used to identify and describe the common attributes, type, level and quantity of skills and behaviours that employees are expected to demonstrate.

(ii) Performance standards

Performance standards are mutually agreed criteria to describe how well work must be done. They must be used to clarify key performance areas which include indicators and standards or targets.

(iii) Skills development.

Skills development are activities to develop the knowledge, skills and attitudes necessary to achieve the identified objectives.

(iv) Progress review

Progress review is periodic discussions between supervisors and employees to monitor progress resolve problems and adjust work plans for the performance cycle.

(v) Key performance areas.

Key performance areas are jobs that are critical in terms of making an effective contribution to the achievement of a long-term goal or outcome.

2.3. PERFORMANCE MANAGEMENT.

Performance management is a broad term which comprises of a series of activities which include among others, performance review, performance improvement as well as other organisational factors covered in this discussion.

The success of the directorate of any organisation depends on the efficiency and effectiveness with which employees carry out their duties. Managing performance is therefore a key management function and should be done on regular basis (Penet 1998:251).

2.4. COMPONENTS OF PERFORMANCE MANAGEMENT.

2.4.1. The mission statement.

The mission statement indicates the reason for the existence of the organisation in terms of the nature and extent of the present and future organisational activities (Kroon:142). Cronje et a l(1997:112) state that the avoidance or ignorance of the mission statement will deflect the organisation from its long-term direction.

The mission statement should not only be that of the organisation, employees should also craft their own. Butcher and Zdrodowski (2001:12) indicate that the employees mission statement (EMS) should precede and inform the writing of the organisation's mission statement and the mission statement of the department. The authors further state that the three mission statements (individual, departmental and organisational), help individuals to develop an increasingly more comprehensive and reflective understanding not only of what they do, but also how it fits in with the goals of each unit and how it links up with all others with the same job templates. Briefly, the journey from the micro to the macro mission statement demonstrates where every employee fits into the big picture and how individual contributions support longer organisational goals (Butcher and Zdrodowski 2001:12).

The question might be how the EMS affects individual performance. According to Tesoro and Tootson (2001:14) an EMS builds morale and pride of individual employees. It speaks to the commitment of both the company and employees to professional growth and performance. The authors state that employees who are not happy about the growth expected of them will leave. This is initially negative but in the long run-positive because it will be beneficial to the organisation. The same reaction might come from prospective employees who might conclude that the culture is too transparent and expectant for them (Paul 1997: 8).

The achievement of the mission statement depends on the effectiveness of the strategies set. Strategies are statements of intent, which provide explicit guidance on the future behaviour of the organisation and the performance required to achieve the mission (Carrel et al., 1997:259).

2.4.2 Organisational objectives.

To the management of an organisation, objectives are the starting point of the management process and the guidelines for developing plans, the organising required, the plan, and the guidance that need to be offered. Moreover, the task of management can be successfully carried out only if the objectives over which control is to be exercised need to be clarified. The above explanation is supported by Theodora Lent in Carrel et al (1997:259) whereby she says" if you do not know where you are going, any road will take you there"

An ***objective*** may therefore be narrowly defined as performance that is desired over a short-term (Kroon 1996:130). Objectives are derived from goals and contribute to the achievement of goals. As Cronje et al (1997:112) state, they also set qualitative and quantitative standards.

In Britain there is a system in place in most schools including objective setting which has helped many teachers to improve their professionalism and the quality of their teaching (Milliband 2004).

Though, the record is described to be patchy by schools. While some schools can provide some strong examples of effective objective setting focussing on pupil achievement, the overall evidence is that there is not enough challenge either in objectives or review processes. Consequently, most schools need to make significant progress in setting rigorous and stretching objectives and targets for teachers, which bear directly on an improved standard of pupil achievement, which reflect the priorities in the overall school improvement plan which demands more from experienced teachers (Milliband 2004).

Each level of management converts the individual goals and objectives, which in turn contribute to the achievement of departmental objectives and, ultimately to the organisation's objectives. The achievement of all these objectives makes it possible to achieve the goals of the different level and ultimately those of the organisation over periods of longer than one year (Aspirations software 2004).

Kroon (1996:168) argues that managers and their subordinates should formulate objectives that are more challenging to serve as motivation. Easily attainable objectives offer no challenge and unattainable objectives discourage subordinates.

2.4.3. Organisational values.

Values are what is regarded as important by organisations, with regard to how they conduct their affairs (Carrel et al 1997 259). Kroon (1996, p. 524) further describes organisational values as a broad inclination to give preference to a certain state of affairs.The author further States that values could be classified into different categories such as intellectual, economic, aesthetic, social, political and religious (Kroon 1996:524).

2.4.4. Performance indicators.

Performance indicators are relevant evidence that objectives have been met according to the agreed standards, for instance, as to how to handle documents, records, internal and external customers (Department of Water Affairs Performance Management and Development Policy).They are integrated with the critical success factors and enable progress towards achieving objectives and implementing values to be monitored and, the final result to be evaluated (Carrel et al 1997:259). The policy document for the Department of Education indicates that performance indicators will help in the planning of the performance process and the tracking and diagnosis of the problems (Policy Document Department of Education, 2000:18). Schutte (1991:102) indicates that the more effective and less effective of the key performance indicators looks as follows:

(i) Deployment.

Performance indicator become more effective when management continually reviews the work of staff provides honest and realistic feedback, gives the necessary guidance and support through coaching to ensure that all staff develop their skills and knowledge whilst accomplishing tasks. Its negative part is when management reviews the work of staff in a formal manner, but does not give the regular support needed to ensure that each staff member develops his or her skills, knowledge, and takes no account of personal needs [Schutte, 1991:102].

(ii) Recognition.

Recognition refers to the acknowledgement and regularly regarding employees on performance, evaluated fairly and provided with timely and constructive feedback. On the other hand, feedback that is given only when performance is not good tends to criticize the person than their behaviour [Shutte, 1991:102].

(iii) Consideration.

Consideration is positive when managers show respect, concern and trust for staff as individuals, and understand the differing goals and needs of staff as colleagues. It is negative when staffmembers are treated as a homogenous group, with a demonstration little confidence or trust in them by not giving them responsibility and autonomy and fails to deliver on promises made (Schutte 1991:102).

(iv) Communication.

Communication is more effective when management promotes or open, two-way communication with staff, listens and take account of their views, keeps them informed about internal developments and convenes regular meetings with them. It is less effective if staffmembers are not informed about what is going on. It maintains a closed door policy and is and is autocratic rather than democratic [Schutte 1991:102].

(v) Organisational Control.

Good managers arrange and monitor team effectively, define appropriate roles for team members and organise related tasks together to encourage co-operation. Managers are less effective when they do not pay sufficient attention to issues of co-ordination and are in consistent in the way they manage [Scutte 1991:102].

(vi) Delegation.

A manager is more effective when he gives responsibility and autonomy to staff where appropriate, successfully achieves objectives through staff by entrusting them with specific tasks and ensures that they have the ability, resources and authority in carrying out their tasks. However, less effective if he or she allows staff only limited autonomy in carrying out their tasks and does not equip them with the requisite ability, resources and authority to get things done [Schutte, 1991, p. 102].

(vii) Motivation.

Schutte (1991:102) encourages participation in agreeing on objectives and targets. He further encourages informal meetings between groups to resolve problems, discuss ideas. and provide regular feedback about team progress against objectives. A manager is less effective when he tends to dominate the group, does not seek group consensus when defining tasks and does not manage conflict effectively.

(viii) Analysis.

An effective manager is able to assess situations accurately and involve staff in finding solutions but less effective when he or she makes decisions and does not always get the full facts from the people involved [Schutte 1991:103].

(ix) Planning.

A good manager is able to develop work plans and set objectives, allow sufficient time to explore problems and their causes, plan reasonable team objectives and distribute workload equitably. Planning is less effective if it does not pay sufficient attention to implementing expedient solutions or evaluating alternative causes of action and managers do not monitor how effective decisions are implemented

(x) Direction.

An effective manager does not shy away from taking tough decisions, is able to act decisively under pressure, assumes ownership of decisions taken and does not always take responsibility of decisions made.

2.5. PERFORMANCE MANAGEMENT CYCLE.

The performance management cycle has five main elements: planning, development, review, coaching and performance appraisal. The cycle is about the bringing together of two parties at a level where each is interested and committed to the others' success (Bailey, 1993:285).

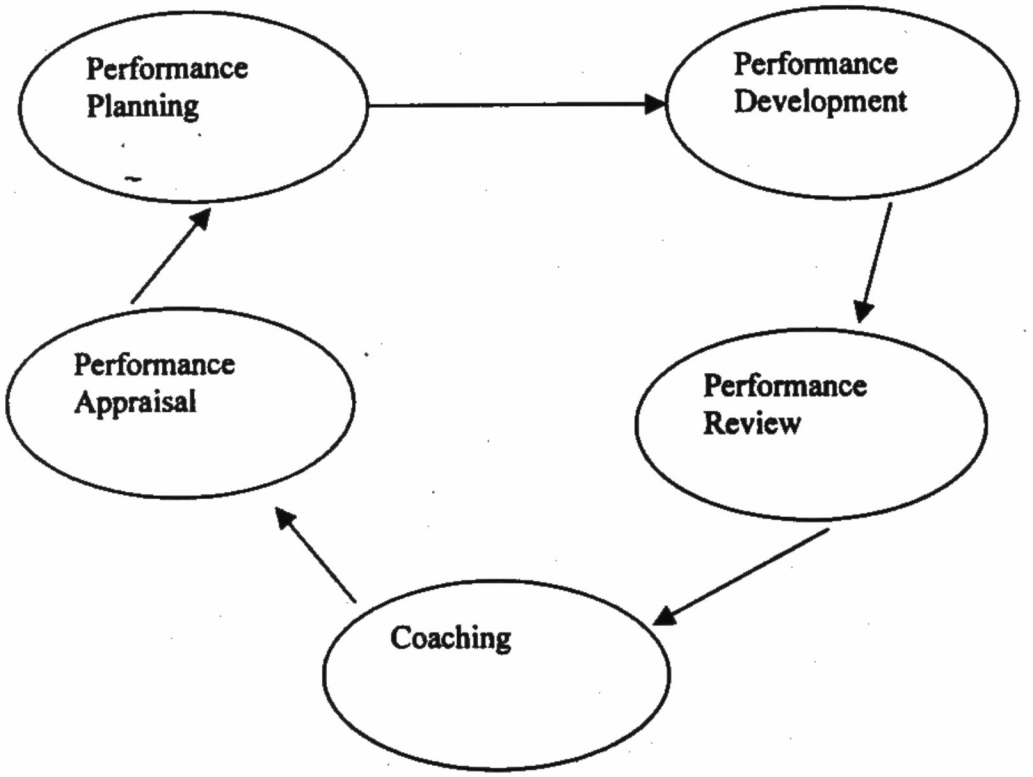


Figure 1: Performance Management Cycle.

Source: R Bailey. Practical Coucelling Skills (1993):285).

Meglegan (1994:300) states that the performance cycle has four main aims:

I. To establish what is expected (Performance planning).
II. To provide appropriate support (Performance development).
III. To review the progress (Performance review).
IV. To acknowledge and recognise performance (Performance appraisal).

2.5.1. Performance planning.

Performance planning is the starting point of the employee and manager to begin the process. It is mostly about clarifying job tests for individual employees and it provides a forum for general discussion. The end product of performance planning is a written document listing the objectives, goals and standards. This then constitutes the performance plan for the employee and will be used in the interim and final for appraisal meetings.

2.5.2 Performance review.

Leaders in organisations have the responsibility for formal and informal performance feedback and assessment of all staff. On-the job training and workshop sessions should be held with supervisors to address weaknesses in skills and knowledge (Newman, 2002). A well designed performance management system will support organisations in achieving their goals and outcomes. A good Performance Management system should give and receive feedback linked to organisation and should lead to improved performance valued by employees (Answers 4 u: 2004).

Research done by the Stellenbosch Business School indicates that the existence of a good review can be of great value to the organisation, the department and the individual (Carrel et al., 1997:258). Performance reviews could be done in different ways for different activities applying different technologies. For instance the Institute of Public Sector Management's Performance Management Discussion Forum held in 2003, emphasised the use of balanced score cards in local authorities and related organisations(UK Public Sector Training 2004) Other organisations use the Performance Management Organiser (PMO), is a software utility used to log and report Performance Management Objectives of teachers and other employees. The user is able to log the objectives set during a performance review or assessment, then, they can log the actions with dates that they have carried out to obtain these objectives.

The importance of Performance review is also emphasised by Mattison (2004) when he mentions that evaluation of performance means posing four questions namely:

(i) What has happened?
(ii) Why has it happened?
(iii) Is it going to continue?
(iv) What could we do about it?

2.5.3. Performance appraisal.

(i) Definition.

Performance Appraisal (PA) is defined as a systematic method of determining the present and future effectiveness of an employee in a business. It is only an impression formed of the employees' performance in his present position, but also of his potential for future development. Performance Appraisal is one of the processes used to review performance. It is also defined as the ongoing process of evaluating and managing behaviour and outcomes in the work place (Carrel et al 1997:258).

(ii) Uses of performance appraisal.

Kroon, (1996:174) identified the following as the importance of performance Appraisal:

(a) Promotions.

One of the most important uses of performance appraisal is that it helps to choose the right employee for promotion.

(b) Transfers, demotions and dismissals.

If over a period of time it appears that an individual is not suitable for a specific post, appropriate action must be considered. A performance appraisal can highlight characteristics that may be more suitable for another post. In this way the organisation makes the best use of its labour force. This implies that management should be prepared to do anything in its power to ensure that employees are placed where they will be more effective.

(c) Salary adjustment.

Job evaluation is concerned with the determination of salary scales for different jobs. Performance appraisal serves as a basis for salary increase for individual employees within these scales by virtue of their performance [Kroon 1996:174]

(d) Performance related pays.

Excellent performance must be rewarded by means of differentiated remunerations, otherwise performance in the organisation will be mediocre [Kroon 1996:170].

(i) Problems with Performance appraisal.

An effective performance appraisal system must be objective, fair and purposeful and it must be reliable, valid, empirical and communicated thoroughly, but, despite, the directorate of organisations still experience some problems. Bascal (1999:55) says that lack of management commitment in appropriate organisational culture and performance appraisal destroys team work. Measuring objectives fosters mediocrity and performance appraisal system and rater inadequacies increase performance variability. Bascal (1999:55) also sates that management focuses on short-term (local) rather than long-tem (general) objectives.

Muchunsky (1999:178) says that graphic rating scales are where individuals are rated on a number of traits or factors. The rater judges how much of each factor an individual has and is usually on 5 or 7 point scale. However, in making these ratings

the rator may commit error in judgement. These are evaluations based on the rater's general feelings about an employee. Coopers and Lybrand (1997, p. 33) refer to these as invalid and valid halos respectively. In general ' halo' errors are considered to be the most serious and per visage of all rating errors.

Leniency errors and central tendency errors as shown by Murphy et al (1993:78) they occur because the rater has applied personal standards derived from his or her own personality or previous experience. Critical incidents are used to guide employees in their job performance and each employee's performance can be displayed in terms of occurrence of this critical behaviour. According to Vroom (1990:156) some managers have a problem of resistance as far as performance appraisal is concerned. The resistance is usually attributed to the following causes:

(a) A normal disguise of criticising subordinates.
(b) Lack of skill needed.
(c) Dislike of a new procedure, with its accompanying changes in ways of operating.
(d) Mistrust of the validity of the appraisal instrument.

2.5.4. Performance improvement programmes.

(i) Training and development.

Effective training and development enables employees to assume increasingly challenging job responsibilities and to perform at high job levels. Esque (2000:42) further states that training should be done within the context of performance expectations to avoid irrelevant job training because employees' training and development are seen as the key factor in meeting the employer's strategic goals Effective training should also be transferable to the real job situation. Performance improvement experts Richard Clark and Stolovitch in Esque (2000:42), after careful review of the research, concluded that usually only 10 percent of what gets mastered

in training ever finds its way to the job. Some estimates an effectiveness level of up to 40 percent under special conditions Kauffman (2002:7).

Again, one of the conclusions of a major research project run by Gallup which surveyed over one million employees detected that training and development alone cannot improve an employee's performance. The most significant finding was that talented employees need great managers to improve their business performance (Kauffman 2002:7).

(ii) The purpose of training and development.

Kauffman (2002:7) identifies seven objectives of training and development namely:

(a) To improve performance.

Training and development is meant for employees who perform unsatisfactorily because of a deficiency of skills (Tobin and Russel:1999).

(b) To update employees' skills.

There is proliferation of technology today. Trevor (1996:11) and Johari et al (2002:12) argue employees need to be updated through training so that technological advances are successfully integrated into the organisation. Newman (2002:16) states that to avoid redundancy and obsoleteness of employees, regular skills development need to be done.

(c) To avoid managerial obsolescence.

Obsolescence is the failure to keep up with new methods and processes that enable employees to remain effective (Guerra, 2001:80).

(d) To solve organisational problems.

Training personnel, universities and training and development consultants assist employees in solving problems (Kaufman 2002:5).

(e) To orient new employees.

The orientation process can reduce the difficulties encountered by new employees through effective socialisation programmes.

(f) To prepare for promotion and managerial succession.

One important way to attract, retain and motivate personnel is through a systematic programme of career development. Training enables an employee to acquire the skills needed for a promotion and eases the transition from the employee's present job to one involving greater responsibilities. Organisations that fail to promote such training often lose their most promising employees. (Esque 2000:42)

(g) To manage their careers.

Career management is for employees who want to gain a career advantage in circumstances that include: redundancy; ill health retirement and career change for reason of disability. Coaching and workshops are customised to meet a diversity of needs including; developing a personal strategy for career management, establishing networks to support career development and transferring skills into new career opportunities (http://www.solutionsforpeople.com).

Effective career management has the following effects

(i) Enables employees to maximize career potential by availing themselves for job opportunities and training and development.

(ii) Enables employees to develop the organisation's human resource capacity while supporting as far as possible the employee's career aspirations.

(iii) Managers should have a career discussion with employee at least once a year during the performance review process.

(iv) The employee and manager should reach an understanding of how the employee's career aspiration can best be met and this understanding should be recorded as part of the personal development plan.

(v) Suitable training and / formal courses and education programmes should be identified and time scales set for their completion and the manager should be aware of the job related training opportunities that arise and inform the employee about these.

(vi) Managers should be particularly aware of the need to accommodate those whose developmental potential has been hampered in the past. These employees should be assisted and encouraged through the employment equity plan initiatives. The managers' own performance assessment should have development of their employees as a key performance area (Shultz, 1990:145).

In conclusion, to Schultz (1990:145) argues that, leaders must supply people with skills training and education. They must also become better communicators and involve people in key business decisions. They must design their organisations to minimize bureaucracy and optimise the flow of products and services to customers.

For, many members of organisations at all levels, the above mentioned requirements of effective career management represent fundamental changes in relationships, self image and even working context. Therefore it is critical that the organisation offers support by means of training and development.

Training and development therefore cannot be viewed as luxury, but are a major responsibility of management and crucial for any organisation's survival. In South Africa section 15 (2) (d) (ii) of the Skills Development Act states that a designated employer must retain and develop people from a designated group and to implement

appropriate training measures in terms of an act of parliament providing for skill development.

2.5.5. Coaching.

Bacal (1993:11) says that managers can evaluate performance while at the same time functioning as coaches to improve performance. This is possible but highly unlikely that a manager could fulfil both of these functions.

2.6. THE INTEGRATED MODEL OF PERFORMANCE MANAGEMENT

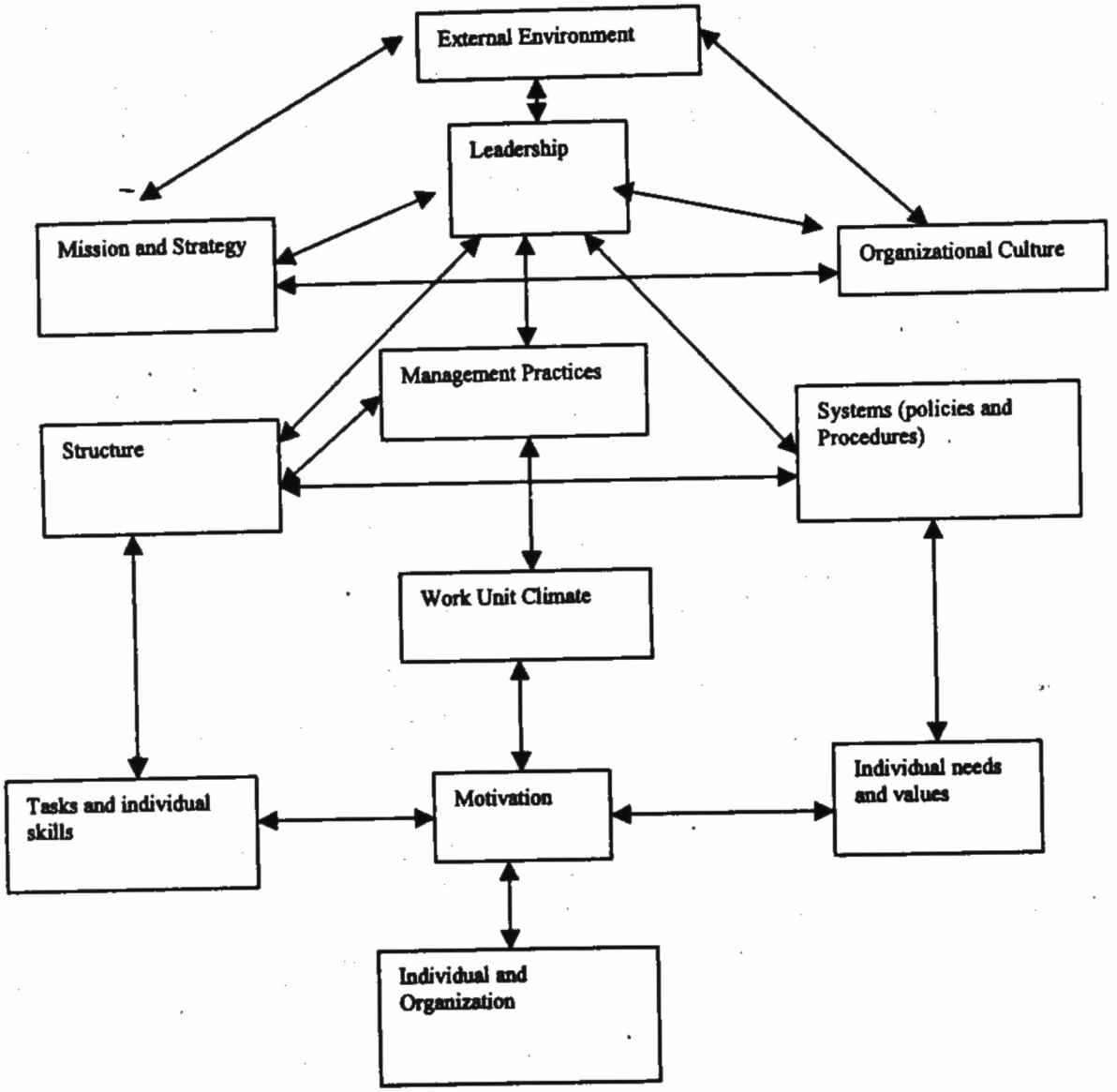


Figure 2. 2 The Burke-Litwin models of individual and organisational performance and change

Source:(CG Burke and DG Litwin. Performance management and: A tool for strategy execution (1990), p. 123)

According to Burke and Litwin (1992, p. 123), as illustrated by Figure 2 above shows that in the model the "External Environment" at the top represents inputs While the "Individual and Organisational Performance " at the bottom presents the output. Feedback loops in both directions. The remaining boxes represent the throughput in accordance with general systems theory. Arrows in both directions convey the open-system principle that changes in one element will eventually have an impact in others. It is important to note that elements higher up in the model have a stronger influence on performance.

An organisational culture has a stronger influence on performance than, for instance, individual needs and values. In order to put performance management into a wider context, it is important to distinguish between transformational and transactional dynamics.

2.7. PERFORMANCE AND MEASURING PERFORMANCE.

2.7.1. Performance.

According to Coetsee (1996:158) the effort-performance relationship is one of the building blocks of the expectancy theory and this relationship is influenced strongly by goals and expectations and by unlocking of people's potential. The author further says, describes performance by means of the following formula: P=SXMXR (where P = Performance; S = Skills and abilities; M = Motivation and R = Resources). This formula indicates that the manager's task is to see to it that team managers have the required skills and abilities, that they are motivated and they have the necessary resources to do their job.

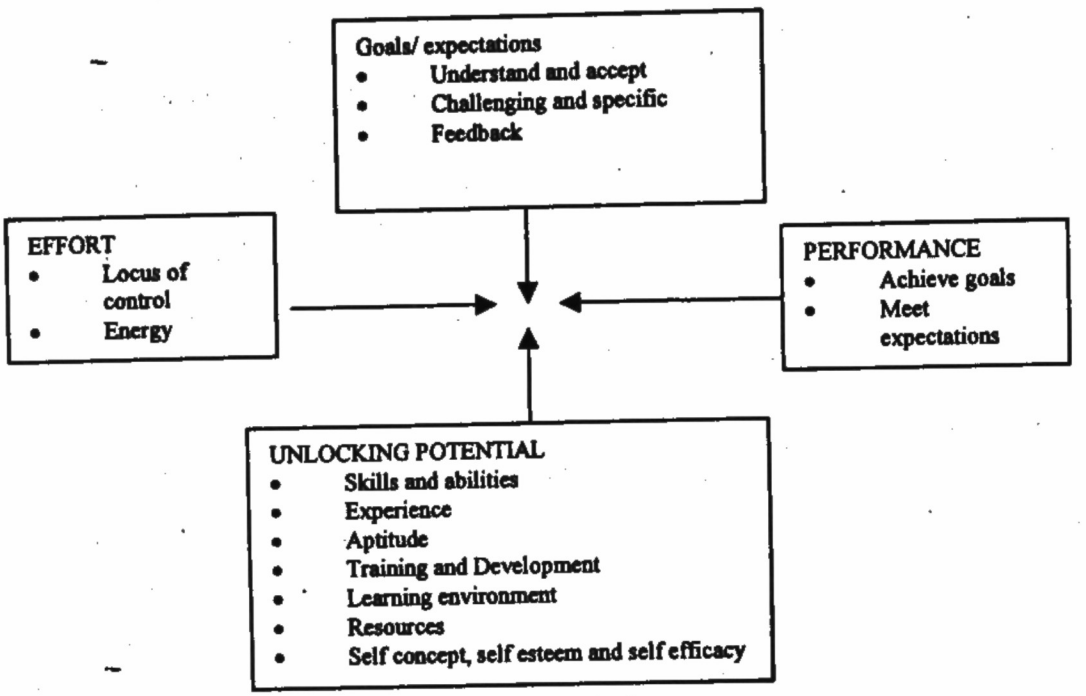


Figure 2. 3: Effort leads to performance.

Source: LD Coetsee. Creating a motivating climate. A practical guide for the South African Manager 1996, p. 60).

This Oetsee model illustrates how performance is influenced by efforts. It also outlines the components of performance.

2.7.2. Performance Components

(i) The Capacity to perform (potential)

Coetsee (1996:162) states that there is much more than merely skills and abilities. The capacity to perform encompasses all the entire "can do" aspects that are factors contributing to the effective job execution, i.e. skills, abilities, knowledge, experience aptitude and training.

(ii) Motivation.

Motivation can best be described as the "want to" do factors and it includes things such as clearly defined goals, the acceptance of these goals and the effort or energy

people put in to achieve the goals. It can therefore be regarded as a commitment to performance. Robbins (1997:47) states that the need for motivation is Maslow's hierachy of needs and factors affecting job satisfaction in the Hertzberg's theory.

Maslow's Hierarchy of needs theory.

Robbins (1997:47) states the following various levels of human needs in Maslow's Hierarchy of needs theory:

(a) Physiological needs.

These needs refer to factors such as a comfortable environment as well as provision of a good salary. Managers must know that workers need competitive remuneration and that workers' performance must be linked to incentives.

(b) Security needs.

Organisations must adhere to rules/regulations to provide job security. Employees must be shareholders of the organisation.

(c) Social needs.

Team work must be encouraged especially in decision making. Employees also need colleagues to learn from.

(d) **Self esteem.**

There must be provision of recognition, advancement and compensation. Employees need the opportunity to develop in their area of expertise and freedom to plan and execute work independently.

(e) Self actualization needs.

These needs provide for participation in goal setting and decision-making processes organisations must also provide for job rotation and have a supportive and progressive leadership that allows employees to do things differently.

(iii) Job Satisfaction.

It is very important for employers to motivate their employees in order to achieve organisational goals. Robbins (1997:57) states that employees' satisfaction on their job is a result of environmental factors because if they feel that they are neglected their performance will be affected.

Hertzberg's theory

Robbinson (1997, p. 48) emphasizes the fact that monetary rewards does not bring employees happiness and may even work against the employer who uses them. The risk occurs when the task itself takes on secondary importance to the incentive. In hierarchically structured companies, management rely on motivating employees through gradual promotion with greater responsibility, higher status and a slightly bigger pay cheque.

Since pay systems never satisfy individual needs, McAllen (1995:64) suggests that employees must be given more control over their job, goals, choices of behaviour and feedback. Managers must ensure that the work they do is congruent with their true career goals and capacity. Vroom (1990:156) firther states that employees must be treated as business partners and they must suggest the type of reward they will appreciate and punishment must be eliminated from the environment and balance positive and negative feedback

(iv) Creating opportunities to perform.

This includes unlocking and using potential and commitment to performance, but it also includes all important factors such as manager leadership, provision of resources, rewards and job satisfaction (Coetsee, 1996:163).

(v) Creating a productive work climate.

Organisational climate refers to the collective current impressions, expectations and feelings of the members of the work unit. This in turn affects members' relations with supervisors, with one another and with other units (Vroom 1996:156).

Vroom (1996:156) states the following:

(a) In terms of the Burt-Litwin model, climate is influenced strongly by organisational structure, systems and procedures and management practices.

(b) Leaders try to create joy in work for everyone. They try to optimise the education, skills and ability of everyone and help everyone improve.

(c) Celebrating accomplishments. Leaders should share victories, strive for happiness and remove obstacles to pride in work.

2.7.3. How to measure performance.

Vroom (1990:156) states the following measurement of performance.

(i) Always emphasize the effect that effort has on performance.

(ii) Remember that the effective measurement of performance is dependent upon the trust level between management and workers.

(iii) Endeavour to measure performance objectively.

(iv) Allow people the opportunity to evaluate their own performance.

2.7.4. Problems in measuring performance.

Hodgetts and Wortman (1980:128) continue by saying that the measurement of performance is the crucial part of evaluation and control. Without objective measurement, it would be extremely difficult to make operational or strategic decisions. The monitoring and measurement of performance can cause side effects that are dysfunctional to the overall corporate performance. Among the most frequent negative side effects is a short-term orientation and goal displacement.

(i) Short-term displacement

Hodges and Wortman (1980:129) state that in many situations top executives do not analyze either the long-term implications of present operations on the strategy they have adopted or the operational impact of the strategy on the corporate mission. They reported that long-run evaluations are not conducted because executives may no realise their importance and they may feel that short-run analysis is better.

(ii) Goal displacement.

Smith (1995:23) states that goal displacement occurs when activities originally intend to help attain corporate objectives become ends in themselves or are adapted to meet ends other than those for which they were intended. Two types of goal displacement are (a) behaviour substitution and (b) sub optimization.

(a) Behaviour Substitution.

Hodgetts and Wortman (1980:129) argue that not all activities or aspects of performance can be easily quantified and measured. It may be very difficult to set standards for such desired activities as cooperation or institutive. As a result, managers of divisions or functional units tend to focus more of their attention on those behaviours that are measurable (and therefore easy to monitor) than on those

that are not. They ignore behaviours that either are immeasurable or difficult to measure.

(b) Sub optimization.

Hodges and Wortman (1980:129) state that one division's attempt to optimise the accomplishment of its goals can cause other divisions to fall behind and thus, negatively affect overall corporate performance. One common example of this type of sub -optimisation occurs when a marketing department approves an early shipment date to a customer as a means of getting an order and forces the manufacturing department into overtime production for this one order.

2.8. MANAGING PERFORMANCE THROUGH POLICIES AND PROCEDURES.

The identification of responsibilities, where formulation is separated from implementation is a necessary precursor to strengthen accountability. Enhanced accountability fits with a broader concern to adopt a more managerial approach. Such an approach suggests that accountability is enhanced by tighter definition of tasks, measurement of performance, devotion of resource control, strengthening or monitoring and clarifying of incentives. However, a mindset of a culture of complacency which has developed over the years in the public service has not been transformed. Even though efforts to establish a unit responsible for transformation mandates is not specific, problem areas have not been identified and performance measurements have not been set.

Employees in the public service are still accountable for the quality or value of the work they perform. The new regulations indicated by Regulation Gazette No. 6544, Vol.,409 of 01 July 1099, have created the necessary mechanism to measure the quality of performance and to encourage and reward the provision of improved services yet no efforts have been made to implement them.

2.8.1. The regulations and their purposes.

There are five regulations governing the public sector in South Africa .

(i) Part II – delegation, authorization and responsibility.
(ii) Part III – planning, work organisation and reporting.
(iii) Part IV – job evaluation.
(iv) Part V – compensation for employees.
(v) Part IV – performance management and development (Regulation Gazette No. 6544 Vol.,409 of 01 July 1099).

The Government Gazette No 17669 which is the green paper on policy proposal for a new public service statute that a range of reforms will be required to shift the focus from compliance with the measurement of quality of work and services supplied. This will require appropriate human resource development and skills development or criteria to measure the quality of service delivery. The measure would have to be adopted both in respect of performance of individual employee and their respective directorates.

Greater accountability must be achieved therefore the Department of Education must be accountable to those whom it services for the quality of services as involvement, understanding and knowledge of the departmental objectives. As implementers of policies and programmes human resources practitioners need to have more insight into the objectives of the Department of Education.

Part II of the new Public Service Regulation B1 states that an executing authority shall prepare a strategic plan for his or her department, The regulation states the department's core objectives, based on the constitutional and other legislative mandates, functional mandates and the service delivery improvement programmes mentioned in Regulation IIIC . It also describes the core and support activities necessary to achieve the core avoiding duplication of functions by:

(i) Specifying the functions the department will perform internally and those it will contract out.

(ii) Describing the goals or targets to be attained on the medium-term and set out a programme for attaining those goals and targets.

(iii) Specifying information system to enable the executing authority to monitor the progress made towards achieving those goals, targets and core objectives.

(iv) B.3 states that in implementing the strategic plan, a head of the department shall promote the efficient, economic and effective use of resources as to improve the functioning of the department.

Part VII states that the departments shall manage performance in a consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results to improve the functioning of the department.

Part VIII states that performance management processes shall link to broad and consistent plans for staff development and align with the department's strategic goals. The primary orientation of performance management shall be developmental but shall allow for effective response to consistent inadequate performance and for recognition of good performance.

2.8.2. Values and Principles.

Chapter 10 of the Constitution of the Republic of South Africa, Act 108 0f 1996 establishes the basic values and principles governing public administration including Department of Education being part of it, The values and principles are laid down as follows:

(i) The promotion and maintenance of high standard of professional ethics.

(ii) Orient the promotion of efficient, economic, effective use of resources and development.

(iii) Service must be delivered impartially, fairly, equitably and without bias.

(iv) Be responsive to the need of the people and be encouraged to participate in policy making

(v) There must be accountability, good human resource management and career development practices must be cultivated to maximize human potential

(vi) Public administration must be broadly representative of South African people.

(vii) Employment and personnel management practices must be based on ability, fairness and the need to address the imbalance of the past to achieve broad representation (Constitution of the Republic of South Africa, Act 108 0f 1996)

2.8.3. Managing by objectives (MBO).

Management by objectives emphasises participative set goals that are tangible, verifiable and measurable. According to Robinson (1997:204) MBO's appeal undoubtedly lies in its emphasis on converting overall organisational objectives into specific objectives for organisational units and individual member. MBO operationalises the concept of objectives by devising a process by which objectives cascade down through the organisation.

2.8.4. Work Place HIV/AIDS.

Every work place should develop the HIV/AIDS policy in order to ensure that people affected by HIV/AIDS are not unfairly discriminated. The policy covers the following in connection with performance as stated by the Business Bluebook (2001:9):

(i) Details on employment policies e.g. (Performance Management and Procedures to be followed to determine medical incapacity and dismissal).

(ii) Express standards of behaviour expected of employers and employees and appropriate measures to deal with deviations from these standards.

(iii) Means of communication within the organisation.

2.8.5. Designate a supervisor for each employee.

PSR VII>B>3 requires that a supervisor be designated to manage an employee's performance. The supervisor must explain the performance assessment procedure to the employee before the assessment cycle starts, or within one month after the person has been appointed or promoted to a post.

The supervisor must inform the employee of the criteria to be used for the performance assessment, meet with employee regularly to discuss their basic objectives and what successes or failures they have experienced. Together, the supervisor and the employee should agree on performance objectives and targets. These objectives should directly link to the overall objectives of the section or department.

2.8.6. Communicate and give feedback.

PSR VII.b.4 requires a supervisor to give the employee feedback on her or his performance. Such feedback must be given at least four times within the assessment period. If the employee's performance is satisfactory, then one can give the feedback verbally. However if the employee's performance is unsatisfactory, it must be given in writing.

Supervisors need to conduct assessments at least twice in a six month period before the employee's annual formal performance assessment date. A written assessment must be provided on the using instrument referred to in PSR VIII.C.

2.8.7. The Employee Assistant Programme (EAP) Concept.

EAP is an employment-based or an employer-sponsored programme which addresses the productivity, health and employee relations problems associated with employees

who are impaired by personal problems. The nature of these problems may vary from chemical dependence to marital concern, family problems, psychological disorders, and emotional problems, HIV/AIDS, home or work stress and experiencing trauma. However, the employer intervenes in problems that affect the employee's job performance. EAP helps in fostering employees' well being, maintaining acceptable standards of job performance as well as reinforcing job security under normal circumstances.

2.8.8. Disciplinary procedures in cases of poor performance

Carrel et al. (1997:503) state that the primary objective of discipline is to motivate an employee to comply with the company's performance standards. An employee receives discipline after failing to meet some obligations of the job. The other objective is to maintain or create mutual respect and trust between supervisors and employees. However improper discipline might lead to low morale, resentment and ill will between two parties.

Discipline for poor performance should not be done while employees are still in training or learning the job. Poor performance often refers to the inability of the employee to meet performance standards required by the job. This may be the result of the variety of factors including incompetence, illness and incompatibility.

After suggested performance improvement mechanisms and several warnings, consistent poor performance on the part of the employees may require taking of disciplinary actions in terms of the Labour Relations Act and New Disciplinary code Procedure (PSCBC Resolution 2 of 1999).

2.8.9. The procedural objective

Grogan (1999:162) suggests that the objectives of disciplinary procedures are as follows: To assist employees to overcome poor work performance and perform t the standard, and to promote efficient and effective performance by employees.

Disciplinary procedures also enable the employer to function efficiently and effectively. The discipline must be applied where it is appropriate and necessary.

2.8.10. Investigation and counselling.

When the employee is not performing up to standard, investigations to ascertain this are crucial. The nature of this investigation should establish if the employee was aware of the standard to be met. Investigations should also establish whether there has been a failure to meet the expected standard and any other reasons for the poor performance.

If it appears that the reason for poor performance is lack of training, then the employer is expected to provide such training. Also if the employee is failing to meet the required standard, the employer should provide counselling. In cases where even after counselling the employee does not reach the required standards, within a set period, Grogan (1999:162) says then the employer may:

(i) Further council the employee and issue the employee with a written warning for poor performance.
(ii) Issue the employee with a final written warning for poor performance.
(iii) Serve the notice to the employee to attend poor performance hearing.
(iv) The hearing must be conducted in the same manner as disciplinary hearing.
(v) At the conclusion a decision can be taken to give the employee the chance to improve and further counselling.
(vi) If there is still no improvement even after further training the employee can be dismissed.

2.8.11. Incorrect disciplinary procedure.

Carrel et al (19997:503) state the following as associated with incorrect disciplinary procedure:

(i) Punctuated discipline: this involves threats, harassment, intimidation and negative feedback (feed back given to employees only when unsatisfactory performance occurs and fail to provide reinforcement to improve performance).

(ii) Late intervention: Supervisors have tendencies of allowing problems to drag on until they reach serious levels.

(iii) Inadequate definition: during counselling to rectify a performance, a supervisor may tell an employee that he or she is not cooperative, disloyal or not a team player.

(iv) Labelling employees not behaviour: Unsatisfactory performance may result an employee being labelled 'lazy'.

(v) Misplaced responsibility: Sometimes when responsibility for changing behaviour is upon the employee, an improvement does occur but the supervisor still applies further disciplinary action.

2.8.12. Managing poor performance.

If an employee has performed poorly, the supervisor must inform him or her in writing. Provision should be made for the employee to refuse to sign a performance assessment instrument.

The supervisor needs to identify and communicate with employees what route of appeal they may follow if they are unhappy with the performance assessment. If employees want to appeal against an assessment, they then must be allowed to bring a colleague or trade union representative to assist them during the appeal process (Labour Relations Act 66 0f 1995).

The supervisor must also provide remedial and support to assist employees to improve their performance. They must consider steps to discharge the person because they are unfit or incapable of carrying out their duties in compliance with the

Labour Relations Act n0 66 0f 1995 and Performance Management and Development Policy.

Both Manager and employee must agree on the problem. They should identify and reach mutual agreement that the performance of the employee has fallen short of the agreed objectives and targets and also, identify the reasons for the shortfall, but do not try to attach blame to anyone. They must agree on the corrective action that needs to be taken. Implement corrective action, identify and support corrective action, for instance make arrangement for training or additional resources and monitor progress.

Managers should not only monitor employees' progress and give feed-back, they should also encourage employees to monitor their own progress and to identify possible other action that could remedy their poor performance. This can be described as a 'self-managed learning processes.

Training and development is done where an employee lacks necessary competencies in order to carry out the job. Employee Assistance Programmes are available if employees encounter social and work related problems that cause poor performance (Incapacity Code).

2.9. REWARDING GOOD PERFORMANCE.

The purpose of rewarding is to recognise and acknowledge employees' good performance and motivate those who are performing above agreed set standards. Reward must be linked with performance and focus on results or performance output.

Luthans (1997:218) says that says that performance must be linked to reward and recognition. Top performers must be rewarded significantly better than other employees. Significant recognition should also be provided to managers and supervisors applying and using the performance management system effectively. On the other hand, employees ideas about the kind of rewards and recognition they

value should be obtained. The following are methods used for rewarding or compensating good performance.

2.9.1. Incentive plans.

According to Andrews (1988:32) the best criterion for appraising the quality of management, in the absence of personal failure or unexpected breakdowns, is management 'success overtime in executing a demanding and approved strategy that is continually tested against opportunity and need.

The following are the three approaches to better match reward and the accomplishing of strategic objectives as stated by (Stonick 1981:345).

(i) The weighted-factor method.

This method is particularly appropriate for measuring and rewarding the performance of top managers and group-level executives, when performance factors and their importance vary from one to another. In one corporation we might find the following variations: the performance of high growth measured in terms of market share, sales growth, designated future payoff, and progress on several future oriented strategic projects.

(ii) Long-term evaluation method.

This approach compensates managers for achieving objectives set over multiple years. An executive is promised some company stock or "performance units" (convertible into rands) on the basis of long-term performance.

2.9.2. Linking rewards and recognition to performance.

Figure 2.4 shows that in a work situation, performance on its own does not have a long-term motivating effect. People have a need to know what they get in return.

They expect their performance to be recognised and rewarded. Performance must therefore lead to an outcome or result. This outcome must be of a positive nature if people perform well.

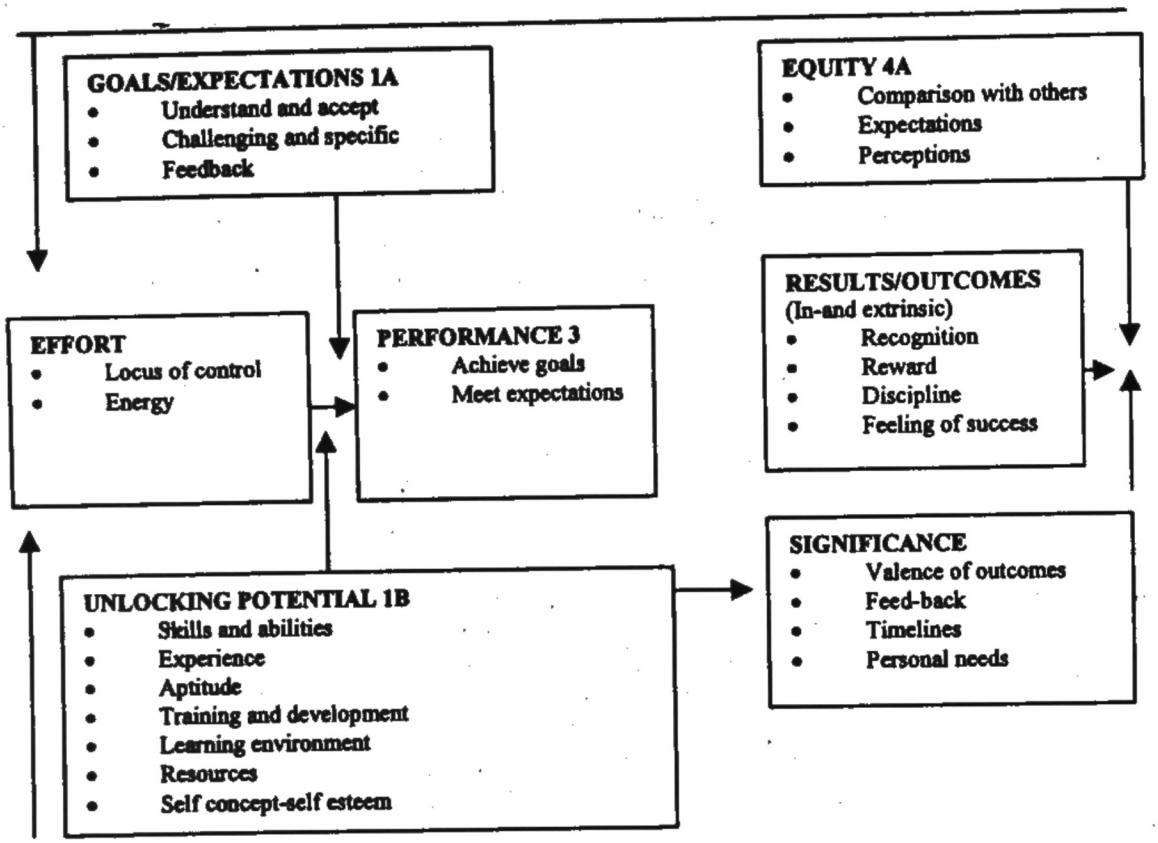


Figure 2.4. The results or outcomes of performance.

Source: LD Coetsee. Creating a motivating climate. A practical guide for the South African Manager 1996, p. 177).

When people however under-perform, the outcome could be one or other form of discipline, thus a negative outcome. **Expectancy** theory once again shows that the performance- outcome relationship is one of the core elements of this theory. Another good reason for linking outcome to performance is that good performance followed by giving rewards and recognition reinforces the efforts as well as the performance behaviour. In the case of under-performance followed by discipline, it discourages this behaviour. This is in line with **Skinner**'s reinforcement theory of motivation (Coetsee 1996:179).

(i) The performance outcomes link.

Coetsee (1996:179) states the kind of outcomes varies, for example reward and recognition may include monetary recognition, promotion, a pat on the back, a filling of satisfaction, or even being disciplined.

(ii) Extrinsic outcomes.

Coetsee (1996:179) states that this implies that the organisation appreciates and therefore recognises and rewards employees' performance. Employees are quick to perceive this and they appreciate their organisation's conduct towards them. Discipline is usually seen as a negative outcome following undesirable behaviour such as bad performance. It is therefore a measure used to combat under performance or counter productive behaviour. The original meaning of the word discipline is therefore to get someone to be committed to learn.

(iii) Intrinsic outcomes.

Hackman and Oldham (1980:90) state that intrinsic or intangible outcomes following on performance are in essence "reward that you award yourself" as a result of good performance. They include things such as a warm feeling of success. Intrinsic outcomes are not something that an organisation could give its employees. The most managers can do is to create an environment which makes it possible for employees to experience intrinsic rewards.

Hackman and Oldham (1980:90) state that to reinforce the performance- outcome relationship and to make this relationship as objective as possible, it is necessary to evaluate performance. To reward good performance and to discipline unacceptable performance leads to the reinforcement of the required behaviour and the discouragement of unacceptable performance. This is also based on the Reinforcement theory of motivation.

(iv) Fairness (equity) of reward and recognition.

Coetsee (1996:24) says that fairness has to do with employees' perception of how equitable or just rewards are. This perception of observation is based on a comparison the individual makes with another individual or more than one person. The team member compares what he receives for his work, his outcomes and what he puts into his work, his inputs with what he thinks or perceives the outcome/input ratio of the "other" is with whom he compares himself. The result of this comparison is the foundation of an employee's view of equity and fairness. This approach is known as Adam's equity theory. The popular expression of being "overworked and underpaid" explains the essence of equity theory very well.

If a team member feels that he or she is treated unfairly it may lead to a reduction in effort and performance. The manager-leader should therefore be up to date regarding his or her team members' perception of equity and how these perceptions evolve. If both or even one has the outcomes (rewards e.g. bonuses) are kept secret, people make assumptions about it and these assumptions or perceptions are often incorrect or incomplete.

(v) Information.

There should be continuous communication amongst all managers and employees about issues such as:

(a) The reason for the existence and application of the system and the goals that must be achieved by means thereof.
(b) How the system relates to the vision, mission and goals of the organisation.
(c) The application of the system and how it functions.
(d) The linking of the system to other systems such as remuneration, promotion and training.

(v) Regularly measure employees' and managers' understanding and acceptance of the system Coetsee (1996:24).

2.10. CONCLUSION.

From the literature reviewed for this study it is evident that without a well-managed Performance Management Systems, employees are unlikely to achieve organisational objectives and the mission statement. Good performance management systems should perform performance reviews either in the form of performance appraisals or any other instrument that is not only judgemental. Organisations should set systems that give and receive feedback in a transparent manner. It is also indicated that Performance Management that do not entail performance improvement is ineffective.

Chapter three reflects the research methodology used in this study. The discussion includes include how data was collected, the description of the population and how the sample was structured.

CHAPTER 3

RESEARCH DESIGN/METHODOLOGY OF THE STUDY

3.1. INTRODUCTION

This chapter outlines the empirical method employed in the study. It broadly explains the rationale behind the methodology, how the research was conducted and what steps were taken to ensure the validity of the study.

According to Smith, (1995:23) methodology is the approach taken to collect data. Jankowics (1995:15) further states that the approach must be systematic and orderly. The methodology should consist of procedures and techniques that will define the problems clearly and which are linked with each other in a logical and systematic sequence. The following discussion focuses on the methodology applied in this study.

3.2. RESEARCH METHODOLOGY

3.2.1. The organisation.

The study was conducted within the North West Department of Education, focusing on Madibogo Circuit schools. The majority of these schools are situated in rural villages and poor communities of the North West Province. In this circuit, there are 27 Schools, three of these schools are high Schools, five middle schools and 13 are primary schools. The total number of educators in this circuit is 415 ninety one of these educators are School Management Team members which is the total target population for the study.

3.2.1. The target population

Huysamen (1995:29) states that the target population refers to the group of people or companies who form the object of the survey and from which conclusions are drawn. In this study special attention was given to School Management Teams (SMTs). Such teams consist of the School Manager who is the head, the Deputy School Manager who report immediately to the School Manager and the Head of Departments who report either to the Manager or the Deputy and supervise Post Level one Educators. The SMT was chosen as the target population because they are exposed to both management and classroom tasks, unlike the Post level one educators whose main duties are in the classroom and extramural activities only.

3.2.2. The sampling techniques and procedures.

According to Barbbie (1995:203) the sampling procedure entails drawing a representative sample which includes all the elements of the universe that can be finite or infinite.

Bless and Kathuria (1993:53) state that the most important requirement of a good sample is that each unit in the target population should have an equal chance of being selected. Therefore in this study, simple random sampling was used. Van Lill and Visser (199834) state that simple random sampling allows each person to have an equal chance of being selected for the sample without showing any biasness for their characteristics. This sampling technique was used to select schools in each category i.e. high schools, middle schools and primary schools.

The Stratified random sampling procedure was also used. Bless and Higson-Smith (199591) state that stratified random sampling assures that all subgroups in the population will be represented in proportion to their numbers in the population itself, so that the profile of the sample matches the profile of the population. Stratified

random sampling is obtained by separating the population into non-overlapping groups called strata. This technique was used to identify various strata in terms of school category (primary schools, middle schools and high schools) and job category (Principals, Deputy Principals and Heads of Department).

The following sampling procedure was followed:

(i) Schools were identified and classified into various strata : primary schools, middle schools and high schools

(ii) Separate sampling frames were established for each stratum and schools were randomly selected. The proportion of each stratum was established in relation to the total population and the number that was selected from each stratum was calculated accordingly.

(iii) Other Strata were formed for each school category to identify job category. In this case also, simple random sampling was used to identify individual member from each stratum. Please see table 3.2.

3.2.4. The sample.

Bless and Higson (1995:54) describe a sample as a subset of the population. However, not all the elements of the population formed the sample in this study. Babbie (1995, p. 203) states that the selection of the sample can be attributed to various factors, the most important being that it is not possible to study every element in the population or to engage in laborious exercise to collect data from the entire population. Even if it were possible, financial costs entailed would be enormous. It is therefore recommended by Babbie (1995, p. 203) that studying a small sample is likely to yield reliable results and facilitate data collection, whilst lessening the impact of error. The population parameters cannot be determined precisely in the research design. However, according to Babbie (1995, p. 203) the fundamental premise when choosing a good sample is that it should be representative of the target population.

Table 3.1 below illustrate the sample and how it was chosen.

Table 3.1 The population and the sample

JOB CATEGORY	POPULATION	% OF TOTAL POPULATION	SAMPLE	% OF POPULATION
Principals	27	30	10	37
Deputy principals	23	25	10	43
Head of Departments	41	45	20	49
TOTAL	**91**	**100**	**40**	**44**

3.2.5. Data collection instruments and techniques

Because of the nature of the research methodology which is survey, one of the following data gathering instruments should be used: Questionnaires Face to face interviews or telephone interviews .Questionnaires were used to gather data in this study.

(i) Questionnaires.

The questionnaire was chosen because it can describe characteristics of a large population. It is also flexible because many questions could be asked on a given topic allowing flexibility in analysing data. Van Lill and Visser (1998:14) argue that no other quantitative method of observation can provide this general capability.

(a) Development of questionnaires.

According to Legotlo (1996:29) developing a questionnaire is one of the delicate and demanding aspects of the entire research process, delicate and demanding in the sense that it should be clear how the questionnaire is limited to the following:

- Research objectives.
- Problems under investigation.
- Hypotheses postulated.
- Aims of the research.
- Size of the sample.
- Method of data collection.
- Analysis of data.

Legotlo (1996:29) stresses that all of the above need to be borne in mind when developing a questionnaire. To backup stamens already made, Tuckman (1994:225) states that the first question in constructing a questionnaire is to specify the variables by name. The variables according to him are what a researcher trying to measure and thus will indicate where to begin.

In this study the questionnaire was divided into two sections, namely: Section A and section B. Section A comprised of the demographic data and Section B consists of questions investigating performance management systems of Madibogo circuit schools (Annexure A).

In this study close-ended items were used in the quesstionnare. Van Lill and Visser (1998, p. 14) say that this type of items enable respondents to give the most appropriate response. Multiple choice questions were also used in the questionnaire(Annexure A).

(b) Advantages of the questionnaire.

Tuckman (1994:216) identified the following as being advantages of using the questionnaire as a research tool:

- Less time consuming than personal interviews
- Can be completed at a convenient time.
- Administration does not involve a greater deal of money and time.
- More people can be reached thus obtaining a broader spectrum of views.
- Standards instruments are given to all respondents and the appearance and conduct of the researcher do not influence the results.

Over and above, Tuckman (1994:216) concluded that a well designed questionnaire boost the reliability and validity of the data to acceptable levels of tolerance.

(c) Disadvantages of Questionnaires.

Babbie (1995:156) states that even though the advantages of administering a questionnaire are many and boundless, one must take into cognisance some of the disadvantages it could cause in the process of collection, analysis and interpretation of data. The following are regarded as the disadvantages of using questionnaires;

- Representivity: the high non-response rate is quite common.
- Impersonal: Impersonality might cause frustrations to some respondents.
- Negative attitudes towards questionnaire are commonly found in some respondents.
- Respondents often fail to send back duly completed questionnaires because of the attitude they have towards this operation. They think that their effort only benefit the researcher by earning them a degree. However, the respondents believe that they do not personally gain any kind of reward providing the responses.
- Lengthy questionnaires cause discouragement among respondents due to time and effort involved.
- Poor organisation: This could lead to poor response. Usually it is the friends not the strangers who provide the best form of cooperation. Some subjects may not supply accurate answers as they may suffer facility perception, ideas and inadequacy in words.

- Respondents who are reluctant to divulge information may ignore certain questions or falsify their answers.
- Many people do not give thoughtful consideration to questionnaires. They fill forms carelessly.

Tuckman (1994:216) maintains that despite the disadvantages, certain information cannot be obtained in ways other than asking. Even when an alternative is available, the "asking route "may be the most efficient. This provides the rationale behind using questions in this study.

(d) Questionnaire Design.

Huysamen (1995:86) states although that designing a questionnaire appear to be simple, it is however difficult to ensure a flawless questionnaire. The following were avoided when designing the questionnaire for this study:

- Long complex questions were avoided so that questions become readily explicit and crystal clear to respondents.
- Leading type questions were avoided to maintain a high validity of the instruments.
- The wording of the questionnaire was clearly presented with attention focussed on directness and simplicity.
- Double-barrelled questions were omitted so that there would be a single dimension to which one could respond to.

(ii) Confidentiality.

According to Bless and Higson-Smith (1995:47) the requirements for scientific research is that information obtained should be truthful and a true reflection of the respondents. Cohen and Manion (1995:39) state that assurance to confidentiality to some degree will boost the response rate. The authors further state that subjects who might feel threatened and thus fail to respond might find it encouraging to

respond anonymously. It is therefore precisely for this reason that confidentiality was stressed in the covering letter (Annexure A).

(iii) Ethical considerations related to data collection.

The respondents were also requested to do the following:

(a) To cooperate and be willing to share their knowledge.
(b) To express what they perceived as the reality rather than what they wished reality to be, what they thought it ought to be, or what they believe to be the best answer to satisfy the researcher.
(c) To be aware of what they felt and thought and be able to express it in order to communicate the information.

(iv) Administrative procedures.

Permission was obtained from the circuit manager (Madibogo circuit) to conduct survey in the selected schools. Coppies of the questionnaire were distributed to the respondents by the researcher personally.

(v) Follow-ups.

According to Legotlo (1996:29) a major disadvantage of the questionnaire is non response. The respondents may simply decide not to respond to the questionnaire. In terms of this study, 100% of questionnaires were returned within three weeks. This response indicates that the questionnaire was well designed.

Table 3.2. Description of the sample, job category and school classification

JOB CATEGORY	POPULATION				SAMPLE			
	HIGH SCHOOLS	MIDDLE SCHOOLS	PRIMARY SCHOOLS	TOTAL POP.	HIGH SCHOOLS	MIDDLE SCHOOLS	PRIMARY SCHOOLS	TOTAL SAMPLE
PRINCIPALS	3	5	13	21	2	3	5	10
DEPUTY PRINCIPALS	6	6	13	25	2	2	6	10
DEPARTMENTAL HEADS	10	14	21	45	4	6	10	20
TOTALS	19	25	47	91	8	11	21	40

3.3. RESEARCH DESIGN

Van Lill and Visser (1998:14) state that survey research is administered in three ways namely: Face to face interviews, telephone interviews and questionnaires. The quantitative methods were applied in this study which methods use numbers to measure the outcomes of the research.

The survey methods that were used were exploratory, descriptive and explanatory. Exploratory methods helped to gain insight into a situation, It should be borne in mind that the research aimed at exploring a relatively unknown situation. Descriptive methods created an opportunity to observe and provide an empirically observed description of events while the explanatory research provided cause in order to explain phenomenon, it is more of a diagnostic and analytic type of research (Van Lill and Visser, 1998:16).

3.4. STATISTICAL ANALYSIS TECHNIQUES.

A computer aided statistical analysis was employed to analyze the empirical data According to Berenson and Levine (1996:40) statistical analysis is the culmination of the long process of assumptions formulation, instrument construction and data collection. In order to conduct the study properly, it is necessary to analyse the data so that the results can be presented in an understandable and convincing form.

This study used descriptive as well as inferential statistics to analyze the data collected.

3.4.1. Descriptive statistics.

Berenson and Levine (1996:40) state that descriptive statistics describes the phenomena of interest and is used to analyze data for classifying and summarising numerical data. It incorporates the analysis of data using frequencies, dispersions of independent and dependent variables, and measures of central tendencies.

Babbie (1995:60) mention that descriptive statistics facilitates initial data analysis, but the researcher is also interested in making statistical inferences about the population from the sample. Hence, the use of inferential statistics was introduced in this studyto present the data in statistical format, so that important patterns, relationships (associations) and analysis become meaningful.

3.4.2. Inferential statistics.

According to Bless and Higson-Smith (1995:45) inferential statistics can be classified as parametric or non-parametric. The researcher is allowed to draw inferences from a sample to the population.Inferential statistics is employed when generalization from sample to population is made (Huysamen 1995:47). Bless and Kathuria (1993:183) state that such tests estimate the probability of true difference between the parameters of two or more population under study.

Frequencies, cumulative frequencies and percentages were used in order to describe the sample in terms of relevant biographical aspects and to get preliminary results on the responses on items used in the questionnaire.

3.5. CONCLUSION.

To achieve the objectives of the study, research design is important. Including sampling procedures and collection methods. Research conclusions and implications are normally based on the sampling procedures. Also the validly of the research is determined by the type of data collected and the techniques used to collect data.

The following chapter reflects presentation of results. Clarity will be given about tables presented. Similarities and causal connections will also be established if there are any.

CHAPTER 4

ANALYSIS AND PRESENTATION OF DATA

4.1. INTRODUCTION

The objective of this chapter is to provide an analysis and interpretation of the major findings of the study, i.e. performance management systems at schools. The data collected through questionnaires is presented and interpreted.

Computer aided statistics were used to analyse the data. Babbie (1995:48) states that the application of computers is very important as they may be used when there are a number of variables involved because the calculator may not be an efficient tool.

4.2. RESPONSES TO QUESTIONNAIRE.

A total number of 40 respondents (n = 40) were able to complete and return completed copies of questionnaire. This is a good response rate because the researcher managed to use 100 percent of the copies. The response rate is shown in Table 4.1.

Table 4.1 Distribution of questionnaires and percentage returned.

SCHOOL CLASSIFICATION	JOB CATEGORY	n	RETURNED	PERCENT
HIGH SCHOOLS (5)	PRINCIPALS	2	2	100
	DEPUTY PRINCIPALS	2	2	100
	HEADS OF DEPARTMENTS	4	4	100
MIDDLE SCHOOLS (7)	PRINCIPALS	2	2	100
	DEPUTY PRINCIPALS	2	2	100
	HEADS OF DEPARTMENTS	6	6	100
PRIMARY SCHOOL (15)	PRINCIPALS	5	5	100
	DEPUTY PRINCIPALS	6	6	100
	HEADS OF DEPARTMENTS	10	10	100
TOTAL (27)	3	40	40	100

4.3. BIOGRAPHICAL DATA.

Tables were compiled to gain a profile picture of the characteristics of the respondents. These tables are shown and described below.

4.3.1. Gender.

The table shows the percentage of female respondents against male respondents. The results that appear in this table are interpreted below.

Table 4.2 Respondents by gender.

Gender	Frequency	Percent
Female	25	62.5
Male	15	37.5
Total	40	100

Of the total number of respondents, 62.5 percent were females and only 37.5 percent were males. This shows that the employer applied affirmative action as indicated in the Employment Equity Act 55 of 1998 whereby the act states that:" affirmative action should be applied to redress the disadvantages in employment experienced by designated groups (black people, women and people with disabilities), in order to ensure their equitable representation in all occupational categories and levels in the workforce" (Employment Equity Act, section 2b). On the other hand the imbalances in gender representation seems like the teaching profession is becoming a female dominated profession.

4.3.2. Age.

Table 4.3 indicates the ages of respondents in years. The table below shows the recorded results.

Table 4.3 Age.

Age (yrs)	Frequency	Percent
25 - 34	10	25
35 - 44	14	35
45 -	12	30

54		
55 - 64	4	10
Total	40	100

Only four older educators who represent (10%) of the population with ages ranging from 55-64 still remains in the system. This could be due to the effects of restructuring that the department implemented with effect from 1996. Educators over the age of 55 were encouraged by the Department to take voluntary early retirement and severance packages for operational requirements (Public Sector Act 1994, sec. 16) to give young qualified educators who were in excess to remain in the system the chance of employment.

The middle age group (35-54) constituted the largest percentage (65%) in the study, and far outnumbers the younger age. Could it be that less young people are interested in teaching as a profession, or that the new policies that govern the education system in the National Education Policy Act 27 0f 1996 be to blame. This matter is a grey area which needs further investigations.

4.3.4. Salaries.

Table 4.4 shows the number of respondents in a particular salary scale

Table 4.4 Salaries.

Salary/m	Frequency	Percent
6000 - 7000	2	5
7001 - 8000	13	32.5
8001 - 9000	15	37.5
9001 and Above	10	25
Total	40	100

The variation in salary scales in this table is partly due to of the level of qualifications of educators as indicated in Table 4.5, and their job categories that appear in Table 4.6. The least paid employees in the table amount to only five percent. Bearing in mind that the population of the study is for educators at managerial level, it means that there are still post level one educators who are earning less than the salary scale reflected in the table. It is encouraging to educators see that a minority of educators (25%) is earning such a low salary and the majority (75%) earn high salary, this indicates that educators have improved upon their qualification as required by the department.

4.3.5. Qualifications.

Table 4.5 reflects the qualifications of the respondents. These are the qualifications recommended by the National Education Policy Act 27 of 1996. The results of this table are shown below.

Table 4.5 Qualifications.

Qualification	Frequency	Percent
Diploma	28	70
Junior Degree	5	12.5
Honours Degree	6	15
Masters Degree	1	2.5
Total	40	100

It is evident from Table 4.5 that all respondents had the minimum required qualifications which is a teaching diploma. According to the National Education Policy, Relative Education Qualification Values (REQVs) that are recognised for employment in education starts from REQV 11 which is a Certificate in Education which is lower than a Diploma in Education. All the respondents met the requirements for basic qualifications. According to the Norms and Standards of Educators (2000), the former teacher education certificates, diplomas, higher diplomas and further diplomas were

phased out. Provision was made for these educators to improve their existing qualifications via the new framework of professional qualifications for educators in schools. Table 4.5 shows that this initiative of the Department of Education was highly successful.

Still (12.5%) of the respondents have degrees, Is it because teachers really want to vacate the teaching profession into other fields, so they are busy upgrading themselves in those particular fields, or is it due to lack of funds or perhaps there are no incentives paid by the employer for achieving a degree and other higher qualifications? This is a gap which still requires some further investigations.

4.3.6. Job category.

Table 4.6 reflects the job categories of the respondents

Table 4.6 Job Category.

Job Category	Frequency	Percent
HODs	20	50
Deputy Principals	10	25
Principals	10	25
Total	40	100

The data in Table 4.6 shows that 50 percent of the population were Heads of Departments. The researcher focussed on this group, because unlike the Principals and their Deputies who deal mainly with management, the HODs are equally involved in the management of the schools as well as the daily classroom activities. Consequently, they are able to provide a broad spectrum of knowledge about the educational fraternity. HODs also act as line managers to post level one educators, for example they are responsible for monitoring educators' performance at their respective departments.

4.2.6. School categories.

Table 4.7 shows the number of school categories that respondents came from.

Table 4.7 School categories.

POPULATION			SAMPLE	
School Category	Frequency	Percent	Frequency	Percent
Primary Schools	22	55	13	62
Middle Schools	16	40	5	24
High Schools	2	5	3	14
Total	40	100	21	100

There is a lower percentage (5%) of High Schools indicated by this table. This might be because most parents prefer that their children attend High Schools situated outside the region. If this is one of the reasons, then the question is why? There might be a large number of dropouts after primary school education, because of poverty and other social matters, so the Department of Education does not have the need to build more High Schools in the region. On the other hand, a large number of primary schools (55%) could be a result of the 'free education' and the 'feeding schemes' policies that the Department of Education introduced at this entry level of education, bearing in mind that the study is based on poor rural schools.

4.4. THE RELEVANCE OF PERFORMANCE INDICATORS.

The relevance of performance indicators was analysed using the Chi-square test. This test was used to indicate the relevance of performance indicators in relation to gender and job category.

4.4.1. Categorical Data Analysis (Chi-square Test of Independence).

This test of independence is concerned with the relationship between two different factors (or categories) in a population under study (Connor-Linton 2003:1). In this study, the relationship between performance indicators and gender as well as the relationship between performance indicators and job category were analysed. It is a non-parametric test of statistical significance for bivariate tabular analysis (also known as crossbreaks). Any appropriately performed test of statistical significance lets one know the degree of confidence one can have in accepting or rejecting a hypothesis. (Connor-Linton 2003:1). The Hypothesis test (Chi- square) is shown in Table 4.8 below:

Table 4.8 Hypothesis testing

Hypothesis: H_0: Row and column categories are independent (i.e. no relationship) H_1: Row and column categories are not independent (i.e. relationship exists) **Significance level:** 5% (i.e. 0, 05) **Chi-square statistic** = sum $[(o - e)^2 / e]$, o=observed, e=expected frequency
Degrees of freedom (df) = (r - 1) (c – 1), r = rows, c = columns **Rejection region:** p-value (i.e. probability value) ≤ 5%

4.4.2. The relevance of performance indicators in relation to gender analysed using the chi-square

Table 4.9 shows how female and male educators view the relevance of performance indicators in their job.

Table 4.9 Research findings of the Chi-square test:

Gender	Are performance indicators relevant to	Total

	your job?			
	Occasionally	Frequently	Always	
Female	3	8	14	25
Male	7	2	6	15
Total	10	10	20	40

Statistical hypothesis 1

H_0: Opinion and gender are independent

H_1: Opinion and gender are not independent

Significance level: 5%

Chi-square statistic = 6,293

Degrees of freedom = 2

Since the p-value = 0, 04 < 0, 05 level of significance, reject H_0 in favour of H_1 (i.e. opinion depends on gender of educators). It means that most female educators (i.e. /25 = 56%) agreed that performance indicators are always relevant to their jobs, whereas male educators tend to slightly disagree.

4.4.3. The relevance of performance indicators in relation to job category analysed using the chi-square

In Table 4.10 the results of the relevance of performance indicators as viewed by educators occupying different positions are indicated.

Statistical Hypothesis 2

H_0: Opinion and job category are independent

H_1: Opinion and job category are not independent

Table 4.10 Are performance indicators relevant to the job?

Job Category	Are performance indicators relevant to your job?	Total

	Occasionally	Frequently	Always	
HOD	10	9	1	20
Deputy principal	0	0	10	10
Principal	0	1	9	10
Total	10	10	20	40

Significance level: 5%

Chi-square statistic = 32, 9

Degrees of freedom =

Since the p-value = 0 < 0, 05 level of significance, reject H_0 in favour of H_1 (i.e., opinion depends on the job category of educators). It means that most participants in the principals category (i.e., 9/10 = 90%) agreed that performance indicators were always relevant to their jobs, whereas educators of lower ranks slightly disagree. This indicates that there is inadequate communication between managers and their subordinates concerning the importance of performance indicators. In this case the ability of employees to achieve their objectives is highly questionable. On the other hand, it also has to do with the different perspectives of higher and lower job categories. Maybe at higher (managerial) level are infact more relevant to their jobs, while at lower levels they may not be realistic. It is something that needs to be investigated.

4.5. VARIABLES MEASURED IN PERCENTAGES.

Table 4.11 shows the results of variables measured in percentages. The discussion of each variable below is based on the results recorded in this table.

Table 4.11. Variables measured in percentages.

Questionnaire items	Never	Seldom	Occasionally	Frequently	Always	Total
Q 1: Mission statement available	3 7.5%	0 0%	1 2.5%	0 0%	36 90%	40 100%
Q 2: Reference to mission statement	36 90%	3 75%	0 0%	0 0%	1 2.5%	40 100%
Q 3: Mission strategies	37 92.5%	2 5%	 1.5%	0 0%	0 0%	40 100%
Q 4: Performance objectives	37 92.5%	2 5%	1 1.5%	0 0%	0 0%	40 100%
Q 5: Contribution to Performance objectives	37 90%	2 5%	1 1.5%	0 0%	0 0%	40 100%
Q 6: Values	36 32.5%	9 22.5%	12 30%	2 5%	4 10%	40 100%
Q 7: Performance indicators (PIs)	13 32.5%	2 5%	1 1.5%	1 1.5%	0 0%	40 100%
Q 8: PIs and objective	37 92.5%	1 1.5%	1 1.5%	1 1.5%	0 0%	40 100%
Q 9: Relevance of PIs	37 92.5%	1 1.5%	1 1.5%	1 1.5%	0 0%	40 100%
Q 10: Performance Appraisal (PA)	0 0%	0 0%	0 0%	0 0%	40 100%	40 100%
Q 11: Frequency of PA.	19 47.5%	15 37.5%	3 7.5%	2 5%	1 2.5%	40 100%
Q 12: Workers' Inputs on PA	20 50%	9 22%	4 10%	3 7.5%	4 10%	40 100%
Q 13: Measurement of PA	34 85%	5 12%	1 2.5%	0 0%	0 0%	40 100%
Q 14: Appeal on PA	12 30%	7 17%	0 0%	3 7.5%	18 45%	40 100%
Q 15: Usefulness of PA	35 87.5%	2 5%	0 0%	1 2.5%	2 5%	40 100%
Q 16: Reward for performance	40 100%	0 0%	0 0%	0 0%	0 0%	40 100%
Q 17: In-service Training	3	0	1	0	36	40

	7.5%	0%	2.5%	0%	90%	100%
Q 18: Does in-service training improve performance	14 35%	10 25%	2 10%	12 30%	2 5%	40 100%

4.5.1. Mission statement, reference to the mission and mission strategies.

It is evident from the results that the mission statement is always available. A high percentage of the respondents agreed that they had mission statements at their institutions (90%), but seemingly the mission statement had less meaning because only 2.5 percent of the respondents referred to the mission. This indicates that the managers together with their employees have less understanding of the importance of the mission statement as indicated by Cronje et al. (1997:112) that the avoidance or ignorance of the mission statement will deflect the organisation from its long-term direction. On the other hand, Carrel et al. (1997:259) states that the effectiveness of the mission statement depends on the effectiveness of the strategies set. From Table 4.11, 92.5 percent of the respondents indicated that they never had strategies to achieve their mission, meaning that there are no plans in place to achieve their objectives.

4.5.2. Performance objectives.

Performance objectives are the starting point for the management process. and 92.5 percent of the respondents stated that they did not have any performance objectives. This indicates that employees are not sure where they are going as Theodora Lent in Carrel et al 1997:259) says" If you do not know where you are going, any road will take you there"

4.5.3. Contribution to setting of performance objectives.

It is emphasised by Kroon (1996:168) that the achievement of the overall organisational objectives depends on the level of employees' involvement in setting

those objectives. From Table 4.11, it is evident that a large number of respondents (92.5%) did not play any role in setting their institutions' objectives.

4.5.4. Performance indicators and objectives.

Performance indicators help in the planning of the performance process and the tracking and diagnosis of problems (policy document of Department of Education, 200, p. 18). It is evident from Table 4.11 that performance indicators are not used at schools and 92 percent of educators reported this matter. The findings also revealed that there is no evidence to show that performance objectives have been met, as stated by 92.5 percent of the respondents (Table 4.1).

4.5.5. Relevance of performance indicators to jobs

Only 4.5 percent of educators agreed that the performance indicators they are using are relevant to their job. The remaining 92.5 percent disagreed with this point. Also, from the chi-squire results it is reflected that most respondents (i.e., 9/10 = 90%) agree that performance indicators were always relevant to their jobs, whereas educators of lower ranks slightly disagreed, which according to Schutte (1991:102) is an indication that management does not:

- Continually review the work of staff and provide honest and realistic feedback.
- Give the necessary guidance and support through coaching to ensure that all staff develop their skills and knowledge while accomplishing tasks.

4.5.6. The availability and frequency of performance appraisals.

All the respondents (100%) stated that they had heard about performance appraisal at their workplaces. Only 2.5 percent of the respondents reported to have been appraised on a frequent basis. According to the White Paper on

Performance Management in The Public Sector (2000), the employee's supervisor should monitor the employee's performance on a continuous basis and give feedback of his or her performance at least four times a year (Sec. B.4(a).

4.5.7. Usefulness of Performance Appraisal.

From the results, 87 percent of the respondents rated the prevailing performance review as "useless". As Morrisey (1983:54) states, sometimes it happens that a system might be properly developed but poorly implemented and applied. For instance, an employee might fail to meet the required standards of performance due to bad interpersonal relationships, financial or domestic problems or any other problem. The problem could be emanating from the instruments used for performance review. According to the White Paper on Performance Management (2000), there should be separate performance assessment instruments for different for different occupational categories or levels of work, but when assessing an individual employee, a single assessment instrument should be used in order to assist in deciding on probation, rewards promotion and skills development of the employee [White Paper on Performance Management in the Public Sector 2000].

4.5.8. Workers' inputs and appeal on their Performance Appraisal.

Out of the whole population, only (10%) of respondents agreed that they are always given an opportunity to give input on their appraisals. Section D.1 of the White Paper on Performance Management in the Public Sector states that an employee who is not satisfied with the outcomes may refuse to sign it. The findings revealed that 45 percent of the respondents stated that they were allowed to appeal. In section D.3 of the act, it is stated that an employee's supervisor must clearly identify the appeals route for an employee who is not satisfied with the outcome of his or her assessment (White Paper on Performance Management in the Public Sector, 2000).

4.5.9. Measuring Performance.

It is evident from Table 4.11 that little is done on performance measurement in the department. A large number of the respondents (85%) agreed to this point. Section C.1 of the Performance Management White Paper (2000) states that separate performance assessments instruments for different occupational categories or levels of work should be established. However, when assessing an individual employee, a single assessment instrument must be used in order to decide on probation, rewards, promotion and skills development. In this way, it will become more convenient to measure individuals' performance [White Paper on Performance Management in the Public Sector 2000].

4.5.10. Rewarding good performance.

It is not easy to detect good or poor performance if a performance review system is not working properly. According to the findings of this research hard work is 'punishing rather than rewarding'. All employees (100%) agreed that good performance is not rewarded. It is often heard amongst educators that someone who works 12 hours a day is not seen as different from others who work only seven hours or even less a day.

Although reward does not only constitute monetary value as indicated by Reece and Brandt (1996:280), recognition is a very important reward preference and often ranked higher. Concluded from the study, educators feel that the lack of recognition contributes to their under-performance.

4.5.11. Performance improvement systems or In-service Training and its effectiveness.

Performance improvement systems could only be implemented after a performance review. The ineffectiveness of the performance review indicated by

the respondents in Table 4.11, affected the value of the performance improvement systems applied. The majority i.e. (90%) of the respondents acknowledged the presence of performance review at their schools, yet only 5 percent agreed that the system was effective effective.

4.6. REPORT BACK ON OBJECTIVES AND HYPOTHESES.

The following-discussion focuses on the objectives of the study and the hypotheses postulated for the study

(i) Objective 1: To investigate whether schools adhere to their mission statements to enhance performance.

Hypothesis:

The findings of the study revealed that schools do have mission statements as recorded in (Annexure B, Table 7) whereby 100 percent of the respondents agreed that mission statements are in place at their schools however, because 90 percent say they never refer to the mission statement (Annexure B, Table 8), and 92 percent reported that there were no strategies in place to attain the mission (Annexure B, Table 9), it is evident that performance is not enhanced using the mission statement.

(ii) Objective 2: To investigate whether the objectives of schools are clear and well communicated.

Hypothesis:

From the results, 92.5 percent of the respondents reported that their schools did not have performance objectives in place (Annexure B, Table 10). The other 7.5 percent though agreed that performance objectives were available at their schools, yet they were never involved in setting such objectives (Annexure B, Table 11).

(iii) Objective 3. To find out whether schools' values state clearly what the school regard as important and whether they give guidance on how to conduct their affairs.

Hypothesis:

It is vital that organisations inform their employees about what is regarded as important concerning performance. From the results, only 10 percent of the respondents reported that their organisations were guided by values (Annexure B, table 12).

(iv) Objective 4: To establish whether performance indicators are clearly defined to enable evaluation of the final results.

Hypothesis:

It is evident that employees do not have a clear direction as to what they are expected to do, and how. Out of all employees surveyed, 90 percent indicated that they did not have performance indicators at their schools (Annexure B, Table 13). Though 7.5 percent acknowledged that performance indicators were in place, they stated that they did not participate in performance evaluation, as it is irrelevant to their jobs (Annexure B, Table 15 and Table 16).

(v) Objective 5: Usefulness and frequency of performance review.

Hypothesis:

The findings indicated that 75 percent of the educators rated the performance review as not being effective (Annexure B, Table 20). This could be as a result of the less

than frequent application of the system which was revealed in (Annexure B, Table 19), where only 10 percent of the respondents agreed that the review is done frequently enough, or by the fact that the employees did not have any opportunities for inputs on their performance review (Annexure B, Table 18). Only 10 percent reported to have had inputs on their performance review.

(vi) Objective 6: Is pay related to performance?

Hypothesis:

Based on the findings it can be concluded that, pay is not performance-related for educators because 100 percent of the respondents agreed that this was the case (Annexure B, Table 21).

(vii) Objective 7: Performance improvement systems in place.

Hypothesis:

The study revealed that 90 percent of the respondents agreed that performance improvement systems were set, and they were often used (Annexure B, Table 22). However, these systems do not improve service delivery to their satisfaction (Annexure B, Table 23). The ineffectiveness of these systems indicates that they are not applied properly or they are not relevant; as a result they need to be reviewed.

4.7. Conclusion

The results from the survey revealed that performance management systems at schools in the Madibogo circuit are not properly developed and in some cases, the system is not properly implemented. There is also evidence of poor communication and lack of guidance between managers and employees because of the ignorance of some aspects by educational stakeholders related to performance management revealed in the findings.

The following chapter presents a brief summary of the study and reflections on the major findings as well as suggested recommendations. Finally, areas of further research which are revealed by this study are recommended.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter addresses the findings of the study with the view of making specific recommendations and conclusions for the benefit of the practitioners who will need to use these results in a purposeful manner. As stated in chapter one, the purpose of this study was to investigate Performance Management systems used for educators in the Department of Education. Therefore, the responsible performance management practitioners will know exactly which areas or what type of a system to develop for educators.

It is necessary to begin with a brief summary of the major findings from the literature as well as the findings gathered through the questionnaires, before some recommendations are made.

5.2. SUMMARY OF FINDINGS.

It is evident that there are various factors that impact on employees' performance. Some of these factors emanate from the management style the organisations apply and others from the problems within the organisations such as structure. If managers could realise that employees are not the only ones responsible for desired performance, then they will know that conducting performance measurement requires a clear framework for ongoing guidance and perspective planning.

Most organisations commit the error of equating performance management to appraising performance. Performance management goes beyond that, as it includes planning, managing, reviewing and developing performance. Planning performance includes determining how to set a mission, identify roles, responsibilities and duties,

determining type of rating measure, selecting performance standards and communicating performance (Coetsee, 1996:25).

A properly constructed Performance Management System includes documenting performance regularly. Managers need to identify the major determinants of performance indicators and whether they return value. Therefore, according to Hackman and Oldham (1980:90) it is important for managers to know the critical determinants of effective performance.

From the findings of the study (Table 4.11) the respondents indicated that performance management systems did not function well at schools. The majority of the respondents stated that some aspects Performance Management Systems are not set at their institutions.

The following are the recommendations on how to address performance management in the Department of Education.

5.3. RECOMMENDATIONS.

Based on the findings of this study, the following recommendations are made:

(i) **Mission statements.** School managers should make their subordinates aware of the school's mission statement, and subordinates should perform towards achieving the mission, because Annexure A, Table 8 shows that only school principals are aware of the existence of the mission statement. Ninety percent of the respondents indicated that they were not aware of their schools' mission statements.

(ii) **Strategies to achieve the mission.** Managers should not only inform subordinates of the mission, but they should also communicate with them the strategies they can apply to achieve the mission. Annexure A

Table 10 shows that only 90% of the respondents agreed to never having strategies to achieve their schools' mission.

(iii) **Performance objectives.** Schools managers should let employees at all levels participate in developing their own objectives. Heads of Departments may integrate individual objectives to formulate the objectives for the school. Being part of decision making, make employees feel ownership of the institution and increases motivation. Most respondents (92 %) reported that they had never participated in the formulation of their institutions' objectives (Annexure A Table A).

(iv) **Performance Values.** This is a challenge facing school managers to set and communicate these values to the employees. Only 10 Percent Of the educators agreed that there are performance values at their institutions (Annexure A table 12).

(v) **Performance Indicators.** Employers should set performance indicators that are clearly defined to enable evaluation of the final result. These indicators should also be relevant to the job. Most respondents (92%) indicated that they did not performance indicators at their institutions. Management should also ensure that these indicators are communicated to employees.

(vi) **Performance review.** Pay that does not relate to performance seems to pose serious challenges for teachers. All of the respondents agreed that performance was not adequately rewarded (Annexure A Table 21). To address this problem, the management should introduce recognition as emphasised by Reece and Brandt (1996:280). It is important to recognise and reward employees who perform exceptionally well and whose skills are particularly valued, in order to encourage them to maintain the high standard they have achieved. On the other hand, systematic pay increment based on performance should be developed.

Merit awards, and bonuses could also be granted to employees who performed well.

(vii) **Performance development programmes.** On-The-Job Training is not conducted regularly at the Department of Education, Annexure A Table 22 shows that only 7.5 percent of the respondents agreed that it was conducted frequently enough. To develop or improve employees' performance, performance improvement plans such as On-The-Job Training should be carried out at least every six months or after every performance review, depending on the outcome of the review.

.4. SUGGESTIONS FOR THE PERFORMANCE MANAGEMENT OF 'RACTITIONERS AT THE DEPARTMENT OF EDUCATION.

(i) **Paradigm Shift.** There should be a paradigm shift concerning the end product of the department. Currently the focus is only on the production of learners who meet certain standards of the society, without considering the type of educator who is supposed to produce such a learner. Rather, a well- educated learner should be the result off a well- performing educator. This could only be achieved if Performance Management Systems of educators are in place and monitored.

(ii) **Performance- related reward systems.** A reward system that is performance related should be developed. Top performers should be rewarded better than poor performers and educators' ideas about the kind of reward and recognition they value, should be determined. Educators need to know what they will get for performing well. They expect their performance to recognised and be rewarded. The system must be equitable and fair, because where secrecy exists employees often overestimate the remuneration of

the other with who they compare themselves and underestimate their own outcomes in relation to their own inputs.

(iii) **Performance review instrument.** An instrument that reviews educators' performance should be developed. The instrument should have the following characteristics:

(a) For convenience, the instrument should be discussed with educators through other channels first before it is taken to the bargaining council to allow 'free riders' full participation and to limit decisions to be taken through balloting, to enable thorough discussions and understanding. This matter deserves attention because it is one of the deciding factors of whether an employee deserves a salary increase, a reward, or dismissal for incompetency.

(b) Educators should be given the latitude to agree or refuse to sign the review instrument if it is not satisfactory to them. They should also be allowed to make an input on how they are been rated.

(c) The tool should be able to measure performance properly. According to Lock and Lathan (1990:46), the act of measurement signals to employees the goals that are truly valued by the organisation. Shultz (1990:147) further states that a sense of personal achievement is a strong motivational force that should be nurtured.

(d) One of the most important factors is that performance measurement should not be seen as a comprehensive Performance Management System.

(iv) **Encourage full Participation.** The policies of the Department must allow for full participation for every stake holder, from learners

to managers. There should also be clearly defined roles for each stakeholder. And these roles should define clearly and precisely what good performance means. In terms of educators encouragement of full participation should be added to the seven roles of educators as stated in the Educators Act of 1996, namely:

- Learning mediator.
- Interpreter and designer of learning programmes and material.
- Leader, administrator and manager.
- Scholar, researcher and lifelong learner.
- Community, citizenship and pastoral role.
- Assessor.
- Learning area/subject/discipline/phase specialist.

(v) **Review roles and responsibilities of subject advisors or educationists.** Educationists are known only as responsible for evaluating educators and reporting the feedback to the employer. As subject matter or learning area specialists, it would be convenient if they are given the authority to have discussions with educators and come up with developmental strategies to improve performance in their respective field of specialisation.

5.5. SUGGESTIONS FOR SCHOOL MANAGERS AND EDUCATORS.

The School Management Team as a steering committee, together with other educators should construct policies that will enhance performance at school level. The following are some of the suggested policies: HIV/AIDS, reward and recognition and coaching. Managers should also find other ways of motivating their employees.

(i) **HIV/AIDS policies.** Underperformance could emanate from a number of factors, for example an HIV infected person may

appear incompetent not because of a lack of skills, but due to his or her health condition. If policies are in place for managing this kind of situation, help could be found.

(ii) **Reward and recognition.** Recognition, as a form of incentive, should not be underestimated at school level. An annual, semester or quarterly ceremony to congratulate or recognise those educators and learners who performed outstandingly in different fields would be a good motivational technique.

(iii) **Coaching.** Bacal (1993:11) states that managers can evaluate performance, while at the same time functioning as coaches to improve performance.

5.6. CONCLUSION

With the dawn of democracy in South Africa since after 1994, it has been debated in parliament and on the media on how to improve learners' performance, particularly that of grade 12 learners. The findings revealed that performance of learners depends on their educators' performance. On the other hand, educators' performance is monitored and regulated by departmental policies and procedures. If these systems are dysfunctional, so will educators' performance be.

Performance Management systems that are developed by the Department of Education must be investigated to reveal whether or not they are in line with educators' as well as learners' needs. The development of these systems should involve all educators.

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ANNEXURE

ANNEXURE A QUESTIONNAIRE

QUESTIONNAIRE ON PERFORMANCE MANAGEMENT SYSTEMS.

Dear Respondent

Your assistance is hereby requested in the following research. This survey is for study purposes and would not jeopardise your career in any way.

The confidentiality of your responses is highly assured. Therefore you are not required to identify your self.

Behind this letter you will find a questionnaire. This questionnaire consists of two short sections A and B. Please answer each question. The questions are multiple-choice, very short and simple. They would not consume much of your time
Please feel free to express what you perceive as the reality.

Your Cooperation in this regard is highly valuable.

Thank you in anticipation

Yours truly

Mphahlele MM (Researcher)

Section A

Instructions.

1. This questionnaire should be filled by any member of the School Management Team.
2. Use an X to choose the most appropriate answer.

1. School Category

Primary School	3
Middle School	2
High school	1

2. Job Category

Principal	3
Deputy Principal	2
Head of Department	1

3. Gender

Gender	
Female	
Male	

4. Age

Age	
15-24	1
25-34	2
35-44	3
45-54	4
55-64	5

5. Gross Salary

Salary	
less 5000 monthly	1
6000-7000	2
7001-8000	3
8001-9000	4
9001-10000	5

6. Qualifications

Qualification	
Std 10	1
Diploma	2
Junior Degree	3
Honours Degree	4
Masters Degree	5
Doctoral Degree	6

Section B

Instructions

You are required to indicate your answer with a number in the box.

1: for Never.
2: for Seldom
3: for Occasionally
4: For Frequently
5: for Always

1. Does your school have a mission statement? ☐

2. How often do you refer to the mission statement? ☐

3. Are there any strategies in place to achieve the mission? ☐
4. Does your school have stated performance objectives?

5. Did you and/ other members of your school contribute towards setting those

objectives? ☐

6. Does your School have stated values? (Values are what are regarded as important

by organisations, with regard to how they conduct their affairs. ☐

7. Are there any performance indicators in place? (Performance indicators are relevant evidence that objectives have been met according to the agreed

standards) ☐
8. Do the performance indicators enable progress towards achieving?

objectives? ☐

9. Do the performance indicators enable the final results to be evaluated i.e.

measuring the achievement of the objectives ☐

10. Are the performance indicators relevant to your job? ☐

11. How often is it done? ☐

12. Do you make any inputs in your own appraisal? ☐

13. Are the appraisal results measured with you? ☐

14. Are you given a chance to appeal if you are dissatisfied with the ratings? ☐

15. Is the appraisal of any use to you? ☐

16. Are you rewarded for superior performance ☐

17. How often do you attend workshops and / in-service training? ☐

18. Do these workshops and/in-service training of improve your performance? ☐

ANNEXURE B. RESEARCH RESULTS

Table 1 Responds to Biographical Questions

Respondent	Gender	Age	salary	Qualification	Job Category	School Classification
1	Female	5	5	3	3	3
2	Female	4	5	4	3	3
3	Male	2	3	4	1	2
4	Female	5	4	2	2	2
5	Female	2	3	2	1	1
6	Female	4	5	2	3	2
7	Male	2	3	2	1	1
8	Female	5	5	3	3	2
9	Female	3	4	2	2	2
10	Female	3	4	2	2	1
11	Male	2	3	4	1	1
12	Male	5	5	2	3	2
13	Male	2	3	2	1	1
14	Female	4	4	4	2	2
15	Female	3	4	2	1	1
16	Male	4	4	2	3	2
17	Female	4	4	2	2	2
18	Male	2	3	3	1	1
19	Female	3	4	3	2	2
20	Female	3	4	2	2	1
21	Female	2	3	5	1	1
22	Male	4	5	2	1	1
23	Male	4	4	2	1	2
24	Female	3	3	4	1	1
25	Male	4	5	2	3	2
26	Male	3	4	2	1	1
27	Female	3	3	4	2	2
28	Male	3	4	2	1	1
29	Female	4	5	2	3	2
30	Female	4	4	2	2	1
31	Female	3	3	3	1	1
32	Female	3	2	2	1	1
33	Male	4	5	2	3	2
34	Male	3	4	2	1	1
35	Female	2	2	2	1	1
36	Female	4	5	2	3	2
37	Female	2	3	2	1	1
38	Male	3	4	2	2	1
39	Female	3	3	2	1	1
40	Female	2	3	2	1	1
		15-24: 1	Less 5000 monthly: 1	Std 10: 1	Heads: 1	Primary S: 1
		25-34: 2	6000-7000: 2	Diploma: 2	Deputy: 2	Middle S: 2
		35-44: 3	7001-800: 3	Junior Degree: 3	Principal: 3	High S: 3
		45-54: 4	8001-9000: 4	Honours Degree: 4		
		55-64: 5	9001-10000: 5	Masters Degree: 5		
				Doctoral Degree: 6		

Table 2 Responds to Performance Management Questions

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q14	Q15	Q16	Q17	Q18
1	5	5	3	3	3	5	4	4	4	5	5	5	5	5	1	5	5
2	5	1	1	1	1	3	1	1	1	5	4	3	5	5	1	5	4
3	1	1	1	1	1	2	1	1	1	3	1	1	3	1	1	5	3
4	5	1	1	1	1	4	1	1	1	5	3	5	5	5	1	5	5
5	5	1	1	1	1	2	1	1	1	3	1	1	1	1	1	5	4
6	5	3	1	1	1	3	1	1	1	5	4	5	5	5	1	5	4
7	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	5	3
8	5	3	2	2	2	5	3	3	3	5	3	5	5	5	1	5	4
9	5	1	1	1	1	4	1	1	1	5	2	3	5	4	1	5	4
10	5	1	1	1	1	1	1	1	1	5	2	4	5	5	1	5	4
11	3	1	1	1	1	2	1	1	1	3	1	1	1	1	1	5	4
12	5	3	2	2	2	5	2	2	2	5	3	4	5	5	1	5	4
13	1	1	1	1	1	2	1	1	1	3	1	1	1	1	1	5	2
14	5	1	1	1	1	4	1	1	1	5	2	4	5	2	1	5	4
15	5	1	1	1	1	2	2	1	1	4	1	1	1	1	1	5	2
16	5	1	1	1	1	4	1	1	1	5	2	2	5	2	1	5	4
17	5	1	1	1	1	4	1	1	1	5	2	2	5	1	1	5	4
18	5	1	1	1	1	4	1	1	1	5	2	2	5	1	1	5	4
19	5	1	1	1	1	4	1	1	1	5	2	2	5	1	1	5	2
20	5	1	1	1	1	2	1	1	1	5	2	2	5	1	1	5	2
21	5	1	1	1	1	2	1	1	1	4	1	1	2	1	1	5	1
22	5	1	1	1	1	1	1	1	1	3	1	1	2	1	1	5	1
23	5	1	1	1	1	1	1	1	1	4	1	1	1	1	1	5	1
24	5	1	1	1	1	2	1	1	1	4	1	1	2	1	1	5	1
25	5	1	1	1	1	4	1	1	1	5	2	2	5	1	1	5	2
26	5	1	1	1	1	1	1	1	1	4	1	1	1	1	1	5	1
27	5	1	1	1	1	2	1	1	1	5	2	2	5	1	1	5	2
28	5	1	1	1	1	1	1	1	1	3	1	1	1	1	1	5	1
29	5	1	1	1	1	4	1	1	1	4	1	1	2	1	1	5	2
30	5	1	1	1	1	4	1	1	1	5	1	1	1	1	1	3	1
31	5	1	1	1	1	1	1	1	1	4	2	2	5	1	1	5	2
32	5	1	1	1	1	1	1	1	1	3	1	1	2	1	1	5	2
33	5	1	1	1	1	4	1	1	1	5	2	2	5	1	1	5	2
34	5	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
35	5	1	1	1	1	1	1	1	1	4	2	3	3	1	1	5	1
36	5	1	1	1	1	5	1	1	1	5	2	3	3	1	1	5	1
37	5	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
38	5	1	1	1	1	4	1	1	1	5	1	1	2	1	1	5	1
39	5	1	1	1	1	1	1	1	1	4	1	1	1	1	1	1	1
40	5	1	1	1	1	1	1	1	1	4	2	3	2	1	1	5	1

Never: 1 Occasionally: 3 Always: 5

Seldom: 2 Frequently: 4

Table 3 Gender

Gender	Frequency	Percent
Female	25	62.5%
Male	15	37.5%
Total	40	100%

Figure 3: Gender

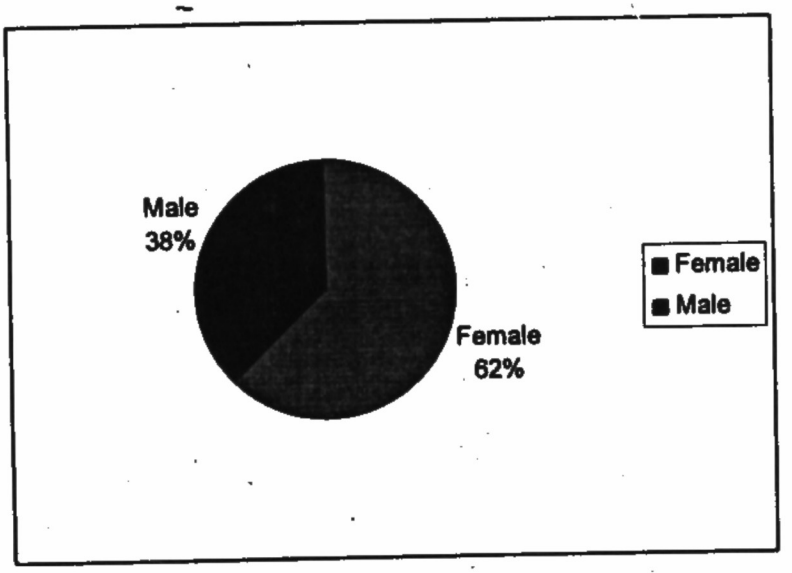


Table 4 Age (yrs)

Age (yrs)	Frequency	Percent
25 - 34	10	25%
35 - 44	14	35%
45 - 54	12	30%
55 - 64	4	10%
Total	40	100%

Figure 4 Age (yrs)

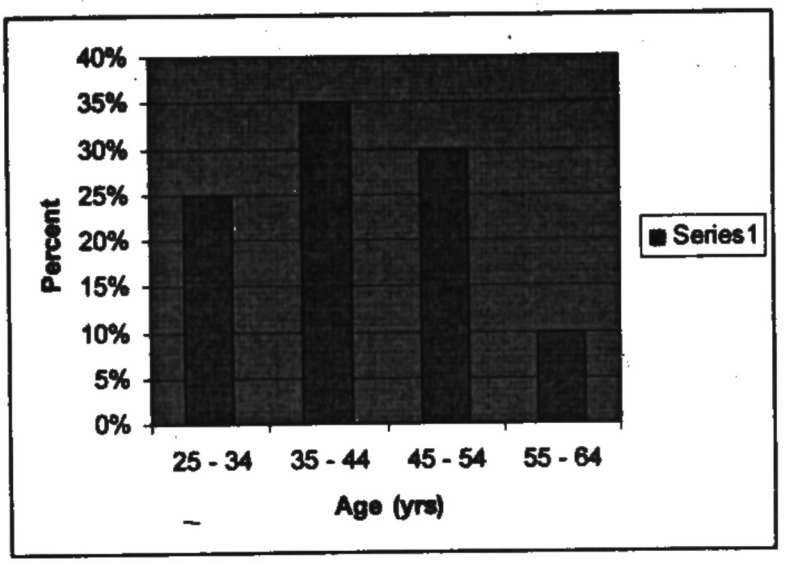


Table 5 Salary

Salary	Frequency	Percent
6000 - 7000	2	5%
7001 - 8000	13	32.5%
8001 - 9000	15	37.5%
9001 and Above	10	25%
Total	40	100%

Figure 5 Salary

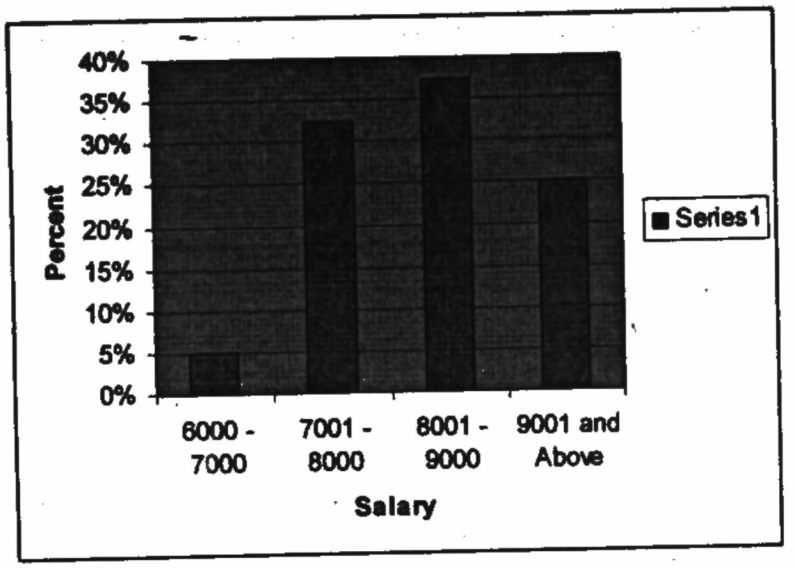


Table 6 Qualifications

Qualification	Frequency	Percent
Diploma	28	70%
Junior Degree	5	12.5%
Honours Degree	6	15%
Masters Degree	1	2.5%
Total	40	100%

Figure 6 Qualifications

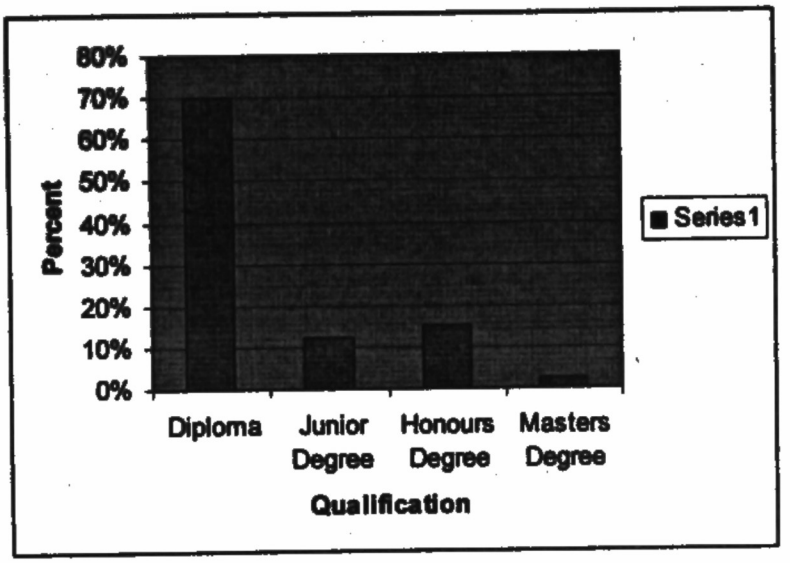


Table 7 Job Category

Job Category	Frequency	Percent
HODs	20	50%
Deputy Principal	10	25%
Principal	10	25%
Total	40	100%

Figure 7: Job Category

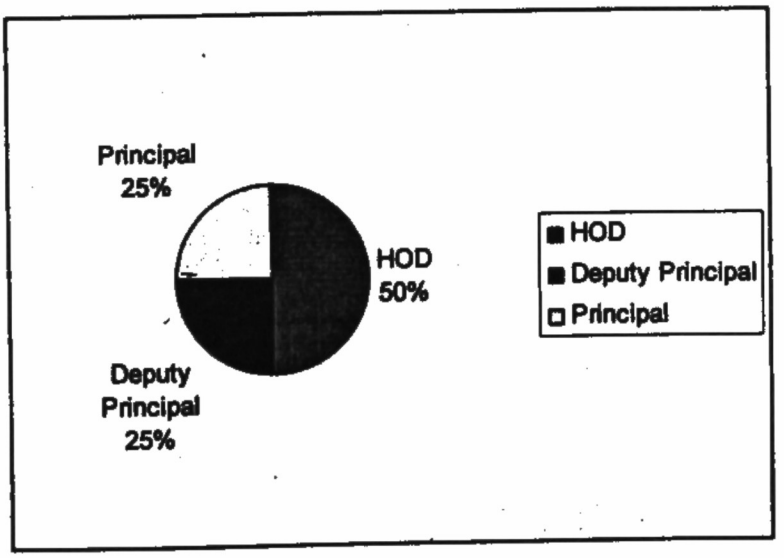


Table 8 School Classification

School Classification	Frequency	Percent
Primary School	22	55%
Middle School	16	40%
High School	2	5%
Total	40	100%

Figure 8 School Classification

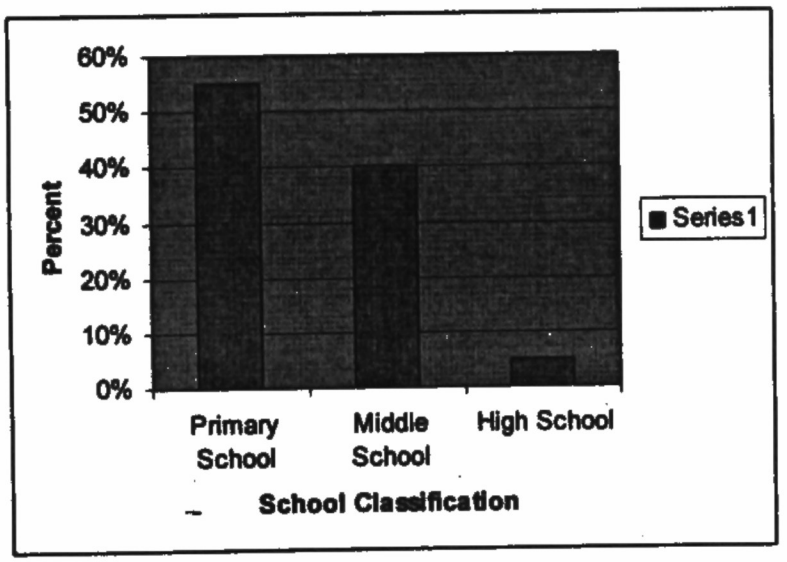


Table 9 Question 2

Does your school have a mission statement?	Frequency	Percent
Never	3	7.5%
Seldom	0	0%
Occasionally	1	2.5%
Frequently	0	0%
Always	36	90%
Total	40	100%

Table 10 Question 3

How often do you refer to the mission statement	Frequency	Percent
Never	36	90%
Seldom	0	0%
Occasionally	3	7.5%
Frequently	0	0%
Always	1	2.5%
Total	40	100%

Table 11 Question 4

Are there any strategies in place to achieve the mission?	Frequency	Percent
Never	37	92.5%
Seldom	2	5%
Occasionally	1	2.5%
Frequently	0	0%
Always	0	0%
Total	40	100%

Table 12 Question 5

Does your school have stated performance objectives?	Frequency	Percent
Never	37	92.5%
Seldom	2	5%
Occasionally	1	2.5%
Frequently	0	0%
Always	0	0%
Total	40	100%

Table 13 Question 6

Did you and /other members of your school contribute towards setting those objectives?	Frequency	Percent
Never	37	92.5%
Seldom	2	5%
Occasionally	1	2.5%
Frequently	0	0%
Always	0	0%
Total	40	100%

Table 14 Question 7

Does your school have stated values?	Frequency	Percent
Never	13	32.5%
Seldom	9	22.5%
Occasionally	2	5%
Frequently	12	30%
Always	4	10%
Total	40	100%

Table 15 Question 8

Are there any performance indicators in place?	Frequency	Percent
Never	36	90%
Seldom	2	5%
Occasionally	1	2.5%
Frequently	1	2.5%
Always	0	0%
Total	40	100%

Table 16 Question 9

Do the performance indicators enable progress towards achieving objectives?	frequency	Percent
Never	37	92.5%
Seldom	1	2.5%
often	1	2.5%
Frequently	1	2.5%
Always	0	0.0%
Total	40	100%

Table 17 Question 10

Do the performance indicators enable the final results to be evaluated	Frequency	Percent
Never	37	92.5%
Seldom	1	2.5%
Often	1	2.5%
Frequently	1	2.5%
Always	0	0.0%
Total	40	100.0%

Table 18 Question 1

Are the performance indicators relevant to your job?	Frequency	Percent
Never	0	0%
Seldom	0	0%
Often	10	25%
Frequently	10	25%
Always	20	50%
Total	40	100%

Table 19 Question 12

How often is it done?	Frequency	Percent
Never	19	47.5%
Seldom	15	37.5%
Often	3	7.5%
Frequently	2	5.0%
Always	1	2.5%
Total	40	100.0%

Table 20 Question 13

Do you make any inputs in your appraisal?	Frequency	Percent
Never	19	47.5%
Seldom	9	22.5%
Often	5	12.5%
Frequently	3	7.5%
Always	4	10.0%
Total	40	100.0%

Table 21 Question 14

Are you given a chance to appeal if you are dissatisfied with ratings?	Frequency	Percent
Never	12	30.0%
Seldom	7	17.5%
Often	3	7.5%
Frequently	0	0.0%
Always	18	45.0%
Total	40	100.0%

Table 22 Question 15

Is appraisal any use to you?	Frequency	Percent
Never	30	75.0%
Seldom	2	5.0%
Often	0	0.0%
Frequently	1	2.5%
Always	7	17.5%
Total	40	100.0%

Table 23 Question 16

Are you rewarded for superior performance?	Frequency	Percent
Never	40	100%
Seldom	0	0%
Often	0	0%
Frequently	0	0%
Always	0	0%
Total	40	100%

Table 24 Question 17

How often do you attend workshops and in-service training?	Frequency	Percent
Never	3	7.5%
Seldom	0	0.0%
Often	1	2.5%
Frequently	0	0.0%
Always	36	90.0%
Total	40	100.0%

Table 25 Question 18

Do these workshops and in-service training improve your performance?	Frequency	Percent
Never	14	35.0%
Seldom	10	25.0%
Often	2	5.0%
Frequently	12	30.0%
Always	2	5.0%
Total	40	100.0%