THE ROLE OF PRINCIPALS IN MANAGING TEACHER PERFORMANCE IN GABORONE ADAPTIVE SCHOOLS
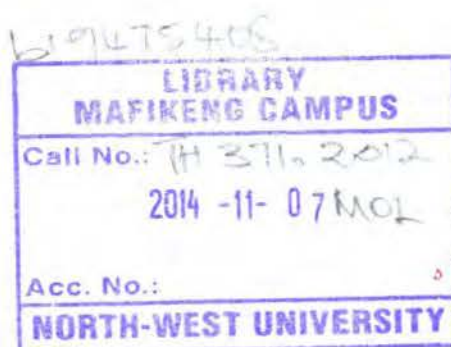
By

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A research proposal submitted in partial fulfillment of the
requirement for the degree of
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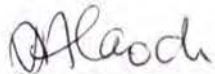(Mafikeng Campus)

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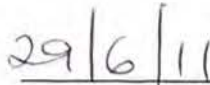
DATE: June 2011

DECLARATION

"I, VIVIAN THUSO MOLAODI declare that:

THE ROLE OF PRINCIPALS IN MANAGING TEACHER PERFORMANCE IN GABORONE ADAPTIVE SCHOOLS

is my own work, and that all sources used and quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at this or another university."

_____   29|6|11
Vivian Thuso Molaodi   Date

DEDICATION

This piece of work has been dedicated with love to my mother Stella Keogopotse Molaodi and my late siblings:

- Dijotsame Ketshabile.

- Mosimanyana Nkaetsang Ketshabile.

- Edwin Tiny Molaodi.

- Mmasenuku Ruth Babuanao.

ACKNOWLEDGMENTS

ABSTARCT

THE ROLE OF PRINCIPALS IN MANAGING TEACHER PERFORMANCE IN
GABORONE ADAPTIVE SCHOOLS

In this research document, an attempt has been made to investigate the role of
principals in managing teacher performance in Gaborone Adaptive Schools. The
purpose of the study was to find the significant role that principals play in mentoring,
supervising and guiding teachers in schools. The study intended to address the
following research questions:

- What is the scope and role of principals in managing teacher performance?

- Are the principals trained in issues pertaining to teacher performance
  management?

- What are the main factors that contribute to good teacher performance?

Principals are faced with a challenge of having to supervise de-motivated teachers
who do not produce good academic results due to the following factors such as low
salary income; limited resources in adaptive schools interlinked with academically
challenged learners.

The research study was situated in an interpretive paradigm and the sample
consisted of ninety (90) teachers and eighteen (18) Top Management members from
Gaborone Junior Secondary Schools. The sampling technique used was purposive
sampling. The study employed both qualitative and quantitative research design and
the following instruments were used for qualitatively derived data: interview,
document analysis, literature survey and observation. A questionnaire was employed
for collection of quantitatively derived data. Quantitative data was analysed using
SPSS (version 17) whilst qualitative data was analysed through the content analysis
strategy.

This study's theoretical underpinning was grounded under the two motivational
theories of Maslow and Herzberg. The findings of the study revealed that principals
are not trained on issues pertaining to managing teacher performance; motivation is
an essential ingredient for employee performance; teacher involvement enhances

their performance; parental involvement bears good academic results; and teacher salaries in Botswana are low and that has a negative impact on teacher performance which in turn influences learner's academic results.

The following basic recommendations are made:

- Newly appointed principals and supervisors should undergo induction and in-service training.

- Regular Performance Management System (PMS) workshops for teachers and principals should be organised so that teachers and principals can be well informed on issues of PMS.

- Incentives for teachers who are producing good results should be considered as a tool for motivating them.

ACRONYMS

BOFEPUWSU...............Botswana Federation OF Public Workers Service Unions

H.O.D...........................Head of Department

IDM..............................Institute of Development Management

JC................................Junior Certificate

MOE.............................Ministry of Education

NDP..............................National Development Plan

PMS.............................Performance Management System

PDP..............................Performance Development Plan

SMT.............................Senior Management Team

RNPE............................Revised National Policy on Education

KEYWORDS:

- The role of the principal

- Managing teacher performance

- Gaborone (town in Botswana)

- Adaptive schools

- Botswana (geographical area)

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GENERAL ORIENTATION

1.1 INTRODUCTION

The issue of performance is one of the critical issues placed at the top agenda of many countries of the world, education departments, finance departments, donors, sponsors, educators, educational planners and school governing bodies. Performance Management started because of increased concern for performance by various organizations worldwide (Seretse, 2005). On the same note, Bush (2007:117) asserts that there is an increasing recognition that managing teacher performance in schools cannot be left to chance. Schools, like all organisations, strive for excellence in as far as academic results are concerned. Drach-Zahavy and Somech(2001:44) as cited by Van der Mesrcht & Tyala (2008;224), agree with the above statement by asserting that the diversity in school principals is the driving force for the achievement of desired results.

It is widely recognised that one of the essential factors influencing school effectiveness is the nature and quality of the leadership and management provided by the School Head (Commonwealth Secretariat 1993 cited by Bush, 2007:117). School principals, by virtue of their post, are expected to be very vigilant in managing teacher performance as well as motivating them to achieve school goals. The increasing complexity and responsibilities of teachers in adaptive schools have led to school principals' need to continuously monitor and asses their performance.

A competent principal will constantly monitor teacher performance, make realistic and considered comments, and regularly assist and develop the teachers. The success of any education system depends largely on teacher performance (Ministry of Education Botswana, 1993:20). Teachers are the catalyst of the learning environment and on them rests the whole system.

They are therefore crucial in the strategy to achieve a more effective and responsive education system (Ministry of Education, 1994:4).

1.2 BACKGROUND

The education of Botswana has since independence speedily changed to meet manpower needs. From independence till the mid 1970s, Botswana was experiencing an influx of young, untrained and inexperienced teachers and expatriate teachers who needed both tighter supervision and in-service training so that they could perform effectively.

This led to the formulation of the Revised National Policy in Education (RNPE) which is the roadmap for the education system in Botswana. The Revised National Policy of Education of 1994 highlights seven main areas which are imperative to the future development of education in the country. Effective Management of the Education system is one of the main areas of the RNPE that guides the management and administration of schools. The main focus of this study will be this main area: Effective management of the education system.

As mentioned earlier on, the massive expansion of schools and influx of teachers posed questions on the effective management of schools. In an attempt to address the problem, the government of Botswana implemented the Performance Management System (PMS) in 1999 to ensure quality service delivery, improvement and sustainability of productivity at all levels. It also inculcated a culture of performance, accountability and focused on results (Republic of Botswana, 2004). This research intends to find out whether school managers have the relevant knowledge and have been trained on issues of performance management.

1.3 STATEMENT OF THE PROBLEM

Good leadership promotes quality education and provides unwavering support to the vision. It also monitors allocation of resources; communicates advancement: supports the people, programmes, services and activities

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implemented to accomplish the school vision. School principals should communicate mutual goals, scrutinize learning, provide feedback on the teaching and learning process, and support school-wide professional development (Bush, 2007:400).

Given the above, this study investigates the role of school principals in managing teacher performance in adaptive Junior Secondary Schools of Botswana. The role of principals in managing teacher performance is a challenge; hence the issue of performance management in secondary schools of Botswana has been a matter of concern for a number of years. The following are some reasons for poor teacher performance:

The teacher's morale is low because of their low income. Junior secondary school teachers earn low salaries as compared to their counterparts in senior secondary schools despite the fact that they are at par in terms of qualifications.

Inherent in the system is the issue of automatic promotion from primary school to secondary schools. This creates problems because currently majority of learners in Junior Secondary schools are low achievers. In Botswana the formal Basic Education Programme includes the first ten years of education that is Standard 1 to Form 3 (Curriculum Development and Evaluation, 2007:4).

Limited resources, such as shortage of classrooms and furniture pose problems in content delivery especially because the climate has drastically changed. During winter it is very cold such that learners find it hard to concentrate. The focus here, is whether the Performance Management System will improve the performance of teachers under the circumstances mentioned earlier on.

1.4 SIGNIFICANCE OF THE STUDY

The Revised National Policy in Education (RNPE) of 1994 stipulates that one of the philosophies and aims underpinning Botswana Education policy at school level will be to develop management and administration to ascertain outstanding learning achievement. The importance of this study cannot be over emphasized because it is going to benefit those in managerial positions, especially principals.

The study will assist the Staff Development Committee members of schools, because they oversee human resource department of schools and assist in the provision of relevant performance management information. The Botswana Government emphasises performance management for all its employees, including teachers (The Public Service of Botswana,2006:3).

The findings drawn from the study will hopefully provide information to policy makers and give them insights into challenges faced by principals in managing teacher performance.

1.5 STUDY QUESTIONS

The study is guided by the following research questions:

- What is the scope and role of principals in managing teacher performance in Gaborone adaptive schools?

- Are the principals trained on issues pertaining to teacher performance management?

- . What are the main factors that contribute to good teacher performance in adaptive organisations?

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1.6 THE AIMS OF THE STUDY

Based on the above mentioned questions, the study will focus on the following aims:

Aim 1: To investigate the role of principals in managing teacher performance in Gaborone Adaptive schools.

Aim 2: To find out from the literature review and from the empirical study whether the school principals in Gaborone Adaptive schools have been trained on issues of performance management.

Aim3: To define and present factors which contribute to good teacher performance in adaptive schools.

1.7 DELIMITATIONS OF THE STUDY

The research was conducted specifically to address issues related to performance management in adaptive schools of Gaborone. There are more than two hundred Junior Secondary Schools scattered all over Botswana. Due to financial and time constraints, the study focused on only six schools in Gaborone. The focus of study is Educational Management. The study population consists of six of the principals, two Heads of Department and ten teachers from each of the selected schools.

1.8. DEFINITION OF TERMS

1.8.1 Performance Management

This refers to a strategic and integrated approach to delivering sustained success to an organization by improving performance of the people who work in it and by developing the capabilities of team and individual contribution (Bainfield & Kay, 2008: 269). In this study, the focus is on managing teacher performance.

1.8.2 The Role of School Principal

This refers to the function or tasks that the principal performs in a school. School principals are perceived to be wearing many hats at different points during working hours. The role of school principals include amongst others being;

- a manager
- an administrator
- a supervisor
- an Instructional leader
- a curriculum leader

1.8.3 Adaptive schools

The concept adaptive comes from the verb adapt which means to adjust one thing to another (Thompson, 1995; 15).Therefore, adaptive means to change something in order to make it suitable for a new situation or use (The Oxford Advanced Learners Dictionary, 2005:16).

The concept school has been defined by Basson, et al. (1990:640) cited by Van der Westhuizen (2007:19) as an organization in which people are assembled in an orderly hierarchical command structure with a common purpose, namely educative teaching. In this context adaptive schools refer to schools which are aligning programmes and policies to their surrounding environment in order to fit into new situations.

1.8.4 Gaborone

This is a town in Botswana in which the researcher intends to conduct the research. Gaborone consists of fourteen adaptive Junior Secondary Schools but the researcher shall only concentrate on six of them.

1.8.5 Botswana

It is a developing country in the southern part of Africa. Schools in Botswana are grouped according to regions which are; South, South East, Kweneng,

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Central and North Region. This study was conducted in the South East Region of Botswana.

1.9 CHAPTER DIVISIONS

CHAPETR 1

GENERAL ORIENTATION

This chapter covers an overview of the study. The chapter further deals with the context and the scope of the topic which provides the reader with sufficient information that elucidates the rationale for the research. The chapter contains the research problem, the research questions and aims. An indication of the research design is also provided.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviewed literature dealing with the role of principals in managing teacher performance. The review covers aspects which would be relevant and relate to Botswana situation and schools. The background and the theoretical framework are also provided. The theoretical frameworks underpinning the study included; Maslow's Hierarchical Theory of needs and Herzberg's Two factor Theory.

CHAPTER 3

IMPLEMENTATION OF THE RESEARCH DESIGN, METHODOLOGY AND RECORDING OF DATA

A description of the research design and methods used in the study is provided in this chapter. Furthermore, the study method design are outlined, focusing on the population and sampling techniques chosen and the research instruments in the form of interviews, questionnaires, survey of literature, document analysis and observation which would be coupled with field notes. Both qualitative and quantitative methods are presented in this chapter for purposes of triangulation.

CHAPTER 4

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

This chapter presents data collected from the above mentioned instruments to gather information on the role of principals in managing teacher performance in Gaborone schools. The data was interpreted by means of analyzing and interpreting recorded material within context (Arcy, Jacobs, Razavieh & Sorensen, 2006:32). Quantitative data was analysed using SPSS (17) and qualitative data was analysed using content analysis strategy. The subtopics were as follows; Data presentation, Data interpretation and Recording of findings.

CHAPTER 5

SUMMARY, DISCUSSION OF FINDINDS, RECOMMENDATIONS AND CONCLUSION

Findings from the analysed data are discussed and conclusion made regarding the role of principals in managing teacher performance. Based on findings, conclusions and recommendations are made.

The next chapter deals with literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter is to provide a theoretical framework for the study. The first part briefly reviews the concept theoretical framework as well as explaining the theoretical frameworks that are relevant to the study. Then the concept of performance management in relation to schools would be highlighted.

Managing other people is perhaps the most challenging tasks facing any manager. Hunsaker and Hunsaker (2009:5) state that managing performance is a dynamic process that is always evolving to accommodate changes in the diverse and complex workplace. School principals, like other managers, are provided with the understanding and skills that will help them to develop and manage effective high performing teams of satisfied and productive individuals. On the other hand, Kirkpatrick (2006:5) argues that principals are faced with the major challenges of getting maximum performance of teachers.

High performance in organisations is attained through implementing the organisation's strategy by using the available human and physical resources. Preeze (2003:18) and Debeila (2010:18) state that improving the performance capability of individuals in any organisation can be achieved through motivation. Hunsaker and Hunsaker (2009:46) concur that ability and motivation make an employee to perform. A school principal should constantly motivate his or her teachers especially on issues related to instructional delivery.

The aim of the study is to give school principals an opportunity to do self introspection about issues pertaining to school academic performance as well as teacher performance. This chapter intends to discuss the theoretical framework underpinning aspects of motivation. It will further define the concept performance management, elaborate on issues relating to

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performance and finally discuss the role of principals in managing teacher performance. There are several motivational theories but the study will focus on only two which are; Maslow's Hierarchy of Needs Theory and Herzberg Two factor theory.

2.2 THEORETICAL FRAMEWORK REGARDING THE ROLE OF PRINCIPALS IN MANAGING TEACHER PERFORMANCE IN ADAPTIVE SCHOOLS

In order to deliberate more on the theoretical framework underpinning this study, it is essential to define what a theoretical framework is and explain why the theory best suits the study. A theoretical framework is a basic approach to understanding something (www.analytic.com/mb313/glosaryhtml). Merterns (2005:7) further defines theoretical framework as a way of looking at the world and is composed of philosophical assumptions that guide and direct thinking and actions.

According to Newman (2000:515), a theoretical framework is a general organising framework for social theory and empirical research which include assumptions, major questions to be answered, models or good research practices and theory for finding the answers to questions. It helps guide one's research by determining what things to measure and what statistical relationships one will look for (www.hs.unc.edu/services/Tutorials /research design.htm).

A theoretical framework could also be seen as a fundamental move to understanding something. Theoretical frameworks facilitate researchers and managers to see the organisation through diverse lenses. Theoretical framework is supposed to help the reader to make the logical sense of the relationship of the variables of the factors that have been deemed relevant to the problems. In this study motivation is one of the cornerstones behind managing teacher performance. As a result; the study was guided by motivational theories. The theories of motivation underpinning the study will be discussed below:

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2.2.1 Maslow's Hierarchy of Needs Theory

This study is informed by the Maslow's theory of Hierarchy of needs on the role of school principals in managing teacher performance.

Maslow's theory of Hierarchy of Needs was found by an American psychologist named Abraham Maslow in 1954. Maslow contended that individuals tend to satisfy their needs in a rising order of precedence. In order for a high level need to be satisfied, satisfaction at a lower level at the next level becomes a prime factor. This is to say that if a teacher gets promoted to a senior level of a better salary, his or her basic needs are likely to be catered for, and she or he will probably stop worrying about paying the bills and about immediate job security. The teacher's strongest motivation here is likely to be in the area of social acceptance or gaining the respect and friendship of work colleagues. Once that has been established, that teacher might be driven by the esteem level which include what is or her new responsibility is like.

Below is diagram of Maslow's Hierarchy of needs as illustrated by Preeze (2002) :

Figure2.1 Maslow's Hierarchy of Needs
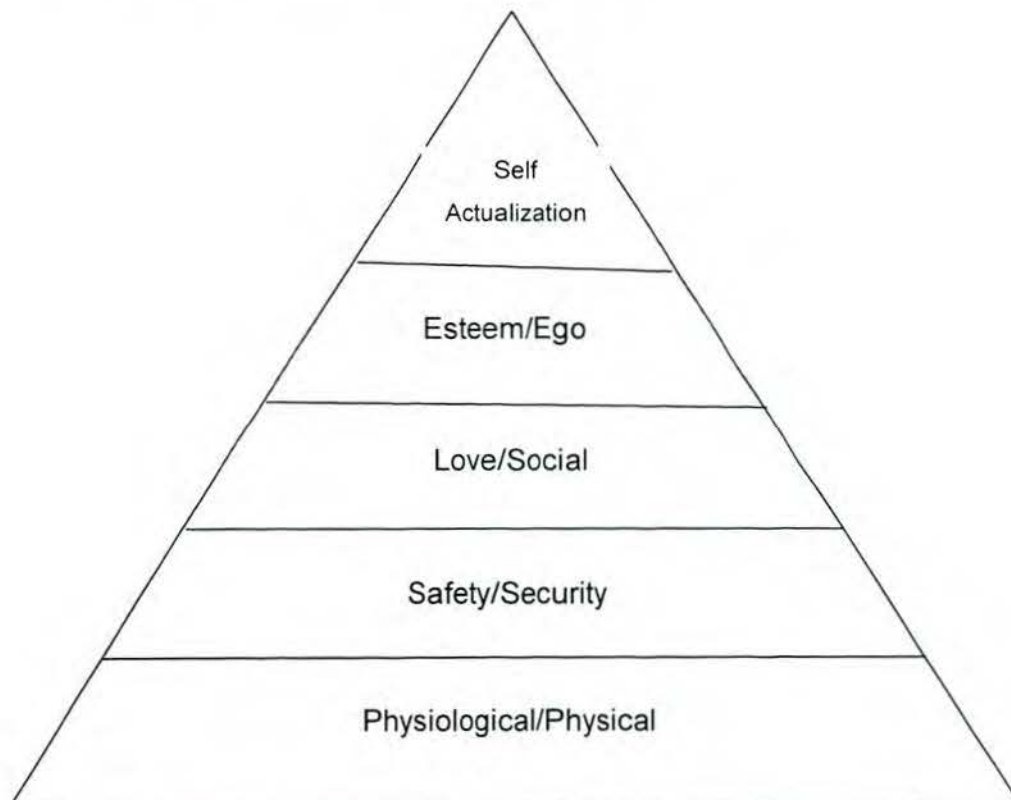
Preeze (2002:19) states that Maslow isolated a number of needs from lowest to highest order. If the lowest need has been fulfilled, it is of not important anymore. The five needs as stated by The Association Business Executive (2008:137) are as follows:

- Physiological needs

  These are the obvious basic needs arising from a person's instinct to stay alive and reproduce his kind: the need for food, water, sleep and others. These needs largely take an intermediate form of a need for money.

- Safety needs

  These are subdivisions of the material needs mentioned earlier on. Man needs protection from the physical environment; housing of some sort, clothing, defense against natural dangers.

- Social needs

  These include the need to love and be loved, the need to give and receive affection, and a need for company and association with other people, extending to cooperation in joint effort. This is a powerful factor in the cohesion of work groups.

- Self Esteem

  People want to feel a certain pride in them; that their abilities are tested and proved adequate; and that they are achieving something and are useful as individuals.

- Self actualization.

  Maslow places this need at the top of the hierarchy. The person fortunate enough to satisfy the first four needs above is still driven on by an urge to accomplish the uttermost of their ability: to "reach the top", and once there, to achieve complete success

In a nutshell, we have noted that the critical feature in Maslow's analysis is the hierarchy, that is, his suggestion that, as a need is satisfied, another assumes the major importance in an individual's mind.

2.2.2 Maslow's Theory of Needs and Motivation of Teachers

Braton, Griton and Nelson (2005:233) assert that Maslow's motivational theory emphasizes importance of needs satisfaction. There are two key aspects to this theory which are lower level needs and higher level needs. Under the lower level needs are the physiological, safety and social needs; whereas under the higher level needs there are the self-actualisation and self esteem needs. In management, Maslow's hierarchy of needs offers prediction about what directs behaviour in different contexts.

This is to say that self- actualisation and self-esteem needs will become more important motivators in the workplace. According to Cole (2004:38), one implication of Maslow's theory is that one way of motivating followers whose social needs have been satisfied, will be to focus on the intrinsic aspects of paid work. Preeze (2003:21) suggests that when motivating teachers using the theory of Maslow, one has to think of each need to assist the teacher to fulfill his or her need. The needs in relation to teacher motivation as highlighted by Preeze (2003:24) will be explained below:

- Physiological needs

  Principals should assist teachers to receive his or her salary, and make classrooms conducive places for instructional delivery. He or she should also solicit funds to install air conditioners in classrooms. The principals in Gaborone Secondary schools are really striving for excellence in trying to satisfy the teacher's physiological needs. For example, most schools in Gaborone do have tuck shops, which assist both teachers and learners to purchase food during break time and lunch time thus, satisfying their physiological needs.

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- Safety needs

  The principal, by virtue of his position, should ensure that schools are safe. The safety needs can be satisfied by installing burglar bars in special rooms like computer labs, science labs and libraries. Most schools in Botswana do have security personnel as well as security systems.

- Job security

  Benefits such as medical aid and pension schemes are in place. The principal, through staff development programmes, should educate new members on the importance of the above mentioned schemes as well as encouraging them to join teacher unions.

- Love needs

  Communication and participation among staff members can never be neglected. Social functions, such as farewell parties, prize giving ceremonies and support for the bereaved, play a vital role in satisfying love needs. New staff members should be introduced and assimilated.

- Self esteem needs

  Principals are to build a positive self concept by delegating complex, challenging but attainable tasks (Preeze et al. 2003:21). A principal can also give teachers new responsibilities and show appreciation.

- Self-Actualisation needs

  In every school there are teachers who are always doing their best in terms of instructional delivery. The principal and the school management team should always recognize good efforts through reward and praise. Teachers who are not performing well should be assisted accordingly by motivating them. The principal should also recommend teachers who are due for promotion.

Although Maslow's Theory has been universally accepted as the key to understanding what motivates people in the workplace, it has attracted criticisms. The underlying rigidity of the hierarchy has been criticized for not taking into account individual differences. What is perceived to be high needs by some people may be regarded as low needs for others. For instance, for some teachers, self esteem may be more important than love. Another point may be the fact that not all people satisfy their needs in the workplace. Lastly, Maslow is concerned about satisfying needs whilst some scholars believe that satisfaction does not guarantee job performance.

2.2.2.1 Implication of Maslow's theory to the principal

School principals, by virtue of their post, should take time to understand teachers through interaction so that they can be able to know how to motivate teachers when they have been de-motivated. The implication here is that understanding teacher' characteristics can assist the principal to detect teacher's behaviour before deciding on an effective motivational strategy. Furthermore, school principals must be aware of the impact of changing circumstances on the individual teachers so that they know how to motivate those teachers.

2.2.3 Herzberg's Two-factor Theory

Another theory which this study will use is Herzberg's Two-factor Theory. According to Robbins and Coulter (2009:359), Herzberg divided factors at the workplace into two categories namely: motivators and hygiene factors. The factors will be highlighted in this document and their implication to principal's roles will be discussed.

According to Herzberg's Two- factor theory, satisfaction at work is inherently an organisational factor in which productivity is characterised by factors giving rise to employee satisfaction. Cole (2004:37) points out that Herzberg concluded that certain factors tend to lead to job satisfaction whereas others lead to dissatisfaction. Teachers, like other employees, need to be motivated in order to perform to their utmost level. Teachers in Gaborone adaptive

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schools are faced with a challenge of teaching mixed ability learners, which can result in lack of achievement in terms of Junior Certificate results (JC). In that regard, school principals are responsible for motivating those teachers so that they can perform well.

The above mentioned aspect can lead to dissatisfaction among teachers and this can result in low productivity. Regarding that, Kirkpatric (2006:5) states that managers need to motivate their employees so that they can get maximum efforts from them. Those factors giving rise to satisfaction are called motivators. On the other hand, factors giving rise to dissatisfaction are called hygiene factors.

2.2.3.1 Motivators

These are factors that are directly related to the job, which when present to a marked degree, increase satisfaction from work and provide motivation towards superior effort and performance. The motivation reflects the higher level needs identified by Maslow and their satisfaction leads to commitment. However, when absent, these factors do not lead to dissatisfaction. The motivational factors include the following

- Recognition
- Responsibility
- Achievement
- Advancement
- The work itself

2.2.3.2 Hygiene factors

Hygiene factors are those factors which, to the degree, are related to the context of the job and which, when absent, increase worker dissatisfaction with jobs. They relate more to basic needs and if not satisfied, they can lead to unhappiness. However, their satisfaction does not in itself result in contentment. When present, they serve to prevent job dissatisfaction, but do not result in positive satisfaction and motivation. Hygiene factors are:

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- Type of supervision
- Interpersonal relations
- Salary/ wages
- Working conditions
- Organizational policy

DuBrin (2003:333) asserts that Herzberg believes that work itself is a particular motivator. He showed that the elements which give most job satisfaction have little to do with money or status, and have far more to do with achievement and responsibility within the job. Hygiene factors are those factors traditionally considered as motivators. However, Herzberg saw them as fundamentally as either preventative measures, taken to eliminate sources of dissatisfaction, or actions taken to produce transitory satisfaction. Immediate dissatisfaction maybe alleviated but feelings of satisfaction are not long lasting. When any of the hygiene factors is deficient, people sometimes articulate their disgruntlement in ways detrimental to the organization. Such actions can be in the form of strikes, grievances and go-slows, to mention but a few.

2.2.3.3 Implication of Herzberg's Two-factor Theory to the school principals

The importance of this in a school environment is that the principals should ensure that hygiene factors and motivating factors are satisfied if teachers are to be motivated. To support this view, Russell-Walling (2009: 178) indicates that managers should motivate their employees by giving them incentives. Herzberg further advises managers to enrich the job by making it challenging enough to engage full abilities of the employees.

2.3 FURTHER DEFINITION OF CONCEPTS

In order to fairly deliberate on the role of principals in managing teacher performance in Gaborone adaptive schools, the researcher found it fit to elaborate further on performance management issues as well as defining

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terms related to performance management. Some of the terms associated with performance management will be defined in this document.

2.3.1 Performance management

Many scholars have tackled the definition of performance from different angles and most of them find performance management and appraisal inseparable. According to Heystek, Roos and Middlewood (2007:100), performance management is the process of setting performance goals for the individual by helping and supporting that individual to achieve those goals. Performance management is also defined as a systematic data oriented approach to managing people by providing recognition and reinforcement for individual and group performance (http://www.pmezone.com).

Furthermore, the Education Department of Western Australia (1996:3,) cited by Barblett and Louden (2001:2),defines performance management as the continuous process of reflecting, negotiating, developing, reviewing and making decisions about an individual's performance in achieving organisational goals. Whilst doing that, principals need to reconcile tensions inherent in the process of appraisal performance. The Botswana Public Service started implementing Performance Management System in 1999 with the inclusion of teaching to ensure quality service delivery, improvement and sustainability of productivity at all levels and also results oriented (Republic of Botswana, 2004). That on its own posed great responsibility to school principals.

In view of the definitions put forth by a number of scholars, performance management can be viewed as a tool that improves personnel service delivery in an organization. Regarding this, Decenzo and Robbins (2005:246) emphasize that performance management is designed primarily to tell the employee how they have done over a period of time. This brings the aspect of feedback, which in my view, is vital. On the same note, Decenzo (2005:347) contends that the issue of development is equated to providing feedback. By development, we are referring to those areas in which an employee has a

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deficiency or an area that could be simply bettered through the efforts of performance (Lumby, Middlewood and Kaabwe, 2003: 248).

Performance Management is basically a written report about standards of performance of a person in a specified job or task. For example, in the school context, a teacher should demonstrate extensive knowledge in his or her field and convey the knowledge to learners in an adequate way. Although this individual teacher's performance may indicate that some improvements could be made, in this case the development may include exposure to different teaching methods such as bringing more practical exercises or real world application.

UCSD Human Resource Department (2000) quoted by Seretse (2005:15) defines Performance Management as an ongoing communication process that involves both the performance and the employee in:

- Identifying and describing essential job functions and relating them to the mission and goals of the organization.
- Developing realistic and appropriate performance standards.
- Giving and receiving feedback about performance.
- Writing and communicating constructive performance appraisals.
- Planning education and development opportunities to sustain improve or build on employee work performance.

Furthermore, Amstrong (2006:495) views Performance Management as a means of getting better results by understanding and managing performance within an agreed framework for planned goals, standards and competency requirements. It is all about empowering, motivating and rewarding employees to do their best. A school principal should empower, motivate and reward his or her staff so that they can do their best.

Newcastle City Council (2003:6) defines Performance Management as a way of translating corporate strategies to individual actions and of using performance information to drive priorities. Performance management

framework is a cycle that sets a context around every day job direction and purpose in relation to the organization as a whole. The cycle is illustrated below:

Figure 2.2: Performance Management Cycle 1(Adapted from Newcastle City Council, 2003)

Set Corporate Direction

Action

Monitor & Review Plans

Develop Service

Translate to individual actions and targets
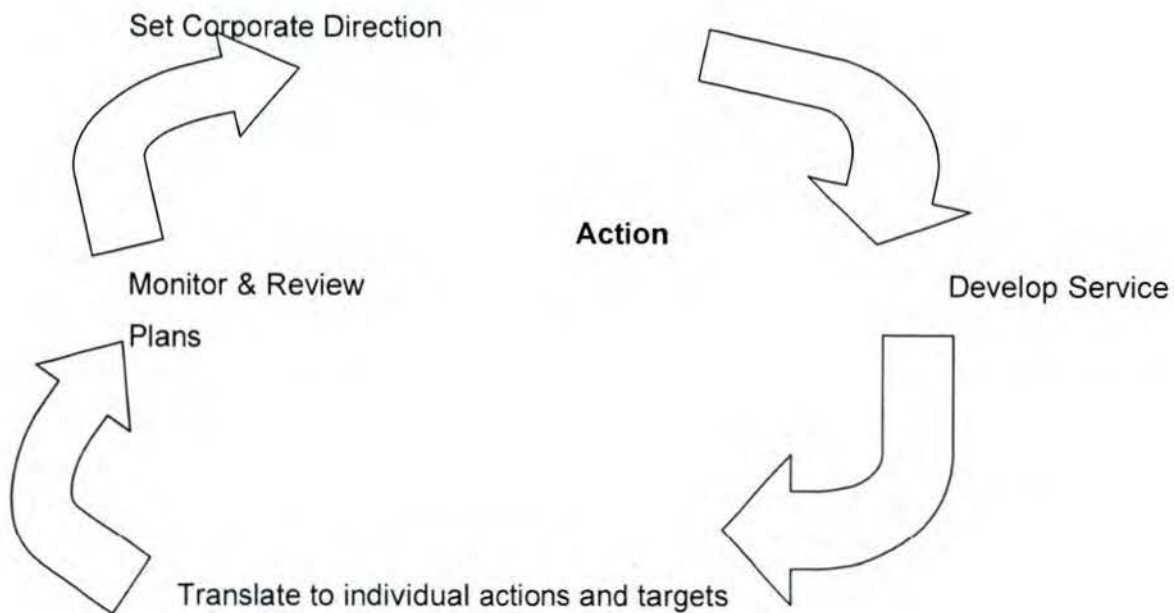
2.3.2 Performance appraisal

According to Zastrow and Krit-Asbaman (2008; 159), performance appraisal is an activity to determine whether the person is performing according to the predetermined goals and standards. It is an integral part of performance management. Performance appraisal process enables managers to appreciate and place employees' work for the organisation. Hunt (1986) cited by Debeila (2010:42) highlights four stages of performance appraisal in this way:

- Planning: Signing a performance contract.
- Managing: Manager encouraging staff member to deliver what has been agreed through monitoring and supporting strategies

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- Appraising/reviewing: Manager takes stock of what has been achieved with an emphasis on future performance.
- Follow-up: Ensuring continuity by putting in place specific action plan

2.4 ORGANISATIONAL COMPONENTS OF PERFORMANCE MANAGEMENT

In an attempt to achieve high performance, organisations are likely to have a range of future state of affairs which they will attempt to realise. In order to do that, the organisational mission, goals and objectives would serve as targets for that organisational performance. The components would be discussed in this document.

2.4.1 Mission

An organisation's mission is a generalized statement of its main purposes, often encompassing the key values which underline those purposes and the way in which it seeks to achieve them. The mission statement normally states what the organisation will provide and how it will do it. Below is an example of the department of education mission statement:

> *The department strives to promote and maintain equality, social justice and economic regeneration in education (The Association of Business Executives, 2008:8).*

2.4.2 Goals

Organisational goals are built on the mission statement and provide the long-term targets for organisational activities. The principals communicate goals and high expectations in order to establish an orderly learning environment and increase teacher commitment (Yu, 2005:4, cited in the website www.edfac.unimelb.ed.au/insight/priscript.shtml).

Goals are detailed enough to give a clear picture of the organisation's targets. A school can set a goal of eighty percent (80%) in the final examinations for national examinations. This goal is clearly measurable but it

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remains broad. To give it more specific expression we need to move down one further level, to "objectives".

2.4.3 Objectives

These are derived from goals to provide detailed short-term targets, generally in the form of guidelines for action in a specified time span. They are measurable and thus act as both planning aids and the criteria for performance review. These are more meaningful to staff in that they define what exactly is expected of them and that their performance may be judged against them.

 Lumby et al. (2003:46) assert that principals should take an active role in articulating organizational values and mission, publicising acceptable and high performance standards; involving staff in decision making; and bringing together groups to reinforce common objectives. The principal should share the vision with staff frequently and lead them to achieve the school mission and goals through planning, implementation and evaluation (Yu, 2005:14, cited in thewebsitewww.edfac.unimelb.ed.au/insight/priscript.shtml).

2.5 FACTORS CONTRIBUTING TO GOOD PERORMANCE OF A SCHOOL

2.5.1 Staff monitoring

People in adaptive organisations rarely, work entirely alone. Throughout history it has been argued that the difference between success and failure, whether in war or workplace, can largely be attributed to management or leadership (The Association of Business Executive Study Manual, 2008:228). Snow (2003:4) asserts that it is important for teachers to see that they are being supervised throughout the hours of service. Teachers, like most workers, sometimes need the presence of a supervisor to remind them of their duties.

Staff monitoring plays a vital role in ensuring that what has been previously planned for is achieved. Kerzner (2006; 747) points out that the monitoring process systematically tracks and evaluates the effectiveness of the

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programmes that are put in place to keep the organization operating. In an adaptive school set up, the school principal together with the school management can monitor performance by ensuring that teachers attend lessons on time. They can also ensure that teachers do lesson plans by checking them regularly. Coldren and Spillane (2007:369) contend that administrators play a key role in school improvement.

2.5.2 Parental involvement

For any organisation to achieve its set goals and objectives all stakeholders in the school should be involved in the planning, implementation and evaluation of the strategies. Some of the important stakeholders of the school are the parents. The Department of Secondary Education (2007:6) states that it is a historical fact that Batswana considered a child to be a responsibility of every member of the community, and for every child to be accountable to every adult. In that regard, it is evident that parental involvement is one attribute of an effective school.

It has come to the researchers' realisation those learners whose parents are involved in the school activities and do regular book checks do perform better than other learners whose parents never show up in school activities. Many scholars agree that parental involvement adds value to effective schools. Prew (2007:449) cited Christensen 's research findings which indicated that the most elements of an effective school are 'fostering process', 'supporting staff', 'promoting learning' and 'promoting parental involvement'.

Furthermore, Mncube (2009:83) argues that parent's participation in School Governing Bodies (SGB) is an important ingredient in building democracy in the school system as well as in the wider society of South Africa. On the same note, Hall and Engelbrecht (1999:234) cited by Singh, Mbokodi and Msila (2004:301) point out that parents need to be involved in their children's education and this involvement must include insight into their children's progress, participation in decision making and being critical of information on educational issues.

2.5.3 Team work

One important quality of any leader is to be able to direct and influence the team to work together to achieve the organisational goals. Principals of adaptive Gaborone schools are no exception; they should always encourage their teachers to work as a team especially during planning and teaching. The benefit of team work according to DuBrin (2003:380), is that team members have complementary skills and are committed to a common purpose, a set of performance goals and an approach to the task.

Team work is characterised by understanding and commitment to group goals. Through teams, workers collaborate with a high level of cooperation rather than compete with or prevent others from getting their work done. In a school set up, most of the time, subject teachers work together hence team teaching bears better than those teachers who work individually.

2.6 THE ROLE OF THE PRINCIPAL IN SCHOOLS

The school principal is for the most part the leader of the total learning and teaching activities in the school. The North West Department of Education (2007:18) states that it is the responsibility of the principal to bring together learners, educators and parents as a tight community to be closely involved in school governance and management. When unpacking this statement, one can conclude that the principal links the school community and the external community or stakeholders together to achieve the goals of the school.

The role of the principal as highlighted by Department of Education and Early Childhood Development (2009:1) is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the department and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice.

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At the same time the principal, as executive officer of the school council, must ensure that adequate and appropriate advice is provided to the council on educational and other matters; that the resolutions of the council are implemented; and that satisfactory support and resources are provided for the conduct of council meetings. Principals have a clear set of accountabilities, which distinguish their work from other members of the school. The principal is accountable for the overall leadership, management and development of the school within statewide guidelines and Government policies.

2.6.1 Leadership in adaptive schools

Leadership is the essential ingredient that turns vision and plans into reality. Effective leaders harness the energies and gain commitment of their people towards great achievement (The Public Service of Botswana, 2006:68). Ideal leadership styles include sharing vision, providing explanation, sharing decision making based on practicality and clear principles, empowering staff, and building consensus and coalition (Yu, 2005:2) cited in the website www.edfac.unimelb.ed.au/insight/priscript.shtml

The school principal should posses leadership skills such as communication and interpersonal and conceptual skills, to mention just a few. In a school set up, if the principal lacks communication skills the possibility is that staff meetings would be uncontrollable, chaotic and rowdy. Communication and interpersonal skills are vital in a school situation, because they enable the school principal to establish an effective working relationship with his or her subordinates which ultimately results in the meeting of pre-determined objectives. Yedelowetz (2002:56) argues that a leader must have two essential attributes that is, insight and self awareness.

Effective leadership can only be achieved if leaders have the right skills, the right personality and attitude that can bring an effective delivery of organizational goals. A principal must therefore be able to inspire teachers to

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perform well. Bolt (1999) asserts that leadership in managing ones' team is about being tough but fair and being clear about what one is trying to achieve and what one expect from his or her team.

2.6.2 Instructional leadership in adaptive schools

The idea behind managing teacher performance is to help teachers to improve on their teaching strategies so that the overall academic performance of the school can improve. Bush (2007:404) and Zepeda (2002:181) contend that improving learning outcomes requires an approach to leadership development, which focuses on instructional leadership. Historically, school principals have maintained a managerial work, such as budgeting and hiring than in instructional work (Coldren and Spillane, 2007:370). In adaptive schools of the 21st century, school principals from time to time focus their attention to classrooms through observation and class visits. Southworth (2002:79) states that instructional leadership is strongly concerned with teaching and learning including the professional development of teachers and students' growth.

Leadership in schools is the product of a clear vision, directional goals, and planning efforts, a constructed working organisation; and the selected application of resources and increasingly the involvement of teachers and parents (Snow, 2003:5). School principals have to be more than just competent managers. They have to be knowledgeable of curriculum and other school matters. One way of achieving the latter is by observing teachers during their teaching lesson.

Instructional leadership in adaptive schools can involve a variety of activities such as defining an instructional vision or mission; managing the instructional progamme through teacher supervision, curriculum planning; coordinating and monitoring student learning; and promoting a productive student and teacher learning environment through the promotion of professional learning among staff and enforcement of academic standards (Coldren and Spillane, 2007:370). Lastly, school principals should link staff improvement to

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instructional improvement. The role of instructional leadership involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers on an ongoing basis http://peoplelearn.homestead.com/principainstructleader.htm.

2.6.3 Supervision

Sullivan and Glanz (2005:114) view supervision as the process of engaging teachers in instructional dialogue for the purposes of improving teaching and increasing student achievement. On the same note, Sergiovanni and Starratt (2007:3) assert that the purpose of supervision is to help schools contribute effectively to student's achievement. Adaptive schools are no exception because similar process of engaging teachers in matters that concern learner's achievements are likely to prevail in those schools.

The principal should ensure that teachers do their work according to the set standards. Supervision according to Nollan and Hoover (2005;26) is an organisational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater students' learning. Supervision encompasses lesson observation. Therefore, teachers should be made aware that lesson observation is not a fault finding mission but helps learners and teachers to continuously work for improvement (Archeson and Gall,2003 17).

According to Heck, Larson and Marcoulides (1990) cited by Coldren et al. (2007:371) , principals in more effective schools spend more time in the direct classroom supervision and support of teachers and in working with teachers to coordinate the school instructional programme, solving instructional problems, collaboratively helping teachers secure resources and providing staff development activities.

2.7 PERFORMANCE MANAGEMENT SKILLS NEEDED BY A PRINCIPAL

A school principal should promote a result output driven ethos manifested in annual performance management reviews with target setting for every teacher and in the classroom target for every student (Swainston, 2005:27). In order to achieve this, a principal should display some skills which will be discussed below:

2.7.1 Communication Skills

Communication is a way of reaching others by transmitting ideas (Newstrom, 2007:46). Today's employees have a powerful desire to know what is going on and how they fit in the organisation. The teachers and learners in schools need to be regularly informed about the daily activities of the school. Cleatle (2001:73) asserts that communication is an explicit part of the investors in people framework. The school community, as the main stakeholders, needs to be knowledgeable of the processes in schools. Shell (2003:14) suggests that principals should always provide feedback to teachers if they want their communication to be effective.

This then calls for school principals to engage in a systematic and extensive communication in upward, downward and lateral directions It is an important facet of employees who feel they are well communicated to and are ready to contribute their views. In this manner, feedback is much more likely to identify with the organisational goals and direction.

Effective communication is central to all organisations. Numerous problems can be avoided if all the different groups involved within a school are regularly kept informed. Teachers usually have a large investment in their education. They should therefore be sensitive to interpersonal relationships. Regarding this issue, Snow (2003:7) contends that a principal must keep teachers informed of all activities as often as possible; including upcoming events that disrupt the normal routine of the school. The Ministry of Education Botswana (1993:8) emphasises on effective communication as an essential tool for the

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school principal in managing an ensuring that staff are aware of the learner's needs at the right time.

In a school set up, communication plays a very vital role between school management and teachers. It also facilitates the learning process between the learners and teachers. Furthermore, it links the school to the external environment such as the department of education. If the principal does not communicate clearly his expectations from teachers, there is likelihood of resistance leading to poor performance. It is upon the school principal to put in place an appropriate and an effective communication process for the smooth running of the school.

Below is a communication model that school managers can adopt in order to facilitate effective communication:

Figure 2.3:

"Plan- Do- Review" Communication Model (Adapted from The Public Service of Botswana, 2006)
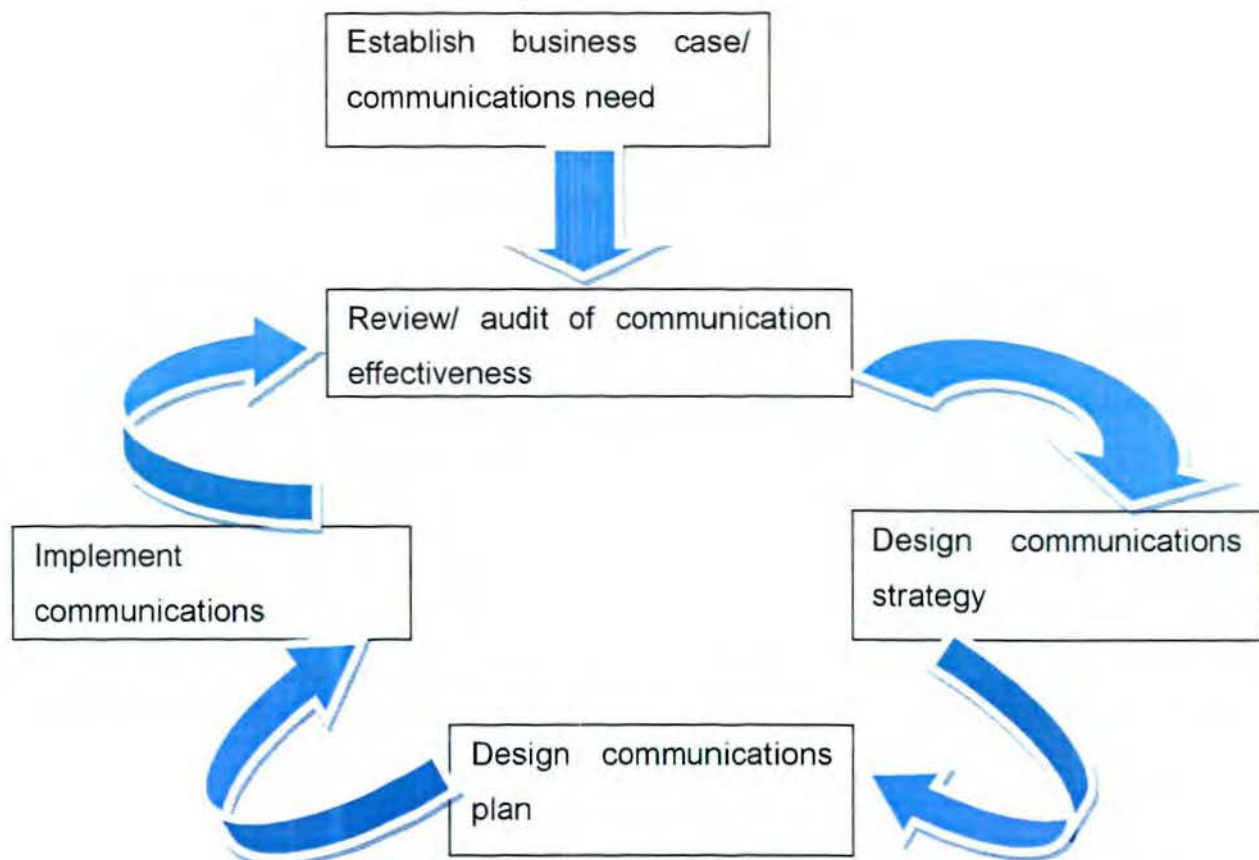
2.7.2 Informed Decision making skills

Lumby et al. (2003:52) and Drucker (1998:362) cited by Debeila (2010:20) argue that the guiding principle for any policy or action in the management of staff has to be that of integrity. This means that decision making has to be consistent with the values espoused by the institution. The more opportunities are given to members of staff to participate in school management, the greater is likely to be their sense of commitment and ownership of school progammes. The principal should devise policies through consulting the deputy principal, committees and staff members during meetings. Information can also be disseminated through: circulars, meetings, notices and bulletins.

The principal should facilitate decision making with wider knowledge and be well equipped and competent in articulating ideas. In my school, the principal leads decision making with more consultation and collaboration under numerous changes of policies, for instance the adjusting times from winter timetable to summer timetable. The leadership role changes from autonomy to shared decision making with the Deputy Principals, committees and even teachers. More committees were formed to deal with changes.

2.7.3 Motivation

Motivation is one's drive or force to do something. The force can either be internal or external. Shell (2003:159), views motivation as a critically important component of any manager's job. Principals, as managers of schools are responsible for the performance of teachers and they require motivation skills. There is a symbolic relationship between individual performance and organisational effectiveness (Debeila, 201:18). This relationship between the organisation and its members is influenced by what motivates them to work and the reward and fulfillment they desire from it (Mullins, 2005:470). The Association of Business Executives (2008:132) defines motivation as some driving force within individuals by which they attempt to achieve some goals in order to fulfill some need or expectation.

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A satisfied employee usually has a high level of motivation and is more productive than an unsatisfied employee. Lumby (2003:16) cited by Bush (2007:469) purports that if teachers' motivation and morale is low, then teaching and learning will suffer. The quest for improving performance at work is one of the essences of managers. It is evident that in linking motivation to management strategies there are challenging goals involved. On the same note, Riches (1997:17) cited by Debeila (2010:19) highlights challenging goals, adequate support, training and feedback on performance as essential elements of promoting job satisfaction.

The school principal needs to know how best to elicit the cooperation of teachers and direct their performance to achieving the goals and objectives of the school. The key success for any organisation is to meet the needs of the employees and at the same time achieving the organisational goals. Riches (1994) cited by Debeila (2010:18) argues that the importance of motivation to autonomous schools and colleges lies in both the recognition that people are key resources, and in awareness that training and development are the key elements in promoting advanced levels of motivation amongst   staff.

2.7.4 Conflict resolution Skills

Conflict is part of life because each human thinks differently and has different ideas. Teachers, like other employees, look at goals and relationships differently and that lends itself to conflict. The fact that most schools have limited resources implies that conflict is bound to occur. The principal's role should therefore be to handle or resolve the conflict.

The Department of Curriculum Development and Evaluation (2010:141) defines conflict as a disagreement between two people in an organisation over scarce resources or different interests. Furthermore, Loock, Grobler and Mestry (2009:43) view conflict as a process that arises when two or more people have incompatible goals and one or both believe that the behaviour of the other prevents them from achieving those   goals. Conflict is unavoidable in the work place because people differ from each other and have different

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views and opinions. Managers often find themselves in conflict situations, and therefore, should have the ability to resolve conflicts.

In a school set up, teachers, learners and ancillary staff need to be informed about Acts and Policies pertaining to their work. Such information should be availed in school libraries. School principals, as human resource managers, must be aware of the impact that conflict between teachers and management can have on the proper running of the school (Gebber , Nel and van Dyk, 1998:348).

The principal should know how to resolve matters before they aggregate to complex matters. Loock et al. (2009:43) contend that conflict should be resolved satisfactorily before it blows out of proportion. If two teachers disagree over an issue and find it difficult to work on their differences, a principal may come in as a mediator. Conflict resolution skills are needed in that kind of situation to stabilize the situation.

2.7.5 Delegation Skills

The school principal does not act alone on his authority but carries out his responsibilities with other members of the school management. According to the Ministry of Education Botswana (1993:39), delegation is a process by which school managers transfer part of their authority to subordinates; for the performance of certain tasks and responsibilities. Principals assign tasks to subordinates to perform on their behalf, and thus enabling the decentralisation of authority or office functions and the sharing of duties within the school for easier management. Shell (2003:60) further states that delegation is the distribution of responsibility and authority within an organisation or decentralisation of decision making.

Delegation involves passing the responsibility to someone else, and for this to be effective full authority commensurate with the responsibility must accompany the delegation (James, 2004 30). However, school principals must be aware that whenever they delegate duty, they are not relieved of their

responsibility. Having decided to delegate; the principal must be prepared to live with the consequences. The principal should therefore, provide support, advice and guidance and by all means allowing teachers to fulfill their responsibility. Factors to be considered in ensuring effective delegation as highlighted by Ministry of Education Botswana (1993:40) include the following:

- Delegating duty with responsibility where the principal remain accountable for the responsibilities delegated.
- Delegated responsibilities must be clear, specific and effectively communicated.
- Delegating duty with enough responsibility.

James (2004:40) states that delegation is the main function of management. It helps to facilitate getting things done through others. Caldwell and Spinks (1992) cited by Debeila (2010:22) state that effective management is characterised by an ability and willingness to devote authority and responsibility. Delegation is more about empowering team members and motivating colleagues. Many managers find it difficult to delegate duties. Principals should view the ability to delegate as the key responsibility of every manager or team leader. A principal who delegates benefits from delegation by freeing up his or her own time to allow himself to work on other challenges (Shell, 2003; 67).

Successful delegation of work by principals should be based on fairness, openness and knowledge about the capability of staff. Some principals are expected to delegate more to show trust to staff and become less overworked. Ministry of Education Botswana (1993:40) asserts that delegation is an act of trust and an expression of confidence of a leader in the subordinates. A dilemma could emerge when delegation is not accompanied with clarification, or when what is delegated is expected to be the responsibility of the principal (Swainston, 2005:9).

2.7.6 Planning

One of the important ingredients for effective management is planning. The school principal must plan his or her work if it is to be done effectively, properly and on time. The principals' failure to plan can result in lost time, wasted materials, poor use of equipment and misuse of space (Rue and Byars, 1999:99). Successful planning for the entire school includes gathering information from all levels of the school.

Planning is the process of deciding what objectives to pursue during a future time period and what to do to achieve those objectives. The principals' role involves developing the details of how objectives are to be achieved. This is commonly termed as action planning. Shell (2003:19) asserts that planning can be viewed as a method of determining desirable future conditions and then setting goals and objectives to obtain their desired state.

Planning skills assist the principal to continually look forward and work on maximising the resources of the school such as funds and teachers. Planning is a vital activity to the survival of any organisation. Without planning for the future, organisaions will have no directions. The school principals whose schools do not plan accordingly usually produce poor academic results. It goes without saying that planning skills are needed for the survival of a competitive school.

2.8 FACTORS AFFECTING TEACHER PERFORMANCE

There are numerous factors that contribute to staff performance in schools. These may include amongst others; salaries, school climate, motivation as well as the conditions of the classrooms. Research has shown that there are multiple factors that can hinder or motivate teachers to perform their duties and only three factors will be discussed in this document.

2.8.1 Resources

For any school to operate effectively it must have adequate resources. Resource management in schools affects the learning process. The school principal, as the manager of the school needs to consider the impact of management decisions on both teachers and learners. . According to Lumby (2003:161) cited by Bush (2007:469), teacher motivation has been affected by the multiple education changes and by the wretched physical conditions in many schools. This is rightly so because most government schools in Botswana are dilapidated because the Ministry of Education (MOE) is experiencing problems of insufficient funds. Many schools in Botswana do not have sufficient funds and up to standard resources. They have dilapidated classrooms, inadequate furniture for learners and the ever shortage of books.

Furthermore, schools are faced with a challenge of allocating limited resources to staff members or departments which sometimes results in conflict among teachers. According to the Ministry of Finance and Development Planning (2009:99), the government incurred loss of funds in as far as resources are concerned and as a result, school fees was re-introduced causing more problems for the learners who are now given books on loan. These books are supposed to be returned when learners finish their course. In many cases these books are not returned and as such new learners experience a problem of shortage of books. In cases where facilities are available for teachers, there are few teachers trained to teach or help others to use those facilities such as computers. These factors contribute to the prevailing situation of low morale.

2.8.2 School climate

Teachers are attracted to working in a climate that stimulates their dominant needs. The Department of Education and Childhood Development (2009:4) and Lumby et al. (2003:45) argue that individuals who are working in an environment which is constantly changing require support so that they can be committed to work. Managing people and developing their skills ensures continuous improvement and positive change for everyone in the organisation

and makes excellence in schools. The way a principal behaves influences the way in which teachers interact with each other and this has considerable impact on the general atmosphere of the school.

A school principal needs to support teachers in all matters concerning their work including and welfare. Snow (2003:10) views support as a key element to developing quality and empowering teachers. According to Westhuisen (2007:146), the quality of the teachers' working life can be improved if the organisational climate is correctly developed. Thus organisational climate is one of the components that determine the quality of the working life of the teacher.

2.8.3 Teacher Salaries

Teachers in Botswana are demoralised by the salaries that they are getting. There is a concern in Botswana that the national results are declining each year and one wonders if that can be associated to the salary issues. The issue of low wages has resulted in industrial actions in the past and presently. The Botswana Federation of Public Service Unions (BOFEPUSU) is still battling with the government about the issue. There is evidence that money influences people's work performance (Smit & Cronje, 2002:359).

The motivational theories dealt with in this document indicate that money is a motivator. DuBrin (2003:331) states that a natural way to motivate workers at any level is to offer them financial incentives for good performance. This is evidently so, because most private schools perform better than government schools because teachers in private schools are better paid than those in government schools.

2.9 MANAGEMENT TRAINING OF PRINCIPALS

The purpose of training according to Seifert (1996:106) and Bush (2007:95), is to change knowledge and or attitudes and skills. The process involves means of identifying training needs, planning appropriate training, implementation of training and evaluating of results. Individual school

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principals should be trained and developed to function well within the desirable circumstances that surround their schools.

The arising question regarding the latter is whether school the principals are knowledgeable and skilled in handling performance of teachers in adaptive schools? Regarding this, Stone (2007: 155) argues that school principals need to be managerial mentors and the purpose behind this should be four fold: role model, coach broker and advocate. Fullan (2000) points out that he knows of no study that has both identified effective school leaders, and traces their effectiveness to the preparation he or she received on the way to becoming a head. Similarly, Elmore (2000;9) states that most scholars and practitioners today agree that the traditional methods of preparing administrators fall short of providing the knowledge, skill and dispositions needed to lead the schools.

It is evident that most scholars are of the view that school principals are not adequately trained in issues of management. This has been highlighted by Huber and Merchtchild (2002:1) who argue that school principals and candidates for the position are offered short in-service training, but most of the skills are acquired on the job. In view of that, Loock et al. (2009:87) contends that training in the design and implementation of educator evaluation system should be done to allow a state of dynamic equilibrium to return the person lacking educator evaluation. This suggests that school principals should be trained to avoid any sign of cognitive dissonance in schools.

2.10 SUMMARY

The literature review has shown that the principal plays an important role in the academic performance of the school. It is imperative for teacher performance to be constantly managed so that they can be assisted where they are experiencing problems.Both school principals and top management need to support teachers by making the school climate conducive, and this

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can only be achieved through open communication. As a result, the academic results of schools will improve for the better.

The next chapter deals with the implementation of the research design and methods, population, sampling and sampling procedures, data analysis techniques and ethical issues.

CHAPTER 3

RESARCH DESIGN, DATA COLLECTION METHODS AND RECORDING OF RAW DATA

3.1 INTRODUCTION

This chapter deals with all aspects of the research design and methods used in the study. It also deals with the rationale behind the methodology used for data collection and population involved. The chapter further discusses the reliability and validity of the research design and methods, the administration of questionnaires, interviews and data collection procedures not excluding data analysis strategy; trustworthiness of the study as well as the role of the researcher and recording of raw data.

3.2 RESEARCH DESIGN AND METHODS

3.2.1 Research design

Cohen, Manion and Morrison (2000:318) define research design as a plan for collecting and utilising data so that desired information can be obtained with sufficient precision or so that hypothesis can be tested properly. A research design acts like a foundation of a house. This statement is supported by Coldwell and Herbst (2004:35) who state that research design provides the glue that holds the research project together and is used to structure the research by showing how all parts of the research project work together to address the central research questions.

Gay and Airasin (2000:197) and Durreheim (2006:34) further define a research design as a planned framework for action that acts as a link between research questions and the execution or operation of research. Furthermore, Wilson (2009:58) states that a research design is the plan of action which informs and links the methods used to collect and analyse data to answer the original research question. Punch (2004:62), indicates that a research design outlines all issues involved in planning and executing a research project. It specifies the data collection methods and data analysis by specifying the

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research strategy, research conceptual framework, research objects and research tools and techniques relevant to research.

There are two research approaches namely; quantitative and qualitative designs. A choice of research design reflects decisions about major priority being given to a range of dimensions of the research (Bryman and Bell, 2007:40). In this study, the researcher employed more than one design due to the fact that various methods contain their own sets of assumptions about the kind of data to be collected. The practice is commonly known as triangulation of methods.

Mc Ewan and Mc Ewan (2003: 80) define triangulation as the use of multiple data collection methods. According to Maree (2008:39), the purpose of triangulation is to obtain complementary quantitative and qualitative data on the same topic and bring together the different strengths of the two methods. The weaknesses in one approach are strengthened by the strengths in the other approach. The researcher therefore, used triangulation so that she could check the extent to which conclusions based on qualitative sources were supported by a quantitative perspective or vice versa (Punch, 2009:296).

3.2.1.1 Quantitative approach

This is a type of research approach which is based on a predetermined concept which is tested through a variety of instruments and statistical procedures. This approach describes phenomena numerically to answer questions or hypothesis. In order to answer the research questions and achieve the aim of the empirical research, a research survey has to be conducted. (Newman (2000:520) states that a research survey usually involves collecting data by systematically asking a sample of people the same questions and recording and analysing their answers.

The researcher used the survey method for quantitative data to validate data from selected adaptive schools in Gaborone. Drew, Hardman and Hosp (2008: 384) point out that, survey research involve asking questions to a

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sample of individuals who are representatives of a group or groups under study. Moreover, Wilson (2009:86) believes that survey questionnaires offer a degree of confidentiality and anonymity to the person taking part in the research.

Questionnaires made it possible for the researcher to get information as well as values and preferences were used. Each person in the sample was asked the same series of questions and the responses were then organised so that conclusions could be drawn from them. This information was used to add needed information about the problem. The study intended to establish the role of principals in managing teacher performance in adaptive schools. The study further ratified the perception of teachers on the role of principals as performance managers.

3.2.1.2 Qualitative approach

Welman, Kruger and Mitchel (2005:188) state that qualitative research is an umbrella phrase covering an array on interpretive techniques which seek to describe, decide, translate and otherwise come to terms with meaning of naturally occurring phenomena in the social world. The researcher used observation and interviews for qualitative data where non verbal cues such as people's emotions were captured.

The researcher used these methods because they enabled her and the participants to discuss and describe the situations in depth, openness and in detail. The approach is best suitable to address the above mentioned research questions because it provides thick description that renders a clear and accurate picture of school culture and contributes to the development of general concepts or theories about human culture (Drew, et al; 2008:185).

The qualitative method used in this study is case study. Mc Ewan and Mc Ewan (2003:77) assert that case studies are common and are often used by authors to focus on particular aspects of organisational or human behaviour.

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The main reason for selecting case study is the fact that the study would be done in selected adaptive schools in Gaborone

3.2.2 Conceptual framework (research paradigm)

Wilson (2009:279) defines a research paradigm as a term used to describe the norms of a field of a study in which certain researchers work, concerning inter alia beliefs about the nature of what is being studied, the kind of knowledge that is possible, and suitable procedures for coming to knowledge and reporting it. It includes basic assumptions, major questions to be answered, models of good research practice and theory, and methods for finding the answers to questions (Newman, 2000:515).

The research paradigm provides an overarching conceptual view, as well as social and cultural framework for doing research. It also shapes how well we understand ourselves and determines what counts as valuable, legitimate and scientific knowledge. Furthermore, it defines the experience that can legitimately lead to knowledge and the kinds of knowledge that are produced (Pine, 2009:63). According to Henning, Van Rensburg and Smit (2004:17) the main conceptual frameworks in research include positivisim, critical social research and interpretivism.

3.2.2.1 Positivism

Wilson (2009:279) asserts that positivism is taken to mean a belief that appropriate scientific procedures can lead to objective knowledge that is not open to revision. Similarly, Burton, Brundrett and Jones (2008:60) observe that a positivistic researcher seeks generalizations and 'hard' quantitative measurable data by means of employing a scientific approach. Positivistic researchers prefer quantitative data and often use experiments, surveys and statistics (Newman, 2000:66).

3.2.2.2 Interpretivism

Interpretive paradigm looks to explore informants' ideas and experiences and acknowledges the active interpretation of ideas (Wilson, 2009:279). Burton et

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al. (2008:60) maintain that an interpretive researcher aims to explore perspective and shared meanings and to develop insights and a deeper understanding of phenomena occurring in the social world by means of collecting predominately qualitative data. In other words, reality is perceived as a human construct.

3.2.2.3 Critical social research

Newman (2000:507) defines critical social research as an approach to social science that goes beyond surface illusions to reveal underlying structures and conflicts of social relations as a way to empower people to improve the social world. Henning, Rensburg and Smith (2004:23) point out that it is a type of research which aims to promote critical awareness and destroys the institutional compositions and arrangements that replicate oppressive and social inequalities that are created, maintained and recreated by these social structures and philosophies. This approach is mainly used in the qualitative approach (Newman, 2000:76).

3.2.2.4 Approach used for this research

This research is situated in an interpretive orientation. Terre Blanche and Durreheim (2004) suggest that the interpretive researcher's purpose is to gain understanding of situations that are complex. According to Cohen, Manion and Morrison (2000:22), the central endeavour in the interpretive paradigm is to understand the subject of human experience. Working in this paradigm opens up the opportunity to find out how respondents and participants understand the phenomenon of performance based on their lived experience rather than theoretical knowledge.

3.2.3 Population and Sampling
3.2.3.1 Population

A population as defined by Best and Khan (2006:13) is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. Population can further be defined as a group of elements, people, events or objects that conform to specific criteria and to

which the researcher intends to generalise the results of the research (Jonson and Christensen, 2000:158). Bryman et al. (2007:182) argues that population is the universe of units from which the sample is chosen.

There are five regions for the proper management of secondary schools in Botswana with a total number of two hundred and thirty-one secondary schools. The South Central region is made up of sixty four(64) schools and seventeen junior secondary schools in Gaborone.

The study included six(6) Government aided secondary schools in Gaborone. The schools were chosen on the basis of availability and accessibility as well as the understanding that schools are from different historical backgrounds and may well have been experiencing performance management in diverse ways. This diversity was however, not explored here, since the researcher's intention was to present a broad picture across a sample as a whole. The target population of the study consisted of ninety (90) teachers from the six (6) selected adaptive schools as well as principals of those schools

3.2.3.2 Sampling and sampling procedures

Sampling is the act, process or technique of selecting a suitable sample or a representation part of a population for the purposes of determining parameters or characteristics of the whole population.(http://www.socialresearchmethods.net/tutorial/Mugo/tutorial.html). Sharp and Howard (1999:123) further define sampling as the procedure of selecting an appropriate representative element of population for the idea of finding attributes of the entire population.

Usually the researcher cannot study the entire population of interest because of constraints such as time and finance. In this situation the study is limited to a small portion of the population known as a sample. A research sample is therefore a subgroup of a research population (Wilson, 2009:139). There are different sampling techniques that are used in research and these include,

amongst others, stratified sampling, simple random sampling, cluster sampling and systematic sampling.

The participants in this study were selected using purposive sampling. Wilson (2009:140) states that purposive sampling is whereby the researcher chooses which individuals will be in his or her sample based on how he or she thinks they are of the group he or she wants to study. Gay and Airasian (2000: 209) point out that qualitative researchers generally rely on purposeful selection of participants. Briggs and Coleman (2007:135) prefer purposive sampling because the researcher applies his or her experience to select cases which are in the researcher's judgment. However, Wilson (2009:140) warns researchers not to generalise beyond the sample as the choices are unlikely to be fully subjective.

There are seventeen (17) junior secondary schools in Gaborone and only six schools were selected to participate in the study for purposes of affordability by the researcher. Only a small number of teachers and principals in Gaborone Adaptive Secondary Schools were selected for participation in this study. Duncan, (1993),Glerne and Perstikins,1992 and Mevlensberg-Burkens,(1997) cited by Phori (2009:12) state that the large number of participants is not important in the study, because qualitative research does not depend as much on the size of the sample. Rather it depends on the quality of the information provided by the participants as the study does not put weight on number.

The researcher was able to move from one school to the other to observe and interview participants. The researcher intended to interact with six principals, twelve Head of Department and sixty teachers. The aim of using this type of sampling is to locate information-rich individuals or cases, that is, those who are likely to be knowledgeable and informative about the phenomena under investigation (Johnson and Christensons, 2000:180). These participants were selected so that they could provide rich data concerning teacher performance.

This study employed both qualitative and quantitative approach due to the reasons stated in paragraph 3.2 above.

Based on the above expositions, the researcher interviewed school managers and interrogated teacher's discernment of the role of principal in managing teacher performance. Since the reporting on all the findings would exceed the capacity of a single publication, the researcher decided to report on data gathered from the six principals and ninety teachers of the selected schools only. The feeling is that principals' perception would be especially significant given their alleged position as the formal leaders of the schools. The sample of numbers of teachers per selected school is shown in table 3.1 below.

Table 3.1 A sample of teachers for the Gaborone Cluster

Name of school	No of teachers	No of participants
School A	44	15
School B	43	15
School C	40	15
School D	41	15
School E	48	15
School F	47	15
TOTAL	263	90

3.2 4 Research methods

There are varied ways of collecting data that researchers can select from. Researchers can use among others, interviews, observation, a questionnaire, tests and survey of literature (Denscombe 2003:269). Johnson and Christensen (2000:123) purport that questionnaires and interviews are the most common instruments for data collection in survey and research. The basic purpose of survey research according to Drew et al. (2008:166), is to obtain information related to questions being studied from a sample of respondents. For empirical investigation of the study, the researcher used questionnaires, interviews and observation to collect data.

Data for the previously mentioned research questions was generated by the use of questionnaires, interviews, observation and field notes, as well as reading documents such as government publications on issues of performance management.

3.2.4.1 Questionnaires

The study also used quantitative methods to collect data. Questionnaires are appropriate for this study because they transcribe and record what people say and do. Johnson et al. (2000: 127) further define a questionnaire as a self reporting data collection instrument that each research participant fills out as part of a research study. Researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perception, personality and behavioral intentions of participants (Baker, 1999:207).

Questionnaires carry the assumption that the respondents have the literacy skills required to complete the questionnaire (Thomas and Smith, 2003: 66). Velde et al. (2004:106) recommend questionnaires because they are economic as compared to oral interviews because normally fewer people are involved in conducting research also because questionnaires are simple to collect and process the data since the researcher does not have to categorise the answers afterwards.

3.2.4.1.1 Types of Questionnaires

There are several types of questionnaires including open-ended and close-ended questionnaires. Open ended questionnaire allow participants to respond in their own word whereas closed-ended questionnaire forces participants to choose from a set of predetermined questions (Johnson and Christensen 2008:583).

Both open-ended and closed-ended questionnaires have short falls and advantages. Questionnaires can be conducted as interview or telephonic conversations. For questionnaires to be constructed, a considerable amount

of time is needed. A thorough intensive reading of questionnaire should be done to avoid repeating the same item. In this study, a combination of closed-ended and open-ended form of questionnaire was used.

3. 2.4.1.2 Questionnaire construction

A good questionnaire forms an integrated whole and has an influence on the reliability of the data collected (Newman, 2000:251). The researcher should include introductory remarks and instructions for clarity. Johnson et al. (2000:129) suggest the following principles for writing effective questionnaires:

- Make items clear and precise to your research objectives.
- Understand your research participants.
- Use natural and familiar language.
- Avoid double barreled questions.
- Decide whether an open-ended or closed ended question is needed.

3.2.4.1.3 Format and content of the questionnaire

In this study, a questionnaire that was used was divided into two sections. Section A consisted of four (1-4) questions aimed at gathering information about the respondents. Section B consisted of questions four (4) questions to gather information about managing performance.

3.2.4.1.4 Covering letter

Baker (1999:207) asserts that the primary objective of a covering letter is to tell the respondents about the purpose of the questionnaire and to request that they participate voluntarily. In this study, a covering letter indicating how ethical issues were to be considered was included (refer to appendices E, F, G and H).

3.2.4.1.5 Pilot-testing the questionnaires

The researcher developed questionnaires and pre-tested them before administering them. According to Johnson and Christensen (2008:18) a pilot

test is a preliminary test of the researcher's questionnaires. As such pilot-testing should be done with a minimum of five to ten people. Briggs et al.(2007:130) contend that the importance of pilot-testing questionnaires cannot be overstated. It is essential that newly constructed questionnaires be thoroughly pilot-tested before being used in the main investigation.

Before the major study, the researcher did the pilot testing. The questionnaire was pre-tested in a school in Gaborone that was not in the sample and a total number of ten teachers participated. The ten respondents were asked to comment on points that might be considered to improve the validity and reliability of the instrument.

3.2.4.1.6 Final Questionnaires

The final step in the data collection process was administering questionnaires to the teaching staff members of the school. Data from questionnaire was used to inform follow up interviews. The questionnaires included both close and open-ended questions to invite honest, personal comments from the respondents (Cohen et al. 2000: 253). The questions probed participants' experience on perception of roles of Top Management in managing the school and their understanding of the challenges involved in managing teacher performance.

3.2.4.1.7 Administrative procedures

Permission to access schools was sort from the Chief Education Officer of the South Central Region as is the procedure for conducting research in Botswana. A letter from the Regional Office was then used to introduce the researcher in the concerned schools. The researcher furthermore, established a contact person in each school to facilitate the distribution and collection of questionnaires from her or colleagues. In addition, before the commencement of the data collection process, the researcher did the following:

- Sought permission from the University of North- West to do the research in the selected schools.
- Informed the participants about the purpose of the research.

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3.2.4.2   Interviews

Bogda and Biklen (2003:95) define interview as a purposeful convention, usually between two people that is directed by one in order to get information from the other. It is a social interaction between people and is vulnerable to the influences that affect such interchanges (Cole and Ericsson, 2005:172). The researcher engaged herself in a face to face interview with Top management members of the selected schools. Drew et al (2008:166) highlight the following advantages of face to face interview:

- It allows for a variety of question formats.
- Responses can be probed by the interviewer to illicit clarity or additional information.
- Data obtained and analysed may be quantitative.

Denscombe (2003:8) indicates that an interview is the best tool to use in conducting research of small inquiry. Interview is the flexible and adaptable way of finding things out. It is a 'kind of conversation with a purpose.Furthermore, Punch (2009:144) and Velde et al. (2004:102) assert that the interview helps the researcher to gain access to people's perceptions, exact opinions about situations and constructions of reality.

In this study, the researcher interviewed six principals in Gaborone schools to get their exact opinions concerning their perception regarding issues of teacher performance management. . The researcher chose an interview method because it is a two way process. and she would be in individual. In addition, it would be easy for the researcher to clarify points of confusion, if any, instantly (Velde, Jansen and Anderson, 2004:102).

The researcher employed semi-structured interviews as the chief data collection method. The interview allowed for in-depth probing and extended responses. Questions focused on how respondents experience and perceive the role of principals in managing teacher performance and inquired on strengths and weaknesses in particular. The researcher made every

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endeavour to encourage respondents to refer to lived experiences and recount lived examples of the insight they share.

3.2.4.3   Observation

Observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them (Maree, 2008:84). Observation is an appropriate method for investigating interactions between people in organisations like schools. According to Velde et al (2004:99), observation focuses on concrete behaviour of an individual, group or organisation as such it can be part of preliminary study before conducting interviews or distributing written questionnaires.

Johnson et al. (2000:147) maintain that observation is the unobtrusive watching of behaviour patterns of people in certain situations to obtain information about phenomenon of interest. The researcher collected data through observation by watching patterns of behavior at the same time noting actions.   This is an important way of collecting information about people because people do not always do what they say they do (Wilson, 2009:83). The field notes helped the researcher to fill in information gaps that might have been left out during interviews.

To strengthen findings and provide the possibility of triangulation, overt observation of Senior Management and staff meetings, PMS workshop as well as lessons were observed in session (Cohen et al. 2000;314). The researcher observed two staff meetings in different schools and noticed that in the two meetings that she had attended, the item, learner academics was discussed at length and this suggests that schools are more concerned with learner performance.

In the other schools that the researcher visited, she managed to see the conditions of those classrooms. Observation is regarded as a supportive or supplementary technique to collect data that may complement or set in

perspective data obtained from questionnaires or interviews. The object here was not to check for accuracy of data, but to help gain a picture of how participants lived what they believed, hence enriching rather than confirming findings. The researcher was taking notes during observation and the notes were kept in a reflective journal. Furthermore, the researcher managed to observe one Performance Management workshop in one of the selected schools where teachers were reviewing their objectives to find out if they were met.

3.2.4.4   Survey of literature

Different sources of literature were scrutinised. The researcher carefully selected literature relevant to her topic. The review was done with the understanding that some other research related to the role of principal in managing teacher performance has been done; therefore the study was located within the   body of knowledge in existence(Arcy, Jacobs, Razaview & Sorensen, 2006:32).She reviewed literature such as journals and thesis related to performance management.

3.2.4.5 Document analysis

Review of documents such as public documents, newspapers and minutes of meetings enabled the researcher to obtain the language of participants. Maree (2010:52) states that when the researcher uses document analysis as a data gathering technique, he or she focuses on all types of written communication that may shed light on the phenomena that he or she is investigating. These may include published and unpublished documents, company reports, memos, e-mail and minutes. .

In this study, the researcher analysed both primary and secondary sources. Primary sources are sources where one can obtain data that is unpublished which the researcher had gathered from participants or organization directly (Maree, 2008:82). On the other hand, secondary sources are existing data that were originally collected for purposes other than research (Wilson, 2009:93).

Documents were accessed at a time convenient to the researcher The researcher viewed minutes from staff and management meetings. The researcher also used minutes from staff meetings and Performance Development Plans (PDP) as well as viewing of performance reviews documents from supervisors to see teacher's plans of improving the learner's academic performance. A sample of the Performance Development Plan is displayed in the appendix.

3.2.5 Data analysis

Punch (2009:158) states that documentary data, both historical and contemporary, are a rich source of data for educational and social research Bogda and Biklen (2007:159) assert that data analysis is a process of systematically searching and arranging the interview transcripts, field notes and other materials that the researcher accumulated to present findings. Data analysis involves the following: organising data and breaking data into manageable units and coding it and searching for patterns in the data. In short, data analysis is making sense of data in terms of participants' definition of the situation by breaking down data, examining data, noting patterns, themes, categories and scrutinizing so as to draw meaningful conclusions.

According to Burton et al. (2008:167), data analysis could be perceived as a dialogue that takes place between description and interpretation of data, or a mutually independent process where analysis informs interpretation or vice versa. Gibbs (2007:1) further states that data analysis entails sorting, retrieving and indexing of items or units generated during data collection. To expand this, Litchman (2006: 159) defines data analysis as an inductive and iterative process. In this study, qualitative data was analysed by content analysis and it was translated into tables and analysed using SPSS (version 17). Content analysis is a technique for gathering and analysing the content of the text (Newman, 2000:292). On the other hand, quantitative data was also translated into graphs and tables and analysed using SPSS.

3.2.5.1 Qualitative data analysis techniques

Nieuwens in Maree (2010:99) purports that data analysis is an ongoing and iterative (non-linear) process. The data collection, processing, analysis and reporting are intertwined and not merely a number of successive steps. The researcher is concerned with making meanings and the way people understand things (Denscombe, 2003:267).

It is worth noting that in qualitative analysis, data analysis is conducted simultaneously with data collection, data interpretation and narrative report (Arcy et al. 2006:490). Johnson and Christensen (2008: 270) further state that data analysis in qualitative alternate between data collection (e.g. interviews, observation and documents) and data analysis (creating meaning from raw data). This enables the researcher to focus and shape the study as it proceeds. Furthermore, the researcher is able to develop a successively deeper understanding of the research topic and guide each round of data collection.

3.2.5.1.1 Familiarisation and organisation of data

Analysing data, according to Arcy et al. (2008:490), involves familiarisation and organisation of data which is the essential step of coding. The researcher familiarised herself with the collected data by rereading notes and transcripts and reviewing documents.

Johnson and Christensen (2008:534) assert that transcription of data is the process of transforming qualitative research data such as audio recording of interviews or field written from observation notes into typed text. The researcher typed transcripts into word processing and finally kept the original data. A completed transcription was read repeatedly and notes were written on the margins of the transcript indicating key ideas to familiarize one with.

3.2.5.1.2 Coding

Coding and recording, according to Johnson and Christensen (2008:534), is the process of marking segments of text data with symbols and labels for

assigning units of meaning to descriptive information compiled during the study. Niewenhuis (2004) cited by Maree (2010:105) further states that coding is the process of reading carefully through your transcribed data line by line, and dividing it into meaningful analytic units. Coding therefore can be defined as making segments of data with symbols and descriptive words of unique identifying names.

The researcher re-read and re-read the transcription to look for meanings, phrases, sentences, behaviour patterns and events that seem to appear regularly. The researcher then assigned a code to identify that particular unit. After coding all data, the researcher placed all units which had the same coding together. For example, a coded interview was as follows; Narrative from school principal (SP), narrative from deputy principal (DP) and narrative from Head of Department (HD). However, the researcher used data from school principals only.

3.2.5.1.3 Summarising data
Once the researcher had sorted data into categories, she examined all entries with the same code and then merged these categories into patterns. The researcher then coded the data into categories of research questions as follows:

- What is the scope and role of principals in managing teacher performance in Gaborone adaptive schools?
- Are the principals in adaptive schools trained in issues pertaining to teacher performance management?
- What are some of the factors that contribute to good teacher performance in adaptive schools?

3.2.5.1.4 Verification of data
At the completion of interviewing, the researcher submitted her transcripts to the participants to correct errors of facts. By so doing, the researcher wanted to verify whether her interpretation of what the participants had shared with her was correct (Maree 2010:113).

3.2.5.1.5 Validation of data

Validation of data as defined by Maree (2010:112) is providing copies of a draft report to the participants and asking oral or written comments on the report. The researcher validated her data by giving each principal of the six sampled schools copies of her drafted report for them to comment orally as she was noting their comments.

3.2.5.2   Quantitative data analysis

Quantitative data analysis is applying data using some statistical techniques to analyse and interpret data (Wilson 2009:154).Quantitative research aims at testing hypothesis with numerical values rather than explaining complex phenomena through verbal descriptions. Quantitative data was analysed using SPSS (version 17). (Refer to section 4.2.1).

3.3   TRUSTWORTHINESS

This sub section deals with issues of validity and reliability of the study. Trustworthiness refers to simple set of criteria that have been provided for judging qualitative investigation (Lincoln and Guba in Schwandi, 2001:258).

One way that the researcher used to ensure trustworthiness was to do member check. Maree (2010:82) asserts that member checking is whereby the researcher verifies his or her understanding of what he or she has observed with those observed. In this study, the researcher verified the conditions of the classrooms by asking teachers if most classrooms were in that state after observing three classrooms.

- **Validity and Reliability**

Instruments of measure must provide valid and reliable results so that the findings of the research may prove to be reliable. Validity is the extent to which the research results specifically indicate what is happening in the condition. Reliability is the extent to which a study measures what it intends to measure (Wilson, 2009:116).   To ensure validity and reliability of the questionnaire, pilot testing was done to get rid of ambiguous and sensitive

items, to include items which were left out and established the duration for the questionnaire. The questionnaire was given to the supervisor at the University of North-West University to assess the content and relevance of the instrument and to enhance validity.

- **Triangulation**

While this study technically employed a mixed method research approach, the methods were predominantly qualitative. The combination of the two methods is commonly known as triangulation of methods. Bogdan and Biklen (2003:262) define triangulation as the use of multi-data sources or theoretical perspective in a study. The use of both qualitative and quantitative paradigms, different methods of collecting data and triangulation of sources guaranteed validity because each paradigm method and source complemented one another. Denz (1970) and Eliot(1991) cited by Burton et al. (2008;270) assert that by bringing together data from different sources by means of different methods and reflecting different perspectives, the validity of findings can be enhanced considerably.

3.4   THE ROLE OF THE RESEARCHER AND ETHICAL ISSUES

The role of the researcher was not just to establish the schools where the study took place but taking responsibility and accountability for her work as it is explained in the sub-section below:

3.4.1 Role of the researcher

Hinckley (2005) cited by Maree (2010:298) asserts that the role of the researcher within the interpretative field of study entails being an active participant as interviewer, which includes the researcher forming a vital part of the data. The researcher took the responsibility and accountability for his or her work by establishing people that were to be interviewed. Furthermore, the researcher established the places where the study took place and most importantly, took note of sensitive issues such as confidentiality of data. Suter (2006: 81) maintains that ethics in research extends beyond the protection of

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human participants. In that regard, the researcher decided not to use real names for the schools for purposes of confidentiality.

3.4.2 Ethical consideration

Strategies to maintain confidentially eliminate the risk of harm and embarrassment from those studies. Taking note of insightful ethical issues such as sustaining confidentiality of data, asserting the anonymity of informants and using research for anticipated purpose is necessary, as is classifying the guidelines for the collection. The participants have a right to withdraw from the study at anytime without my penalty to them. Anonymity was guaranteed. Participants were informed that all data gathered would be treated with confidentiality (Wilson, 2009:87). Newman (2000:98) states that anonymity protects the identity of specific individuals from being known. It is imperative for the researcher to protect the right of the research participants. In this study, the researcher did the following with regard to ethical consideration:

- Sought permission with the Ministry of Education to collect empirical data from schools (see appendix E).

- Sought permission with the school principals to collect data from them and the teachers

- Assured participants about their confidentiality by giving them letters of. Consent (see appendix G).
- Assured the Research Officer verbally that the final report of the findings would be provided to the office.

3. 4. 2.1 Informed consent

The primary principle of ethical suitability is informed consent. Informed consent as defined by Diener and Crandal (1978) in Cohen et al. (2000:51) is the procedures in which individuals chose whether to participate in an investigation after being informed about facts that would likely influence their decisions. It is a written or verbal approval given by research subject who are

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told about the nature and dangers of their participation in the study (Bogda and Biklen, 2003:252).

According to De Vos (2000:25), obtaining informed consent means that all information about the investigation, the procedures, advantages, disadvantages and dangers are rendered to their legal representatives. The involved participants have to be well-versed of the nature and rationale of the research, and its dangers and benefits. They must seek approval to participate without coercion. Compromising the privacy of the investigation can result in harming the identity of the respondent. In this research study, the researcher presented the participants with copies of a letter of consent before the beginning of the interview session (See appendix G). She requested the participants to read the letter and ask questions to gain clarity. The researcher finally reminded participants that they may withdraw at any time during the process if they wish to do so.

3.4.2.2 Harm to experimental subjects

Harm could be emotional in social sciences. However, DeVos (2000;25) argues that it is rare that one discover the respondent being physically harmed. The researcher is responsible for protecting the respondents against any type of physical and psychological embarrassment. It is always not easy to detect emotional harm. In this research study, the researcher strived to be honest, respectful and sympathetic towards all participants and evidently notified the respondents ahead of time about the possible impact of the study.

This clearly allowed the subject to pull out from the investigation if she or he so wished. The researcher sought permission before she gained entry to site. The researcher informed participants that confidentiality would be ensured, as real names would not be used (see Appendix B). Confidentiality, according to Wilson (2009:51) implies that personal records of individuals cannot be revealed unless permission is acquired from them.

3.4.2.3 Permission to conduct research at the chosen sites

Permission to do research at the chosen sites involved the following;

- A letter from the University of North-West was written to particular schools where the investigation took place (see Appendix D).
- A letter of request was written to The South Central Region where the investigation took place (see Appendix E).
- The rationale of the study was highlighted.

3.4.2.4 Debriefing

Wiseman (1999:542) defines debriefing as a procedure whereby a participant who was deceived for a research project is subsequently apprised of the actual circumstances. Once the data is collected, ethical practice suggests that the researcher advises participants about the topic to be discussed, and clarifies any questions which arise. The debriefing also gives a go-ahead of the researcher to equip him or her with additional information, which if given in advance, may make the results biased. Participants may be provided with a summary as indicated by Cohen et al. (2006:300).

3.5 SUMMARY

This chapter presented the design and methods which were used in the study. The chapter further described the population, sample and sampling procedures of the study. It finally described the instruments that were used to collect data and data analysis techniques. Finally research ethics such as ethical issues and trustworthiness were highlighted.

The next chapter deals with interpretation and presentation of results.

CHAPTER 4

DATA INTERPRETATION AND PRESENTATION OF RESULTS

4.1 INTRODUCTION

This chapter discusses the results from the data collected for this study through the interviews from the principals, questionnaire from teachers of Gaborone adaptive Schools as well as observation during interviews, lessons and Performance Management workshop. The objective of this chapter is to report on the empirical investigation in determining the role of school principals in managing teacher performance. The responses of the participants were recorded in tables and graphs. The methods and techniques used for data analysis were explained in the previous chapter (see section 3.5).

4.2 REVIEWS OF RESPONDENTS

Ninety questionnaires were distributed and only forty seven were returned. Six principals, deputy school principals and HOD's managed to fit researcher's schedule into their busy schedules and forty seven teachers took their time to fill in the questionnaires. . A mixture of closed and open ended questions was asked to teachers. (See table 4.1).

Table 4.1 Number of respondents per sampled schools

Name of school	No of respondent	Response rate
School A	8	53%
School B	6	40%
School C	7	47%
School D	8	53%
School E	8	53%
School F	10	67%
TOTAL	47	52%

The data was analysed based on the three aims listed in chapter one. The purpose of using interviews and a questionnaire was to gather more information on the role of principals in managing teacher performance. The results were generated using SPSS (17) and summarized in figures and tables. The remainder of the chapter is organized as follows; Section A, analysed responses from the principals and Section B the responses from teachers and the summary of observation results is given in Section C.

SECTION A

4.2.1 INTERVIEWS FOR SCHOOL PRINCIPALS

Principal's views regarding performance management:

Table 4.2 What is performance management?

Responses by principals	Frequency	Percentages
A tool used to determine whether individual objectives are addressed	1	16.7%
A tool used to measure and improve employee performance	2	33%
A working process that bears results	1	16.7%
Using skills and policies to direct and systematize organizational work.	1	16.7%
Way of ensuring that the goals are effectively and efficiently met	1	16.7%
TOTAL	6	100%

66.7% of the principals were of the view that Performance Management is a tool used to check individual objectives and measure employee performance while 33% viewed it as a process that bears result and uses skills to direct organisational goals. See table 4.2 above.

Principal's roles in managing teacher performance:

Table 4.3 What is your role in managing teacher performance?

Responses by principals	Frequency	Percentages
Ensure that the school curriculum is effectively implemented and to monitor and supervise academic matters.	1	16.7%
Ensure that teachers are guided, motivated, mentored and assisted to perform well	2	33.3%
Ensuring that they comply with the entire required standard.	1	16.7%
Frequently observing lessons checking lesson plans and making sure that all teachers are punctual	1	16.7%
Way of ensuring that the goals are effectively and efficiently met	1	16.7%
TOTAL	6	100%

83% of the school principals deemed motivation, guidance, observation and monitoring as their roles in managing teacher performance whilst 16.7% felt that their role is to ensure that teachers comply with the set standards.

Ways of addressing issues of performance in various schools:

Table 4.4 What do you think are the best possible ways of addressing issues pertaining to performance?

Responses by principals	Frequency	Percentages
By having strategic plans for the school and making sure that committees and coordinators carry out their responsibilities. Supervision of lessons and a meeting with parents to discuss the academic performance of their children.	1	16.7%
Conducting of workshops on lesson presentation.	1	16.7%
Consultation with stakeholders concerning policies and planning together and constant monitoring.	3	50%
Developing, monitoring and evaluating teachers	1	16.7%
TOTAL	6	100%

83% of the principals viewed parental involvement, teamwork, supervision of lessons as well as conducting workshops on lesson presentation as the best possible ways of addressing issues pertaining to teacher performance whilst 16.7% of the principals believed that monitoring and evaluating teachers are the best possible ways.

Teacher involvement:

Table 4 .5 Were your teachers involved in coming up with those strategies?

Responses	Frequency	Percentages
Yes	6	100%

All principals (100%) involved their teachers in strategic planning. This implies that school principals are aware of the importance of collaboration and team work as important factors in school performance.

Training of principals:

Table 4.6 Do you think you were adequately trained for leadership and management?

Responses	Frequency	Percentages
No	1	16.7%
No training except for management workshops when there is need	5	83.3%
TOTAL	6	100%

83.3% of these principals received training from workshops whilst 16.7% of the principals did not receive any form of training at all.

Parental involvement:

Table 4.7 Do you see any improvement in academic performance when parents and learners are involved in school governance?

Responses	Frequency	Percentages
Yes	5	83.3%
No	1	16.7%
TOTAL	6	100%

Almost all the principals (83%) see the need to involved both learners and parents in the running of the school. On the other hand, other principals (16.7%) felt that involving learners and parents in school governance does not improve academic performance.

Helping an incompetent teacher:

Table 4.8 how do you normally help a teacher whose teaching is badly affecting learner performance and whose performance do not seem to improve?

Responses	Frequency	Percentages
Carefully observe the teacher when in class, identify their needs and recommend a workshop and team teaching	3	50%
Engage them in discussing improvement strategies.	1	16.7%
Lesson demonstration and evaluation	1	16.7%
No comment	1	16.7%
TOTAL	6	100%

83.3 % of these principals employed the clinical and peer supervision model through observation, lesson demonstration, team teaching, staff development

and discussing improvement strategies as some of the ways that they use to help the teacher who does not perform well. Whilst 16.7% did not comment. The researcher observed that strategies mentioned by these principals are the cyclist stages of clinical supervision.

SECTION B

4.3 TEACHERS' QUESTIONNAIRE (See Appendix C)

4.3.1 BIOGRAPHICAL INFORMATION

This section analyses the teachers' biographical information and their views towards perfomance management. The questonnaires were distributed to school two weeks before the analysis of data. The responses are represented in figures and tables below.The role played by the variables mentioned in figure 4.1 to figure 4.4 is explained in item(4.3.2)
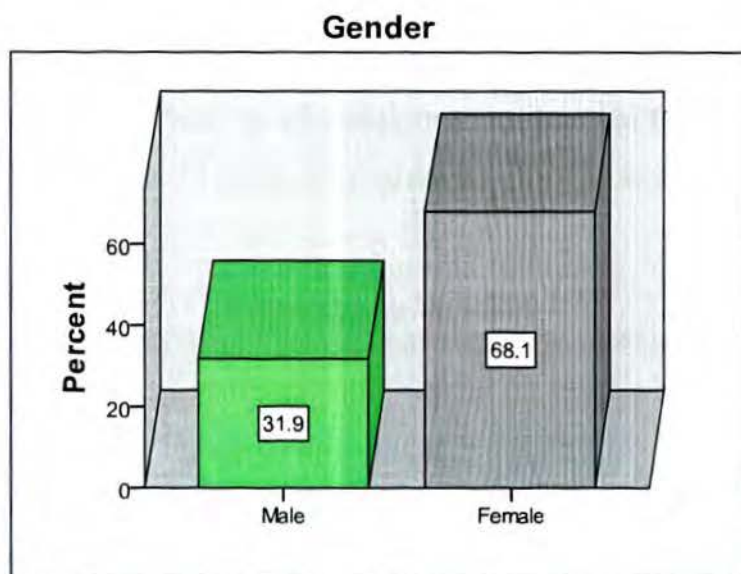
Gender

Figure 4. 1 Gender

From figure 1 above, 68.1% represent females while males are represented by 31.9%.This suggests that when it comes to issues of addressing performance management related issues in schools, females take a lead because there are fewer males than females in most schools.
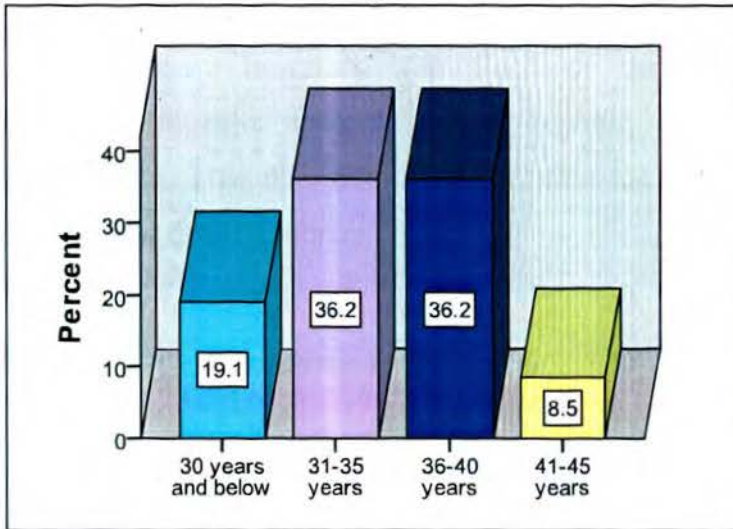
Figure 4. 2 Age

It is clear that most of the teachers are aged between 31 and 40 representing 36.2%. There are only few who are aged between 41 and 45 (8.5%) and those who age 30 years and below (19.1%). Middle aged teachers are prompt when it comes to addressing school duties because they are still energetic and want to prove a point when it comes to academic results.
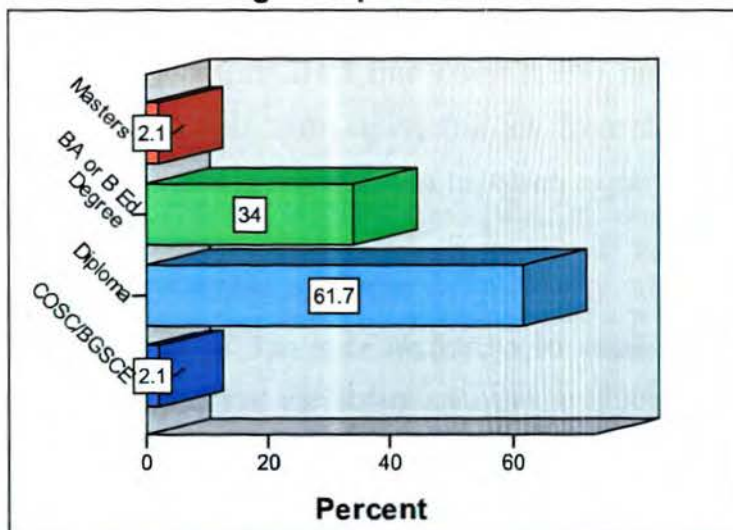
Figure 4. 3 Highest qualification

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According to figure 3 above, it is with no doubt to say that the majority of the teachers have diplomas as their highest qualifications represented by 61.7%, 34% represent teachers with Bachelor degrees. Very few (2.1%) have Masters Degrees which is the highest qualification of the sampled participants. This suggests that performance in school does not depend on the highest qualification.

Teaching experience
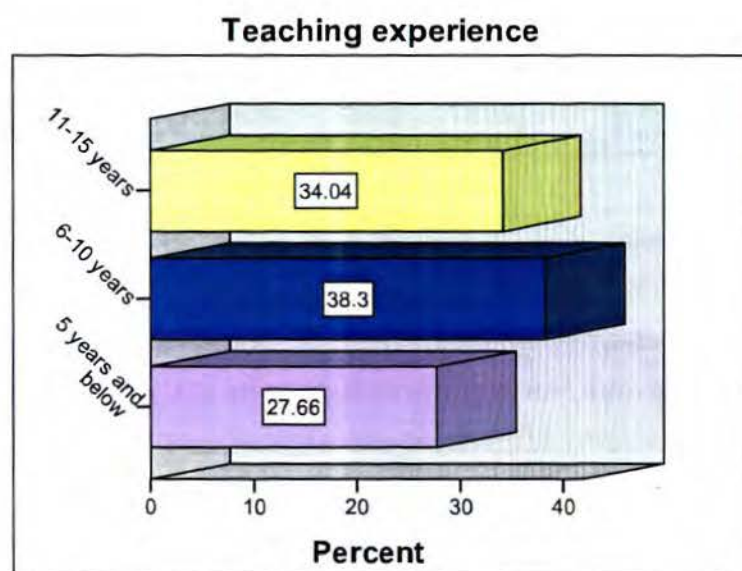
Figure 4 4 Teaching experience

The majority part of the teachers (38.3%) had teaching experience of between 6 and 10 years, 34.04% had been in this profession for 11 to 15 years and only 27.66% had been doing this job for not more than 5 years. This could mean that there is significance between experience and performance.

4.3.2 CROSSTABULATION

The purpose of this sub section is to establish interdependent relationship among categorical variables without identifying a causal relationship between them. Only biographic information will be considered and the statistics are shown on frequency tables below.

Table 4.9 Gender * Age Crosstabulation

			Age				
			30 years and below	31-35 years	36-40 years	41-45 years	Total
Gender	Male	Count	4	5	5	1	15
		% within Gender	26.7%	33.3%	33.3%	6.7%	100.0%
	Female	Count	5	12	12	3	32
		% within Gender	15.6%	37.5%	37.5%	9.4%	100.0%
Total		Count	9	17	17	4	47
		% within Gender	19.1%	36.2%	36.2%	8.5%	100.0%

It should be noted thta there is a clear relationship between gender and people of different age groups. 37.5% represent females of age groups 31-35 and 36-40 years, 33.3% represents females of the same age gaps.Not surprising, but certainly interesting to see it revealed in the data. Also it should be noted that 26.7% of the teachers are males aged 30 years and below and few are aged between 41 and 45 years. Generally females played a significant role in providing information in this study.

Table 4. 10 Gender * Highest qualification Crosstabulation

			Highest qualification				
			COSC/BGSCE	Diploma	BA or B Ed Degree	Masters	Total
Gender	Male	Count	0	11	4	0	15
		% within Gender	.0%	73.3%	26.7%	.0%	100.0%
	Female	Count	1	18	12	1	32
		% within Gender	3.1%	56.3%	37.5%	3.1%	100.0%
Total		Count	1	29	16	1	47
		% within Gender	2.1%	61.7%	34.0%	2.1%	100.0%

There is also a clear relationship between gender and highest qualification. 37.5% of the females have got degrees whilst 26.7% of the males posses degrees. Surprisingly, females took the lead in responding to the

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questionnaire and this might be because they had once furthered their studies and understand the importance of collecting data in research projects.

Table 4. 11 Gender * Teaching experience Cross tabulation

			Teaching experience			
			5 years and below	6-10 years	11-15 years	Total
Gender	Male	Count	6	4	5	15
		% within Gender	40.0%	26.7%	33.3%	100.0%
	Female	Count	7	14	11	32
		% within Gender	21.9%	43.8%	34.4%	100.0%
Total		Count	13	18	16	47
		% within Gender	27.7%	38.3%	34.0%	100.0%

It is also interesting to see that a large percentage of respondents had between 6 and 10 years teaching experience (43.8% for females and 26.7% for males). Also take note that 40% of females have 5 years and below are less experienced. There is a relationship between teaching experience and performance. The respondents with little experience did not fully explain some of the questions and most of them did not like to be observed while teaching. On the other hand, teachers who have been in the field found nothing wrong with being observe

4.3.3 PERFORMANCE MANAGEMENT RELATED ISSUES

The next item dealt with PMS workshops that individual teachers had attended. Their responses are shown in figure 4.5.

How often do you attend PMS workshops?
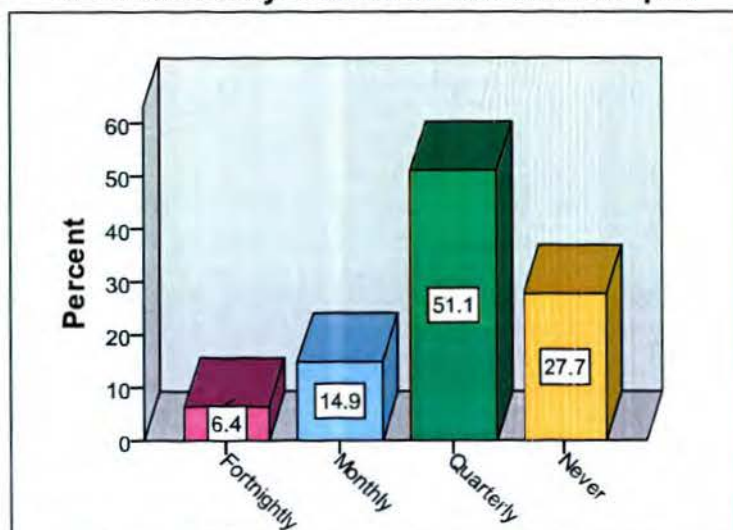
Figure 4. 5 how often do you attend PMS workshop?

The teachers' responses showed that the majority of teachers (51%) attended PMS workshop on a quarterly basis. 6.4% and 14.9% attended PMS workshops fortnightly and monthly respectively. The remaining percentages of teachers (27.7%) never attended any PMS workshops. The results prove that teachers have little or no information about PMS. Having realized that the MOE use PMS as a strategic tool for evaluating teacher performance, one wonders if the MOE is really achieving its mission.

The next item dealt with teacher's understanding of the word performance management. The questions are on page 114 (see Appendix C) and their responses are indicated below:

Table 4. 12 In your own view what is performance management?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Carrying out duties in a way that will provide good results.	1	2.1	2.1	2.1
	Individual inputs on how to run an organization.	1	2.1	2.1	4.3
	Making a judgment about employees' performance.	1	2.1	2.1	6.4
	No comment	14	29.8	29.8	36.2
	Performing our duties to add value.	1	2.1	2.1	38.3
	Process of improving results or being efficient or productive by reviewing your goals and plans and maintaining productivity.	14	29.8	29.8	68.1
	Process used to monitor and improve performance.	14	29.8	29.8	97.9
	Striving to do well in our duties.	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

59.6% of the teachers agreed that management entails monitoring by reviewing goals and plans so that high productivity can be achieved whilst 4.2% of the teachers believed that in performance management, duties have to be performed in order to add value or provide good results.

The next questions that teachers were asked concerns their views regarding lesson observation. The aim is to find out teachers attitudes towards lesson observation. Their responses are tabulated in figure 6.

Do you like to be observed during your lesson?
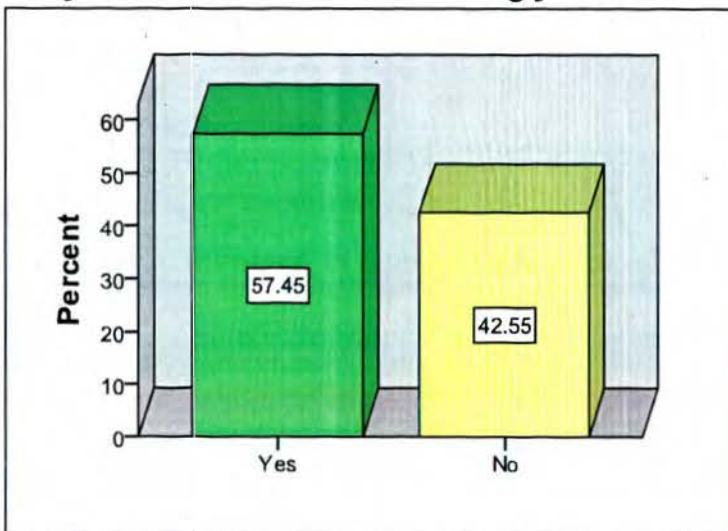
Figure 4. 6

Most teachers (57.45%) did not have a problem with their lesson being observed whilst other teachers (42.55%) did not feel comfortable with lesson observation. This could mean that newly appointed teachers may still not be confident in the way they perform in classrooms.

The next item deals with the frequency at which schools appraise their teachers. The teachers' responses are shown in figure 4.7.

How often are you appraised in your school?

Figure 4. 7

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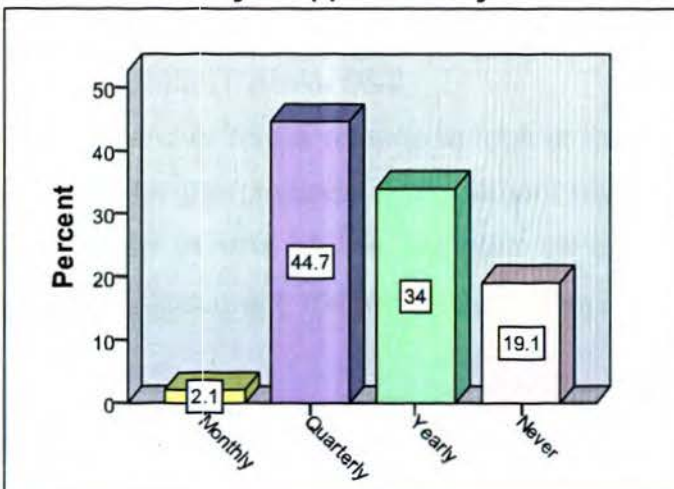
The results show that in most schools in Gaborone because 80.1% of the teachers are appraised at different intervals of the year. Only 19.1% are never appraised. One wonders how those teachers are sure of what they are doing in their schools.

Were you involved in drawing the strategies?
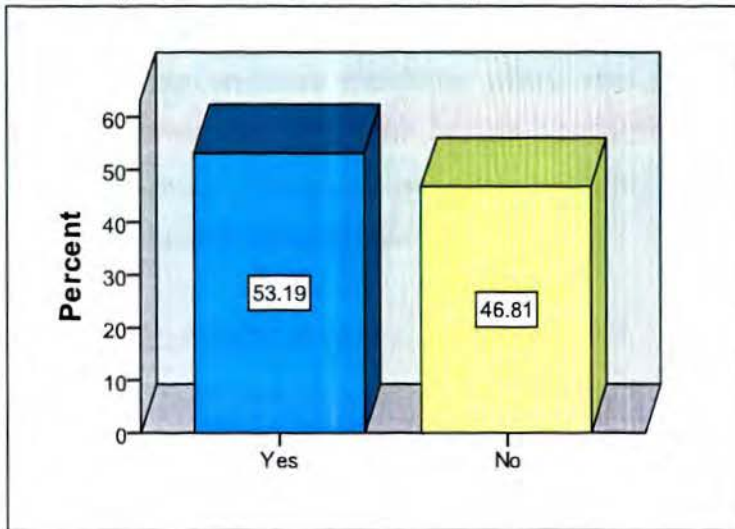
Figure 4.8

Majority of the teachers (53.19%) were involved in drawing the strategies that improve learner performance. 46.81% of the teachers reported that they were never consulted. This information does not correlate well with the information that was gathered from school principals as all the principals interviewed reported that they did involve teachers in drawing the strategies.

4.4 DOCUMENT ANALYSIS

The researcher had a chance to look at the files for minutes, results analysis and files for performance management reviews. A copy of result analysis for one house in one of the sampled schools is in the appendix (I). When analysing document, the researcher observed the following:

- All the schools were carrying out an analysis exercise as it is the requirement from the Region.
- Files for review are there but very few supervisors are conducting those reviews in schools.

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4.5 RESEARCH FINDINGS FROM OBSERVATION TECHNIQUE

Nieuwenhuis (2010:83) points out that observation is the systematic process of recording the behavioural pattern of participants, objects and occurrences without necessarily questioning or communicating with them. It is a fundamental technique for gathering data as it grasps the likelihood of providing the researcher with the insider's viewpoint of the group dynamics and behaviour in different settings. In this study, the researcher only concentrated on three incidents where she planned to observe different aspects which are; interview, lesson observation and observation during a PMS workshop. The researcher played different roles in the different incidents that have been mentioned above.

4.5.1 OBSERVATION DURING INTERVIEWS

During the interview, the researcher went to six schools as per appointment with the principals of those schools. The researcher was a complete observer whereby she observed the situations from a distance and below are the findings of what transpired during the interview sessions.

4.5.1.1 School A

In this school, the researcher did not find any security by the gate. She showed herself to the administration offices where she was welcomed by one of the teachers who showed her the reception. The receptionist was not welcoming and she was busy answering the phone until the researcher asked for help. That is when she was told to wait for the principal who was said to have taken rounds. The researcher observed that the office for the principal was well ventilated, and the books that were on the table were not tidily packed. There was a computer which was connected to the internet. During the interview session, the principal did not attend to any phone call and he instructed the secretary to tell teachers and learners who came to his office that he was busy. The school had a mission statement and vision displayed by the gate and the notice boards. The principal was free to share his

managerial challenges and experiences with the researcher, thus contributing to the success of the interview.

4.5.1.2 SCHOOL B

The researcher observed a different climate from the previously observed school. There was order in that the school gate was closed and the security recorded names of all drivers who went into the school and took the registration numbers of their cars. The school looked clean and the grounds men were busy watering flowers and cutting trees. Almost all the teachers who were in the staffroom were either marking or working on their lesson plans. The receptionist welcomed the researcher and showed her to the office of the principal. There were certificates of academic achievements and copies of the school strategic maps displayed on the notice boards. The books and files were neatly packed on the shelves. The principal was busy checking the books when the researcher arrived and stopped as soon as the researcher entered the office. The researcher observed that just like other offices that she went to there was a computer which was connected to the internet. The results of excelling students from each house were displayed on the school notice boards. The principal was accommodative and answered all the questions that the researcher asked her.

4.5.1.3 SCHOOL C

Upon entering School C, the researcher discovered that the school was not tidy, papers were lying all over the school and some learners were playing at the school grounds during the lessons. Some of the teachers were going out of the school during working hours. There were disrupting noises from the classrooms and some learners came to the staffroom to report theft. There was nobody at the reception. The receptionist came at a later stage still drinking tea. The receptionist called the principal and she came to see the researcher. The principal then called the researcher to her office. The office looked clean but disorganised. There were photos of the principal and his family on the notice boards. The principal assisted the researcher accordingly.

4.5.1.4 School D

The principal in this school looked tired and unwelcoming. The interview was carried out as scheduled in the office which looked clean. The computer was there but the principal reported that there was no electricity in the school for that day. The situation in the school looked chaotic; some teachers were going to class late and some learners were rushing to the toilets. The siren was not working. Unlike in the previous school, there was no order in this school.

4.5.1.5 School E

The principal was a bit late for the interview session. She wanted to postpone the appointment to a later date but the researcher convinced her not to do that Teachers were interacting with each other freely. Some teachers were marking whilst others were browsing the internet. The principal answered all the questions and as soon as the interview was over, she dashed out of the school.

4.5.1.6 School F

There was order in this school. The security interrogated every person who came to the school though the researcher felt that it was not professional to do that. The school environment looked clean and there were beautiful flowers in front of the staffroom. The receptionist was welcoming and all the teachers in the staffroom seemed to be doing things that were work related. The principal looked focused and she answered all the questions that the researcher asked. The office was well organised .

4.5.1.7 Summary of the findings from the observation during interviews

The researcher observed that the offices for the school principals were well ventilated and furnished with the current technology. All offices had computers which were connected to the internet. The researcher also observed that all schools had their mission statements which are either pasted by the school gates or by the reception office. The findings of the research suggest that the principal and Senior Management Team (SMT) should take the lead in setting

the culture and climate. The quality of the school results is determined by the effectiveness of the school principal and his or her management. There may be other factors that impact on the school results. But the researcher feels that to a large extent, management plays an explicit role.

4.5.2 LESSON OBSERVATION

In this situation, the researcher played a role of observer as participant. An observer as participant according to Nieuwenhuis in Maree (2010:85), focuses mainly on her role as an observer in the situation but remains uninvolved and does not influence the dynamics of the settings. The researcher observed the following from School D School F:

School D.

- Teachers had planned adequately for their lessons before going to class.
- There were too many learners in the two classes and some of them shared chairs.
- Classrooms were dilapidated and most windows were broken.

School F.

- The classroom was tidy and only the windows were broken.
- The teacher did not have a lesson plan, but she had lesson notes
- Learners were many and they interacted well with their teacher

4.5.3 OBSERVATION DURING PMS WORKSHOP

In this instance, the researcher played a role of participant as an observer. The researcher became part of the research process, and worked with the participants in the situation to design and develop intervention strategies and initiatives to improve the quality of results for the school (Nieuwenhuis 2010:85). During the workshop, an environmental scan for the school was done and the school mapped the way forward by coming up with strategies that would remedy the situation. The researcher observed the following during the workshop:

- A register was taken on daily basis before the workshop and at the end of the workshop.
- Teachers worked better in their small groups and they were all actively involved.
- Teachers were free to express their views regarding some of the policies that they thought were not working for the school in the absence of the principals, but when the principal arrived some of the teachers maintained silence.
- Members of SMT (Senior Management Team) were accommodative and were willing to address issues of concern.

4.5.3.1 The role of the principal during PMS workshop

The principal maintained order throughout the workshop. He was also a source of information as the Staff Development Coordinator kept on referring some issues to him. In his welcome remarks, he encouraged those teachers who were legging behind to change their mindsets and accommodate new interventions as they benefited not only the school but their personal developments. He also praised those teachers who were trying their best to achieve their objectives. Although some teachers remained passive in the presence of the principal, the majority of teachers were coming up with information that contributed to the growth of the school.

The findings of the research suggest that workshops are of vital importance as stakeholders are able to assess their policies and come up with strategies for improvement. The researcher also observed that teamwork, communication and collaborative decision making were prevailing in the workshop.

Below are some of the photos that were shot during a PMS workshop (figure 4.9 to4.14)

Figure 4.9

Figure 4.10

Figure 4.11

Figure 4.12

4.6 SUMMARY

The results of the study show that majority of the stakeholders participated in the study, particularly school principals who were tasked with the responsibility of motivating teachers to achieve the goals of the schools. The manner in which data was analysed and interpreted assisted the researcher to make appropriate recommendations.

The next chapter focuses on synthesis, critic of findings, recommendations and concluding remarks.

CHAPTER 5

SUMMARY, DISCUSSIONS OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter provides a brief summary of the study, reflection of the major findings and recommendations for the improvement of managing teacher performance. The study attempted to investigate the role of principals in managing teacher performance. A brief report of the findings both empirically and from literature review are provided in this chapter as well as recommendations.

5.2 SUMMARIES

This section provides a review of chapters which are summarized below;

Chapter 1 outlined the purpose for the study and presents the statement of the problem. The purpose of the study was to find the role of principals in managing teacher performance bearing in mind that they are expected to wear different caps throughout the day in their respective schools. The study also investigates factors contributing to good teacher performance. The information provided in this chapter showed that morale of teachers were low because they are discontented with their salaries and working conditions

Chapter 2 addressed the issue of training of principals on performance management and also provided theoretical frameworks underpinning the study. Different scholarly articles and books were scrutinized to provide evidence regarding training of school principals. The skills needed for leadership were also outlined and factors affecting teacher performance were discussed.

Chapter 3 dealt with the research design, conceptual framework, and population, followed by the methods used for collecting data. For the literature investigation of the study, triangulation of instruments was employed (cf

3.4.1.1 to 3.8). These instruments included amongst others questionnaires, interviews, observation, literature survey as well as document analysis.

Chapter 4 outlined data analysis techniques as well as interpretation. Both qualitative and quantitative data that were collected through empirical investigation were summarized.

5.3 RESEARCH FINDINGS

5.3.1 Findings based on the literature survey

The concept Performance management

It is evident from the research findings that different scholars tackled the word performance management in different angles. Amstrong (2006:495) views performance management as a means of getting better results by understanding and managing performance within an agreed framework for planned goals, standards and competency requirements. In short, it is a tool to improve quality results in an organization. Performance management is also defined as a systematic data oriented approach to managing people by providing recognition and reinforcement for individual and group performance (http://www.pmezone.com).

Role of principal

The research findings revealed that the principal is expected to perform various roles in the school as the leader of the school. The North West Department of Education (2007:18) states that it is the responsibility of the principal to bring together learners, educators and parents as a tight community to be closely involved in school governance and management. The idea behind managing teacher performance is to help teachers to improve on their teaching strategies so that the overall academic performance of the school can improve. Southworth (2002:79) assets that instructional leadership is strongly concerned with teaching and learning including the professional learning of teachers and students growth.

Factors affecting teacher performance

The research findings from literature revealed the following as some of the factors that affect teacher performance:

- ## Resources

Resource management in schools affects the learning process. School managers are faced with a challenge of allocating limited resources to staff members or departments which sometimes result in conflict among teachers. Lumby (2003:161) cited by Bush (2007:469), indicate that teacher motivation has been affected by the multiple education changes and by the wretched physical conditions in many schools.

- ## School climate

A school principal needs to support teachers in all matters concerning their work including and welfare. The Department of Education and Childhood Development (2009:4) and Lumby et al. (2003:45) argue that individuals who are working in an environment which is constantly changing require support so that they can be committed to work.

- ## Teacher Salaries

Teachers in Botswana are demoralized by the salaries that they are getting. There is a concern in Botswana that the national results are declining each year and one wonders if that can be associated to the salary issues. . DuBrin (2003:331) states that a natural way to motivate workers at any level is to offer them financial incentives for good performance.

Strategies used by principals to improve teacher performance

The following surfaced from literature as some of the strategies that principals may employ to manage teacher performance:

- ## Motivation

Shell (2003:159) argues that motivation is a critically important component of any managers' job. Staff monitoring encompasses supervising teachers

throughout the hours of service (Snow, 2003:4). Principals, as managers of schools are responsible for the performance of teachers and they require motivation skills.

- **Staff monitoring**

Staff monitoring plays a vital role in ensuring that what has been previously planned for is achieved. Prew (2007:449) suggests elements such as fostering process, supporting staff, promoting learning and promoting parental involvement as some of the ways of addressing performance management.

- **Communication**

The teachers and learners need to be regularly informed about the daily activities of the school. The school community, as the main stakeholders, needs to be knowledgeable of the processes in schools. It is through evaluation meetings where principals must keep teachers informed of all activities as often as possible, including upcoming events that disrupt the normal routine of the school (Snow, 2003:7). Communication is an important facet of employees who feel they are well communicated to and are ready to contribute their views.

- **Supervision**

The principal should ensure that teachers do their work according to the set standards. Sergiovanni and Starratt (2007:3) assert that the purpose of supervision is to help schools contribute effectively to student's achievement. . Therefore, teachers should be made aware that lesson observation is not a fault finding mission but helps learners and teachers to continuously work for improvement (Archeson and Gall, 2003 17).

- **Parental involvement**

Literature shows that parental involvement bears good results. Mncube (2009:83) purports that parent's participation in SGB is an important ingredient in building democracy in the school system as well as in the wider society of South Africa. Prew (2007:449) suggests elements such as fostering

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process, supporting staff, promoting learning and promoting parental involvement as some of the ways of addressing performance management.

- **Team work**

Literature research findings show that through teams, workers collaborate with a high level of cooperation rather than compete with or prevent others from getting their work done. The benefit of team work according to DuBrin (2003:380), is that team members have complementary skills and are committed to a common purpose, a set of performance goals and an approach to the task.

Training of principals

It surfaced from the research findings that majority of scholars that most principals are not adequately trained on issues related to leadership and management. This has been highlighted by Hurber and Merchtchild (2002:1) who argue that school principals and candidates for the position are offered short in-service training, but most of the skills are acquired on the job.

5.3.2 Findings on the three aims
5.3.2.1 Findings on Aim 1

The first aim of the study was to investigate the nature and role of principals in managing performance in Gaborone Adaptive Schools.
The findings show that the school principal:

- Is an overseer and is accountable for the school
- Should lead and manage the planning, delivery, evaluation and implementation of the education of learners.
- Should assist and guide teachers and ensure that teacher comply
- Should motivate and mentor teachers by conducting workshop for teachers through staff development committee(s).

5.3.2.2 Findings on Aim 2

The second aim intended to find out from literature review whether the school principal in Gaborone adaptive schools have been trained on issues of performance management.

- Literature revealed that school principals are not adequately trained on issues relating to performance management. Fullan (2000) asserts that he knows of no study that has both identified effective school leaders, and traces their effectiveness to the preparation he/she received on the way to becoming a head.

- Almost all the principas that were interviewed said that they were not given any form of training and some were just given in-service training which according to them is not enough .

5.3.2.3 Findings on Aim 3

The third aim of this study was to define and present factors which contribute to good teacher performance.

- Collaborative decision making

The findings show that teachers work better if they feel that they have been consulted and are part of the decision making process. In that way they have a sense of ownership.

- School climate

Most teachers prefered to work with principals who are willing to take hid of their welfare. Teachers' welfare like housing, recommendation for promotion and further studies should be taken into account by the principal.

- Resources

The findings show that teachers work better when the resources like books, equipment and classrooms are enough. Managing teacher performance can be regarded as a process that should be applied in schools with principals and teachers both playing their respective roles. The school principal and the

teaching staff have a mutual understanding of achieving desirable goals and objectives.

- Salaries

The motivational theories dealt with in this document show that money is a motivator. DuBrin (2003:331) states that a natural way to motivate workers at any level is to offer them financial incentives for good performance. The findings show that teachers in Botswana are demoralized by the salaries that they are getting. There is a concern in Botswana that the national results are declining each year and one wonders if that can be associated to the salary issues.

According to the researcher's assessment and view of the findings, the research question that is linked to the three aims are answered.

5.3.3 Findings based on empirical investigation
Concept Performance management

It is evident that the school principals have different ideas of what performance management is. 66.7% of the principals viewed it is a tool used to check individual objectives and improving employee performance by ensuring that the set goals are achieved.

Roles of the principals

The school principals have different perceptions of their roles in managing teacher performance The role of principals include amongst others; motivating teachers, guiding, observing lessons and monitoring teacher performance.

Strategies employed by principals to improve teacher performance

It emerged from the findings that the school principals employ different strategies to support those teachers that do not perform well. Most of them seem to be using clinical and peer-supervision models to assist their teachers. 83% of the principals viewed parental involvement, teamwork, supervision of

lessons as well as conducting workshops on lesson presentation as the best possible ways of addressing issues pertaining to teacher performance.

Teacher involvement

It surfaced from the study that majority of the school principals shared the same sentiments of involving teachers in decision making. All principals (100%) involved their teachers in strategic planning. This implies that school principals are aware of the importance of collaboration and team work as important factors in school performance. However, 46.81% of the teachers reported that they were never involved in compiling the school strategies.

Parental involvement

It came into view from research findings that school principals recognised the importance of parental involvement on the learners' academic performance. About (83%) of the principals appreciated the value of parental involvement.

Strategies employed by principals to help incompetent teachers

The findings of the study show that majority of the principals assisted incompetent teachers through lesson observation and demonstration which is commonly known as clinical supervision. 83.3 % of these principals employed the clinical and peer supervision model through observation, lesson demonstration, team teaching, staff development and discussing improvement strategies as some of the ways that they use to help the teacher who does not perform well.

Training of school principals

The findings further showed that school principals in Gaborone adaptive schools were not trained on issues of leadership and management. 83.3% of these principals received training from workshops. The implication is that each principal employs any possible means of leadership to ease the smooth running of their schools.

5.3.4 Correlation of findings in 5.3.1 and 5.3.2

5.3.4.1 Training

Furthermore, the school principals in Gaborone adaptive schools (83%) were not trained on issues of leadership and management. The implication is that each principal employs any possible means of leadership to ease the smooth running of the school. On the same note, Fullan (2000) points out that he knows of no study that has both identified effective school leaders, and traces their effectiveness to the preparation he/she received on the way to becoming a head. Similarly, Elmore (2000) states that most scholars and practitioners today agree that the traditional methods of preparing administrators fall short of providing the knowledge, skill and dispositions needed to lead the schools.

5.3.4.2 Parental involvement

Literature research findings verified that parental involvement bears good results. Mncube (2009:83) purports that parent's participation in SGB is an important ingredient in building democracy in the school system as well as in the wider society of South Africa. The empirical data further revealed that parental involvement plays a major role in the learners' academic performance (refer to 4.2.1 item 7).

5.3.4.3 Team work

Literature research findings showed that through teams, workers collaborate with a high level of cooperation rather than compete with or prevent others from getting their work done. The benefit of team work according to DuBrin (2003:380), is that team members have complementary skills and are committed to a common purpose, a set of performance goals and an approach to the task. 83% of the principals viewed parental involvement, teamwork, supervision of lessons as well as conducting workshops on lesson presentation as the best possible ways of addressing issues pertaining to teacher performance.

5.3.4.4 Clinical supervision

The findings from this study show that most principals employ clinical and peer-supervision model through lesson observation and demonstration, team teaching, staff development and discussing improvement strategies as some of the ways that they use to help teachers who do not perform well. Literature review also emphasizes the importance of lesson observation in improving teacher performance. Archeson and Gall (2003:17) contend that teachers should be made aware that lesson observation is not a fault finding mission but helps learners and teachers to continuously work for improvement.

5.4 LIMITATIONS OF THE STUDY

This study was undertaken by the researcher who is fully employed and doing part- time study. The researcher is currently manning the school library department which is a cumbersome duty. This, therefore, adversely impacted on time as there is very limited time to cover a wider area. Therefore, the researcher only concentrated on the Gaborone schools because she thought it was convenient for her to do the study there.

While collecting empirical data, the researcher had some limitations. As mentioned earlier on, the researcher is a full time employee, she used the afternoon to visit the sampled schools and the challenge was that most of the time the school principals were either tired or engaged hence that impacted negatively in getting worthwhile data.

Only few schools were sampled and the findings of the study cannot be generalized to a wider population since the scope of the study was limited. The researcher is part of the teaching fraternity and she is likely to have personal interests, which might influence the outcomes of the study. The methods used may be limited in generating data that is worthwhile. The selected school principals might decide to withhold worthwhile information.

5.5 RECOMMENDATIONS

5.5.1.1 Training

It surfaced from the study (refer to responses from 4.6) that school principals are not trained on issues related to managing teacher performance. Therefore, they lack the managerial skills. The researcher therefore, recommends that newly appointed supervisors and principals should undergo training and in-service induction.

5.5 1.2 Regular PMS workshops

The findings on PMS workshop observation revealed that PMS can yield good results if properly implemented. The researcher recommends that regular PMS workshops should be conducted for teachers and newly appointed teachers should be inducted.

5.5.1.3 Incentives for teachers with best academic final results

The study revealed that Junior Certificate results are declining each year because of factors that de-motivate teachers. Regarding that, the researcher recommends that incentives such as bonus and awards for teachers who produce good results should be considered as a tool for motivating such teachers.

5.5.2 RECOMMENDATION FOR FURTHER RESEARCH

According to the IDM (2006:VI), the increasing concern growing inside and outside of Government is that the level and quality of the delivery of public services was continuing to decline hence the government initiated a tool called PMS to improve service delivery. This tool is an umbrella for all government sectors including the teaching department. The teaching fraternity is unique, and as such it has proven difficult to implement some of the associated initiatives. Having realized that, I recommend that teachers should have their own tool or ways of addressing issues of performance management.

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5.6 CONCLUSION

It is evident that for every school to perform well, an environmental scanning has to be done annually for the sake of identifying weaknesses and threats and thereafter planning the way forward by devising means of addressing those challenges. This chapter dealt with discussion of research findings both from literature survey and empirical investigation. Furthermore, the correlation of the two findings was done as well as limitations of the study. Finally, recommendations for improvements and for further research were done.

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APPENDIX A

INTERVIEW FOR SCHOOL PRINCIPALS

Question 1

In your opinion, what is performance management?

Question 2

What is your role in managing teacher performance?

Question 3

What do you think are the best possible ways of addressing issues pertaining to performance?

Question4

Were teachers involved in coming up with those strategies

Question 5

Were you adequately trained on issues of management and leadership?

Question 6

Do you see any improvement in academic performance when parents and learners are involved in school governance?

Question7

How do you normally help a teacher whose teaching is badly affecting learner performance and whose performance does not seem to improve?

APPENDIX B

4.2.1 TRANSCRIPTS OF INTERVIEWS WITH SCHOOL PRINCIPALS.

The following section deals with the report of what transpired during the interview sessions with principals from the six schools.

Principal A

Question 1-In your opinion, what is performance management?

"There are different perceptions regarding that term but let me give my definition. I t is a tool used to measure an employee performance."

Question 2-What is your role in managing teacher performance?

"I make sure that the school curriculum is effectively implemented and to monitor and supervise the academic matters."

Question 3-What do you think are the best possible ways of addressing issues pertaining to performance?

"I, together with the HOD's and senior teachers do constant monitoring during lessons, check if students are given work and whether that work is marked."

Question4- Were teachers involved in coming up with those strategies?
"Mhm! In a way, I would say yes, because after agreeing on something at senior management meetings, we then inform them during staff meeting and get their opinions."

Question 5-Were you adequately trained on issues of management and leadership?
"Not at all! In fact, I got promoted to this post because of my academic qualifications. Here, I m just doing trial and error but hey! Its really working for me."

Question 6-Do you see any improvement in academic performance when parents and learners are involved in school governance?

"Yes there is great improvement here because parents in this school are very much concerned about their children's' school work hence the results are good."

Question7-How do you normally help a teacher whose teaching is badly affecting learner performance and whose performance does not seem to improve?

"I call that teacher and we plan together, then I demonstrate the lesson or ask one subject specialist from school to demonstrate the lesson. Thereafter I ask that teacher to evaluate the lesson."

Principal B

Question 1-In your opinion, what is performance management?

"A tool used to check if individual objectives are addressed."

Question 2-What is your role in managing teacher performance?

"Ensure that the school curriculum is effectively implemented and to monitor and supervise the academic matters."

Question 3-What do you think are the best possible ways of addressing issues pertaining to performance?

"I liaise with staff development coordinator and ask her committee to conduct workshops for all the teachers. Sometimes I do lesson presentation workshops for my teachers."

Question4- Were teachers involved in coming up with those strategies?
"Yes!"

Question 5-Were you adequately trained on issues of management and leadership?
"No training except for management workshops when there's a need."

Question 6-Do you see any improvement in academic performance when parents and learners are involved in school governance?

"No!"

Question7-How do you normally help a teacher whose teaching is badly affecting learner performance and whose performance does not seem to improve?

"I carefully observe the teacher when in class, identify his or her needs and recommend a workshop and team teaching".

PRINCIPAL C

Question 1-In your opinion, what is performance management?

"A tool used to check if individual objectives are addressed."

Question 2-What is your role in managing teacher performance?
"By ensuring that teachers are guided, motivated, mentored, assessed and assisted to perform well."

Question 3-What do you think are the best possible ways of addressing issues pertaining to performance?

"By having strategic plans for the school and making sure that committees and coordinators carry out their responsibilities. Supervision of lessons and meeting with parents to discuss the academic performance of their children."

Question4- Were teachers involved in coming up with those strategies?

"Yes! We do involve our teachers."

Question 5-Were you adequately trained on issues of management and leadership?
"No training except for management workshops when there's a need."

Question 6-Do you see any improvement in academic performance when parents and learners are involved in school governance?

"Yes! Parents are very important even for disciplinary purposes."

Question7-How do you normally help a teacher whose teaching is badly affecting learner performance and whose performance does not seem to improve?

"I carefully observe the teacher when in class, identify their needs and recommend a workshop and team teaching."

PRINCIPAL D

Question 1-In your opinion, what is performance management?

"A working out process that bears results

Question 2-What is your role in managing teacher performance?

"Ensuring that teachers comply with all the required standards".

Question 3-What do you think are the best possible ways of addressing issues pertaining to performance?

"Consultation with stakeholders concerning policies and planning together and constant monitoring".

Question4- Were teachers involved in coming up with those strategies?

"Yes! ."

Question 5-Were you adequately trained on issues of management and leadership?

"No training except for management workshops when there's a need."

Question 6-Do you see any improvement in academic performance when parents and learners are involved in school governance?

"Yes! I feel that parents are the main stakeholders and they play an important role in making the school pass."

Question7-How do you normally help a teacher whose teaching is badly affecting learner performance and whose performance does not seem to improve?

"I carefully observe the teacher when in class, identify their needs and recommend a workshop and team teaching."

PRINCIPAL E

Question 1-In your opinion, what is performance management?

"A tool used to check if individual objectives are addressed."

Question 2-What is your role in managing teacher performance?
" I frequently observe lessons, check lesson plans and make sure that all teachers are punctual in class and that their workload is manageable."

Question 3-What do you think are the best possible ways of addressing issues pertaining to performance?

"Consultation with stakeholders concerning policies and planning together and constant monitoring".

Question4- Were teachers involved in coming up with those strategies?

"Yes! otherwise how will they support us if we do not consult them?"

Question 5-Were you adequately trained on issues of management and leadership?
"No training except for management workshops when there's a need."

Question 6-Do you see any improvement in academic performance when parents and learners are involved in school governance?
"Yes!"

Question7-How do you normally help a teacher whose teaching is badly affecting learner performance and whose performance does not seem to improve?
"Engage them in discussing improvement strategies."

PRINCIPAL F
Question 1-In your opinion, what is performance management?

" I t is away of ensuring that the goals are effectively and efficiently met."

Question 2-What is your role in managing teacher performance?

"Well! I believe I need To play an active role. Frequently observing lessons, checking lesson plans and making sure that all teachers are punctual in class and that their workload is manageable".

Question 3-What do you think are the best possible ways of addressing issues pertaining to performance?

"Developing, monitoring and evaluating teachers."

Question4- Were teachers involved in coming up with those strategies?
"Yes, they were involved"

Question 5-Were you adequately trained on issues of management and leadership?
"No training except for management workshops when there's a need."

Question 6-Do you see any improvement in academic performance when parents and learners are involved in school governance?
"Yes!"

Question7-How do you normally help a teacher whose teaching is badly affecting learner performance and whose performance does not seem to improve?

"I have never had such kind of teachers in my school so I cannot comment on that one.

APPENDIX C

QUESTIONNAIRES FOR TEACHERS

Dear Participant

You are kindly requested to fill in the questionnaire. The aim of the questionnaire is to find the role of teachers in improving learner performance.

INSTRUCTIONS

1. Please be open and objective so that the results of the study can be determined and proper recommendations can be made.

2. Your anonymity is guaranteed as your name and the name of your school appear nowhere in the questionnaire.

3. The information obtained from this questionnaire will be confidential.

Thank you very much for your valuable input to this study. It is really appreciated.

SECTION A: BIOGRAPHICAL INFORMATION

Make a tick where appropriate

1. Gender

Male	
Female	

2. Age

30 and below	
31-35	
36-40	
41-45	
46-50	
50 and above	

3.Highest qualifications

COSC/BGSCE	
Diploma	
BA or B ED Degree	
Masters	
Others (specify	

4.Teaching experience

5 years and below	
6-10 years	
11-15 years	
16-20 years	
21 years and above	

SECTION B. DATA COLLECTION

In your own view what is performance management?

_____

_____

.How often do you attend PMS workshops?

Fortnightly	
Monthly	
Quartely	

6.Do you like to be observed during your lesson?

YES	
NO	

7. How often are you appraised in your school?

Monthly	
Quartely	
Yearly	

8. Were you involved in drawing the strategies for improving learner performance?

| Yes | |
| No | |

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APPENDIX D

SUMMARY OF REPORTS OF THE RESPONSES TO SECTION B OF THE QUESTIONNAIRE.

The responses of the respondents were grouped together as follows:

		FREQUENCY	PERCENTAGE
GENDER	Male		31.9%
	Female		68.1%
TOTAL			100%
AGE	30 and below		19.1%
	31-35 years		36.2%
	36-40 years		36.2%
	41-45 years		8.5%
	46 and above		0%
TOTAL			100%
HIGHEST QUALIFICATION	COSC		2.1%
	DIPLOMA		61.7%
	BA or B ED DEGREE		34%
	MASTERS		2.1%
TOTAL			100%
TEACHING EXPERIENCE	5 years and below		27.66%
	6-10 years		38.3%
	11-15 years		34.04%
	16- 20 years		0%
TOTAL			100%

Item 1. How often do you attend PMS workshops?

Fortnightly	6.4%
Monthly	14.9%
Quarterly	51.1%
Never	27.7%

Item 2. Do you like to be observed during your lesson?

YES	57.45%
NO	42.55%

Item 3. How often are you appraised in your schools?

Monthly	2.1%
Quarterly	44.7%
Yearly	34%
Never	19.1%

Item 8. Were you involved in drawing the strategies for improving learner performance?

Yes	53.19
No	46.81%

Item 4.12. In your own view what is performance management?

- Carrying out duties in a way that will provide good results.
- Individual inputs on how to run an organization
- Making a judgment about employees' performance.
- Performing our duties to add value.
- Process of improving results or being efficient or productive by reviewing your goals and plans and maintaining productivity
- Process used to monitor and improve performance.
- Striving to do well in our duties

APPENDIX E

SAMPLE OF OBSERVATION SCHEDULE

DATE\$ TIME	SITUATION	PARTICIPANTS	ACTIONS OBSERVED

APPENDIX F

OBSERVATION GUIDE AND SCHEDULE

The following were observed as they provided insights on the role of principals in managing teacher performance in Gaborone Adaptive schools:

- Climate of the school.
- Conditions of classrooms
- Notice boards
- Communication during meetings and workshops.
- Interaction amongst teachers and school management.

OBSEVATION SCHEDULE

DATE$ TIME	SITUATION	PARTICIPANTS	ACTIONS OBSERVED
January- February 2011	Interview	Principals and HOD's in their offices	
November 2010 & February 2011	Lesson observation	Form 2e(School D). Form 1a (School F).	Status of classrooms and exercise books
April 2011	PMS Workshop	Members of Staff (School AI)	Communication and interaction
November 2010	Staff meeting	(School C) Staff	Communication

APPENDIX H: PERMISSION LETTER TO THE CHIEF EDUCATION OFFICER

<div align="right">

Ledumadumane School

Private Bag 0026

Mogoditshane

</div>

The Chief Education Officer

South East Region

Private Bag

Gaborone

Dear Sir

RE: PERMISSION TO CONDUCT RESEARCH FOR A MASTERS DEGREE

I wish to ask permission to conduct a research project in your region. I am a registered Masters Degree student specializing In Educational Management at the University of North West in Mafikeng.

The topic for my research is: The role of principals in managing teacher performance in Gaborone Adaptive schools. I have identified six schools in this region as my population and principals and teachers will be my sample.

I would like to reassure your office that the study involves neither invasion of individual rights or privacy nor will it apply any procedures which may be found ethically objectionable. No personal information regarding those who participate in the research will be made known.

I wish my request would reach your favourable consideration.

Yours faithfully

Molaodi V.T.- Researcher

APPENDIX I

LETTER OF CONSENT

North-West University

Mafikeng Campus

Private Bag X2046

Mmabatho

2735

South Africa

10 March 2011

Dear Collegue

RE: CONDUCTING A RESEARCH: ROLE OF PRINCIPAL IN MANAGING TEACHER PERFORMANCE.

I am a Senior Teacher Library at Ledumadumane Junior Secondary School in Mogoditshane. I am currently pursuing Masters in Education at North-West University in South Africa. I intend conducting a research project as one of the fulfillments of Masters in Education programme.

I would appreciate it if you could complete this questionnaire as soon as you can.

Your response will be read by myself and treated with confidentiality in any reporting of work done.

Thanking you in advance for your cooperation.

Yours sincerely

Vivian Thuso Molaodi

RESPONSE FROM THE MINISTRY OF EDUCATION

TELEPHONE: 3655473
TELEX: 2944 THUTO BD
FAX: 3972531
REFERENCE E 1/20/ 2 XII (28)

MINISTRY OF EDUCATION
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2011 -03- 2 3

BONNINGTON J.S.S
PRIVATE BAG 00454 GABORONE

23rd February 2011

To: Molaodi V Thuso
P/Bag 26
Mogoditshane
Tel:

RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY

We acknowledge receipt of your application to conduct a research study. This serves to grant you permission to conduct your study in sampled regions to address the following research objectives/questions:

To Find out the nature and role of principals in managing teacher perfomance

It is of paramount importance to seek <u>Assent</u> and <u>Consent</u> from the Department of secondary education, principals as well as teachers and students you are going to interview, observe as well administering questionnaires. We hope and trust that you will conduct the study as stated in your Proposal and to strictly adhere to the Research Ethics. Failure to Comply, with the above Regulations will result in Immediate Termination of the Research permit.

Please note that this permit is valid for a period of one year effective from 23rd February **2011** to 23rd February 2012.

You are furthermore requested to submit a copy of your final report of the study to the Division of Planning, Statistics and Research, Ministry of Education, Botswana.

Thank you in advance.

Yours faithfully

K Mathabathi

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RESULT ANALYSIS OF MORULA HOUSE –

YEAR: 2010

CLASS: 1.1, 1.6, 2.1, 2.6, 3.1, 3.6

CLASS	END OF TERM	MID YEAR	COMMENT
1.1	71	68	Decline
1.6	90.2	77.5	Decline
2.1	69	71.4	Improved
2.6	65.7	73.6	Improved
3.1	51.3	70.2	Improved
3.6	48.6	67.5	Improved

Part B1: PERFORMANCE OBJECTIVES

The purpose of this section is to record and agree on the employee's performance objectives for the year (Planning stage)

	Objectives	Initiatives	Baseline	Output	Measure	Performan
	Improve quality and quantity pass by 3.1% by november 2009	Implement standard and relevant curriculum	82%	85%	*Pass rate/ Level of complience*	
	Improve quality of service in the Library Department BY 2009	Develop and implement library program Holding Library fairs and talks.	40	80	*Customer satisfaction*	
	Improve staff competency	-Monitor implemantation of PBRS -Assist to cascade workshop	80%	100%	*Competency level*	
	Improve in the delivery of literacy skills in the school	Implement the library syllabus	20%	407	*Level of library lesson conducted*	
	Improve utilisation of resources in the library	Keep records of books issued Keep records of library materials	60%	80%	*Level of resourc utilisation*	
	Improve employee welfare	-Motivate social welfare committee -Communicate cases of ill health, social matters and encourage support. -Educate staff on SHE	80%	100%	*Level of contributors(farewell, Bereament &weddings). Improved interpersonal relation ships*	

Supervisee' Signature: _____   Date: _____   Supervisor's: _____

APPENDIX M CERTIFICATE OF PROOF READING

UNIVERSITY OF BOTSWANA
CENTRE FOR ACADEMIC DEVELOPMENT

Corner of Notwane   Pvt Bag UB 00710   Tel: [267] 355 2203
and Mobuto Road,   Gaborone,   Fax:[267] 390 2884
Gaborone, Botswana   Botswana   E-mail: cad@mopipi.ub.bw

North West University
Mafikeng Campus
South Africa

28 March, 2011

Dear Professor J.R. Debeila,

<div align="center">

Editing of Ms Vivian Molaodi's
Master of Education Thesis

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I am writing this to confirm that I have edited Ms Vivian Molaodi's thesis entitled "The Role of Principals in Managing Teacher Performance in Gaborone Adaptive Schools". Ms Molaodi's thesis is quite clear and presents a genuine problem that needs to be addressed in the Botswana schools.

Dr Joel M. Magogwe
Senior Lecturer, Communication & Study Skills Unit
University of Botswana
Tel: 3552421(W)
Email: magogwej@mopipi.ub.bw

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Republic of Botswana

Ledumadumane Junior Sec School
Private Bag 0026
Mogoditshane

Reference

Date: 21ˢᵗ March, 2011

Dear Vivian Molaodi

This serves to inform you that I grant you permission to conduct empirical data in my school.

I hope you will find information useful.

Yours faithfully

P. Ndoane (Mr)
(School Head)

PP.

LEDUMADUMANE J.S.S
SCHOOL HEAD
2 1 MAR 2011
PRIVATE BAG 0026
MOGODITSHANE

TELEPHONE: 3909055

TELEFAX: 3182279

REFERENCE: University Of Botswana
Northwest
Mafikeng Campus

Republic of Botswana

MINISTRY OF EDUCATION
Sir Seretse Khama Memorial CJSS
Private Bag BR 68
Gaborone.
BOTSWANA

24th May 2011

Dear Madam

Re: Collection of empirical data

This serves to confirm that we have granted **Miss Vivian Molaodi** to collect empirical data from our school as part of her research project.

I hope she will find the information useful.

Thank you

Yours faithfully

S. Magwegwe
DEPUTY SCHOOL HEAD