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**A STUDY OF THE EFFECTIVENESS OF PERFORMANCE
MANAGEMENT IN MAFIKENG HIGH SCHOOLS**

by

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DECLARATION

I Masilo Ellse Tsolo, do hereby confirm that this work submitted for assessment is my own and is expressed in my own words. Any uses made within it of the works of other authors in any form (e.g. ideas, equations, figures, text, tables, programmes) are properly acknowledged at the point of their use. A full list of the references employed has been included.

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ABSTRACT

This research is about the implementation of performance management system called Integrated Quality Management System (IQMS) in schools. Educators have always complained that IQMS is a waste of time and energy as well as too cumbersome. This research is intended to find about the feelings of educators about the system, how important the system is and if there is any need for the improvement thereof. The approach to the study has been one of quantitative method. A sample of some 226 participant was done and questionnaires were distributed. This sample had to be representative of all level of educators from the lowest level to the principal teachers. The result of the study are such that educators are positive about IQMS especially those with some status and higher qualifications but those in the lower level are not as positive. Another interesting observation is that almost all participants feel that the system is not objective enough. Half the number of respondents felt that their principal do not know how to do appraisal. There needs to be an in-depth research on a much broader scale to find out why senior teacher are more positive about appraisal than their junior counter parts.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The study of performance management belongs to the field of Human Resource Management. In Human Resource Management, managers use their teams to reach the goals of the organisation. In fact, Mondy *et al.* (2000:2) define Human Resource Management as the utilisation of individuals to achieve organisational objectives.

This study is about performance management in the department of education. This system of managing performance in education is called Integrated Quality Management System (IQMS). Managers in education use it to evaluate the performance of their teams. This study seeks to establish if this system is effective or not and if not come up with suggestions for improvement.

The literature that will be used to conduct this study will be Internet journals, text books, performance records of schools and other publications of the same subject of performance management. Internet journals will be accessed from the university library or any internet centre, text books from the university library and other records from the offices of the Department of Education and schools.

The layout of this chapter will have the background to the problem statement, where the researcher will write about the history of performance management in the department of education since 1998. Then the discussion on objectives of the study will be made and will be followed by research design and lastly the layout of the study as well as the conclusion.

1.2 BACKGROUND TO THE PROBLEM STATEMENT

Performance management in the Department of Education at school level culminated in the implementation of Integrated Quality Management System (IQMS). In this section, IQMS will be unpacked and clarified. Furthermore, Developmental Appraisal System (DAS) will also be discussed. The reason for the discussion of the two systems is to try and introduce the reader to the evolution of the current performance management system that is practiced as well as to distinguish between the two systems.

The Department of Education introduced Integrated Quality Management Systems (IQMS) as a management tool aimed at improving school efficiency. IQMS is carried out by identifying specific needs of educators, provision of support for continued growth, promotion of accountability, monitoring of school's overall effectiveness and the evaluation of educator performance. Performance management of educators is part of a bigger process of IQMS.

In 1998 the Department of Education introduced the Developmental Appraisal System (DAS). DAS is commonly known as Resolution Number Four (4) of 1998. The main focus of DAS was to develop educators and the improvement of the quality of learning and teaching, and had little to do with the evaluation of the effectiveness of the whole school or Whole School Evaluation (WSE). The process of DAS was as follows:-

- Each school had to establish a Staff Development Team (SDT) consisting of the School Manager and elected staff members.
- All staff members in the school including the principal had to form panels of evaluators. Included in a team were a peer, a union representative, a senior teacher and another professional from outside of schools where necessary.
- The criteria were such that, there were different sets of evaluation criteria for different categories of educators.
- The SDT would develop a Management Plan for the whole school and the whole process would last for six months. That would be followed by yet another cycle.
- The following is an example of a Management Plan for DAS as adopted from the ELRC Resolution Number Four of 1998.

TABLE 1.1 MANAGEMENT PLAN FOR DAS

WEEKS	ACTION	RESPONSIBILITY
First week	DAS meeting at school.	Staff Development Team
Second week	Formation of panels and completion of personal detail form	Appraisee and convener of SDT.

Third week	Completion of all DAS forms by all staff members and Panels formed	All appraises open files for their evaluation.
Fourth and fifth week	Criteria for evaluation are agreed upon. Self appraisal takes place. Professional Growth Plan (PGP) is established	Appraisees and panel Appraiser Appraiser
From six weeks onwards	Appraiser implements plan	Appraiser and others
Two weeks from end of six months	Appraiser prepares for review and prepares for the next cycle	Appraiser and panel

Source: ELRC Resolution 4. (1998).

After a few years the Department of Education introduced the Integrated Quality Management System (IQMS) as a management tool used to evaluate the whole effectiveness of schools. IQMS brings together Developmental Appraisal, Individual Performance Measurement, and Whole School Evaluation. Developmental Appraisal serves to appraise educators in order to know their strengths and weaknesses so that programmes for their improvement can be drawn up. Firstly, educators complete the pre-evaluation checklist. After this stage, educators themselves, complete a form called the Lesson Observation Instrument before their monitors (consisting of a peer and a Departmental Head) get to observe them in practice. This panel is called the Development Support Group (DSG).

Performance Measurement serves to evaluate educators so that salary progression and other incentives can be carried out. Educators who score above fifty percent during observation in practice qualify for a once of payment equaling one percent of their monthly salary. Whole school evaluation is a programme through which the effectiveness of the school is measured. The end product of IQMS is a School Improvement Plan (SIP). It is a comprehensive plan that is drawn from a School Self Evaluation (SSE) and Developmental Appraisal. SSE is the initial stage towards WSE where educators in the school with the School Manager (SM) complete forms with a view to measuring school effectiveness. The following are the nine focus areas for WSE.

- Basic Functionality of the school.
- Leadership Management and Communication
- Governance and Relationship
- Quality of Teaching and Learning and Educator Development
- Curriculum Provision and Resources
- Learner Achievement
- School Safety, Security and Discipline
- School Infrastructure
- Parents and Community.

In the first term, schools are expected to do a baseline evaluation consisting of educator self-evaluation and school self evaluation. After educator self-evaluation, a Professional Growth Plan is drawn up. The two documents inform the compilation of a School Improvement Plan (SIP). From March to June, schools are supposed to carry out developmental activities outlined in the School Improvement Plan.

The second leg of the development cycle starts in the third term. From July to September schools should get involved in the second leg of the development cycle. The last term is supposed to be the term for summative evaluation. Summative evaluation involves compilation of final scores for salary progression by individual educators with their Development Support Groups (DSG). After all this, the information should be sent to the Head Office of the Department of Education. Byars and Rue (2000:75) state, performance appraisal is the process of determining and communicating to an employee how he or she is performing on the job and ideally, establishing a plan of improvement.

1.3 PROBLEM STATEMENT

The problem with IQMS is that many educators view it as an unnecessary waste of time that increases they already heavy load of paper work associated with the current Outcomes Based Education System (OBE). Such paper work involves the filling of forms such as the personal profile, self evaluation form, professional growth plan, school improvement plan, the classroom observation sheet and the school development plan.

The one percent paid to qualifying educators is too little. Some educators are said to have refused to participate in it saying the one percent once off salary payment that applies to all whom score fifty percent and above on points is too little. Furthermore top performing schools feel that IQMS should see them being paid more than underperforming schools

In general educators overrate themselves. The minimum score that qualifies an educator for a once off one percent salary payout is fifty percent. More often than not educators allocate for themselves higher than necessary marks and this renders the system worthless because they leave for themselves very little room for improvement. In fact they rate themselves above eighty percent. This mark is never compared to the output at classroom level in terms of the number of learners that pass and the quality of their marks.

Another side of this problem is that education officials at times complain that under-performing schools allocate themselves points that are not consistent with the state of their schools. For example, a trapped school may have educators scoring as high as seventy percent but the total pass rate in the school could be in the region of thirty to forty percent.

Appraisees at times feel intimidated by their managers. When managers come for classroom observation, appraisees maintain the atmosphere is unnatural and therefore feel intimidated by the situation. At times they argue they deliver better lessons in the absence of their managers.

1.4 OBJECTIVES

The objectives of the study are as follows:

- 1.4.1 To establish the impact if any that performance management has on school performance.
- 1.4.2 To establish ways to improve the current performance management system.
- 1.4.3 To highlight weaknesses if any of the current system of performance management in education.

1.5 RESEARCH DESIGN

A research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done, Maree (2007:70). The research will be conducted by comparing the performance of the said schools before and after the introduction of IQMS. This data will be gathered from the district office as well as from schools. This will be quantitative research. Struwig *et al.* (2004:4) state, quantitative research is a form of conclusive research involving large representative samples and fairly structured data collection procedures.

In the sample will be School Principals, Deputy Principals, Departmental Heads and Educators. The numbers will be fifteen principals, fifteen deputy principals, thirty Departmental Heads and forty five educators. The total sample will consist of 105 individuals sampled from a total population of some 250.

1.6 LAYOUT OF THE STUDY

The layout of this study will be as follows:-

Chapter 2: Literature review

The aim of literature review is to find out what has been done in the study of performance management. The researcher will review literature from text books, journals and the Internet.

Chapter 3 Research Methodology

Mouton (2006:56) argues that research methodology focuses on the process and the kind of tools and procedures to be followed. The content of the methodology will be guided by population, sampling procedures and techniques.

Chapter 4 data analysis and discussion

The content of chapter four will be data interpretation and discussion. Data will be interpreted in terms of the theory that will emerge from literature survey. Graphs and charts will be used to present data. The instruments for data collection will be questionnaires.

Chapter 5

Management guidelines

After data has been interpreted and analysed, then recommendations will be presented under the topic, Management Guidelines. These would be guidelines aimed improving areas if any, of performance management at schools.

1.7 CONCLUSION

This is the overview of all that is entailed in performance management in schools. The researcher has discussed what he perceived to be pressing problems in performance management in schools as well as the objectives of the study. The design and the layout of the study including research design and the methodology have been discussed as well.

As a result of the development of the chapter thus far, there is therefore a structured and methodical approach towards the study. The researcher will in the next chapter discuss in detail the review of literature as will be retrieved from text books, periodicals, electronic journals and other publications.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The context of this research project is such that schools perform annual performance assessment with a view to improving their effectiveness. In spite of this, there seems to be too little if any improvement on their performance viewed from the Grade 12 results perspective. Therefore, it seems from the researcher's point of view that there could be something with the instrument used or the way it is used.

The problems associated with IQMS include, complaints from educators that it is a waste of time because the one percent salary that is paid to employees who get a score above fifty percent is too little. Further complaints are that educators overrate themselves or are underrated by their supervisors. This is compounded by claims that educators from under-performing schools are scored the same and that appraisal brings about intimidation to those subjected to it.

Key words used in this paper are: appraisal system, performance management, Integrated Performance Management system and Developmental Appraisal System. In this study, the search engines that were used are Google, Max, Aardvark.

The layout of the rest of this chapter will be structured according to the following sub-headings. Definitions of performance management/appraisal, performance management is a tool for discipline, performance management improves quality, performance management should be used to determine training needs of employees/teachers, performance management ensures attainment of goals, performance management is on-going, types of performance management, performance management is bureaucratic and threatens teacher independence, performance management should be aligned to organisational goals, performance management can be unproductive, problems of inaccuracy, steps in the performance management process, research questions and the conclusion.

2.2 DEFINITIONS OF PERFORMANCE MANAGEMENT

Different writers like Theron, Spangenberg, Armstrong, Sewel and others have different definitions of performance management. For example, Storey (2002:321) argues that, the term performance management refers to those various attempts that are designed to ensure that organisations, units and individuals work effectively and efficiently. On the other hand, Armstrong *et al.* 2000, (as cited in Cameron and Sewel 2003:243) state that, Performance Management in a Human Resource Management sense, is the process of delivering sustained success to organisations by improving capabilities of individuals and teams. The two definitions above although different in words, point to the fact that performance management is carried out by organisations to improve their service.

Furthermore, Spangenberg and Theron (2001:35) state that, by definition, performance management generally includes performance planning i.e. goal setting, ongoing coaching and development of subordinates, formally reviewing performance and rewarding performance. In actual fact the difference between Spangenberg and Theron and the earlier authors cited is that their definition includes some of the elements of the process of the management of employee performance. The key thing about performance management is the achievement of the goals of the organisation. It is for this reason that, Matunhu and Matunhu (2008:118) say, performance management is a human resource approach intended to raise productivity through a coordinated system of planning employee performance, facilitating the attainment of goals and measuring performance.

Other authors define performance management as the monitoring of workers. For example, Brown and Heywood (2005:659) claim that, the monitoring of workers stands at the heart of the employment relationship. They by arguing that by getting workers to exert effort, assigning individual workers to the most appropriate jobs, setting pay, deciding which workers should be retained and which should be promoted all require that management judge the performance of workers.

2.3 PERFORMANCE MANAGEMENT IS A TOOL FOR DISCIPLINE.

There are those who view performance management as a tool for discipline and this view is supported by O'Connor and Lee (2007:606). When they state, in most health care settings, there is a dominant staff culture of appraisal process as a

performance measure and by extension, a disciplinary tool to be used by management. Performance management as a disciplinary tool is again captured by Chu and Chen (2007:1) They argue that, an accurate and realistic appraisal system is necessary for companies to control employee behavior and to provide high quality services and products. As a result of understanding it is as a tool for discipline, employees may not like it.

The general subordinate-supervisor relationship is such that the employees dislike performance management because they view it as a disciplinary process. In fact, Franzen and Reward (2003:133) argue that, performance management is seen by some as a tool for management to control and manipulate employees and to enforce a particular transformation agenda. With this in mind, it becomes apparent that performance appraisal should be approached with caution. Min-Chu and Chen (2008:163) state, performance appraisal is one of the most complex and controversial techniques used to monitor workers, determine pay, retain workers and promote excellence.

Jenks 1991(as cited in Schraeder *et al.* 2007:22) state that performance appraisals that are not done well by supervisors can be costly to organisations from a legal standpoint. This argument illustrates how far performance appraisals can go in addressing dissatisfaction between subordinates and supervisors. It shows that although the initial intensions of performance evaluation can be positive, they can have far reaching consequences for the organisation and its employees. This is so especially if the system is not used appropriately. Schraeder (2007:22) states, first, formal performance appraisals can be detrimental to organisations if they are not utilised appropriately. The researcher is of the view that a system that lands employees and their managers in courts of law does not augur well for the organisation it is serving and there is a need that something be done about it. Problems about such system should be analysed and a determination be made whether such problems are systemic or are with the process itself.

2.4 PERFORMANCE MANAGEMENT IMPROVES QUALITY

The main reason organisations carry out performance management programmes is that they want to improve the quality of their service. That is why Sanwong (2008:22) states, in practice, the use of a system enabled staff within the division

of Human Resource Management to recognize and accept their own performances and to use this information to improve their performances. It could be the improvement of individual employees, their business units or the organisation in its entirety

In the performance management programme, organizations can attach rewards to the performance management exercise and thus motivate employees to do more. This view is supported by Sanwog (2008:22) when he notes, while the purpose for the evaluation-cut, to enhance performance and reward the appropriate persons, the planning and feedback required must be planned before the system is put into practice. There are however those who think the attachment of rewards to a performance management system is counter-productive, but this will be discussed later in the text.

Performance management seeks to assist the organisations, even those in the public sector to be able to compete fairly with other organisations on quality output. Fitzgerald *et al.* (2003:103) note that, Performance appraisal is a way in which teachers in New Zealand schools can reflect on and improve the quality of teaching and learning in schools. Schools also, as public sector entities can benefit from appraisal. Governments use a variety of methods to gauge how schools are performing and the learner performance results are one of the instruments they use. One published, these results tell which school has outclassed the other, and this is the sense through which inter-school competition should be interpreted in this paragraph.

As a quality improvement strategy, performance management is an important element of the human resource management practice because after employee assessment, then, can an entity decide who deserves rewards and who does not. Fletcher 2002, (as cited in Kuvaas 2006:504) mentions that, performance appraisal has increasingly become part of a more strategic approach to integrating human resource activities and business policies and is now a generic term covering a variety of activities through which organisations seek to assess employees and develop their competence, enhance performance and distribute rewards. In a sense performance appraisal informs the distribution of rewards among employees, and this is certainly so, if the purpose of performance appraisal, right from the beginning was expressed as such.

Performance management is used by organisations to compete against each other. Among a myriad of activities and systems for quality performance Min-Chu and Chen (2008: 161) say performance appraisal and compensation are two strategies essential for organisational competitive advantage as they directly connect the organisation with its employees. Competition between organisations through performance management in this instance is captured in the context that one with a performance management system that is better than the other or is practiced in a way better the other is doing, it may out-perform that organisation in competition for the market, because as a matter of fact the purpose of appraisal is performance improvement and ultimately organisational efficiency. This view is supported by MacDonald 1995 *et al.* (as cited in Spangenberg and Theron 2001:38) when they say, companies with performance management outperform non-performance management companies on key financial indicators. This view tries to encourage companies to embrace performance management practices.

One other way of giving employees information about their role and contribution to organisational growth and wellbeing, is through performance management. Managers get the opportunity to guide, assist, coach and generally assist employees by using performance appraisal. It is for this reason that, Schraeder (2007:20) argues that, communication is an important factor affecting employee motivation in organisations. Therefore, the role of performance appraisal is one of communication among others.

Still on quality improvement mode, employee assessment helps provide feedback to them, which feedback they can use to develop improved skills in their jobs. Law (2007:18) argues that, beyond measuring individual performance, other objectives include: providing feedback to employees, improving individual performance; providing motivation and recognition, determining pay raises and promotions, coaching, mentoring and counselling, determining training needs, making decisions pertaining to downsizing or layoffs and finally to proper documentation for legal purposes such employee litigation.

A performance appraisal interview benefits an organisation's human resource needs in many ways. One of those is taking decisions on lay-offs. The managers gather from appraisal interviews can be used to make such decisions.

The value of performance management to organisations is immeasurable. For example, Gratton 2000 (as cited in Whitford and Coetsee (2006: 63) argues that, no other operational system had contributed more to Human Resource success than performance management. This could be the reason almost all articles this researcher has seen support the view that performance management improves the performance of the organisation. However, it appears that in South Africa, companies or their employees have not embraced this concept very well. Le Roux 1995 (as cited in Whitford and Coetsee 2006:63) have observed that, literature suggests that, South African organisations in particular often fail to follow best practice in performance management effectively.

There are nineteen items for which performance appraisal is used, which were identified by Cleveland *et al.* 1989 (as cited in Abu-Doleh and Weir 2007:75). These items are sub-divided into four factors which demonstrate how performance appraisal is used. The four factors are such that performance appraisal works between individuals, within individuals, system maintenance and documentation. In the following three to four paragraphs these four factors will be unpacked such that all elements of each factor are discussed.

Performance appraisal is used between individuals in that it serves purposes of salary administration, promotion retention and termination. Managers used it to determine employee salaries and to determine whether or not the employee should be promoted to a higher level responsibility in the organisation. It is again used to determine if employees should be retained or laid off.

Another sub-category where appraisal is used between individuals is such that it is used determine their individual performance and to identify poor performance. The context of this is that, after the appraisal process, managers are able to identify those who are not performing and those who are not.

The other dimension of appraisal is that it is used within individuals. This means that the effects of the process are directly affecting the individual involved in that, their needs of further training are identified. Not only that they get to know about their further training needs but they stand to get feedback themselves. The affected individuals get to know if they are going to be transferred or not and if they will be receiving new assignments. They again stand to know about their weaknesses and strengths. This is how the process affects the individual directly

without taking into consideration the whole organisation or other employees inside the organisation.

The third dimension is that which focuses on the system itself called system maintenance. It is such that appraisal is used in personnel planning. With it managers are able to draw up plans for their personnel needs. For example, a company will know after the process how many new drivers are needed or which skill is in short supply in the company.

The other area is that of the determination of organisational training needs. This one will be discussed later in the paragraphs below. The evaluation of goal achievement is another sub-category. Whether or not the organisation is meeting its targets, this can be evaluated by performance appraisal. This is so because at the beginning of the year goals are set and at the end of the appraisal process managers can tell if those goals have been attained.

Another interesting feature of system maintenance is that appraisal is used to evaluate personnel systems. These are the systems within the organisation that personnel used to carry out their daily duties. It could for example be that personnel only report twice in the week. If needs be, from the appraisal process, personnel could be encouraged to report daily. Still in the maintenance of the system, appraisal serves to reinforce authority structure. Every organisation has an organogram which clarifies who reports to who in the organisation. This authoritative structure is used in appraisal and as such reinforcing authority. After all, a subordinate can never appraise a supervisor.

The sixteenth element is that of identifying organisational development needs. After all employees are appraised, an organisation-wide training plan is drawn up. Not only is the training plan drawn up but the direction the organisation should take with a view to serving its existence purpose and using its manpower optimally. This is about decisions on the new technology, expansion etc.

The last factor which is documentation addresses the need for organisations to have documents about the appraisal process so that personnel decisions are written down. This should assist the organisation if it has to meet some legal requirements in the future.

2.5 PERFORMANCE MANAGEMENT SHOULD BE USED TO DETERMINE THE TRAINING NEEDS OF EMPLOYEES

In the field of educator appraisal, teachers are expected to draw up Performance Growth Plans. These are documents used to guide them in their performance improvement paths. They are drawn after an appraisal exercise. At the end of the appraisal process, educators should be able to tell if they have been able to meet their developmental requirements or not. Schraeder *et al.* (200:21) state, as one of the uses of performance appraisal, determination of training needs. It may be logical to assume from the above citation that the process of appraisal benefits employees by assisting them to identify their areas of inefficiency. Once such areas are identified for every employee, then can an organisation draw up an organisation-wide plan for employee training.

Moreover, O'Connor and Lee (2007:606) state, there are countless methods of appraisal, but most have one of two main outcomes: measuring performance or facilitating the professional development of a staff member. This view emphasises the fact that appraisal is not about punishing employees but reinforcing their ability to propel the organisation further.

2.6 PERFORMANCE MANAGEMENT ENSURES THE ATTAINMENT OF GOALS

Managers use appraisal system to establish goals for employees and ultimately those of the organisation. That is why Schraeder *et al.* (2007:22) state, performance or outcome goals are often used in conjunction with performance appraisal systems. This argument clarifies the fact that individual goals are used to achieve organisational goals. It therefore stands to reason that, one of the many human resource management systems used by organisations to achieve their targets is performance appraisal. Furthermore, logic tells that organisations exist so that they can serve communities, and if they cannot serve community needs, their existence could be threatened. So appraisal, as a measuring system, on whether goals of the entity are met should be practiced with care and caution because there are certainly as many benefits as there are disadvantages.

2.7 PERFORMANCE APPRAISAL NEEDS A FOLLOW-UP AND IT IS AN ONGOING PROCESS

Performance appraisal is not an event but a process. This process should be such that feedback is done periodically and this will give better results. It is for this reason that Schraeder *et al.* (2007:23) state that, providing feedback on an ongoing basis was offered earlier as a general recommendation for enhancing the effectiveness of performance appraisals. Schraeder *et al.* further argues that, it has been acknowledged that appraisals conducted more frequently may have positive implications for both the organisation and the employee. It is therefore only appropriate according to the information in the foregoing sentences that appraisal should form part of the periodic planning that characterise organisations so that it does not become a separate and isolated activity inside the organisation.

2.8 TYPES OF PERFORMANCE MANAGEMENT AND REASONS FOR IT.

There are varying approaches to performance management. A few of such examples will be discussed below, though not exhaustively in order to throw some light on the different methods employers use to measure employee performance. Swanepoel *et al.* (2000:421) classify evaluation techniques in the following categories: Relative rating techniques and absolute rating techniques.

One example of a relative ranking technique is called ranking. Ranking is done by listing individuals according to their ability from the best performer to the worst. The other one is called paired comparisons. In this type, an employee is compared to another employee. This process is completed until all employees have been compared with each other. In the next page, an example of the ranking system is illustrated. The example quoted below is adapted from Swanepoel *et al.* (2000:423).

TABLE 2.1 RANKING

John	Sipho
John	Mary
John	Portia
John	Peter
Sipho	Mary
Sipho	Portia
Sipho	Peter

Mary	Portia
Mary	Peter
Portia	Peter

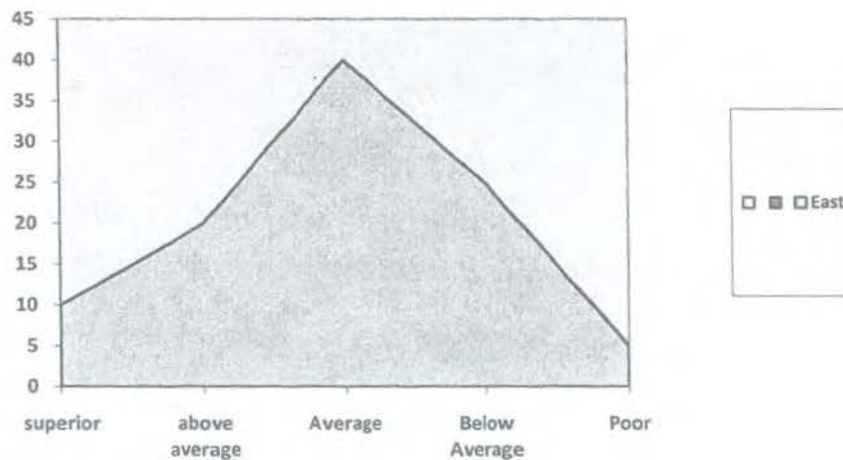
The results of the above exercise can be illustrated as below.

TABLE 2.2 RANKING RESULTS

Employee	Number of times chosen	Rank
John	4	1
Sipho	3	2
Mary	1	4
Portia	2	3
Peter	0	5

The second type is called forced comparisons. This is a type of scale where the evaluator assigns certain portions of workers to a particular category of tasks and then evaluates them.

FIG 2.1 FORCED COMPARISONS



As adapted from, Swanepoel *et al.* (2004:423)

Absolute rating scales are the third type of appraisal. This method involves a manager writing an essay describing an employee's performance against set standards. In the essay the manager would include an employee's strengths and weaknesses as well as suggestions for improvement.

A manager can write about an incident in which the behaviour of an employee made him/her do the job effectively or ineffectively. The manager will be specific to what the employee actually did. This one is called the critical incident report.

The fourth one is called, checklist appraisal. In this instance, the manager makes a list of behavioural descriptors and marks or ticks them off against the employee's behaviour. The example is illustrated below.

TABLE 2.3 THE CHECKLIST APPRAISAL

DESCRIPTOR	YES	NO
Punctuality	✓	
Accuracy	✓	
Work up to date		✓
Neatness		✓
Meets set targets	✓	

Source: Swanepoel *et al.* (2000:424)

The fifth method is called the adjective rating scale. It is developed to rate the employee's effectiveness. It could be anything that may range between zero and five or any other scale preferred by the manager. Below is an example of such a scale.

TABLE 2.4 THE ADJECTIVE RATING SCALE

1.never	2			5 always
---------	---	--	--	----------

The employee is honest

1.never	2			5 always
---------	---	--	--	----------

The employee knows the job well

1.never	2			5 always
---------	---	--	--	----------

Source: Swanepoel *et al.* (2004:424)

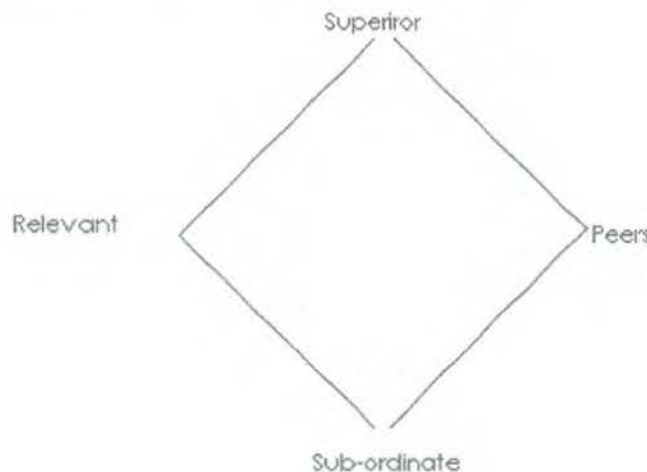
Management by objectives (MBO) is another measuring tool. This method entails management motivating employees and encouraging them to perform without specifying details of how work should be done. With it, managers and employees

agree on set goals. Supervisors assist employees reach goals. Managers and employees review at an agreed time whether objectives have been met.

The aim of MBO is to improve the performance of the organisation by aligning individual goals with the goals of the whole organisation. In MBO employees set goals themselves, in fact they have input as to goals to be achieved, the dates and the extent of the achievement of such goals. The evaluation of progress towards the achievement of the set objectives is an ongoing process.

The 360 degrees appraisal is such that an individual's performance data is gathered from sources such as peers, customers, managers and even subordinates. The explanation above is captured by Sanwog (2008:16) when he argues that, accordingly, it is suggested that the 360 degree appraisal process, in which performance of employees is judged by superiors, subordinates and colleagues as well as by employees themselves e suitable. As a result of gathering information from a variety of sources, then a more objective view of the appraisal can be arrived at. In fact Amos et al. (2004:73) illustrate the 360 degree appraisal as in the next page:-

Fig 2.2 THE 360 DEGREES APPRAISAL DIAGRAM.



Source: Amos *et al.* (2004:73)

The basic purpose behind performance management is that organisations need to be certain that employees perform according to set standards. Therefore, the researcher is of the view that an organisation before and after performance management is introduced cannot be the same. Similarly schools have to

demonstrate an increased level of efficiency after performance management was introduced. Noe *et al.* (2004:242), state that, organisations establish performance management systems to meet three broad purposes: strategic, administrative and developmental. These authors mention that strategic purpose means organisations' performance management helps them meet their business objectives. The administrative purpose helps business make decisions about salary, benefits etc and lastly a developmental purpose assists in developing employees' knowledge and skills. Furthermore, Noe *et al.* (2004:243) argue that, a performance management system should aim at achieving employee behaviour and attitudes that support the organisation's strategy, goals and culture.

2.9 PERFORMANCE MANAGEMENT IS BUREAUCRATIC AND THREATENS THE INDEPENDENCE OF EMPLOYEES.

In the case of schools in particular, there is a feeling that there are too many prescribed systems to which teachers are supposed to comply. These prescriptions come from Head Office down to teachers. Examples of such systems are learner promotion criteria, syllabus, curriculum etc. Performance management is, as well classified under a myriad of dictates from above. Darling-Hammond 1990, (as cited in Fitzgerald *et al.* 2003:94) states that, schools are agents of government that can be administered by hierarchical decision-making controls. Policies are made at the top of the system and handed down to administrators who translate them into rules and procedures. Furthermore, Fitzgerald *et al.* (2003:94) emphasises this view when he says, in this model, the professional voices of teachers are not heard.

In the same vein, Storey (2002:323) notes, within the specific domain, of schools for example it has been argued that performance management represents a threat to teacher professionalism and autonomy. It may be correct to assume that, as a bureaucratic tool of government performance appraisal may not be liked by employees. Therefore, all that is associated with it, even if it is to the advantage of employees, they may not be able to see it as such, hence the problems identified in the statement of the problem earlier in this text.

2.10 PERFORMANCE MANAGEMENT SHOULD BE ALIGNED TO ORGANISATIONAL STRATEGY.

The goals of the organisation are achieved using personnel or employees. Therefore the goals of employees should be tied to the goals of the organisation. For example, in a school situation, one strategic goal for a particular year could be one hundred percent pass for Matric learners. If that is the case for the school, then it is logical that the goal of every register teacher in Matric should be one hundred percent pass for their own classes and those of subject teachers should as well be one hundred percent pass as well. Such, is the logical link between the goals of the individual and those of the organisation.

Schraeder (2007:21) states, ideally, organisations strive to match individual goals and performance to the overall objectives of the organisation. It would not be ideal that one register teacher's most important goal for that year is the collection of school fees from all learners in that class. If this happens, then, a lot of effort is going to be spent on developing mechanisms for maximum collection and the hundred percent goal would suffer. This is how an entity may have goals running parallel to those of the organisation.

Furthermore, if a school wants one hundred percent pass for Matric, then the in-house training and development programmes should be such that educators receive training in their areas of deficiency. Kanyane *et al.* (2009:61) state, along these lines, performance management could be considered as a system that provides a link between the strategic objectives of a department and actual performance of an individual.

2.11 PERFORMANCE MANAGEMENT CAN BE UNPRODUCTIVE

Although performance management is done with good intentions there are a lot of problems associated with it. Some of these problems will be discussed below. The situation under which performance appraisal takes place is said to be threatening. Townsend 1995 (as cited in Fitzgerald *et al.* 2003:96) argues that appraisal is often a threatening process, even for those who value and promote its benefits. In the same spirit, Darling-Hammond 1983 *et al* (as cited in Fitzgerald *et al.* 2003:96) note that, the sense of suspicion and anxiety is greater in a hierarchical system where a superior is evaluating a teacher's work for

bureaucratic purposes. The threatening part of the argument is such that the employee may not be sure how the results of the process would affect him. That is why it is important that the purpose should be known to the appraisee.

Furthermore appraisal is viewed as interference from outside. Literature suggests that teachers would be at ease appraising themselves as colleagues other than having appraisal imposed from elsewhere. For example, Brownie 1993 (as *cited* in Fitzgerald 2003:95) argues, if there were a genuine respect for teacher's professionalism, they could then appraise their work collegially as a community of professional colleagues in their particular school site. With this approach he believes educators could develop a meaningful knowledge about their work. Still on the matter of control from outside, Nickols (2007:20) adds that, the problem at the heart of performance evaluation is that they represent external control.

Stereotypes are viewed as an impediment to performance appraisal and may as well render it unproductive. To articulate this view, Fiske 1991 (as *cited* in Wilson and Jones 2008:59) notes, specifically, sex role stereotypes can play a significant role in the evaluation and perception of women at work. In fact, Baltes *et al.* (2007) (as *cited* in Wilson and Jones 2008:60) mentions that, specifically, negative stereotypes impact performance ratings. An example to this phenomenon is given by Ilgen and Youts 1990 (as *cited* in Wilson and Jones 2008:60) when he states, for example, a manager may treat a minority subordinate with less immediacy, maintain greater physical distance during interactions, have less eye contact and spend less time with this individual. The result of such an interaction are said to be uncomfortable and less productive performance appraisal.

Selective use of information is also said to be in the way of fair appraisal. This can be illustrated in the fact that people use their pre-conceived ideas about others and when they get into an appraisal interview, they want to confirm their beliefs instead of appraising what they actually see in people. Wilson and Jones (2008:60) argue, for example, if one believes that blacks are athletic, raters will look for examples to confirm this stereotype, rather than examples that will disconfirm it.

There is a feeling that raters can be tempted to rate those similar to themselves more fairly than those not similar to themselves. Arvey and Campion 1982 (as *cited* in Wilson *et al.* 2008:60) note that, attitudinal and racial similarity have been

found to affect evaluations of job candidates; perceptual similarity between manager and subordinate has been shown to significantly influence performance ratings. When goals are set too low, this is said to potentially render appraisal unproductive. Nickols (2007:14) argues that, Tauro Jokinen, a product development manager with Nokia, mentioned that performance appraisal systems actually erode performance over time as a result of people setting goals that are achievable, thus ensuring a decent appraisal. This appears to mean that, with the introduction of appraisal system, employees tend to set goals that they know are easy to achieve and once achieved save them of the possibility of a punishment of some sort.

Among the many wrongs associated with performance appraisal, is that, it is expensive run. Viewed as expensive, one can deduce that it is counterproductive. Law (2007:20) observed that, it should be noted that typically performance appraisal systems are expensive to run. Furthermore, expenses associated with appraisal include purchasing appraisal software, purchasing appraisal consulting services, designing printing, copying, filing, and distributing appraisal forms. A deduction can be made that money used to run appraisal should be diverted to some other worthy courses.

Deming 2000 (as cited in Law 2007:19) mentions that, in practice, annual ratings are a disease, annihilating long term planning, demobilising team work, nourishing rivalry and politics, leaving people bitter, crushed, bruised, battered, desolate, despondent, unfit for work for weeks after receipt of rating. This statement is illustration of the pain performance management can have on employees. Certainly an entity with employees going through what is described above may not be as productive as it wishes.

Another author, Lee 2006 (as cited in Law 2007:19) states, appraisals have been said to inspire hatred and distrust among employees. It is logical to make a deduction that an employee may find it difficult to accept as fair and square, an appraisal record from one they do not trust. This factor, as well, could render appraisal unproductive because the subordinate may not know whether or not they have been cheated.

Other writers contend that appraisal lowers the morale of the employees. Once the morale is down the organisation may not function productively enough.

Nickols (2007:14) states, this means that people are praised and rewarded or cursed and punished for factors beyond their power to influence, let alone control.

Values subscribed to by managers and not necessarily employees can be imposed on employees using performance appraisal. Naturally there could be employees who would not take kindly to that because they too have their own values but unfortunately as they have no power to enforce them, comply unwillingly. Nickols (2007:14) states, a military officer with a Ph.D. who was stationed at Pentagon and who wished to remain anonymous, observed that performance appraisal systems serve to institutionalise the values and prejudices of those in power and to protect these values and prejudices from challenge.

Another concern about appraisal is its emphasis on an individual employee. The fact that employees are appraised individually is said to compromise team spirit. The feeling therefore is that the importance of teamwork need not be down-played by performance measurement. That is why Law (2007:19) maintains that, in fact trying to apportion credit or blame to individual members of a team, the appraisal process undermines teamwork substantially. This individualistic process is judged to be detrimental to organisational wellbeing.

Performance appraisal at times is nothing more than a bureaucratic ritual whose purpose is to fulfil directives from outside of organisations without any value to people and their organisations. Bowles and Coates 1993 (as cited in Storey 2002: 323) note that, thus criticisms of appraisal suggest that it too easily degenerates into a bureaucratic ritual, that it is an insidious form of management control and that it is a tool that promotes and rewards conformity.

Tying appraisals to rewards is also an addition to numerous complaints about it. To support this argument, Nickols (2007:20) argues that, this represents the carrot in the carrot and the stick external control boss management. It is suggested that employees faced with this style of management may develop jealousy. It is further argued that financial reward can encourage employees to develop solvable problems so that managers can notice how well they deal with them and ultimately reward them. This unfair manner of accruing benefits by employees is certainly taking advantage of a system and, as a result, unethical.

Not only are those subjected to performance appraisal uncomfortable with it. Even those in the implementation seat are. This is yet another of the pains associated with performance review. Heathfield (2007:7) argues that, the manager is uncomfortable in the judgment seat. This shows that both employees on either side of the appraisal interview are not easy with it.

There is a contention that performance appraisal does not work. Bevan and Thomson 1991 (as cited in Spangenberg 2001:36) states, in a comprehensive study by the IPM among 790 public and private organisations in the United Kingdom, no evidence was found that improved organisational performance was related to the operation of a formal Performance Management system.

2.12 PERFORMANCE MANAGEMENT HAS PROBLEMS OF INACCURACY

Leniency is one of the most common errors in performance appraisal. It refers to the inflation of marks for appraises. Once it happens, the organisation may not be able to get an objective view of the performance of its employees. That there is a problem of leniency is echoed by Curtis *et al.* 2005, (as cited in Shore and Strauss 2008:600) when they argue that, leniency, the most common form of rating inaccuracy undermines the goal of pay-for-performance programmes since there is little or no incentive to improve mediocre performance, thus reducing employee motivation.

As illustrated earlier in the text, managers allocate points to subordinates during the appraisal interview. A common complaint is that scores may be inaccurate. Latham and Mann 2006 (as cited in Latham *et al.* 2008:220) states, a major source of dissatisfaction appears to be the difficulty people have in providing an appraisal that accurately reflects a person's performance over the relevant timeframe. Furthermore Sinclair 1988, (as cited in Latham *et al.* 2008:221) argues that, evidence suggests that raters are too generous when in a good mood and not generous when in a bad one.

Another factor cited as a reason for inaccuracy is that there are too many stakeholders in education with varying expectations. As a result it becomes difficult for the system to congest the expectations so many people with different views and expectations into one document with a set of criteria. This view is supported

by Wilson *et al.* (2008:157) when they say, in summary the production of education is a complex process, with multiple stakeholders including the government and parents. This argument suggests therefore that the instruments used for appraisal is bound to be imperfect and ultimately inaccurate in measuring performance.

When rating multiple targets, appraisers often compare the performance of the individual rated second to the performance of the individual rated first, says Latham *et al.* (2008:221). This is said to be among the reasons writers argue that performance appraisal a process that is not accurate because in this instance, if it is true, then employees will most likely always be at the mercy of those they follow into the appraisal room.

The other reason for inaccuracy is a rater's prior performance appraisal. This argument tells that if a manager got a negative appraisal he/she is more likely to give those under him/her a negative appraisal. Latham *et al.* (2008:226) observe, the present study suggests that a predictor of one's future performance evaluation is the performance appraisal of the individual who will be doing the assessment.

There are views that managers allocate points with uncertainty because there can never be a system that accurately evaluates an employee's performance which is flawless. This therefore makes way for arguments that appraisals are biased. Latham *et al.* (2008:221) observe, in making an estimate of value under uncertainty allocate point people often start at a potentially random anchor and then make only incremental adjustments to it before arriving at their final estimate.

There are however, suggestions to counter inaccurate performance ratings. One is that raters need to be trained. It is said with raters undergoing training on how to do rating the process will reduce errors significantly. Schrader (2007:23) notes, first raters should be trained on the performance appraisal process, policies and appraisal forms. Furthermore Jenks 1991, (as *cited* in Schraeder 2007:23) argues that, training should be predicated on written organisational policies and procedures outlining the performance appraisal process.

The other suggestion is that the purpose of the appraisal interview should be outlined and made clear to those undergoing reviews. Reasons for a performance review can be varied, including such areas as salary raises, skills analysis for

training purposes. Wilson *et al.* (2008:65), state that, it is critically important to clarify the purpose of the appraisal meeting. With so many reasons for appraisal at play, then it may be possible that employees could approach the appraisal interview with false impressions and only to be disappointed at the end. For example, they could be hoping for a salary raise, only to be told after the process that it was intended to evaluate their training needs and had nothing to do with their salaries.

Employees should know and understand the process as well. That is, they should understand every detail about the instrument that will be used to evaluate them. Amsterdam *et al.* (2005) (as cited in Schraeder 2007:22) note that, performance appraisal should be based on a pre-established set of criteria directly related to the employee's job assignments. This is believed to decrease inaccuracies and possibly render the process with lesser problems.

Kubicek (2004) as cited in Schraeder (2007:23) state, one increasingly popular method for obtaining feedback from multiple sources is 360 degree feedback. The 360 degree performance feedback as discussed in the text above allows feedback from many sources. These sources include supervisors, juniors, colleagues and employees themselves.

If employees are not happy with the outcome of the appraisal interview, they should be allowed to voice their unhappiness. In any relationship of any kind people should be encouraged to state their unhappiness about anything that affects their life. The researcher is of the view that, if employees' dissatisfactions are squashed and they are not allowed to tell managers when they are not happy, then improvements as desired through performance appraisal may not come by. Wilson *et al.* (2008:65) note, this is why it is important to provide mechanisms for those who are dissatisfied with any aspect of the review process or its outcome to state their concerns.

The other suggestion is that appraisal should not be treated as a separated activity from the overall organisational processes. It should form part of the organisation's culture and systems. Smither (1998)(as cited in Wilson *et al.* 2008:66) suggests, that (appraisals) should fit into broader organisational system and be consistent with the organisation's strategic objectives.

Heathfield (2007:9) suggests that the elimination of the following in the appraisal process:- numeric ratings, forced ranking of employees across the organisation, imposed goals and objectives, the manager in a judge role with an appraisal document completely written prior to the meeting, the annual meeting, the tie between the performance appraisal and the employee raise.

The performance appraisal checklist is used to evaluate the appraisal system. The table in next page is an appraisal evaluation checklist from Wilson *et al.* (2008:66). It is another method which has been suggested to improve the appraisal process in organisations.

Miller and Thornton (2006:160), advice that, ranking may be more accurate, but they, can do more harm than good during employee feedback sessions. As explained earlier in this text, ranking, is one of the methods used to appraise employees and in it, they (employees) are compared against one another with the best one place on top and worst one at the bottom. This is the system that is argued to be potentially destructive to employees, especially those at the bottom. It is suggested that rankings should only be used to assist the employee to improve their ratings. This is one of the suggested ways of improving performance appraisal accuracy.

It is argued that managers who have known employees for a longer period are more accurate than those who have known them for a shorter period. Miller and Thornton (2006:160), state, managers who have known an employee for less than a year are generally not very accurate in making appraisals. Therefore, it is suggested that a determination should be made to know how long a manager has known the employee before data can be analysed.

It is furthermore advised that an average score from different raters should be calculated. This average score should be obtained from raters who are of the same perspective, for example peers. In this way, then an improvement in accuracy can be determined.

Another suggestion towards the improvement of accuracy is that many more appraisal criteria or performance standards should be identified before appraisal is done. Miller and Thornton (2006:160) observe that, provide at least 10 to 14 job

factors to rate before the appraiser rates overall performance. In the next page, is a diagram illustrating the performance appraisal checklist.

Table 2.5 A performance appraisal checklist.

<p>UTILISATION CRITERIA</p> <ul style="list-style-type: none"> • Does the appraisal system provide a basis for: • Development of training curricula or identification of training needs? • Promotion, merit pay, bonus and/or disciplinary actions decisions? Does the system provide useful, credible data that is linked reward and punishment mechanisms? • The detection of organisation-wide problems of manpower deficiencies to set performance goals at the unit and/or organisational level? • Does the system result in: Disparate impact
<p>QUALITATIVE CRITERIA</p> <ul style="list-style-type: none"> • Do users of the system find it acceptable and fair? • Do users interpret observed behaviours in the same way (e.g. is assertiveness a positive or negative quality?) • Is the behavior to be assessed easily observable? • Are numerical ratings documented (justified) on the form? • Does the system take into consideration different constraints on job performance? • Can appraisal ratings be compared in different jobs, units, departments? • Are the appraisal data easily computerised for monitoring purposes? • How easy is the system to use? • Does the appraisal method meet equal opportunity requirements as outlined in the relevant legally mandated regulations for employment decisions?

Source: Wilson and Jones 2008

It is suggested that once appraisals is accurate then organisations can be successful. Maclean and Chelladurai (1995) (as cited in Sartore (2006:539) state, the success of organisations and their employees is dictated by the accuracy of feedback gained from effective performance evaluations. It seems this view suggests that it could be possible to establish a performance management system that is almost accurate to the point of being able to make an organisation successful as is it the ultimate aim of appraisal.

Cameron and Sewell (2003:248) suggest the following components were necessary for an effective and sustainable public sector performance management normative framework. The first one is meaningful consultation with community stakeholders in defining priority outcomes and in agreeing performance objectives or indicators. The second one is clear definition of customer related outputs and outcomes which the institution can realistically measure and achieve within its resources. Thirdly, it is visible political and management commitment and proactive leadership of the performance management process. The fourth component is clear linkages between the organisational performance objectives and individual

performance indicators of the appropriate political, strategic and operational management levels. A developmental, rather than a punitive approach is element number five. The sixth element is one of credible achievement measurement criteria. On the seventh spot is accurate, timeous performance evaluation data and feedback. Prompt and commensurate consequences whether positive or negative are components of element number eight. The last component addresses simplicity and flexibility in operation, yet with consistency in measurement standards and consequences.

2.13 STEPS IN THE PERFORMANCE MANAGEMENT

Schultz *et al.* (2003:78) suggest the following model illustrated as a performance management cycle:- Clarify expectations, Plan to facilitate performance, Monitor performance, Provide feedback, coach, counsel and support, Recognise good performance. These are the steps as suggested by the said authors.

This step is about the discussion between the manager and the subordinate where clear objectives of the job are set and a mutual understanding is reached. Managers are discouraged from presenting the initial discussion as a briefing in which the manager convinces the subordinate about their expectations.

The next step is about planning to facilitate performance. Managers need to plan in such a way that whatever they do makes it possible for subordinates to perform their duties. Their planning should not stifle subordinates' delivery of organisational objectives.

Monitoring performance stage entails watching if the set objectives are being met. This is done by what Schultz *et al.* (2003:78) call Management by wandering around which is walking around to see if employees are achieving their set objectives. This could as well be done by making telephone calls or writing reports on performance.

After performance has been evaluated, the managers should inform subordinates about the result. This stage is called provision of feedback. If performance is below par then the manager should redirect and assist the employee in the right direction and if it is up to standard, then praise and recognition should be made.

Coaching, supporting and counselling which from the last step are appropriate if the performance is below standard. Various reasons why performance is such should be explored and the necessary assistance provided in a manner that demonstrates empathy.

Good performance should be recognised and praise or a thank you message motivates the employee to do well. Recognition could be done by way of prize giving, bonuses, promotion or any other way.

Meyer and Kirsten (2005:62) differ slightly with Schults *et al.* in that their performance management approach has only got five steps and they are: Performance planning, Performance support, Performance review, Performance discussion and Performance follow up.

The planning stage of performance management involves the development of a system that can be used to monitor performance. It further includes the clarification of performance objectives. Purpose of the job, Critical performance areas, tasks and performance standards should be elements of a performance plan. The next stage of performance support is about providing an employee with an opportunity for performing. It involves provision of resources which could be equipment, space, motivation, regular meetings, feedback etc.

The Performance review stage entails the actual evaluation of employee performance. According to Meyer and Kirsten (2005:62), Performance management should be monitored and assessed on an ongoing basis. At the stage of performance review actual standards attained are measured against goals set at the beginning of the process.

The discussion stage follows a stage where a manager would have completed the evaluation form. This discussion is about areas of performance where the employee has performed well and those in which he/she did not perform well. This discussion will include new specific objectives mutually agreed upon between the employee and the supervisor.

After the discussion as stated in the paragraph above, then the manager and the employee should agree on the new development plan which will as a matter of fact be followed up by the manager during the period in question.

The process of performance management is illustrated in the analogy of an aeroplane flight. This analogy seeks to show that performance management has the starting point and the end point. Upon embarking on the journey of performance management participants should have a picture of the whole process from the beginning up to the end. About the beginning of the appraisal process, Srinivas (2009:85) argues, the starting point is a clear understanding of the current reality- as it is, not as it should be.

The second stage of the process is said to be the destination. In this analogy the destination is that actual goal to be achieved at the end of the process. Organisations should always have in mind what they want to achieve with the appraisal process. With a view of what is to be achieved, then can the entity structure is appraisal process and align to the business goals.

The third stage is the path to reach the goals. This path in the context of an organisation is the how part of engaging in the management of performance. In other words, it could include the choice of the appraisal method that would serve as a path to help the organisation reach the destination safely or reach the goals of performance appraisal.

The fourth stage is variation. This is the stage where the participants in the appraisal process should know where they are in relation to their desired destination/goals. Knowing where they are would be beneficial if they have steered off course because they would be able to make proper adjustments to get back on course.

The last stage is about how to get back on path. As in the case of flying an aeroplane, participants should know exactly how far they are from their desired goals or the extent to which they have achieved their goals. In short, the analogy of a flight illustrates that, participants should know where they are in relation to their goals, what the goals are, which ways to follow towards goals, if there is any deviation from agreed ways they should know and lastly how to get back to the agreed method.

According to Kanyane *et al.* (2009:59) note, the four performance management activities are, namely, Performance Review, Continuous Appraisal, Performance Improvement Programmes and Reward Reviews.

Russel and Russel (2010:47) have suggested the following cycle as one for performance appraisal. They call it a great performance cycle and it flows as follows: define great performance outcomes, develop goals and strategies and take action to achieve outcomes, provide support (training, resources, tools information, feedback etc), evaluate performance, provide logical consequences for performance outcomes and Make improvements.

The definition of great performance outcomes entails the identification of value the performance of a particular task will add to the organisation plus the knowledge of how that value would be measured. Such a value should be seen from the view of the customer, the colleagues and the organisation at large.

The second stage is the development of goals and strategies plus taking action on them. The emphasis is on taking action on developed goals because it would be unwise to develop them and not take action on them.

The third stage is the provision of support. The organisation should know how it is going to provide support to employees in helping them achieve their goals. The tools, training needs and every other thing that is required to support employees should be known and provided.

The fourth stage is the evaluation of the performance. At this stage the rater should tell if the employee has reached his goals or not. He should be in a position to tell how he knows that or how he came to that conclusion.

In the sixth and seventh stage are the logical consequences and the making of improvements. The organisation should at this stage tell if there are positive or negative consequences. In making improvements, the business should be able to recommend such improvements. After this stage then the process begins again.

Analoui (2007:211) states, the appraisal process determines how set objectives are achieved in accordance with specific standards. The appraisal process according to Analoui (2007:211) has the following stages: establish performance standards with employees, mutually set measurable goals, measure actual performance, compare actual performance with standards, discuss the appraisal with the employee and lastly, if necessary initiate corrective action.

The establishment of performance standards is about taking into account job descriptions and job analysis and agreeing on what is to be achieved in relation to

them. Such goals would be aligned to the organisation's grand strategy. In this way employees would not guess what is required of them.

The second stage is about setting goals that are mutually measurable. The employee should for example know that they have to produce one thousand bags of cement of a certain quality every day. Thirdly, the manager should measure performance. It should be measured according to the initially agreed criteria.

In the fourth stage, managers should compare the actual output with the agreed one. If it were one thousand bags of cement, then the manager should measure if one thousand bags of cement have been produced.

The fifth stage is the discussion of the appraisal. This is a sensitive stage as it entails talking about an employee's ability and contribution to the organisation's output and should therefore be done with the necessary caution. The manager should however be frank about the judgment. Lastly, it is the identification of appropriate intervention if it is needed. It is actually a stage where developmental needs of the employee are taken into account and recommendations are done.

2.14 RESEARCH QUESTIONS

The literature that has been studied thus far reflects that there are many performance appraisal methods for organisations to select from. Furthermore, it reflects that some authors have called for the total abandonment of the system while others argue that it is in order for organisations to carry out performance appraisals. Most importantly, it has become clear that employees do not like appraisals. This study will, as a result, be guided by the following research questions: What are the attitudes of teachers towards IQMS? How important is IQMS in an educator's work? What can be done to improve the current performance management system for schools?

2.15 CONCLUSION

There are countless arguments for and against performance appraisal. The process of performance appraisal is certainly not a simplistic process whose implementation can be guaranteed to raise organisational performance to another level. As seen thus far, the process itself has the potential to break the organisation apart.

Furthermore there are concerns about the process' inaccuracy, bureaucracy as well as suggestions that performance appraisal be done away with. The reasons for inaccuracy have been discussed. That the system is bureaucratic has been discussed as well, including the reasons for the abolition of the process.

The value of the literature review thus far is such that, at the beginning the researcher held a very myopic view about the system. It was myopic in the sense that the possible disadvantages were under-estimated and the researcher could only see the advantages. Another value comes in that different authors prescribe different approaches to appraisal.

Thus far, it seems there is no easy way of doing performance appraisal. There are as many challenges as there are benefits. The researcher initially thought of it as a process with minimal problems but it has emerged that there are many. Not only did the researcher dwell on the negative aspects of appraisal. The arguments for the benefits associated with appraisal were also discussed. It appears therefore that, whether or not performance appraisal benefits the organisation may be up to the creativity of the leadership.

Management creativity could be about choosing the right method, applying it correctly, and keeping negative elements to a reasonably minimum level and reap possible benefits out of this human resource function. For example, it has become clear that at times, the problems are the method used and in other areas it is not the method but the approach to the whole system.

In the next chapter focus will be on research methodology where a discussion on how the research will be carried out, sampling, population etc, will be discussed in more detail.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter the researcher made a survey of literature on Performance Management, studying various definitions and interpretations. Research questions as stated were not unanswered. Nkatini (2005:29) states that research methodology should be seen as a system through which a researcher is able to collect, analyse, and interpret data in order that the research aims and objectives may be achieved. This research in particular will be a quantitative research.

The research questions are: The study will be guided by the following research questions: What is performance management? Does performance management improve school performance? What can be done to improve the current performance management system for school effectiveness?

The aim of the study is to attempt to find ways to improve the current performance management system in schools, to find out if performance management does improve schools and to highlight weaknesses if any, in IQMS. In order to do this, it is important that data be collected from schools and thereafter interprets data from such schools. In this chapter, the methodology of research which will be used will be explained under different headings. Furthermore, the method of collecting data, the population, sampling, size will as well be explained.

3.2 RESEARCH TYPES

3.2.1 QUALITATIVE AND QUANTITATIVE RESEARCH

Literature reveals that there are two types of research methods and they are qualitative and quantitative research. A researcher may use one of these or both and the use of both methods is called triangulation. According to Descombe (2003: 237) quantitative research has the following type of data, nominal data, ordinal data, internal data, ratio data, discrete data and continuous data.

Nominal data

It comes from counting things and placing them in a category. This method is classified as the lowest in terms of statistical manipulation.

Ordinal data

Descombe (2003:237) argues that, like nominal data, ordinal data are based on counts of things assigned to specific categories, but, in this case, the categories stand in some clear ordered relationship. There is a head count done to these participants. In this type of data, there could be a scale used, for example a four point scale where participants could state whether they agree or not.

Interval data

Descombe (2003:238) says, Interval data are like ordinal data, but the categories are ranked on a scale. An example of an interval data could be months of the year. For example January, March, May, July, September, December. The interval between these months is that they have one month in between. The difference between the interval can be obtained by subtracting only.

Ration data

In this case, the comparisons between data are done in ratios. The difference between months of the year cannot be done in ratios because there is no zero month. It is classified as the highest level of data in terms of mathematical manipulation.

Discrete data

Discrete data is data that seems to imply that certain phenomena may exist in halves or quarters depending on the mathematical calculation. For example data could be such that the average number of schools per district is one and a half, but in real terms there is no half school.

Continuous data

This is the type of data that would deal with age, height, weight etc. This type of data is classified as continuous because it is never constant. In dealing with such data as this, the researcher could use the nearest possible unit to aggregate the numbers.

As explained in beginning of this section, another type of research is called qualitative research. It is the interpretation of data that is very important in this research. The difference between qualitative and quantitative research are illustrated below.

Qualitative	Quantitative
Counting only if clearly necessary	Bias towards counting
Favour greater personal investment in the data	Favour a more detached, impersonal orientation towards data
Encourage substantial flexibility in research procedures – no strong prototyping models to follow.	There are relatively clear mental model for research designs – more rule driven
Focus more on understanding organisational processes and less predicting outcomes.	Focus more on predicting outcomes and less on process variables.
Heavily grounded within the local context in which the phenomena of interest occur. As a result generalising empirical results to a larger population or other settings can be problematic.	It is typically presented as more context free and therefore more generalisable.
More explicit about participants' reactions.	Less focus on participants reactions.

Table 3.2 Distinctions between quantitative and qualitative methodology.
(Source: Cassel & Symon's, 1994)

3.2.3 RESEARCH METHODS USED IN THIS STUDY

The qualitative approach as can be seen in the table above serve different purposes to those served by a quantitative one. The qualitative approach is a little more flexible in terms of the approach but the qualitative is somewhat structured. In this study, the researcher will use the structured quantitative method by way of employing the use of questionnaires. These should help to answer the three research questions.

3.2.4 DATA REQUIRED

Secondary data are information collected by individuals or agencies and institutions other than the researcher him or herself, *Welman et al.* (2006:149). This type of data is equally useful though sometimes discouraged, in conducting research. The other type of data is primary data. This one is the opposite of secondary data. *Welman et al.* (2006:149), defines it as, original data collected by

the researcher for the purposes of his or her own study at hand. This is the type of data that this researcher uses in this particular study.

3.3 DATA COLLECTION METHOD

3.3.1 QUESTIONNAIRES

Nkatini (2005:30) states that, these are sets of questions that must be simple and short, unambiguous, understandable, not double barrelled, and at the same time they should not be leading the respondents. Only questionnaires will be used to gather data. Questionnaires will be prepared and distributed to local schools. The researcher will hand deliver questionnaires to school managers and agree on the date and time for the collection thereof. The purpose of agreeing on the date and time of collection is to improve response rates. Furthermore a few days before the date of collection, the researcher will call the school manager to remind him or her about the questionnaires.

The questionnaire will consist of three parts. The first part will ask respondents for their permission to allow me to use their responses for academic research. In this section they will be expected to complete their initials and surname and then sign the permission. The second part will consist of the biographical information of the respondents. The last part will be the IQMS section where participants will be expected to respond to questions in the questionnaire. These will be simple and straight forward questions divided into attitudes of teachers towards IQMS, the importance of IQMS and lastly, the improvement of IQMS.

The outline of the questionnaire can be summarised as per the table that follows:-

Part 1	Permission to use participant's responses for academic research.
Part 2	General particulars of participants
Part 3	Attitudes towards IQMS, importance of IQMS and improvements to IQMS.

3.3.2 SAMPLING METHOD

Lunenburg and Irby (2008:167) state that, the reason for selecting a sample is to gain information concerning your target population. The target population for this study is teachers, principals and deputy principals of schools around Mafikeng.

There is no particular interest in the age of participants, what is important for the researcher is their positions in different schools.

3.3.3 TYPES OF VARIABLES

A quantitative research results in variables from each question posed. Therefore, a variable is an empirically observable characteristic of some phenomenon that can take more than one value or response. This therefore means that there are as many variables as there are questions. The types of variables are discussed under item 3.2.1.

3.4 ETHICS

According to Rudestam and Newton (2007:276), the two main ethical issues pertaining to using subjects in social science research are the need for fully informed consent to participate and the need to emerge from the experience unharmed. It is for this reason that the researcher has included in the questionnaire, a section where participants give the researcher permission to use their responses and at the same time the researcher promises them anonymity.

Furthermore, Welman *et al.* (2006:181) mention that, ethical behavior is important in research and any other field of human activity. Plagiarism will not be done in this study and if some other researcher has done the same study, that study will be acknowledged in this one.

Before this study is carried out the researcher will do a thorough study of literature on performance management with a view to finding out what has already been found in research on performance management.

The falsification of results is another matter of ethics in research. The results as will come out will be presented as such even if they would prove different to what the researcher anticipated. Welman *et al.* (2006:181) further states that the general principle usually invoked in codes of research ethics are firstly, that no harm should befall the research subjects and secondly that subjects should take part freely, based on informed consent. All respondents will not be coerced into completing the questionnaire or will be incentivised to partake.

3.5 LIMITATIONS

The key limitation to the project is the ability of the researcher to get as much response from participants as is expected. Normally people are reluctant to take part in research questionnaires. So, the number of questionnaires may not be enough to represent a population selected.

The study will be limited by such factors as distance between schools. The area in which the research is done is vast and the schools are far apart from one another. Distance will therefore present a budgetary constraint. It will be overcome by preparing a special budget for this. The researcher will apply for a study loan from either a bank or any other institution. The researcher's car will be used to travel the area to collect data.

3.6 CONCLUSION

This chapter discussed the theory of research methodology as well as the envisaged approach that the researcher will use in conducting this research. It discussed the difference between quantitative and qualitative research, data collection methods, sampling, types of variables as well as ethical considerations.

The next chapter will present the findings of the study. These findings will be discussed in terms of how they respond to the research questions.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The problem under investigation is such that educators complain that IQMS is an unnecessary waste of time and energy. Secondly, educators complain that the one percent of the educator's salary that is paid by the Department of Education to those who qualify after appraisal is too little. Another common complaint is that educators overrate themselves by allocating themselves too high marks and render the system worthless. Intimidation by supervisors is a common complaint by teachers during the appraisal period.

The research questions posed in this study are aimed at evaluating the attitudes of educators towards IQMS. The aim is to see if their attitudes are positive or negative without forgetting the complaints as stated in the paragraph above. The other research question seeks to find out if there is any importance attached to IQMS. Educators are expected to give their opinions about the manner in which the authorities handle performance management issues. The last set of questions address ways in which appraisal of educators can be improved.

The layout of this chapter will have the following sub-headings:- the response rate, demographics, the results of the investigation. The response rate will inform the reader of the rate at which participants responded. The demographics will tell of the respondents' gender, age, educational level as well as the place of their origin. The purpose of the demographics is to give the reader an indication of who the participants are as well as their background.

4.2 RESPONSE RATE

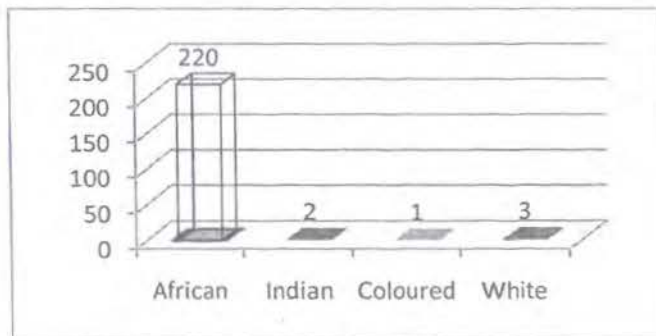
Of the possible three hundred and twenty five respondents in the sample two hundred and twenty six questionnaires were returned. This number represents seventy percent of the original sample. This data was summarised on a spread sheet and the statistics were calculated using SPSS. The researcher has tried many times to meet the actual requirements for the sample. The statistics that follow will demonstrate that the student followed strict rules and the sample was randomly selected. All names were allocated a number and a numbers were

drawn. If somebody did not complete a questionnaire the next number was drawn and the person used. In this way the sample could be regarded as representative. It is also acknowledged that, should somebody else want to use the results, they first test the results in their organisation before it is used to confirm the results. Graphs were drawn using EXCEL.

4.3 DEMOGRAPHICS

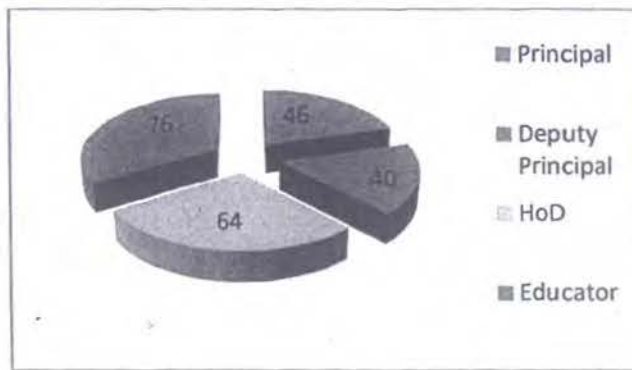
This section will discuss the demographical profile of the respondents in the sample. The demographics will be classified into the participant's age, their citizenship, their educational level, their place of origin as well as their race. The other classification of the respondents is that of their ranks in their place of work.

Figure 4.1 Race of the respondents



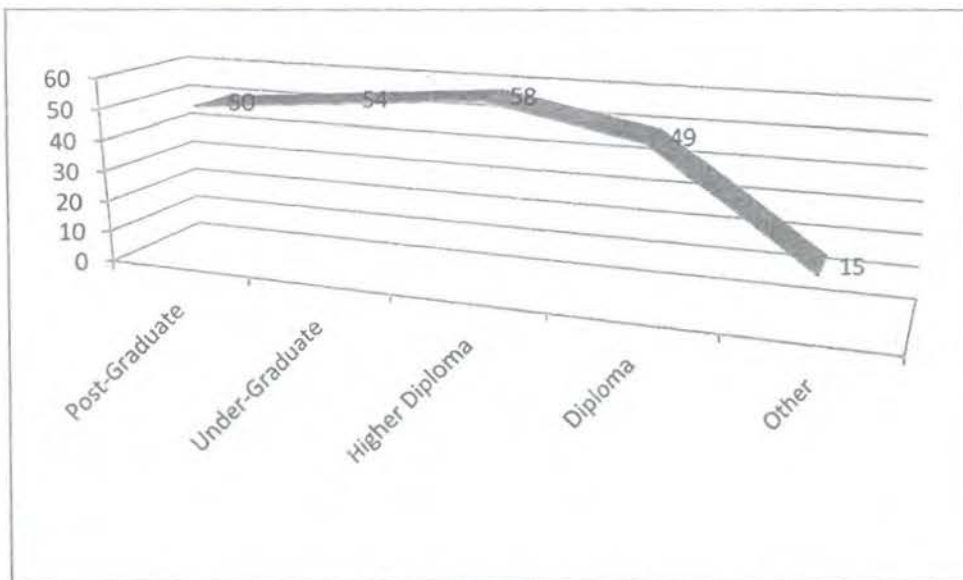
The graph above shows the racial classification of the respondents. It is evident that the majority of the respondents are of African origin. This is so because the majority of educators in the area under investigation are African. There are very few Coloured, White and Indian educators in this area. In fact such groups are more concentrated in the urban part of the population. In the sample there was only one formerly white school that was selected and that could explain the low turnout of non-African respondents.

Figure 4.2 Rank of the respondent



The figure above demonstrates that the majority of the respondents in the sample are in managerial positions at schools. The reason for this is that the researcher insisted that those in management should complete the questionnaire as they are supposed to be information rich. Heads of departments, Deputy principals and principal are supposed to possess a lot of information on management issues especially performance management matters. Furthermore, as can be seen, there are fewer Deputy Principals than principals because some schools do not have Deputy Principals depending on their classification.

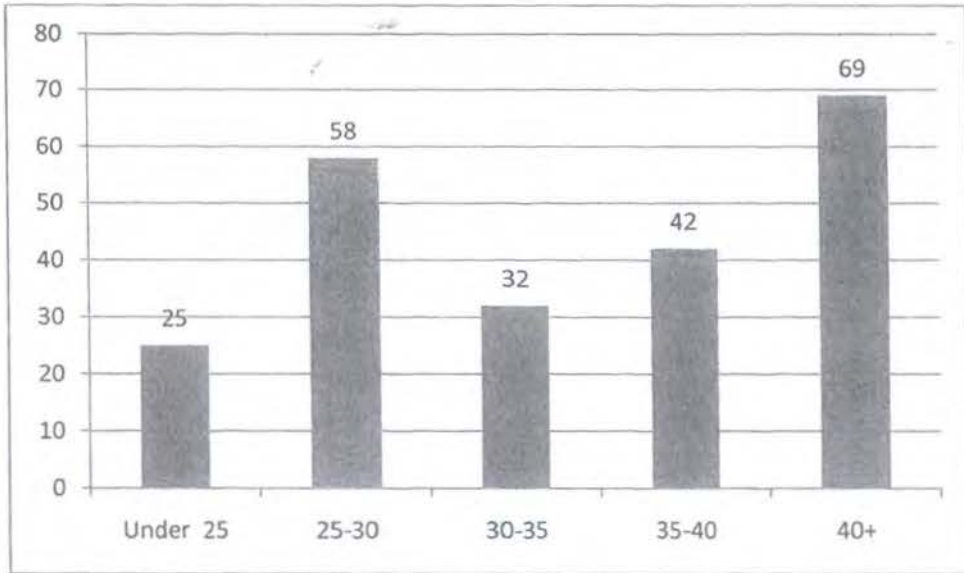
Figure 4.3 Qualifications



The academic qualifications of the respondents are summarised in the graph above. The researcher included in the demographics the respondents' educational qualifications so as to observe if there could be a trend determined by such qualifications. As for the opinion on this matter from the literature survey, the researcher could not find anything to suggest any bias in terms of educational level of people.

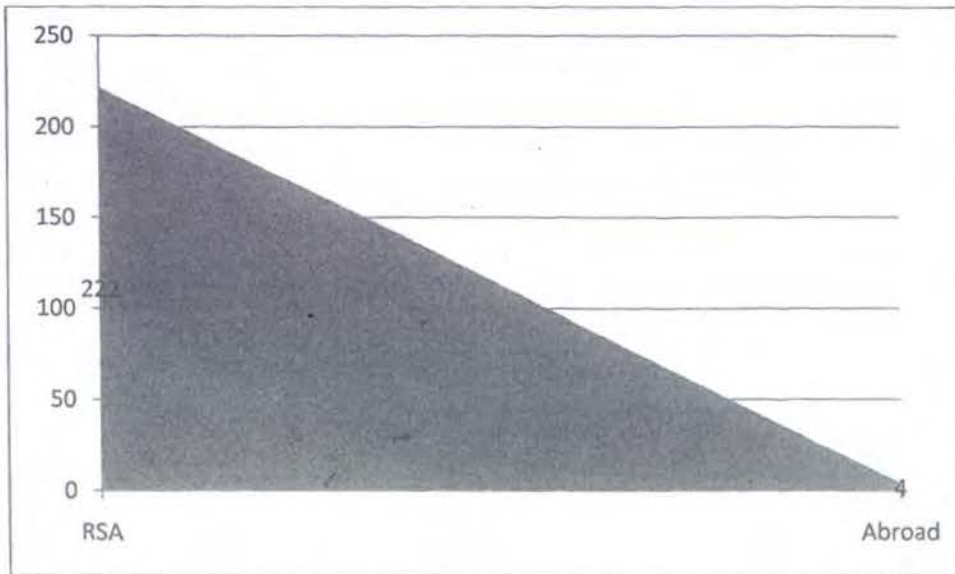
The reason for the section called other on the academic qualifications is motivated by the fact that there are teachers who have been teaching for many years without the necessary Diploma or degree. The government had given them time to improve their qualifications. It would be interesting to observe how this group views performance management because their experience in the classroom is longer than most highly qualified personnel.

Figure 4.4 Ages of Respondents



It must be noted that respondents had to be representative of all educators in all managerial and non-managerial positions available in the school. Naturally, before an educator can be promoted to a senior position, a prescribed experience in the number of years teaching is usually stipulated. This could range from two, three or four years experience. It is for this reason that the highest number of respondents belong to the age group forty year and above.

Figure 4.5 Citizenship

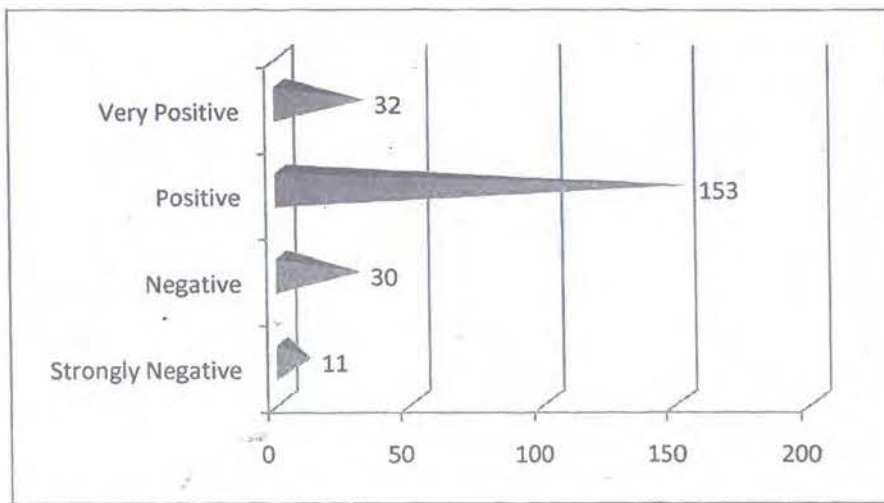


This study is conducted in South Africa. The majority of the people staying in South Africa are South Africans. And therefore the majority of educators in South Africa are South Africans. This is what explains the reason why there are more South Africans in the study than there are people from outside South Africa. With the skills shortage in areas of Mathematics and Science the government sought to recruit educators in these subjects from outside the country and this is why there are a few respondents who grew up outside South Africa.

4.4 RESULTS OF INVESTIGATION

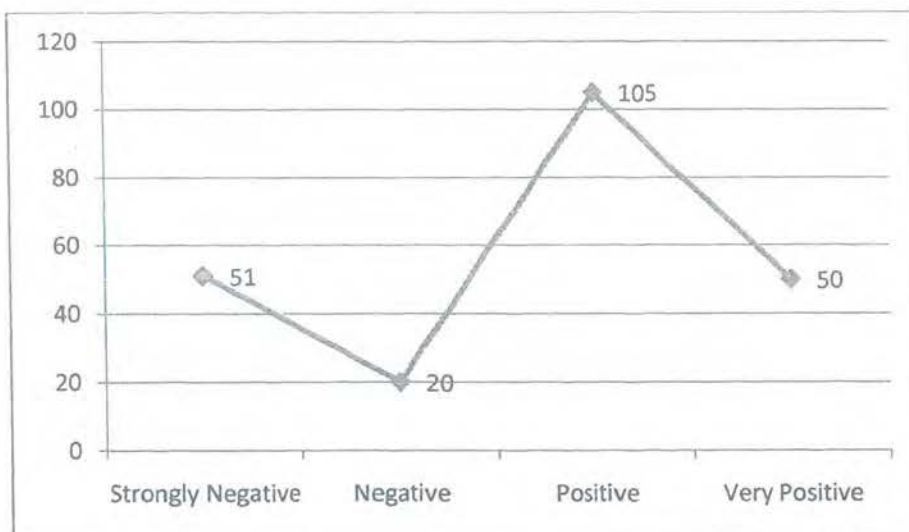
In the paragraphs that will follow from here will be an interpretation of the survey results. This interpretation will be done while at the same time a consideration of the theory behind performance appraisal will be taken into account as well as how the results relate to the research questions asked. The research questions were on the feelings of people about IQMS, its importance and the improvement of IQMS. These results will be analysed with all variables in mind.

Figure 4.6 Feelings about IQMS



In general, as seen in the review of literature, employees do not like performance appraisal. Though employees would not generally like performance appraisal some authors argue that it is beneficial to organisational growth. For example, Fitzgerald et al (2003:103) notes that performance appraisal is a way in which teachers in New Zealand schools can reflect on and improve the quality of teaching and learning in schools. This assertion could be the reason why 67.6% of the respondents feel positive about IQMS. This is however in direct contrast to what the problem of the study is. The problem statement is such that there are too many complaints about IQMS. Maybe the results are as they are because the problem may not be IQMS itself but the management thereof.

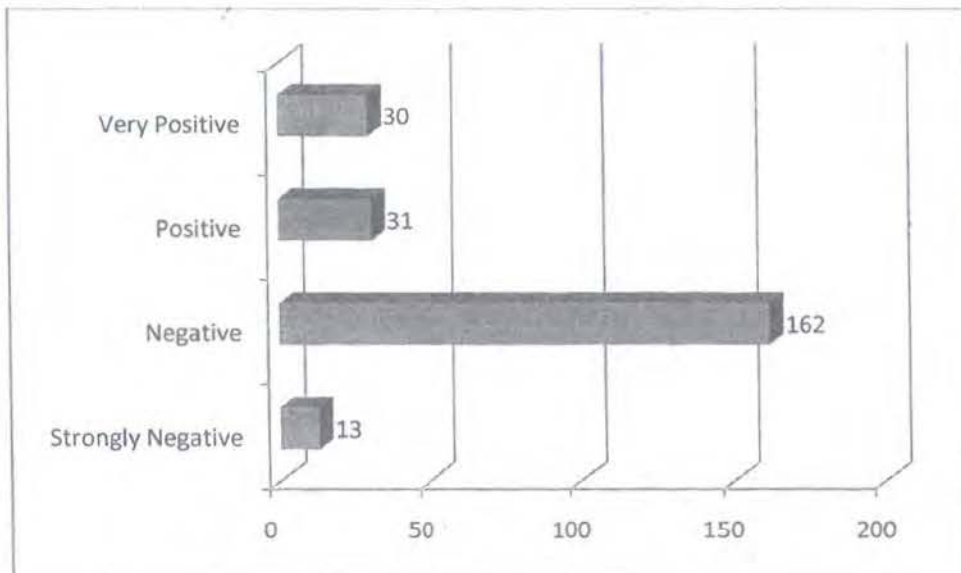
Figure 4.7 IQMS is handled consistently



This again is the direct opposite of what the problem statement claimed. 68,5% of the respondents feel IQMS is handled consistently. The theory from literature

review is such that performance management has problems of inaccuracy. However, in this study, respondents feel otherwise. It could be that they did not quite understand the reason for the study and may have been unfaithful in their answers. Moreover, in the final analysis, despite complaints about IQMS, the reasons for the existence of appraisals are very positive. Therefore, the benefits could be out-numbering the negatives, hence the positive feeling about its consistency. The 31% that is negative is however not insignificant.

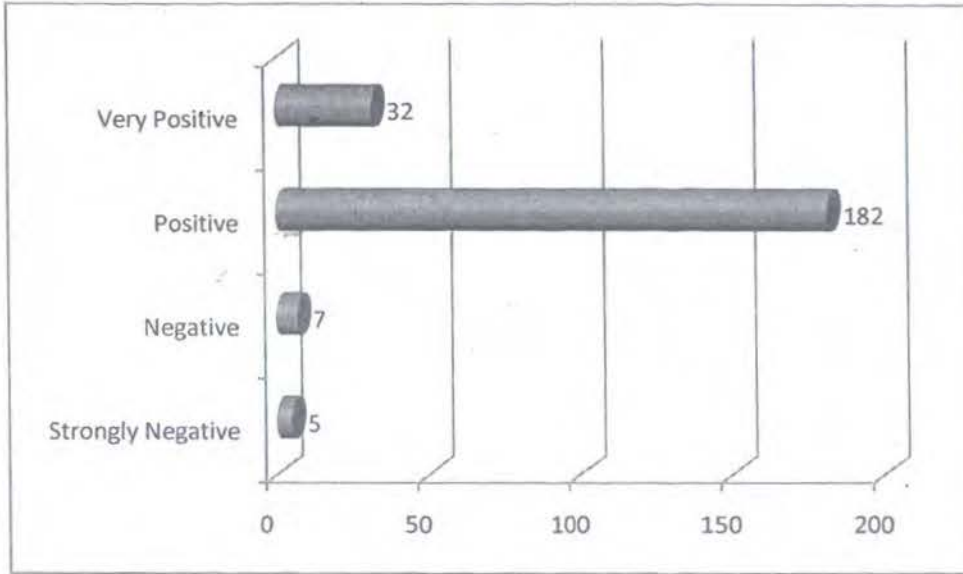
Figure 4.8 IQMS is objective enough



The process of IQMS is such that supervisors allocate scores to subordinates. This score is used to determine whether subordinates will qualify for a once off one percent salary payment in that year. This alone has the potential to cause a lot of unhappiness if the people are not happy with their scores let alone if such scores disqualify them from additional financial benefits. Literature reveals that there are as many benefits as there are demerits for performance management. 65% of the sample is negative towards IQMS and this is in line with what is in the problem statement. The problem could be that the instrument itself, though applied with good intentions does not resonate with what is pertinent to teachers themselves, hence the feeling that it is not objective enough. The manner in which IQMS is implemented is such that during the year many managers do not pay attention to appraisal and only get to do it in the last term without any intention to improve performance but to fulfil bureaucratic responsibilities of completing forms.

The fact that as many as it is evident in the graph, many educators are not happy with the scores they get or are not happy with the application of appraisal.

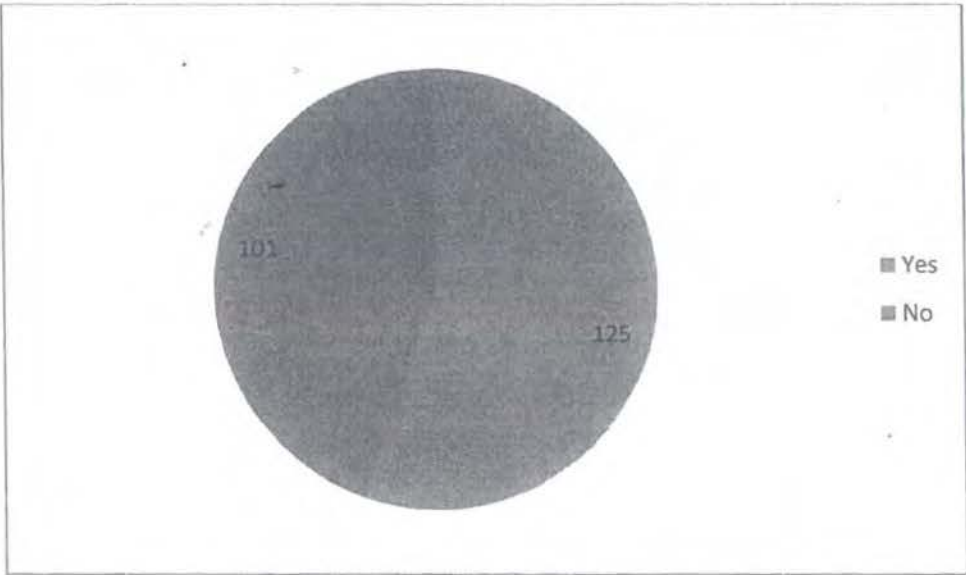
Figure 4.9 Rate the application of performance standards to everybody



Performance standards refer to those areas of performance that are measured in IQMS. For example one performance standard is called the creation of a positive learning environment. In this performance standard and educator is allocated point out of four. Four denotes that the teacher is able to create a positive learning environment in the classroom and one shows that the teacher is unable to create such an environment. It is however interesting and surprising that respondents say as illustrated on graph 4.8 that IQMS is objective enough, but on graph 4.9 say they are positive about the application of standards. Under normal circumstances what is not objective enough cannot rate so highly about the application of performance standards. The reason for this could be that on their own, standards are uniform to all educators. There are no separate performance standards for some teachers and different ones for other teachers. They are applied uniformly across everyone. In fact principals have their own standards which are different from those of teachers. So this shows that there is uniformity in the application of standards. The researcher suspects that respondents misinterpreted the question to be about performance standards alone and not as they are used to measure educator performance.

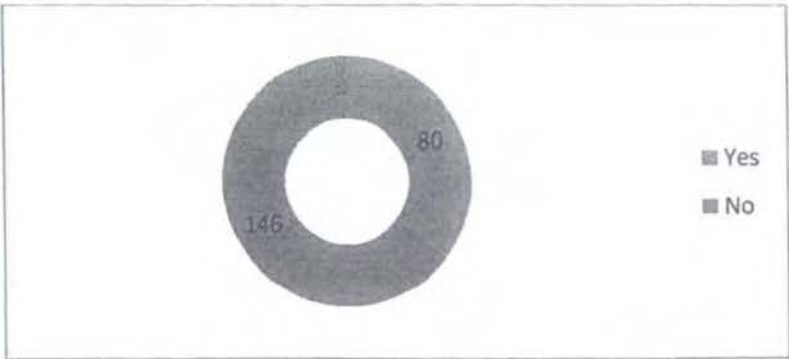
Basically what is demonstrated by the graph is that there is no ambiguity or unfairness on the application of standards across educators in the system. The same standards that apply in one school are applied in other schools.

Figure 4.10 IQMS should help determine your bonus



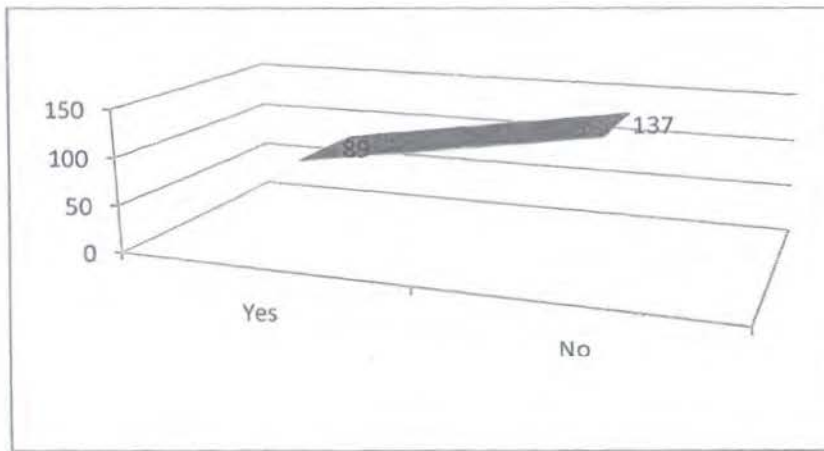
The literature on performance appraisal is almost equally split in the middle on the merits and demerits of appraisal. It is interesting to note that in almost the same way there is a 50/50 split on whether or not appraisal should be used to determine teacher bonuses. The researcher's interpretation is such that those confident about their ability would argue for bonuses determined by appraisal records and those not sure of themselves would argue against it. What is however strange is the fact that 77% of the sample say that IQMS is not objective enough but almost half the sample say they want it to determine their bonus. The researcher could not find anything on the relationship between appraisal and bonuses.

Figure 4.11 IQMS is rated important enough by the Department of Basic Education



The reason 40 percent of the sample feel that the Department of Basic Education does not put much importance to IQMS could be ascribed to the manner in which it is administered. There are no specific funds allocated to the School Development Plan from government. If among others, the recommendation of the SDT is such that there is a need for a new teacher, the government sometimes fails to provide such a teacher even if a teacher had gone for maternity leave. In fact more often than not, the recommendations of the SDT are never implemented. It could be for this reason that some authors argue as seen in the literature review that appraisal is a bureaucratic ritual with no effect on organisational development and growth.

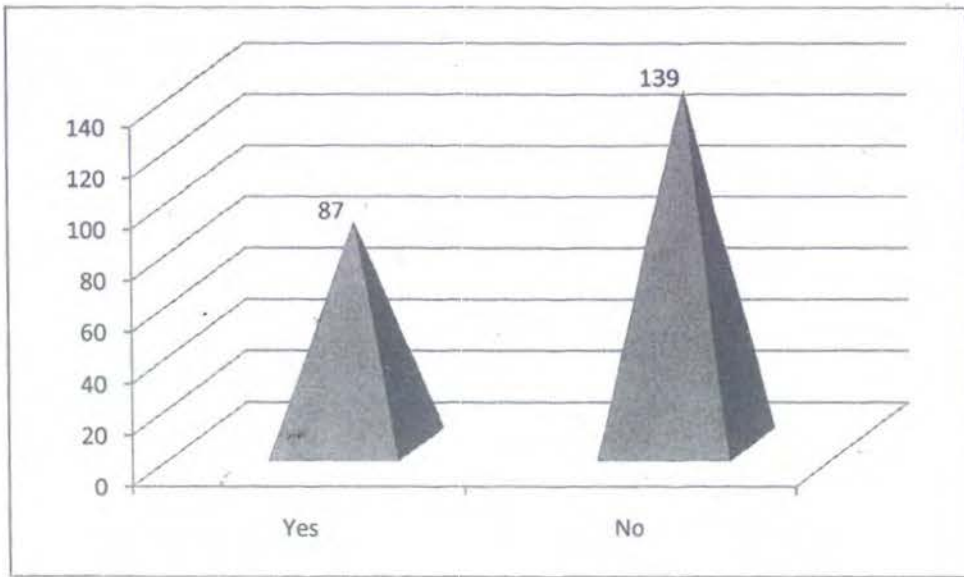
Figure 4.12 Feedback loop consistently applied



This figure is an illustration of the fact that IQMS documents are not given the necessary attention after appraisal. What this means is that there is never any follow up from Head Office or District Office on the teacher's' appraisal records.

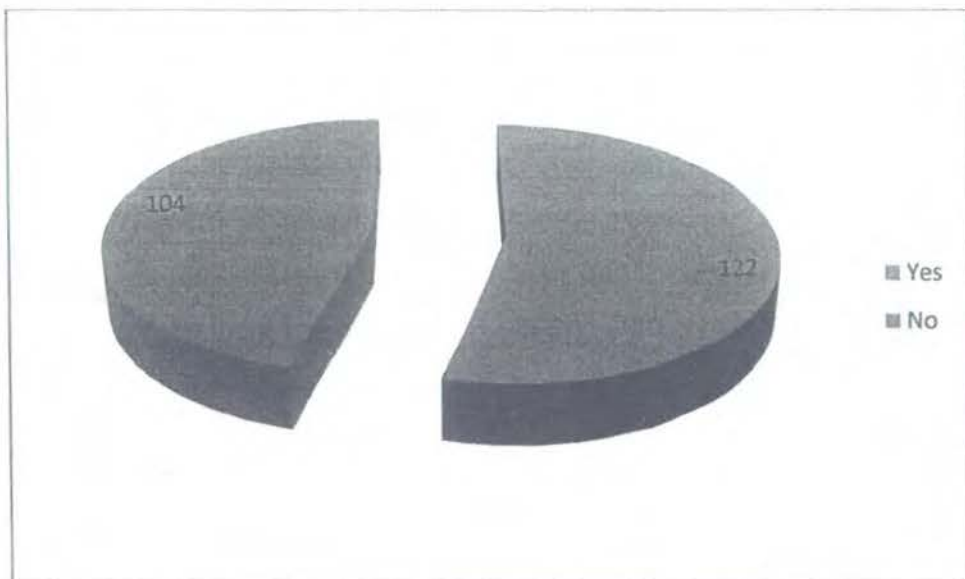
According to Kubicek (as cited in Schrader 2007:23), one increasingly popular method for obtaining feedback from multiple sources is 360 degrees feedback. The fact that the majority of respondents feel that there is no feedback from the government is in direct contrast with the theory of 360degrees feedback. Although IQMS is not necessarily a 360 degrees form of appraisal, it would be appropriate for educators to hear from government about their appraisal records.

Figure 4.13 Do you think anything happens to your IQMS record after it is completed?



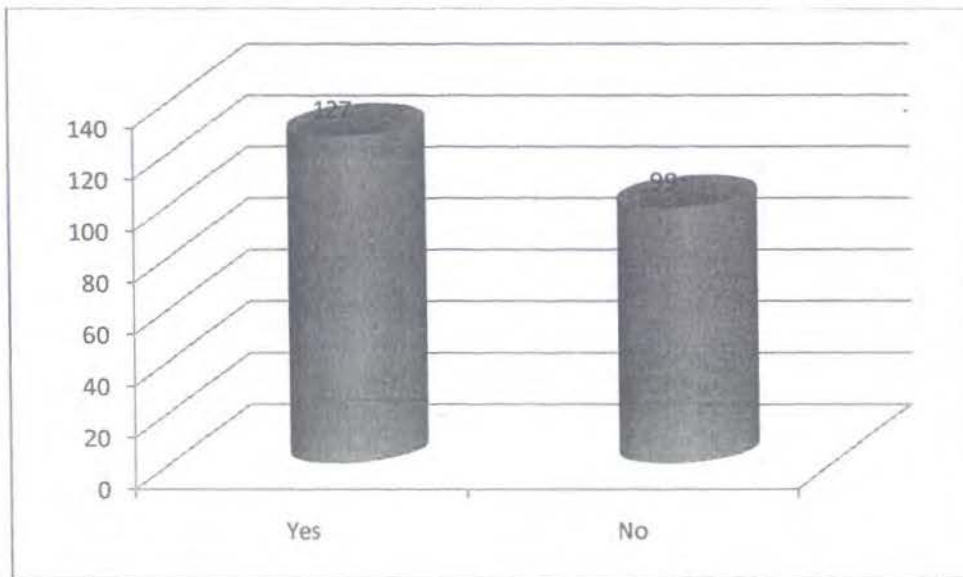
IQMS records from teachers are supposed to inform the development of a school Development Plan. It is the responsibility of individual educators to see to it that their IQMS information is used to chart their development objectives which are always written in the Professional Growth Plan (PGP). The fact that many feel that nothing happens to their IQMS records means that, the school's development Plan is not usually derived from educator's PGP's. There could be a misunderstanding on the implementation of IQMS in schools or it could be that School Development Teams do not inform staff about the activities around the development of the School Development plan (SDP).

Figure 4.14 Principal/manager know how to do IQMS



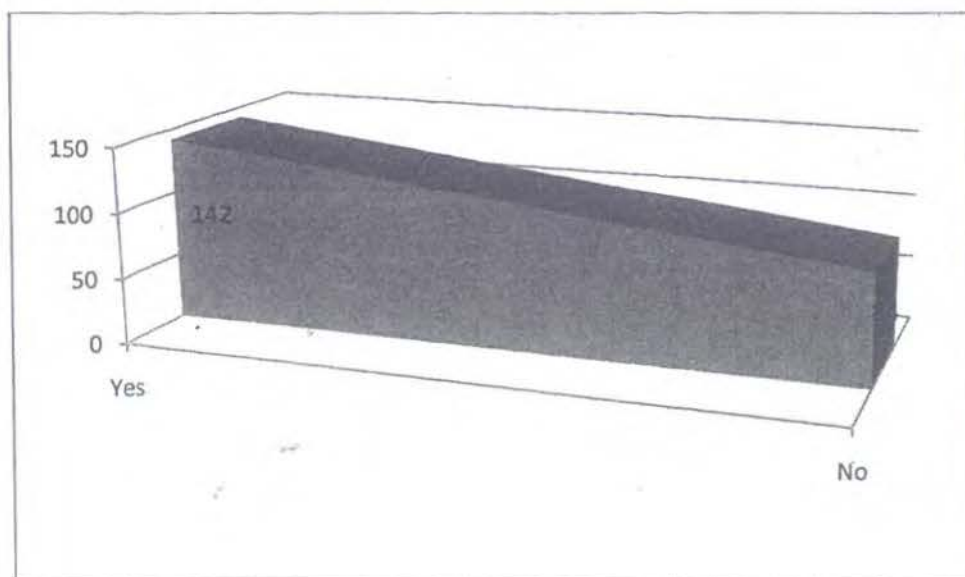
It should be noted that of the 104 respondents who say principal know how to do IQMS are principals themselves. They could not state that they do not know IQMS. The implication of this split could be that some principal relegate the responsibility of appraisal to others in the management teams or STD's. this therefore says they are not hands-on with appraisal matters at their schools. It is a known fact that when managers are not in the know themselves about projects or programmes that should run in their schools, they would not know even when things do not go right. This could explain why in figur4.11 64% of participants feel that the Department of basic education does not take IQMS seriously.

Figure 4.15 IQMS evaluation is done fairly



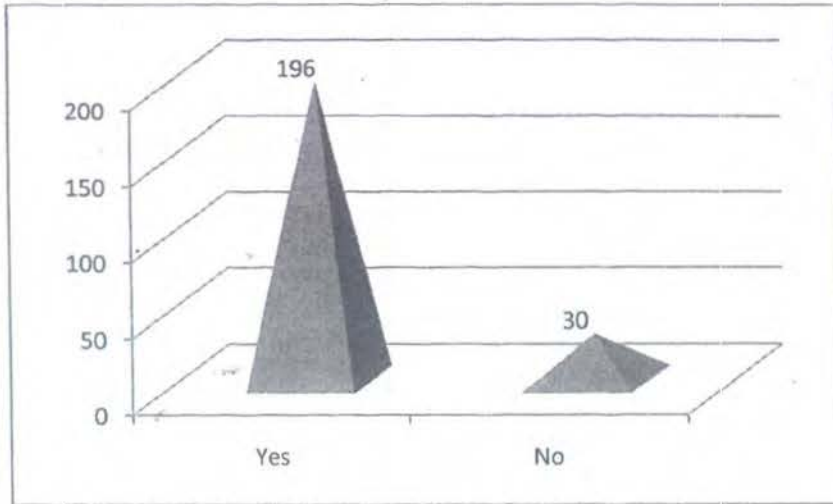
The fact that almost the same number that says it is fair equals that which says it is not fair. On the negative side, Lee (as cited in law 2007:19) says appraisals have been said to inspire hatred and distrust among employees. This act may account for the 43 percent of the respondents who say that IQMS is unfair. This implies that there are institutions with a lot of hiccups with appraisal. On the other hand, there is this 57 percent that feel it if fair. The implication of this is that problems that are cited in certain schools as stated in the problem statement are not necessarily universal. There are some schools that run the process with minimal hiccups. Or could it be that respondents understood the question to imply that the questionnaire was about the evaluation of IQMS itself and not the fairness of the process on them as individuals.

Figure 4.16 Receive feedback on IQMS



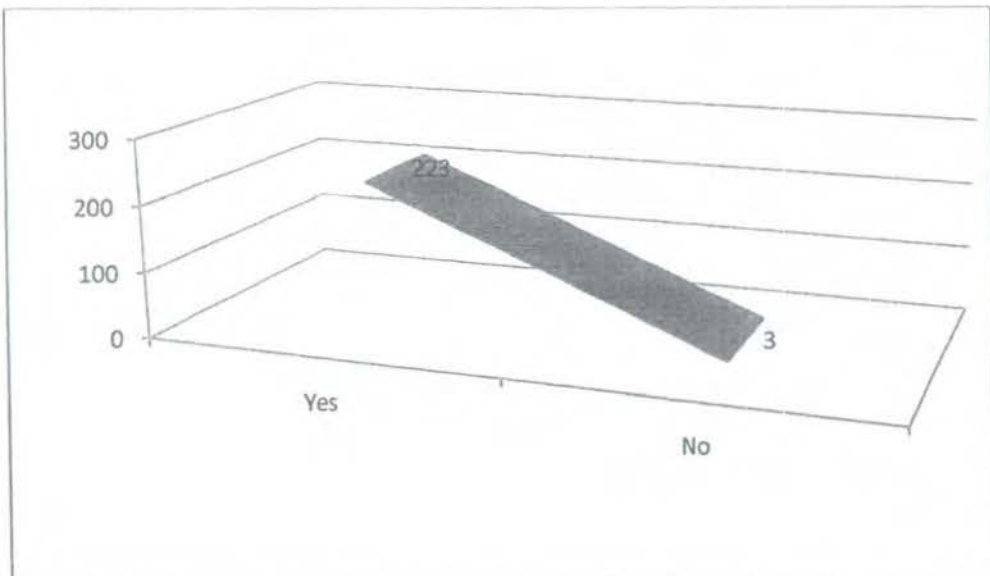
After the observation of educator in practice, the Development Support Group (DSG), is supposed to call the teacher concerned and discuss the outcome of the evaluation with that teacher. This is feedback. If this does not happen, then the process is mismanaged. During this feedback session an agreement should be reached about what score to allocate to the teacher. The fact there are incidents where teachers do not get feedback on their evaluation is a serious cause for concern. At the end of the day, teachers are supposed to use that feedback for self development or improvement.

Figure 4.17 IQMS at your school tied to the School Development Plan



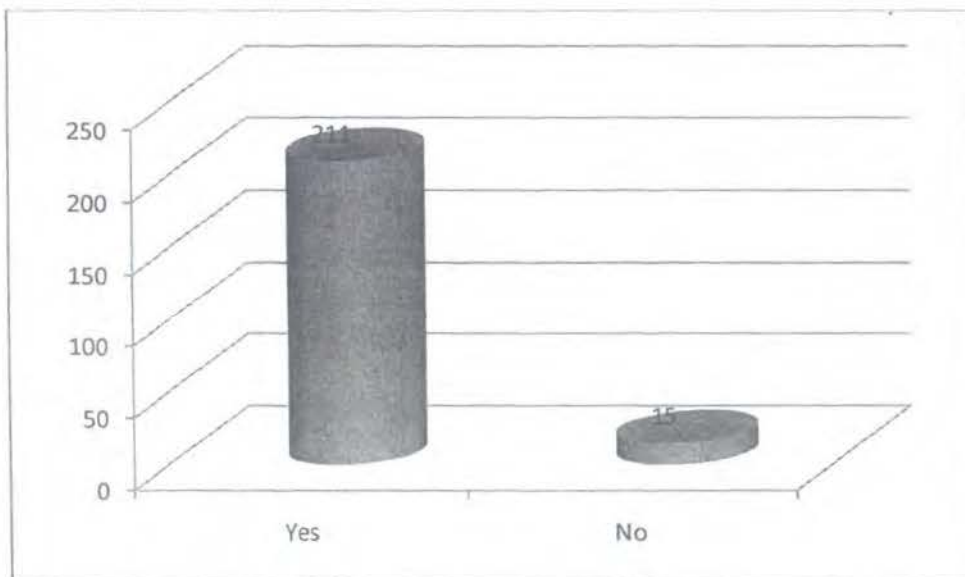
The School Development Plan (SDP) is a product of the IQMS records. The development priorities of educators as identified during class visits are compiled into one document which becomes the SDP. What this finding implies, is that 86.7% of the respondents claim that the process as explained above takes place. It implies that these respondents know the content of their school's SDP's. This further paints a very positive picture about appraisal in the schools. The 13.3% that feels that IQMS is not tied to the SDP need to be given information about some of the management issues at school.

Figure 4.18 Honesty about my answers I am using during the completion of the IQMS form.



During the process of collecting questionnaires, there were those people who did not want to write their names on the questionnaire. It was intimidating to them because they suspected that, the information the researcher was gathering, would use it against them. This may explain why the three lied about their responses. The researcher is of the view that, had it not been for the provision of respondent's names, the total outcome of the study would be different. It further appears that respondents do not know of the ethical consideration observed by all researchers that their subject should never be harmed by their participation in research questionnaires. It further emerged that other researchers that had worked with them, never asked for their names in their questionnaires.

Figure 4.19 It is OK for your supervisor/HoD to be subjective and give you an average score then ask you to motivate why you need more points



Some respondents feel that their supervisors are correct to be subjective and ask for motivation because they understand the rationale behind IQMS. The key objective is to improve teacher performance. Managers may not be aware of certain things educators do at school. Principals are not masters of all school subjects. Therefore the need for further motivation by subordinates is in order. This overwhelming majority in support of this approach by managers is suggestive of the fact that IQMS is practiced correctly. It should be however noted that of the 226 respondents a total of 150 are managers and cannot oppose their own conduct.

4.5 MEASURES OF ASSOCIATION

In this section there is going to be a discussion on measure of correlation. Correlation is defined as a measure of relation between two or more variables. The coefficients of correlation used in this study will range between +1.00 and -1.00 where a perfectly positive correlation is represented by +1 and perfectly negative correlation is represented by -1. 0 (zero) represents the absence of a correlation. A positive correlation denotes that when one variable increases, the other will as well increase and a negative correlation shows that when one variable increases, the other will decrease or when one decreases, the other will increase. The variables used in this study include among others, race, citizenship, age, qualifications and questions one up to 14.

Table 4.1 Correlation

		Ethnic	Status	Qualification	Age	Citizenship	Qu 1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7
Spearman's rho	Correlation Coefficient	1.000	-.112	-.209**	-.245**	.890**	.323**	-.129	.318**	.388**	-.135*	.203**	.185**
	Sig. (2-tailed)		.093	.002	.000	.000	.000	.053	.000	.000	.043	.002	.005
	N	225	225	225	225	225	225	225	225	225	225	225	225
Status	Correlation Coefficient	-.112	1.000	.846**	.842**	-.100	-.057	.347**	.408**	-.130	.819**	.808**	.864**
	Sig. (2-tailed)	.093		.000	.000	.135	.397	.000	.000	.051	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qualification	Correlation Coefficient	-.209**	.846**	1.000	.849**	-.186**	.180**	.411**	.407**	.243**	.829**	.795**	.826**
	Sig. (2-tailed)	.002	.000		.000	.005	.007	.000	.000	.000	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Age	Correlation Coefficient	-.245**	.842**	.849**	1.000	-.218**	.218**	.141*	-.144*	-.015	.860**	.661**	.735**
	Sig. (2-tailed)	.000	.000	.000		.001	.001	.035	.030	.821	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Citizenship	Correlation Coefficient	.890**	-.100	-.186**	.218**	1.000	.288**	-.115	.284**	.346**	-.120	.181**	-.165*
	Sig. (2-tailed)	.000	.135	.005	.001		.000	.085	.000	.000	.072	.006	.013
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu 1	Correlation Coefficient	.323**	-.057	.180**	.218**	-.288**	1.000	.024	.393**	-.076	.071	.107	.097
	Sig. (2-tailed)	.000	.397	.007	.001	.000		.715	.000	.256	.289	.110	.146
	N	225	225	225	225	225	225	225	225	225	225	225	225

Qu2	Correlation Coefficient	-.129	.347**	.411**	.141*	-.115	.024	1.000	.538**	.289**	.133*	.677**	.531**
	Sig. (2-tailed)	.053	.000	.000	.035	.085	.715		.000	.000	.047	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu3	Correlation Coefficient	.318**	.408**	-.407**	-.144*	-.284**	.393**	.538**	1.000	.732**	.319**	.480**	.437**
	Sig. (2-tailed)	.000	.000	.000	.030	.000	.000	.000		.000	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu4	Correlation Coefficient	.388**	-.130	-.243**	-.015	-.346**	-.076	.289**	.732**	1.000	-.157*	.236**	.215**
	Sig. (2-tailed)	.000	.051	.000	.821	.000	.256	.000	.000		.019	.000	.001
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu5	Correlation Coefficient	-.135*	.819**	.829**	.860**	-.120	.071	.133*	.319**	-.157*	1.000	.664**	.730**
	Sig. (2-tailed)	.043	.000	.000	.000	.072	.289	.047	.000	.019		.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu6	Correlation Coefficient	.203**	.808**	.795**	.661**	-.181**	.107	.677**	.480**	.236**	.664**	1.000	.910**
	Sig. (2-tailed)	.002	.000	.000	.000	.006	.110	.000	.000	.000	.000		.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu7	Correlation Coefficient	.185**	.864**	.826**	.735**	-.165*	.097	.531**	.437**	.215**	.730**	.910**	1.000
	Sig. (2-tailed)	.005	.000	.000	.000	.013	.146	.000	.000	.001	.000	.000	
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu8	Correlation Coefficient	.190**	.872**	.816**	.713**	-.169*	.100	.574**	.449**	.221**	.710**	.935**	.972**
	Sig. (2-tailed)	.004	.000	.000	.000	.011	.135	.000	.000	.001	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu9	Correlation Coefficient	-.139*	.819**	.837**	.866**	-.124	.073	.136*	.328**	-.161*	.973**	.682**	.750**
	Sig. (2-tailed)	.038	.000	.000	.000	.064	.276	.041	.000	.016	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu10	Correlation Coefficient	.170*	.844**	-.859**	.804**	.152*	-.089	.409**	.403**	.198**	.793**	.838**	.921**
	Sig. (2-tailed)	.011	.000	.000	.000	.023	.181	.000	.000	.003	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu11	Correlation Coefficient	.195**	.852**	.807**	.691**	-.174**	.103	.617**	.462**	.227**	.690**	.962**	.945**
	Sig. (2-tailed)	.003	.000	.000	.000	.009	.124	.000	.000	.001	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu12	Correlation Coefficient	.447**	.251**	-.467**	.508**	.399**	.653**	.339**	-.129	-.065	.302**	.454**	.413**
	Sig. (2-tailed)												
	N												

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.054	.333	.000	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu13	Correlation Coefficient	.766**	-.086	-.161*	-.189**	.864**	-.249**	-.100	.245**	.299**	-.104	-.157**	-.142**
	Sig. (2-tailed)	.000	.196	.016	.005	.000	.000	.137	.000	.000	.120	.019	.033
	N	225	225	225	225	225	225	225	225	225	225	225	225
Qu14	Correlation Coefficient	.609**	.184**	-.343**	.402**	.543**	-.505**	.212**	.454**	.525**	.221**	.333**	.303**
	Sig. (2-tailed)	.000	.006	.000	.000	.000	.000	.001	.000	.000	.001	.000	.000
	N	225	225	225	225	225	225	225	225	225	225	225	225
V20	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V21	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V22	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V23	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V24	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V25	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V26	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V27	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.

N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Qu8	Qu9	Qu10	Qu11	Qu12	Qu13	Qu14	V20	V21	V22	V23	V24
Spearman's rho	Ethnic												
	Correlation Coefficient	.190**	-.139*	.170**	.195**	.447**	.766**	.609**					
	Sig. (2-tailed)	.004	.038	.011	.003	.000	.000	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Status	Correlation Coefficient	.872**	.819**	.844**	.852**	.251**	-.086	.184**					
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.196	.006					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qualification	Correlation Coefficient	.816**	.837**	.859**	.807**	.467**	-.161*	.343**					
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.016	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Age	Correlation Coefficient	.713**	.866**	.804**	.691**	.508**	.189**	.402**					
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.005	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Citizenship	Correlation Coefficient	-.169*	-.124	.152*	.174**	.399**	.864**	.543**					
	Sig. (2-tailed)	.011	.064	.023	.009	.000	.000	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu 1	Correlation Coefficient	.100	.073	-.089	.103	.653**	.249**	.505**					
	Sig. (2-tailed)	.135	.276	.181	.124	.000	.000	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu2	Correlation Coefficient	.574**	.136*	.409**	.617**	.339**	-.100	.212**					
	Sig. (2-tailed)	.000	.041	.000	.000	.000	.137	.001					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu3	Correlation Coefficient	.449**	.328**	.403**	.462**	-.129	.245**	.454**					
	Sig. (2-tailed)	.000	.000	.000	.000	.054	.000	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu4	Correlation Coefficient	.221**	-.161*	.198**	.227**	-.065	.299**	.525**					
	Sig. (2-tailed)	.001	.016	.003	.001	.333	.000	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu5	Correlation Coefficient	.710**	.973**	.793**	.690**	.302**	-.104	.221**					
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.120	.001					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu6	Correlation Coefficient	.935**	.682**	.838**	.962**	.454**	-.157*	.333**					
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.019	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0

Qu7	Correlation Coefficient	.972**	.750**	.921**	.945**	.413**	-.142*	.303**					
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.033	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu8	Correlation Coefficient	1.000	.730**	.896**	.972**	.425**	-.146*	.312**					
	Sig. (2-tailed)		.000	.000	.000	.000	.028	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu9	Correlation Coefficient	.730**	1.000	.814**	.709**	.310**	-.107	.228**					
	Sig. (2-tailed)	.000		.000	.000	.000	.110	.001					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu10	Correlation Coefficient	.896**	.814**	1.000	.871**	.381**	.131*	.279**					
	Sig. (2-tailed)	.000	.000		.000	.000	.049	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu11	Correlation Coefficient	.972**	.709**	.871**	1.000	.437**	-.151*	.321**					
	Sig. (2-tailed)	.000	.000	.000		.000	.024	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu12	Correlation Coefficient	.425**	.310**	.381**	.437**	1.000	.345**	.734**					
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu13	Correlation Coefficient	-.146*	-.107	.131*	-.151*	.345**	1.000	.469**					
	Sig. (2-tailed)	.028	.110	.049	.024	.000		.000					
	N	225	225	225	225	225	225	225	0	0	0	0	0
Qu14	Correlation Coefficient	.312**	.228**	.279**	.321**	.734**	.469**	1.000					
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000						
	N	225	225	225	225	225	225	225	0	0	0	0	0
V20	Correlation Coefficient												
	Sig. (2-tailed)												
	N	0	0	0	0	0	0	0	0	0	0	0	0
V21	Correlation Coefficient												
	Sig. (2-tailed)												
	N	0	0	0	0	0	0	0	0	0	0	0	0
V22	Correlation Coefficient												
	Sig. (2-tailed)												
	N	0	0	0	0	0	0	0	0	0	0	0	0
V23	Correlation Coefficient												
	Sig. (2-tailed)												
	N	0	0	0	0	0	0	0	0	0	0	0	0

V24	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V25	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V26	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0
V27	Correlation Coefficient	.	.	.	.	.	.	.	.	.	.	.	.
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.
	N	0	0	0	0	0	0	0	0	0	0	0	0

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

There is a weak negative correlation between ethnicity and qualifications which is (-209). It means that there is a 20,9% chance that an increase in qualifications will make a decrease in ethnicity. The correlation between ethnicity and is a weak positive one at 24.5%. An increase in age has only a 24.5% chance of increasing ethnicity. There is a strong positive correlation between ethnicity and citizenship of 89%. An increase in the number of citizens would see an increase in ethnicity. There is a weak positive correlation between ethnicity and the feeling about IQMS which is 32.3%. Ethnicity and IQMS objectivity also has a weak positive correlation of 31.8%. There is only a 31.8% chance that the more ethnic groups there are, the more there will be an increase in the number of people who think that IQMS is objective.

There is again a weak positive correlation between ethnicity and the application of performance standards of 38.8%. It means that the chances that ethnicity would increase in the thinking that the application of performance standards stands at 38.8%. furthermore there is another weak positive correlation between ethnicity and the importance of IQMS to the Department of Basic Education which is 20.3%.the correlation between ethnicity and tying IQMS to SDP is 44.7%. It shows that chances that the higher the ethnicity the more the thinking that IQMS is tied to the SDP.

The correlation between ethnicity and honesty is a strong one at 76.6%, meaning that chances that an increase in ethnicity would increase in honesty are 76.6%.

There is again a 60.9% chance that ethnicity would increase with an increase in the subjectivity of the supervisor.

Status and qualifications have a strong positive correlation of 84.6%. This means that chances that status increases with qualifications stand at 84.6%. Status and age also have a strong positive correlation of 84.2%. It demonstrates that chances that the older teachers become the higher will their status become is 84.2%. Status has a weak positive correlation with consistency and objectivity at 34.75 and 40.8%. The chance that higher the qualifications the higher the feeling that IQMS should determine the bonus is a strong one at 81.9%. The correlation between qualifications and the feeling that IQMS is important enough to the Department of Basic Education is a strong one at 80.8%. Status and feedback loop have also a strong positive correlation of 86.4%.

Another strong positive correlation exists between status and what happens to IQMS records. There is an 87.2% chance that an increase in status will make an increase in those who say nothing happens to the IQMS records. The chances that and increase in status will make an increase in those who say the principal knows how to do IQMS is 81.9%. Furthermore, there is an 84.4% chance that the higher the status the higher the feeling that IQMS is fair. The correlation between status and IQMS feedback is strong at 85.2%. the higher the status the higher the feeling that there is feedback. When it comes to tying IQMS to the SDP, there is a weak positive correlation of 0.251. It shows that there is a 25.1% chance that, the higher the status the higher the feeling that IQMS is tied to the SDP.

The correlation between qualifications and age is very strong at 0.849. It shows that there is an 84.9% chance that the older teachers are the higher their qualifications. There is however a weak negative correlation between qualifications and citizenship. It is -0.186. It shows that there is an 18.6% chance that an increase in qualifications will result in a decrease in the number of citizens. There is yet another weak positive correlation of 0.18 between qualifications and the feelings towards IQMS.

The correlation between qualifications is 0.411. it means that there is a 41.1% chance that an increase in qualifications will increase consistency. There is another positive correlation OF 40.7% between qualifications and the objectivity of IQMS, which translate in to the possibility that when qualifications increase, the

feeling that IQMS is objective enough also increases. There is yet a weak positive correlation of 24.8% between qualifications and the application of performance standards to everybody.

There is an 82.9 % chance that an increase in qualifications would result in an increase in the feeling that bonus should determine people's bonuses. A chance of 72.9% exists, that an increase in qualifications would increase with the view that IQMS is valued very important by the Department of Basic Education. An increase in qualifications has a high positive correlation of 82.6% with an increase in the feedback loop. Another strong positive correlation of 83.7% exists between qualifications and the principal's knowledge of IQMS. An increase in fairness increases with an increase in qualifications and the chance for this is 85.9%.

Qualifications again have a strong positive correlation with the tying of IQMS to the SDP. This correlation stands at 46.7%.

There is a 21.8% negative correlation exists between age and citizenship, meaning that an increase in age has a chance of decreasing citizenship. Another weak positive correlation is there between age and the feeling about IQMS. Age and IQMS consistency have a weak positive correlation of 14.1%. Age increase would decrease objectivity at a chance of 14.4%.. Again, age has a negative correlation with the application of IQMS standards to everybody at a rate of 15%. An increase in age has a chance of 86% towards the feeling the IQMS should determine the bonus. There is a 66.1% chance that the older people grow, the more important they feel IQMS is. Furthermore, a chance of 86.6% exists that the older people get, the more they feel that principal know more about IQMS. Still on age and other variables, when it comes to the fairness of the system of IQMS, there is an 80.4% positive correlation.

There is a 28.8% chance that an increase in the number of citizens would result in the increase in the intensity of the feeling towards IQMS. Consistency and citizenship have a weak negative correlation of 11.5%. The objectivity of the appraisal system and citizenship have weak positive correlation. An increase in the number of citizens has a 39.9% chance of seeing an increase in the tying of IQMS to SDP. Another strong positive correlation is seen between citizenship and honesty. It shows that there is an 86.4% chance that the more the citizens the more the honesty in doing IQMS.

A chance of 39.3% exists that, an increase in the positive feeling about IQMS will result in an increase in the objectivity of the system. There is another strong positive correlation between the feeling towards IQMS and the objectivity thereof. The study reveals that 65.3% of chances exists that the higher the feeling towards the system the more the impression that it is tied to the school's SDP. A 24.9% chance is such that the higher the feeling about IQMS the more the honesty. An increase in the feeling of consistency towards the system has a 53.8% chance of increasing the objectivity thereof. Still on consistency, a 67.7% chance is there that consistency will increase with and increase in the importance of performance appraisal. An increase inconsistency has a 57.4 % chance that an increase in the records of appraisal. Another positive correlation is seen between consistency and feedback. An increase in consistency has a weak chance of 33.9% of increasing the tying of IQMS to SDP. An increase in consistency again has a weak chance of seeing an increase in supervisor subjectivity. Objectivity has a 73.2% chance of increasing IQMS standards and again has a 43.7% of increasing determination of bonus using IQMS when it increases and a 48% of increasing the feeling that IQMS is important.

The objectivity of the appraisal system has a positive correlation with the following variables:- feedback loop, appraisal records, principal's knowledge, fairness, feedback, honesty and supervisor subjectivity. The chances per variable vary respectively as follows, 43,7%, 44.9%, 32.8%. 40.3%, 46.2%, 24.5%, and 45.4%. An increase in objectivity would increase other variables according to percentages as listed above.

There is generally, a weak positive correlation between Performance standards and the following variables, importance of appraisal, feedback loop, appraisal records, IQMS feedback, honesty and supervisor subjectivity. Furthermore, an increase in the feeling that IQMS should determine the bonus would result with an increase in the following variable, IQMS records, principal's knowledge, appraisal fairness, feedback, SDP, supervisor subjectivity, importance of IQMS and the feedback loop at different percentage levels ranging from 22.1% to 97.3%.

The importance of this appraisal system has various percentage chances of increasing with feedback loop, records, principal's knowledge, fairness, feedback and SDP. These percentage chances vary from 45.4% to 96.2%. the highest

possible increase of a variable is that of feedback, at 96.2% and the lowest is tying IQMS to SDP.

The increase in the consistent application of the feedback loop as well has a positive influence on the increase in appraisal records, principal's knowledge, fairness of the system, appraisal feedback, tying SDP to appraisal and supervisor subjectivity. The lowest possible chance of an increase in these variables is 30.3% and it affects supervisor subjectivity and the highest is appraisal records at 97.2%.

The increase in the principal's knowledge of appraisal could result in the increase in the following variables:- appraisal fairness, feedback, SDP and supervisor subjectivity. The principal's knowledge has the highest positive impact on appraisal fairness when it increases. The fairness of the system could affect the positive increase on the following when it increases, feedback, SDP, honesty, feedback, SDP and supervisor subjectivity. Generally the effect will be low because the correlations are generally weak except for the one on feedback. All the rest are below 38.1%. An increase in the tying of IQMS to SDP would cause a positive increase in honesty at a chance 34.5% and an increase in supervisor subjectivity at a chance of 73.4%.

4.6 CONCLUSION

The correlations discussed above have made interesting revelations. One outstanding revelation is that the higher the status of educators the more they believe their bonus should be determined by IQMS whereas those in the lower levels do not feel like that. The reason could be that educators at lower levels are allocated points by their supervisors but principal themselves are hardly ever allocated points by their supervisors, they allocated themselves points.

Interestingly still, is the revelation that those with status feel that appraisal is important to the Department of Basic education and those with less status feel differently. In other words, those doing the appraisal feel it is important and those that are subjected to it feel it is not important.

Still on revelations of the correlations, those with status feel it is fair and those without feel it is not fair. Younger teachers feel IQMS is not important but older ones feel differently. Furthermore, older teachers think that principal know IQMS

but younger ones do not think so. On the qualifications area, better qualified teachers are generally very positive about IQMS that lesser qualified ones.

This chapter analysed what the respondents said answering the questionnaires. The analysis was done using graphs, tables as well as statistics. The graphical analysis was done below the graphs and tables and the statistical analysis was done using SPSS and different correlations between different variables were studied and comments made under the section titled correlations.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

According to Creedy (2008:33), the role of the concluding section is simply to draw the paper to a close by restating the aims and then providing a strong clear statement of the major results. The chapters that came before this articulated on the merits and demerits of performance appraisals. The purpose of this research is to find out about what performance appraisal is, does it improve school effectiveness and how it can be improved in schools.

This chapter is going to consolidate all the findings of the study as illustrated in the statistical analysis of chapter four. The research questions will as well be answered in this section. The research questions in this study are about the importance of appraisal in schools, the feelings of teachers about appraisal as well as the improvements of the system.

The chapter will comprise the summary of the study, the results of the research questions as well as the suggestions on how appraisal can be improved in schools. Future research opportunities will also be mentioned. The conclusion and the recommendations will be last.

5.2 SUMMARY OF STUDY

The first chapter of this study was about the overview of the study which comprised the introduction which explained the field of study that the research belongs to, the background that dealt with an in-depth articulation of the processes of appraisal at school level, the problem statement which discussed challenges that the system is faced with in implementing IQMS, objectives of the study, research design as well as the layout.

In Chapter two the study focused on literature review. In this section, the types of literature resources to be used were also stated. Literature survey was mainly in the form of internet journals and to little less extent textbooks. Use was made of a matrix system that helped the researcher in identifying themes from many journals. The various definitions of performance management were discussed and analysed. The purpose of performance management, the goals of performance appraisal, types of appraisal were discussed. Other topics under the same subject included,

the steps in performance appraisal as well as an in-depth look into the disadvantages of the appraising employee performance.

The third chapter was on research methodology in which different types of research were discussed, methods used to collect data were also discussed. Sampling and limitations of the research were discussed in the third chapter as well. Also included in the third chapter were the ethical considerations towards the conduct of research.

In the fourth chapter, the study focused on the analysis and discussion of data. Responses to research questions were discussed. Each research question was handled individually in terms of how participants responded to it. Again, the results of the study were analysed, measures of association discussed and the conclusion was drawn.

5.3 RESPONSES TO RESEARCH QUESTIONS

This section of the chapter will focus on the findings of the research questions. Each research question together with findings thereof will be discussed individually. The research questions were about the importance of appraisal, respondents' feeling about it and the improvements that could be made.

Attitudes of teachers towards IQMS.

It is interesting to note that the study reveals that 81% of the respondents are positive their feelings towards IQMS. This positive outcome is supported by Fitzgerald *et al* (2003:103) when he argues that performance appraisal is a way in which teachers in New Zealand schools can reflect on and improve the quality of teaching and learning in schools. In the same breath, Sanwog (2008:22) supports this view by stating that, in practice, the use of a system enabled staff within the division of Human resource management to recognise and accept their own performances and to use this information to improve their performances.

Furthermore, the study reveals seventy seven percent of the respondents feel that this system of appraisal is not objective enough. This matter of the absence of objectivity is supported by Sinclair 1988 (*as cited in* Latham *et al.* 2008:221) when he points out that, evidence suggests that raters are too generous when in a good

mood and not generous when in a bad one. On the same score, Latham and Mann 2006 (as *cited* in Latham *et al.* 2008:220) states that a major source of dissatisfaction appears to be the difficulty people have in providing an appraisal that accurately reflects a person's performance over a relevant time frame.

Almost all respondents say that they are positive about the application of performance standards to everybody. This question needs to be interpreted in context with the one that came before it. In the above question, respondents say they are negative about IQMS. In this question, which is about the application of performance standards, participants say they are positive about the application of performance standards. It could be that they are arguing that they are positive that everybody is negative about IQMS. This view of negativity to appraisal is shared by Deming 2000 (as *cited* in Law 2007:19) when he states, in practice annual ratings are a disease, annihilating long term planning, demobilising team work, nourishing rivalry and politics, leaving people bitter, crushed bruised, battered, desolate, despondent, unfit for work for weeks after receipt of rating.

Alternatively it could be that, indeed respondents are happy about the application of these standards. This view, is in theory, supported by, Gratton 2000 (as *cited* in Whitford and Coetzee (2006:63) when they say, no other operational system had contributed more to human Resource success than performance management.

The importance of IQMS

The first question on the importance of IQMS was on whether annual ratings should be used to determine bonuses. The result of the study revealed a split. In theory, Wilson and Jones (2008:60) argue that, for example if one believes that blacks are athletic, raters will look for examples to confirm this stereotype rather than examples that will disconfirm it. Basically, the two authors are arguing about bias in favour of personal beliefs. Furthermore, Arvey and Campion 1982 (as *cited* in Wilson *et al.* 2008:60), note that attitudinal and racial similarity have been found to affect evaluations of job candidates; perceptual similarity between manager and subordinate has been shown to significantly influence performance ratings. As a result of the perceived ever-presence of a bias in ratings, an assumption could be drawn that, even though educators are positive about appraisal, they could be doubtful about the idea of having it used to determine their bonuses.

The general impression one gets out of the questions on the importance of the appraisal system is such that it is not important enough. Sixty four percent of participants say that the system is not rated important by the Department of Basic Education. Some authors perceive appraisal as mere conformity to rules. For example, Bowles and Coates 1993 (as cited in Storey 2002:323) note that, thus criticisms of appraisal suggest that it too easily degenerates into a bureaucratic ritual, that it is an insidious form of management control and that it is a tool that promotes and rewards conformity. This could be the reason participants felt the department does not view it as important enough.

Improvement of IQMS

Nearly half the number of respondents says that their principals know or do not know appraisal. Schraeder *et al* (200:21) argue that, performance or outcome goals are often used in conjunction with performance appraisal systems. An assumption could be made that, principals who do not know appraisal may find it difficult to align organizational objectives with individual objectives of their personnel because they do not understand the system or another could be made that, those who understands it should easily align entity aims with those of their subordinates. After all O'Connor and Lee (2007:606) argue that, there are countless methods of appraisal, but most have one of two main outcomes: measuring performance or facilitating the professional development of a staff member.

There is yet another near split on the question of the fairness of the system. Authors such as Heathfield (2007:7) argue that , the manager is in an uncomfortable judgment seat. This argument by Heathfield attests to the likely unfairness of the practice. On the other hand, there are those who feel the system is fair. This needs to be view bearing in mind that, of the total number that completed the questionnaire 150 are arguably the implementers of IQMS who according to the correlation analysis view it positively. This positive view is supported by law (2007:18), when he says, beyond measuring individual performance, other objectives include; providing feedback to employees, improving individual performance, providing motivation and recognition, determining pay raises and promotions, coaching, mentoring, and counseling, determining training needs, making decisions pertaining to downsizing or layoffs and finally to proper

documentation for legal purposes such as employee litigation. In the final analysis it could be correct to suggest that there are as many happy as unhappy educators about appraisal.

The majority of participants say appraisal is tied to the school Development Plan. Kanyane *et al* (2009:61) supports this view when he observes that, performance management could be considered as a system that provides a link between strategic objectives of a department and actual performance.

5.4 LIMITATIONS

This study is limited only to the department of education's teaching personnel. Other employees such as office based educators and non-teaching staff are excluded. The generalisability of this study is as a result limited only to school based educators. This is so because out of a big countrywide population of educators, only those around Mafikeng took part in the study.

5.5 MANAGERIAL GUIDELINES

The following guidelines are made from the result of this research.

- The study should be made available to schools, administrators through departmental channels for sound integration of IQMS.
- Since the bulk of the respondents say the department of basic education does not take appraisal seriously or important, then department should manage it in a way that will convince educators that they take it seriously.
- It appears that, better qualified and senior teachers want IQMS to determine their bonus while juniors feel differently. So, educators need to understand that, it is not their qualifications or status but what they put in education that matters.
- The Dept should appoint IQMS drivers specifically for it.
- Principals should undergo refresher courses on appraisal.
- Dishonesty should be traced and punished.
- Appraisal should be improved to make it objective enough.
- IQMS records should be used to in decision-making processes such as promotions.

5.6 FUTURE RESEARCH

The researcher further recommends that a more detailed research be conducted on an even broader scale to establish the reasons why junior teachers disapprove

of IQMS while senior ones approve it. Future research to be done to establish the actual level and extent of the dishonesty in appraisal forms.

5.7 CONCLUSION

In the same way as the review of literature has revealed, there are as many demerits as there are merits to appraisal. The general view is that many respondents are positive about IQMS though it is not important towards the Dept of Basic Education. Again, there needs to be done something to improve the perception of lower level educators about appraisal. The area needing improvement is the perception of educators about their managers about IQMS.

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Appendix A: Matrix

	Theme number	1	2	3	4	5	6	7	8	9	10	11	12
	Themes/papers	Definition of PM	PM is a tool for discipline	PM improves quality	PM should be used to determine training needs of teachers	PM ensures attainment of goals	PM needs a follow up and is on-going	Types of Performance Management	PM is bureaucratic and threatens teacher independence	PM should be aligned to organisational strategy.	PM can be unproductive	PM has problems of inaccuracy/bias	Steps in the Pm processes
1.	Bureaucratic Control or Professional Autonomy? performance management in New Zealand schools			✓						✓		✓	
2.	Performance management, building cornerstones that work.			✓								✓	
3.	Performance Management in Schools: could the Balanced Scorecard help?	✓		✓						✓			
4.	The Development of a 360-Degree Perform	✓		✓					✓				

	mance Appraisal System: A University Case Study												
5.	Performance Appraisal of the Nigerian Secondary School Teachers: The Students Perspectives		✓	✓				✓					
6.	The Influence of a Manager's Own Performance Appraisal on the Evaluation of Others												✓
7.	A critical Examination of Performance Appraisals An Organization's Friend or Foe?	✓		✓								✓	
8.	Authentic performance appraisal: when home is the workplace		✓										
9.	Market orientation,				✓								

	top management emphasis, and Performance within university schools of business: Implications for universities												
10.	Reducing job-irrelevant bias in performance appraisals: compliance and beyond			✓								✓	
11.	The political context of employee appraisal: Effects of Organizational goals on performance ratings												✓
12.	Towards a definition of a business performance measurement system	✓								✓			
13.	Performance management								✓				

	ement in the South African motor manufacturing industry: A framework												
14.	Performance management practices in public sector organizations	✓		✓							✓		
15.	Implementing a new performance management system within a project-based organization	✓											
16.	The NHS performance assessment framework as a balanced scorecard approach. Limitations and implications.		✓	✓									
17.	Different relationships between perceptions of develo			✓					✓				

	ment al perfor mance apprai sal and work perfor mance												
18.	Can Princip als Identif y Effecti ve Teach ers? Eviden ce on Subjec tive Perfor mance Evalua tion in Educat ion.		✓										✓
19.	Teach er Perfor mance Pay: A Revie w.												✓
20.													
21.	Perfor manc e mana gemen t syste ms, monit or your perfor manc e									✓			
22.	'WHA T GETS MEAS URED GETS DONE' ' Head teache rs' respon			✓									✓

	ses to the English Secondary School Performance Management System1											
23.	Performance Management : Building corner stones that work.			✓						✓		
24.	A systematic framework for performance appraisal and compensation strategy			✓								
25.	Appraising Performance Appraisals: A Critical Look at an External Control Management Technique			✓				✓		✓		
26.	Performance appraisals; Aligning performance with strategic goals	✓		✓			✓			✓		
27.	Categorization, Perform											✓

	mance Appraisals, and Self-Limiting Behaviour: The Impact on Current and Future Performance												
28.	Risk-based performance management -don't just comply, profit.								✓				
29.	Cognitive processing models in performance appraisal: evidence from the Malaysian education system	✓											
30.	Adapting the systems model of performance management to major changes in the external and internal organisational	✓		✓			✓				✓		

	enviro nment s.												
31.	Dimen sions of perfor mance apprai sal system s in Jordan ian private and public organi zations	✓							✓				
32.	The imple menta tion of perfor mance manag ement in the Cape Town munici pality.	✓											
33.	A model of the underi ying philos ophy and criteria for effecti ve imple menta tion of perfor mance manag ement			✓									
34.	Perfor mance manag ement in higher educat ion- bridgin g the gap.			✓						✓	✓		
35.	How Accura te Are												✓

	Your Performance Appraisals?											
36.	Towards establishing guidelines for performance appraisal of subject librarians in Kwazulu Natal academic libraries			✓								
37.	Interpersonal Affect: Does it Really Bias Performance Appraisals?											✓
38.	Performance management in parastatals	✓		✓				✓				
39.	Lessons from management-union Partnership in teacher performance Appraisal in the New South Wales public Education system		✓									
40.	Performance management	✓					✓			✓		✓

	ement and skills capacity in the government sector												
41.	Performance appraisal of behaviour-based Competencies : a reliable and valid Procedure	✓											
42.	Performance appraisal Interviews								✓				
43.	Performance Appraisal Systems in Service and Manufacturing Industries: Evidence from Taiwan		✓	✓									
44.	Performance appraisal satisfaction And employee outcomes: mediating And moderating roles of work motivation								✓				
45.	Perfor												

	performance appraisal systems: Determinants and change			✓							✓	
46.	When the pros and cons of performance appraisal systems are made, the costs may outweigh the benefits. Performance Appraisal Weighed and Found Wanting in the Balance			✓				✓			✓	✓
47.	Performance Management and Appraisal Systems: HR Tools for Global Competitiveness											✓
48.	Instead of wasting your time on painful performance appraisals, devote yourself							✓			✓	✓



	<p>If to Implementing a performance management system .</p> <p>Performance Appraisals Don't Work — What Does?</p>												
49.	<p>A critical overview of trends and practices in performance management in the South African higher education environment .</p>	✓											
50.	<p>Procedural justice and supervisors' Personal power bases: effects on Employees' perceptions of performance Appraisal sessions, commitment, And motivation.</p>												
51.	A												

	performance management model for physical asset management	✓								✓			
52.	Integrated performance management : The evolving South African management model.									✓			
53.	Performance appraisal of coaches; a comparative study.		✓										
54.	An analysis of performance management of South African higher education institutions.			✓									
55.	Impact of performance management reviews: evidence from energy supplier.			✓									
56.	A guide to performance management	✓		✓						✓		✓	

	ement for the Health Inform ation Manag er.												
57.	Boost the value of perfor mance review s.												✓
58.	The next level of perfor mance manag ement												✓
59.	Effecti ve perfor mance manag ement								✓				
60.	Perfor mance manag ement and acade mic worklo ad in higher educat ion		✓	✓							✓		
61.													
62.													

ABBREVIATIONS; PM= Performance Management

Appendix B: Construction of Questions

Research Questions	Survey Questions	Variables and or relationships measured	Statistical test
<p>1. The attitudes of educators towards IQMS</p>	<p>On a scale 1 to 4 state how you feel about the following.</p> <p>1.1 How do you feel about IQMS?</p> <p>1.2 Do you think IQMS is handled consistently?</p> <p>1.3 Do you feel IQMS is objective enough?</p> <p>1.4 How would you rate the application of the performance standards to everybody?</p>		
<p>2. The importance of IQMS.</p>	<p>2.1 Do you think should help determine your bonus IQMS.</p> <p>2.2 Do you think IQMS is rated important enough?</p> <p>2.3 Is the feedback loop consistently applied?</p> <p>2.4 Do you think anything happens to your IQMS information after it is completed?</p>		
<p>3. Improvement of</p>	<p>3.1 Does your</p>		

<p>IQMS.</p>	<p>principal know how to do IQMS? 3.2 Do you think IQMS Evaluation is Applied fairly? 3.3 Do you ever receive Feedback on IQMS? 3.4 Is the IQMS tied to The school Development Plan? 3.5 I am totally honest about my answers I am using during the completion of the IQMS form. 3.6 Do you think it is OK for your Supervisor to be Subjective and When you arrive to give you the average and then you have to motivate why you need to get more?</p>		
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Appendix C: Letter



education
Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

10 Nelson Mandela Drive,
Mafikeng
Private Bag X10,
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CENTRAL REGION

To: M.E. Tsolo
From: B. Itumeleng
The Area Office (Rekopantswe and Mafikeng)
Montshioa
Mafikeng
Date: 28 July 2010

SUBJECT: PERMISSION DO CONDUCT A STUDY

This letter gives you permission to conduct a study on IQMS in the areas as stipulated above.

.....
Yours truly

B. Itumeleng (Acting Area Manager)

Appendix D: Questionnaire

VOLUNTARY QUESTIONNAIRE FOR EDUCATORS

The effectiveness of performance management in Mafikeng Schools.

Researcher: Elise Tsolo

Supervisor: Professor Sam Lubbe

Notes to respondents

- The researcher needs your help on the topic as stated above.
- Your answers will remain private and confidential.

This questionnaire is divided into four parts.

- Part one (1) seeks you to grant me permission to use your responses for academic research.
- Part two (2) is for demographics.
- Part three (3) is for performance appraisal items.

Completing the questionnaire.

Please answer the questions as honestly as you can. Read and follow the instructions carefully.

Mark each response with either an X or a tick.

PART 1. PERMISSION TO USE MY RESPONSES FOR ACADEMIC RESEARCH.

I hereby grant the researcher permission to use my responses for research purposes with an understanding that my identity will remain unknown.

Initials and surname.....

Postal address.....

.....

Postal code

PART 2

GENERAL PARTICULARS

1. I am

Race	Tick
African	
Coloured	
Indian	
Oriental	

White	
other	

2.. I am a/an

Posistion	Tick
Princiapl	
Deputy Principal	
HoD	
Educator	

3. Education

Qualifications	Tick
Post graduate	
Under-graduate	
Higher diploma	
Diploma	
Other	

4. Age

Age category	Tick
Below 25	
Between 25 and 30	
Between 30 and 35	
Between 35 and 40	
Over 40	

5. I grew up in

Area	Tick
South Africa	
Outside South Africa	

PART 3. IQMS SECTION

6. ATTITUDES OF TEACHERS TOWARDS IQMS

On a scale of 1 to 4, state how you feel about the following

6.1 How do you feel about IQMS?

Strongly negative	Negative	Positive	Very positive
-------------------	----------	----------	---------------

6.2 Do you think IQMS is handled consistently?

Strongly agree	Agree	Disagree	Strongly disagree
----------------	-------	----------	-------------------

6.3 Dou you feel IQMS is objective enough?

Strongly agree	Disagree	Agree	Strongly disagree
----------------	----------	-------	-------------------

6.4 How would you rate the application of performance standards to everybody?

Strongly negative	Negative	Positive	Strongly positive
-------------------	----------	----------	-------------------

7. THE IMPORTANCE OF IQMS

7.1 Do you think IQMS should help determine your bonus?

Yes	No
-----	----

7.2 Do you think IQMS is rated important enough by the department?

Yes	No
-----	----

7.3 is the feedback loop consistently applied?

Yes	No
-----	----

7.4 Do you think anything happens to your IQMS record after it is completed?

Yes	No
-----	----

8. IMPROVEMENT OF IQMS

8.1 Does your principal/manager know how to do IQMS?

Yes	No
-----	----

8.2 Do you think IQMS evaluation is done fairly?

Yes	No
-----	----

8.3 Do you ever receive feedback on IQMS?

Yes	No
-----	----

8.4 Is the IQMS at your school tied to the School Development Plan?

Yes	No
-----	----

8.5 I am totally honest about my answers I am using during the completion of the IQMS form.

Yes	No
-----	----

Do you think it is Ok for your supervisor to be subjective and when you arrive to give you average and then you have to motivate why you need to get more.

Yes	No
-----	----

Thank you for completing the questionnaire